



# Bolingbroke Academy

## **Years 10 & 11**

# **Curriculum Guide**

**Academic Year 2017 – 2018**

Dear Parents / Carers,

This guide has been designed to provide a detailed overview of our Key Stage 4 curriculum. Each set of subject pages has a breakdown of what pupils will be learning in each half-term and, subsequently, what will be assessed at the different assessment points. As I'm sure you are aware, the Class of 2019 achieved some outstanding GCSE results last year, however, early signs are that the Class of 2020 and Class of 2021 could match their achievements and, in some areas, eclipse them! We look forward to supporting our KS4 pupils through their studies and hope to welcome as many pupils back into our 6<sup>th</sup> form as possible once their GCSE programme has concluded. **Our Open Morning for all prospective 6<sup>th</sup> Form students is due to take place on Saturday 14<sup>th</sup> October, 09.30-12.30.** All Year 11s should attend; this is a fantastic opportunity to speak to teachers, listen to current Bolingbroke Year 12 pupils and ask any questions you may have regarding Year 12 and Year 13 study in our 6<sup>th</sup> Form.

From 2017-18 onwards our Year 10 pupils will be sitting summative assessments in AUT2, SPR2 and SUM2 terms only. The Year 10 assessments sat in SUM2 will form the first round of formal GCSE Mock exams and will mirror the actual exams in as many areas as possible. Our Year 11 pupils will sit their second round of Mock exams in the weeks before and after the October half-term holiday (**exam timetable to be found at the back of this curriculum guide**) and a final round of Mock exams are scheduled to take place in February 2018. After these assessments have been marked and analysed, pupils will receive reports which will outline their attainment in their various subjects as well as how this corresponds to their targets. All targets have been considered and discussed by staff within subject teams over the last three weeks; teachers have been careful to ensure that pupils have an end of key stage target that is achievable whilst remaining aspirational.

Our assessment structure in Year 10 and 11 matches the GCSE '9 to 1' grading system where pupils are awarded a number based on where they fit within their cohort. As a result, a pupil should be aiming to reach their target from the outset, rather than, as with National Curriculum levels, following an upward trajectory during the year. In other words, a pupil who has an end of year target of a '5' should be aiming to score a '5' in their Christmas assessments. This would represent good progress, with anything above a '5' representing excellent progress for this particular pupil. **We are holding an Assessment Information Evening (Tuesday 31<sup>st</sup> October 2017 18.00-19.00 for Year 8-10 and Monday 9<sup>th</sup> October 18.00-19.00 for Year 11)** for those parents/carers who would like further guidance on the structure of our assessments, how grades are awarded and whether this indicates that their child is making good progress or not.

The 'Attitude for Learning Snapshot' sent home at the end of AUT1, SPR1 and SUM1 will give you an idea of how your child is doing in terms of behaviour for learning, punctuality and effort as well as providing subject-specific advice on how pupils could improve their scores in these categories.

For any further information please feel free to contact your child's Civitas tutor or subject teachers via the email address listed on the Academy website.

Yours Sincerely,



Mr D Conlon

**Assistant Principal: Curriculum & Assessment**

## ENGLISH | Years 10 & 11 Curriculum

ENGLISH LANGUAGE					
Year 10					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Paper 1 – explorations - Power  1 lesson – fiction writing  2 lessons – Q1, 2 – language analysis  Assessment – paper 1 Q1, Q2 + Q5	Paper 2 – viewpoints – Power  1 lesson – non-fiction writing  2 lessons – Q1, 3 – language analysis  Assessment - paper 2 Q1, Q3 + Q5	Paper 1 – explorations - Relationships  1 lesson – fiction writing  2 lessons – Q2, 3 – structural analysis  Assessment – paper 1 Q1, Q2, Q3 + Q5	Paper 2 – viewpoints – Relationships  1 lesson – non-fiction writing  2 lessons – Q2 – summary skills, Q3  Assessment paper – 2 Q1, Q2, Q3 + Q5	Paper 1 – explorations – Education  1 lesson fiction writing  2 lessons – Q4 – evaluating writer’s methods  <b>MOCK EXAMS – full papers</b>	Paper 2 - viewpoints – Education  1 lesson non-fiction writing  2 lessons – Q4 – comparing writers’ methods  Assessment paper – 2 Q4 only
Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Paper 1 - explorations – Technology & Inventions 1 lesson writing 2 lessons reading	Paper 2 – viewpoints – Technology & Inventions 1 lesson writing 2 lessons reading  <b>MOCK EXAMS</b>	Paper 2 – viewpoints – Travel 1 lesson writing 2 lessons reading	Paper 2 – viewpoints – Travel 1 lesson writing 2 lessons reading  <b>MOCK EXAMS</b>		

### Key Assessment Points

- First mock exam – Year 10 Summer term
- Second mock exam – Year 11 Autumn term
- Third mock exam – Year 11 Spring term

The GCSE Language exam will require pupils to read a 20<sup>th</sup> century fiction extract in Paper 1 and two extracts for Paper 2, one from the 19<sup>th</sup> century and another from the 20<sup>th</sup>/21<sup>st</sup> century. These extracts are unseen, which means there is no way of telling what texts will come up in the exam. Pupils should read widely so they are exposed to read a wide range of texts as preparation for the exam. A reading list is enclosed. Whilst it’s unseen, the questions will always begin the same way (detailed below).

**Language Exam breakdown (100% exam. No coursework.)**

Paper 1 – 80 marks Pupils will respond to the questions below after reading the fiction extract. The questions will always begin in this way.		Paper 2 – 80 marks Pupils will respond to the questions below after reading the two non-fiction extracts. The questions will always begin in this way.	
Question	Question stem	Question	Question stem
<b>Q1</b> 4 marks	List four things that...	<b>Q1</b> 4 marks	Selecting true or false statements regarding one of the extracts
<b>Q2</b> 8 marks	Read lines ... How does the writer use language to present...?	<b>Q2</b> 8 marks	Summarise the differences in _____ between Source A and Source B. <i>(e.g. Summarise the different attitudes to parenting in Source A and Source B)</i>
<b>Q3</b> 8 marks	Read the whole source. How does the writer use structure to interest the reader?	<b>Q3</b> 12 marks	Read Source _____. How does the writer use language to present...?
<b>Q4</b> 20 marks	<i>(A statement is provided about the extract. i.e. The writer creates a lot of fear and tension in the story.)</i>  To what extent do you agree with this statement?	<b>Q4</b> 16 marks	Refer to the whole of Source A and Source B.  Compare how the two writers convey their attitudes to...
<b>Q5</b> Organisation - 24 marks  Technical accuracy – 16 marks	Fiction writing – pupils will have to write a piece of fiction <u>either</u> inspired by a provided image <u>or</u> suggested theme <i>(e.g. write the opening of a story about a journey).</i>	<b>Q5</b> Organisation - 24 marks  Technical accuracy – 16 marks	Non-fiction writing – pupils will have to write a piece of non-fiction writing arguing or persuading their audience <i>(e.g. Write a speech arguing for against animal testing).</i>

ENGLISH LITERATURE					
Year 10					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading group – 'Jekyll & Hyde'		Reading group – modern novel 'An Inspector Calls'		Reading group - 20 <sup>th</sup> century British fiction/non fiction	
Shakespeare – 'Macbeth' / 'A Merchant of Venice'  ASSESSMENT a1 & a2: exam style essay question on Shakespeare text		19 <sup>th</sup> Century novel 'Jekyll & Hyde'  ASSESSMENT sp1 and sp2: exam style essay question on Jekyll & Hyde		Modern novel 'An Inspector Calls'  ASSESSMENT su1 & su2: exam style essay question  <b>MOCK EXAMS: Paper 1 only (Shakespeare, Jekyll &amp; Hyde)</b>	
Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading group – reread modern novel and 19 <sup>th</sup> century novel		Reading group - 20 <sup>th</sup> century British fiction/non fiction		REVISION	
Seen poetry – power and conflict Unseen poetry practise  <b>MOCK EXAMS – Paper 2 before half term (An Inspector Calls and seen poetry). Paper 1 after half term (Macbeth and Jekyll &amp; Hyde)</b>		Revise Shakespeare Revise Jekyll & Hyde  <b>MOCK EXAMS – Paper 1 and Paper 2</b>	Revise An Inspector Calls Revise poetry  Fortnightly essay practice.		

Websites with analysis of texts	Websites with quizzes to test knowledge
<ul style="list-style-type: none"> <li>• BBC GCSE Bitesize</li> <li>• SparkNotes</li> <li>• Lit Charts</li> <li>• Shmoop</li> <li>• Revision World</li> <li>• Cliff Notes</li> </ul>	<ul style="list-style-type: none"> <li>• BBC GCSE Bitesize</li> <li>• Quizlet</li> <li>• Sporcle</li> <li>• Cliff Notes</li> </ul>

For the Literature exam, it is essential that pupils have a solid understanding of each text they study. They will be held to account on this regularly by their teachers through quizzes, essay writing and completing tasks in their revision books.

The exam is unseen, meaning pupils will not know what question will come up in the exam about their text and they cannot take the books in with them. It will always be about one of the main themes or characters. Due to the unseen nature of the exam, it is important that pupils know the texts well and reread them as revision.

## GCSE Literature Exam breakdown (100% exam. No coursework)

Paper 1- 64 marks	Question	Paper 2 – 96 marks	Question
<b>Section A – Shakespeare (Macbeth OR Merchant of Venice)</b> 30 marks +4 marks for spelling, punctuation and grammar	<p><b>Pupils will be provided with an unseen extract from the play. A question based on the extract will be provided and pupils will also need to link their response to other parts of the text.</b></p> <p><i>(e.g. Starting with the extract, explore how Shakespeare presents ambition)</i></p>	<b>Section A – An Inspector Calls</b> 30 marks +4 marks for spelling, punctuation and grammar	<p>No extract is provided. Pupils have a choice to answer <b>ONE</b> of two questions about the text.</p> <p><i>(e.g. How does Priestley present the older and younger generations in the play?)</i>  <b>OR</b>  <i>How does Priestley present the Inspector in the play?)</i></p>
<b>Section B – Jekyll &amp; Hyde</b> 30 marks	<p><b>Pupils will be provided with an unseen extract from the play. A question based on the extract will be provided and pupils will also need to link their response to other parts of the text.</b></p> <p><i>(e.g. Starting with the extract, explore how Stevenson presents good and evil.)</i></p>	<b>Section B – Seen poetry (Power and Conflict – 15 poems)</b> 30 marks	<p>Pupils are provided with one poem from the Power and Conflict anthology. They will be asked to compare it with another of their choice.</p> <p><i>(e.g. Compare the way the power of nature is presented in ‘Exposure’ with a poem of your choice)</i></p>
		<b>Section C Part 1 – Unseen poetry</b> 24 marks	<p>Pupils will respond to a question on a poem they have not seen before.</p>
		<b>Section C Part 2 – Unseen poetry comparison</b> 8 marks	<p>Pupils will compare the writers’ methods between the previous unseen poem and a second unseen poem.</p>

## KS4 Recommended Reading List

- Of Mice and Men - John Steinbeck
- The Kite Runner - Khaled Hosseini
- 1000 Splendid Suns - Khaled Hosseini
- The Book Thief - Marcus Zusak
- Never Let Me Go - Kazuo Ishiguro
- To Kill a Mockingbird - Harper Lee
- Lovely Bones - Alice Sebold
- Mister Pip - Lloyd Jones
- Slumdog Millionaire – Vikas Swarup
- Captain Corelli’s Mandolin – Louis de Bernieres
- One Hundred Years of Solitude – Gael Garcia Marquez
- The Little Prince – Antoine de Saint-Exupéry
- The Secret Life of Bees – Sue Monk Kidd
- The White Tiger – Aravind Adiga
- The Shadow of the Wind – Carlos Ruiz Zafon

- The Help – Kathryn Stockett
- The Time Traveller’s Wife – Audrey Niffenegger
- Her Fearful Symmetry - Audrey Niffenegger
- My Sister lives on the Mantelpiece – Annabel Pitcher
- Ketchup Clouds – Annabel Pritcher
- Maggot Moon – Sally Gardner
- The Bell Jar – Sylvia Plath
- The Colour Purple – Alice Walker
- Coraline – Neil Gaiman
- The Ocean at the end of the Lane – Neil Gaiman
- Wonder – R.J. Palacio
- We were Liars – E. Lockheart
- Animal Farm – George Orwell
- My Brilliant Friend – Elena Ferrante
- The Dairy of a Young Girl – Anne Frank
- The Grapes of Wrath – John Steinbeck
- The Da Vinci Code – Dan Brown
- The Handmaid’s Tale – Margaret Atwood
- Brave New World – Aldous Huxley
- Brideshead Revisited – Evelyn Waugh
- Secret Garden – Frances Hodgson Burnett
- I Capture the Castle – Dodie Smith
- The Woman in Black / I’m the King of the Castle – Susan Hill
- Rebecca – Daphne du Maurier
- Fever Pitch / About a Boy – Nick Hornby
- Regeneration – Pat Barker
- The Go Between – L.P. Hartley
- Atonement – Ian McEwan
- The Trick is to keep breathing – Janice Galloway
- The Hitchhiker’s Guide to the Galaxy – Douglas Adams
- Wolf Hall – Hilary Mantel
- White Teeth – Zadie Smith
- Brick Lane – Monica

# MATHS | Years 10 & 11 Curriculum

## Year 10

Autumn 1 Number	Autumn 2 Geometry	Spring 1 Reasoning	Spring 2 Geometry & number	Summer 1 Sampling & probability	Summer 2 Applications of algebra
<b>All should be confident and competent in Key Stage 3 material. Review of these prerequisites may be useful for each unit:</b>					
<ul style="list-style-type: none"> <li>Calculate with fractions</li> <li>Convert and solve problems with fractions and percentages</li> <li>Review indices</li> </ul>	<ul style="list-style-type: none"> <li>Ratio notation, links to vulgar fractions, decimals and percentages</li> <li>Reflection, rotation and translation</li> <li>Pythagoras' theorem</li> </ul>	<ul style="list-style-type: none"> <li>Algebraic notation and substitution, including kinematics formulae</li> <li>Angles and shapes</li> <li>Straight-line graphs</li> <li>Equations and inequalities</li> <li>Rearranging formulae</li> </ul>	<ul style="list-style-type: none"> <li>Decimal calculations and rounding</li> <li>Units</li> <li>Area and perimeter of plane shapes, including composite shapes</li> <li>Congruence</li> </ul>	<ul style="list-style-type: none"> <li>Sample spaces</li> <li>The probability scale</li> <li>Vulgar fractions, decimals and percentages</li> </ul>	<ul style="list-style-type: none"> <li>Real-life graphs</li> <li>Deriving and using expressions, formulae and equations</li> </ul>
<b>All will be assessed on this specific Key Stage 4 content</b>					
<ul style="list-style-type: none"> <li>Calculations with and rules of indices</li> <li>Calculations with standard form</li> <li>Geometric change including compound interest, growth and decay</li> <li>Standard non-linear sequences</li> </ul>	<ul style="list-style-type: none"> <li>Enlargement</li> <li>Similar shapes</li> <li>Bearings</li> <li>Trigonometry in right angled triangles</li> </ul>	<ul style="list-style-type: none"> <li>Algebraic arguments</li> <li>Geometric reasoning</li> <li>Equations of parallel lines</li> <li>Vectors</li> </ul>	<ul style="list-style-type: none"> <li>Properties of 3-D shapes; their plans and elevations</li> <li>Surface area and volume of pyramids, cones and spheres (including exact answers)</li> <li>Estimation and limits of accuracy</li> <li>Loci</li> <li>Geometric proof</li> </ul>	<ul style="list-style-type: none"> <li>Populations and samples</li> <li>Theoretical and experimental probability</li> <li>Probability of combined events, including tree diagrams and use of Venn diagrams</li> <li>Sample spaces and listing</li> </ul>	<ul style="list-style-type: none"> <li>Expand and factorise binomials</li> <li>Quadratic equations</li> <li>Cubic and reciprocal graphs</li> <li>Linear simultaneous equations</li> <li>Graphical solutions of equations</li> </ul>
<b>Highest attaining students will also be assessed on the following material, which provides good preparation for Key Stage 5</b>					
<ul style="list-style-type: none"> <li>Recurrence relations</li> <li>Surds</li> <li>Recurring decimals</li> <li>Fractional indices</li> <li>Quadratic sequences</li> </ul>	<ul style="list-style-type: none"> <li>Negative scale factors of enlargement</li> <li>Combine transformations</li> <li>3-D trigonometry and Pythagoras' theorem</li> </ul>	<ul style="list-style-type: none"> <li>Vector proofs</li> <li>Trigonometry graphs</li> <li>Equations of perpendicular lines</li> <li>Further inequalities</li> </ul>	<ul style="list-style-type: none"> <li>Similar areas and volumes</li> <li>Upper and lower bounds</li> <li>Trigonometry in all triangles</li> </ul>	<ul style="list-style-type: none"> <li>Conditional probability</li> </ul>	<ul style="list-style-type: none"> <li>Complete the square, quadratic formula, quadratic inequalities</li> <li>Further simultaneous equations</li> <li>Algebraic fractions</li> <li>Exponential graphs</li> </ul>



# Year 11

Autumn 1 Algebra and geometry	Autumn 2 Number & statistics	Spring 1 Revision, extension 1	Spring 2 Revision, extension 2	Summer 1 Revision, extension 3	Summer 2 Examinations
<b>All should be confident and competent in Key Stage 3 material. Review of these prerequisites may be useful for each unit:</b>					
<ul style="list-style-type: none"> <li>Ratio calculations</li> <li>Direct and inverse proportion</li> <li>Derive and use expressions, formulae and equations</li> </ul>	<ul style="list-style-type: none"> <li>Simple statistical diagrams</li> <li>Averages and the range</li> <li>Solve number problems</li> </ul>	<ul style="list-style-type: none"> <li>Review and revision</li> </ul>	<ul style="list-style-type: none"> <li>Review and revision</li> </ul>	<ul style="list-style-type: none"> <li>Review and revision</li> </ul>	<ul style="list-style-type: none"> <li>Review and revision</li> </ul>
<b>All will be assessed on this specific Key Stage 4 content</b>					
<ul style="list-style-type: none"> <li>Arcs and sectors of circles</li> <li>Direct and inverse variation</li> <li>Proof in algebra and geometry</li> </ul>	<ul style="list-style-type: none"> <li>Represent and describe distributions</li> <li>Identify misleading graphs</li> <li>Time series</li> <li>Correlation and lines of best fit</li> <li>Solve problems involving compound units</li> </ul>	<ul style="list-style-type: none"> <li>Review and revision</li> </ul>	<ul style="list-style-type: none"> <li>Review and revision</li> </ul>	<ul style="list-style-type: none"> <li>Review and revision</li> </ul>	<ul style="list-style-type: none"> <li>Review and revision</li> </ul>
<b>Highest attaining students will also be assessed on the following material, which provides good preparation for Key Stage 5</b>					
<ul style="list-style-type: none"> <li>Apply and prove circle theorems</li> <li>Equation of a circle and the tangent to a circle</li> <li>Variation with powers</li> </ul>	<ul style="list-style-type: none"> <li>Histograms with equal and unequal class intervals</li> <li>Cumulative frequency graphs and box plots</li> </ul>	<ul style="list-style-type: none"> <li>Functions and their inverses</li> <li>Composite functions</li> <li>Transformation of graphs</li> </ul>	<ul style="list-style-type: none"> <li>Solve equations by Numerical methods</li> <li>Gradients of curves and areas under graphs</li> </ul>	<ul style="list-style-type: none"> <li>Review and revision</li> </ul>	<ul style="list-style-type: none"> <li>Review and revision</li> </ul>
<b>Throughout KS4:</b> Students will need to keep working on key skills as they occur within other topics, as well as when the skills are being explicitly addressed. These include: Addition, subtraction, multiplication and division; order of operations; fractions, decimals and percentages; rounding and estimation; and algebraic notation.					

## Key Course Text-books/Resources/Extra Reading

- Hegarty Maths tasks (<https://hegartymaths.com/>)
- CGP Edexcel Revision guides and workbooks.
- Corbett Maths website at <https://corbettmaths.com/>
- <https://www.khanacademy.org/>

## SCIENCE | Years 10 & 11 Curriculum

### Year 10 Combined Science (Trilogy)

Unit	Knowledge By the end of this unit pupils know key areas of subject content	Required Practicals	Assessment
AUT1	<p><b>Biology</b> <b>B2 Cell Division</b></p> <ul style="list-style-type: none"> <li>○ Cell division</li> <li>○ Growth and differentiation</li> <li>○ Stem cells</li> <li>● B4 – Organisation of plants and animals                             <ul style="list-style-type: none"> <li>○ The blood, vessels and heat</li> <li>○ Breathing and gas exchange</li> <li>○ Tissues, organs and transport in plants</li> </ul> </li> </ul> <p>Evaporation and transpiration</p> <p><b>Chemistry</b> <b>C3.7-3.10 – Structure and Bonding</b></p> <ul style="list-style-type: none"> <li>● Revision – Covalent Bonding</li> <li>● Revision – simple covalent structures</li> <li>● Properties of giant covalent compounds</li> <li>● Fullerenes and Graphene</li> <li>● Bonding in metals</li> <li>● Giant metallic structures</li> </ul> <p><b>C4 Chemical Calculations</b></p> <ul style="list-style-type: none"> <li>● Relative atomic and formula mass</li> <li>● Calculating moles from masses</li> <li>● Balancing equations using masses</li> <li>● Concentration calculations</li> </ul>		<p>Mastery Quizzes – Cell division</p> <p>Organization, blood, the heart, gas exchange</p> <p>Covalent Structures</p> <p>Chemical Calculations</p>
AUT2	<p><b>Physics</b> <b>P1 Energy, work and power</b></p> <ul style="list-style-type: none"> <li>● Change in energy stores</li> <li>● Conservation of energy</li> <li>● Energy and work</li> <li>● Gravitational potential energy</li> <li>● Kinetic and elastic energy</li> <li>● Energy dissipation</li> <li>● Energy and efficiency</li> <li>● Electrical appliances</li> <li>● Energy and power</li> </ul> <p><b>P8 Balanced Forces</b></p> <ul style="list-style-type: none"> <li>● Vector/Scalar</li> <li>● Forces between objects</li> <li>● Resultant forces</li> <li>● Centre of mass</li> <li>● Parallelogram of forces</li> <li>● Resolution of forces</li> </ul>		<p>I required practical write up and</p> <p style="text-align: center;"><u>Main Ark Assessment+ week of 21<sup>st</sup> November</u></p>

Unit	<p style="text-align: center;"><b>Knowledge</b> By the end of this unit pupils know key areas of subject content</p>	Required Practicals	Assessment
<p style="text-align: center;">AUT2 Post-Ark Assessment+</p>	<p><b>Biology</b> <b>B5 Communicable Diseases</b></p> <ul style="list-style-type: none"> <li>• Health pathogens and Disease</li> <li>• Preventing spread of disease</li> <li>• Viral diseases</li> <li>• Bacterial diseases</li> <li>• Diseases caused by Fungi and Protists</li> <li>• Human defences</li> </ul> <p><b>Physics</b> <b>P3 – Energy Resources</b></p> <ul style="list-style-type: none"> <li>• Energy demands</li> <li>• Energy from wind and water</li> <li>• Power from the sun and earth</li> <li>• Energy and the environment</li> <li>• Big energy issues</li> <li>•</li> </ul>	<p style="text-align: center;">Investigating the effects of antiseptics or antibiotics on bacterial growth</p>	
<p style="text-align: center;">SPR I</p>	<p><b>Physics</b> <b>P4 – Electricity Circuits</b> <b>5 lessons</b></p> <ul style="list-style-type: none"> <li>• Current and charge</li> <li>• Potential difference and resistance</li> <li>• Component characteristics</li> <li>• Series circuits</li> <li>• Parallel circuits</li> </ul> <p><b>Chemistry</b> <b>C8.1-8.5 Rates and Equilibrium</b> <b>5 lessons</b></p> <ul style="list-style-type: none"> <li>• Rates of reaction</li> <li>• Collision theory and surface area</li> <li>• Effect of temperature</li> <li>• Effect of concentration and pressure</li> <li>• Effect of catalysts</li> </ul> <p><b>C5 Chemical Changes</b> <b>8 Lessons</b></p> <ul style="list-style-type: none"> <li>• Reactivity series</li> <li>• Displacement reactions</li> <li>• Extracting metals</li> <li>• Salts from metals</li> <li>• Salts from insoluble bases</li> <li>• Making more salts</li> <li>• Neutralisation and the pH scale</li> <li>• Strong and weak acids</li> </ul>		<p style="text-align: center;"><b>Mastery Quizzes, RP write up</b></p> <p style="text-align: center;"><u>Main Ark Assessment+ week of 5<sup>th</sup> march</u></p>

Unit	Knowledge By the end of this unit pupils know key areas of subject content	Required Practicals	Assessment
SPR2 Post-Ark Assessment+	<b>Biology</b> <b>B10 – The Nervous System</b> <ul style="list-style-type: none"> <li>• Principles of homeostasis</li> <li>• Structure of the nervous system</li> <li>• Reflex actions</li> </ul> <b>B6 – Preventing and treating disease</b> <ul style="list-style-type: none"> <li>• Vaccination</li> <li>• Antibiotics and painkillers</li> <li>• Discovering and developing drugs</li> </ul> <b>B7 – Non-Communicable Diseases</b> <ul style="list-style-type: none"> <li>• Non-communicable diseases</li> <li>• Cancer and smoking</li> <li>• Diet exercise and disease</li> <li>• Alcohol and other carcinogens</li> </ul>		
SUMI	<b>Chemistry</b> <b>C6 – Electrolysis</b> <ul style="list-style-type: none"> <li>• Intro to electrolysis</li> <li>• Changes at the electrodes</li> <li>• Extraction of aluminium</li> <li>• Electrolysis of aqueous solutions</li> </ul> <b>C7 – Energy Changes</b> <ul style="list-style-type: none"> <li>• Exothermic and endothermic</li> <li>• Using energy transfers from reactions</li> <li>• Reaction profiles</li> <li>• Bond energy calculations</li> </ul> <b>C12 – Chemical Analysis</b> <ul style="list-style-type: none"> <li>• Pure substances and mixtures</li> <li>• Analysing chromatograms</li> <li>• Testing for gases</li> </ul> <b>Physics</b> <b>Electricity in the Home</b> <ul style="list-style-type: none"> <li>• Alternating Current</li> <li>• Cables and Plugs</li> <li>• Electrical power and potential difference</li> <li>• Electrical currents and energy transfer</li> <li>• Appliances and efficiency</li> </ul> <b>P6 – Molecules and matter</b> <ul style="list-style-type: none"> <li>• Density</li> <li>• States of matter and changes of state</li> <li>• Internal energy</li> <li>• Specific latent heat</li> <li>• Gas pressure and temperature</li> </ul> <b>P7 – Radioactivity</b> <ul style="list-style-type: none"> <li>• Atoms and radiation</li> <li>• Discovery of the nucleus</li> <li>• Changes in the nucleus</li> <li>• Alpha, beta, gamma radiation</li> <li>• Activity and half-life</li> </ul>		2 Required Practical write ups and 1 skills-based LAT homework. 1 Skills based LAT homework task and 2 Required Practical write up and a formative mock examination.

Unit	<b>Knowledge</b> <b>By the end of this unit pupils know key areas of subject content</b>	Required Practicals	Assessment
SUM2 Pre-Ark Assessment+	<b>Biology</b> <b>B13 Reproduction</b> <ul style="list-style-type: none"> <li>• Types of reproduction</li> <li>• Cell division in sexual reproduction (meiosis)</li> <li>• DNA and the genome</li> <li>• Inheritance in action</li> <li>• More about genetics</li> <li>• Inherited disorders/Screening for genetic disorders</li> </ul> <b>B14 Variation and Evolution</b> <ul style="list-style-type: none"> <li>• Variation</li> <li>• Evolution by natural selection</li> <li>• Selective breeding</li> <li>• Genetic engineering</li> <li>• Ethics of genetic technology</li> </ul>		<b>Year 10 Mocks - Ark Assessment+ week of 18th June</b>
SUM2 Post-Ark Assessment+	Exam Review – 2 Lessons <b>Chemistry</b> <b>C13 The Earth's Atmosphere</b> <ul style="list-style-type: none"> <li>• History of the atmosphere</li> <li>• Evolving atmosphere</li> <li>• Greenhouse gases</li> <li>• Global climate change</li> </ul> Atmospheric pollutants		Mastery Quizzes and homework tasks

# Year 10 Biology

Unit	Knowledge By the end of this unit pupils know key areas of subject content	Required Practicals	Assessment
AUT1	<ul style="list-style-type: none"> <li>• B2 – Cell division               <ul style="list-style-type: none"> <li>○ Cell division</li> <li>○ Growth and differentiation</li> <li>○ Stem cells</li> </ul> </li> <li>• B4 – Organisation of plants and animals               <ul style="list-style-type: none"> <li>○ The blood, vessels and heat</li> <li>○ Breathing and gas exchange</li> <li>○ Tissues, organs and transport in plants</li> <li>○ Evaporation and transpiration</li> </ul> </li> </ul>		Mastery Quizzes and homework tasks  <b><u>Main Ark Assessment – Week 20<sup>th</sup> November</u></b>
AUT2	<ul style="list-style-type: none"> <li>• B5 – Communicable Diseases               <ul style="list-style-type: none"> <li>○ Health, pathogens and disease</li> <li>○ Growing bacteria in the lab</li> <li>○ Preventing infections</li> <li>○ Bacterial diseases</li> </ul> </li> </ul>	Investigating the effects of antiseptics or antibiotics on bacterial growth	
AUT2 Post	<ul style="list-style-type: none"> <li>• B5 – Communicable Diseases               <ul style="list-style-type: none"> <li>○ Viral diseases</li> <li>○ Fungal and protist diseases</li> <li>○ Human defence responses</li> <li>○ Plant diseases and defences</li> </ul> </li> </ul>		
SPR1	<ul style="list-style-type: none"> <li>• B7 – Non-Communicable Disease               <ul style="list-style-type: none"> <li>○ Non-communicable diseases</li> <li>○ Smoking and cancer</li> <li>○ Diet exercise and disease</li> <li>○ Alcohol and other carcinogens</li> </ul> </li> <li>• B6 – Preventing and Treating Disease               <ul style="list-style-type: none"> <li>○ Vaccination</li> <li>○ Antibiotics and painkillers</li> <li>○ Discovering and developing drugs</li> <li>○ Monoclonal antibodies</li> </ul> </li> </ul>		Mastery Quizzes and homework tasks  <b><u>Main Ark Assessment – Week 5<sup>th</sup> March</u></b>
SPR2	<ul style="list-style-type: none"> <li>• B10 – Homeostasis and the Nervous System               <ul style="list-style-type: none"> <li>○ Principles of homeostasis</li> <li>○ Structure of the nervous system</li> <li>○ Reflex actions</li> <li>○ The brain</li> </ul> </li> </ul>		
SPR2 Post	<ul style="list-style-type: none"> <li>• B10 – Homeostasis and the Nervous System               <ul style="list-style-type: none"> <li>○ The eye</li> <li>○ Problems of the eye</li> </ul> </li> </ul>		Mastery Quizzes and homework tasks  <b><u>Main Ark Assessment – Week 18<sup>th</sup> June</u></b>

SUM1	<ul style="list-style-type: none"> <li>• B13 – Reproduction <ul style="list-style-type: none"> <li>○ Types of reproduction</li> <li>○ Cell division in sexual reproduction</li> <li>○ The best of both worlds</li> <li>○ DNA and the genome</li> <li>○ DNA structure and protein synthesis</li> <li>○ Gene expression and mutation</li> <li>○ Inheritance in action</li> <li>○ More about Genetics</li> <li>○ Inherited disorders</li> <li>○ Screening for genetic disorders</li> </ul> </li> <li>• B14 Variation and Evolution <ul style="list-style-type: none"> <li>○ Variation</li> <li>○ Evolution by natural selection</li> </ul> </li> </ul>		
SUM2	<ul style="list-style-type: none"> <li>• B14 Variation and Evolution <ul style="list-style-type: none"> <li>○ Selective breeding</li> <li>○ Genetic engineering</li> <li>○ Cloning/Adult cell cloning</li> <li>○ Ethics of genetic technology</li> </ul> </li> </ul>		

# Year 10 Chemistry

Unit	<b>Knowledge</b> <b>By the end of this unit pupils know key areas of subject content</b>	<b>Assessment</b>
AUT	<b>C3.7-3.12 Bonding, structure and properties</b> <ul style="list-style-type: none"> <li>• Ionic &amp; Covalent Bonding Revision</li> <li>• Covalent Structures</li> <li>• Giant Ionic Structures</li> <li>• Fullerenes, Graphene and Nanoparticles</li> <li>• Metallic Bonding</li> </ul> <b>C4 Quantitative Chemistry</b> <ul style="list-style-type: none"> <li>• Relative Mass and Moles</li> <li>• Equations, Calculations, Masses and Balanced Equations</li> <li>• Yield and Atom Economy</li> <li>• Expressing Concentrations</li> <li>• Titrations</li> <li>• Titration Calculations</li> <li>• Volumes of Gases</li> </ul>	<p>Mastery Quiz – Bonding, Structure and Properties</p> <p>Mastery Quiz - Mass, Moles and Atom Economy</p> <p>End of Topic Quiz (Multiple Choice and longer answer questions) – Quantitative Chemistry</p> <p><b><u>Main Ark Assessment – Week 20<sup>th</sup> November</u></b></p>
AUT 2	<b>C8.1-8.5 Rates of Reaction</b> <ul style="list-style-type: none"> <li>• Rate of Reaction</li> <li>• Collision Theory</li> <li>• The effect of temperature</li> <li>• The effect of concentration and pressure</li> <li>• The effect of catalysts</li> <li>• Multiple Choice Quiz</li> </ul>	<p>End of topic multiple choice quiz – Rates of reaction</p>
SPR	<b>C5 Chemical Changes</b> <ul style="list-style-type: none"> <li>• The Reactivity Series</li> <li>• Displacement Reactions</li> <li>• Extracting Metals</li> <li>• Salts from Metals</li> <li>• Salts from Insoluble Bases</li> <li>• Making More Salts</li> <li>• Neutralisation and the pH scale</li> <li>• Strong and weak acids</li> <li>• Multiple Choice Quiz</li> </ul> <b>C6 Electrolysis</b> <ul style="list-style-type: none"> <li>• Introduction to Electrolysis</li> <li>• Changes at the Electrodes</li> <li>• The extraction of Aluminium</li> <li>• Electrolysis of Aqueous Solutions</li> </ul>	<p>End of topic multiple choice quiz – Chemical Changes</p> <p>Mastery Quiz – Electrolysis</p> <p><b><u>Main Ark Assessment – Week 5<sup>th</sup> March</u></b></p>
SP2	<b>C13 Chemistry of the Atmosphere</b> <ul style="list-style-type: none"> <li>• History of our Atmosphere</li> <li>• Our Evolving Atmosphere</li> <li>• Greenhouse Gases</li> <li>• Global Climate Change</li> <li>• Atmospheric Pollutants</li> <li>• Multiple Choice Quiz</li> </ul>	<p>Multiple Choice Quiz – Chemistry of the Atmosphere</p>



SUM	<p><b>C12 Chemical Analysis: Gases and Ions</b></p> <ul style="list-style-type: none"><li>• Pure Substances and Mixtures</li><li>• Analysing Chromatograms</li><li>• Testing for Gases</li><li>• Tests for positive ions</li><li>• Tests for negative ions</li><li>• Instrumental Analysis</li><li>• Multiple Choice Quiz</li></ul> <p><b>C7 Energy Changes</b></p> <ul style="list-style-type: none"><li>• Exo and Endothermic Reactions</li><li>• Using energy transfers from reactions</li><li>• Reaction profiles</li><li>• Bond energy calculations</li><li>• Chemical Cells and Batteries</li><li>• Mastery Quiz</li></ul>	<p>Multiple Choice Quiz – Gases and Ions</p> <p>Mastery Quiz – Energy Changes</p> <p><b><u>Main Ark Assessment – Week 18<sup>th</sup> June</u></b></p>
-----	--	--

# Year 10 Physics

Unit	Knowledge By the end of this unit pupils know key areas of subject content	Required Practicals	Assessment
AUT1	<p><b>P1* Conservation &amp; Dissipation of Mass</b></p> <ul style="list-style-type: none"> <li>• Types of energy</li> <li>• Energy transfers (Conservation of energy)</li> <li>• Energy calculations (kinetic energy, gravitational potential energy, elastic potential energy)</li> <li>• Power</li> <li>• Efficiency</li> </ul> <p><b>P8 Forces in Balance</b></p> <ul style="list-style-type: none"> <li>• Scalars &amp; Vectors</li> <li>• Newton's Laws of Motion (balanced &amp; unbalanced forces)</li> </ul>	None	<p>Mastery Quizzes and homework tasks</p> <p><b><u>Ark Assessment+ week of Nov 20<sup>st</sup> - testing P1 and P8</u></b></p>
AUT2	<p><b>P8 Forces in Balance</b></p> <ul style="list-style-type: none"> <li>• Resultant forces</li> <li>• Force diagrams</li> <li>• Moments</li> <li>• Levers &amp; gears</li> <li>• Centre of mass</li> <li>• Equilibrium (balancing moments)</li> </ul>		
AUT2 Post-Ark Assessment+	<p><b>P3 Energy Resources</b></p> <ul style="list-style-type: none"> <li>• Energy resources &amp; their main uses</li> <li>• Renewable vs. non-renewable</li> <li>• Reliability</li> <li>• Patterns &amp; trends in energy</li> <li>• Factors affecting choice of energy resource</li> </ul>		<p>Mastery Quizzes and homework tasks</p> <p><b><u>Main Ark Assessment – Week 5<sup>th</sup> March</u></b></p>
SPR1	<p><b>P4 Electric Circuits</b></p> <ul style="list-style-type: none"> <li>• Electric current</li> <li>• Potential Difference</li> <li>• Resistance</li> <li>• How length affects resistance</li> <li>• Series and Parallel Circuits</li> <li>• Circuit Diagrams and symbols</li> <li>• V-I characteristics of bulbs, resistors &amp; diodes</li> <li>• Thermistors &amp; LDRs</li> <li>• Electrical fields</li> <li>• Static Electricity</li> </ul>	<p><b>RP03 Investigating resistance</b> Set up circuits and investigate the resistance of a wire and resistors in series and parallel.</p> <p><b>RP04 Investigating electrical components</b> Correctly assemble a circuit and investigate the V-I characteristics of circuit components</p>	

SPR2	<b>P5 Electricity in the Home</b> <ul style="list-style-type: none"> <li>• ac and dc</li> <li>• Structure and safety of 3 core wire &amp; 3 pin plugs</li> <li>• The National Grid, what it consists of and how we maximise its efficiency</li> <li>• Power calculations</li> <li>• Power ratings for domestic appliances</li> <li>• Fuses</li> </ul>	None	
SPR2 Post-Ark Assessment+	<b>P6 Molecules &amp; Matter</b> <ul style="list-style-type: none"> <li>• Density</li> <li>• States of matter</li> <li>• Internal energy</li> </ul>	<b>RP05 Densities</b> Measure mass and volume of objects & liquids. Calculate their density using the density equation.	Mastery Quizzes and homework tasks  <u><b>Mocks - Main Ark Assessment – Week 18<sup>th</sup> June</b></u>
SUM1	<b>P6 Molecules &amp; Matter</b> <ul style="list-style-type: none"> <li>• Specific heat capacity**</li> <li>• Specific latent heat</li> <li>• The temperature affects gases</li> <li>• Gas laws</li> </ul> <b>P7 Radioactivity</b> <ul style="list-style-type: none"> <li>• Structure and size of atoms &amp; nuclei</li> <li>• Energy levels</li> <li>• Atomic notation</li> <li>• Ions &amp; isotopes</li> <li>• How the atomic model changed over time</li> <li>• Radioactivity (alpha, beta &amp; gamma)</li> <li>• Background radiation</li> <li>• Half lives</li> <li>• Decay equations</li> <li>• Radioactive hazards</li> <li>• Fission &amp; fusion</li> </ul>		
SUM2 Pre-Ark Assessment+	<b>P16 Space</b> <ul style="list-style-type: none"> <li>• Formation of the solar system</li> <li>• Life cycle of stars</li> <li>• Planets, satellites &amp; orbits</li> <li>• Expanding universe</li> <li>• Beginning &amp; future of the universe</li> </ul>		
SUM2	<b>Begin Year 11 Topics/Review/Consolidation</b>		

## Year 11 Combined Science (Trilogy)

Unit	Knowledge By the end of this unit pupils know key areas of subject content	Required Practicals	Assessment
AUT1	<p><b>Chemistry</b></p> <p><b>C8 – Rates and Equilibrium</b></p> <ul style="list-style-type: none"> <li>• Rates of reaction</li> <li>• Collision theory</li> <li>• Effect of temperature, concentration, pressure and catalyst</li> <li>• Required Practical</li> </ul> <p><b>C8.6-9 Rates and Equilibrium - Extent of Physical Change</b></p> <ul style="list-style-type: none"> <li>• Reversible reactions</li> <li>• Endothermic and Exothermic</li> <li>• Dynamic equilibrium</li> <li>• Altering conditions</li> </ul> <p><b>C9 – Crude Oil and Fuels</b></p> <ul style="list-style-type: none"> <li>• Hydrocarbons</li> <li>• Fractional Distillation</li> </ul> <p><b>C14 The Earth’s Resources</b></p> <ul style="list-style-type: none"> <li>• Finite and renewable resources</li> <li>• Treating waste water</li> <li>• Extracting metals from ores</li> <li>• Life cycle assessments</li> <li>• Reduce, reuse and recycle</li> </ul>	<p>Effect of concentration and temperature on rate of reaction</p>	<p><b><u>Formative</u></b> <b><u>Mastery Quizzes:</u></b></p> <p>Rates of reactions</p> <p>Hydrocarbons</p>
AUT2	<p><b>Biology</b></p> <p><b>B11 Hormonal Coordination</b></p> <ul style="list-style-type: none"> <li>• Negative Feedback</li> <li>• Hormonal Control</li> <li>• Control of Glucose</li> <li>• Treating Diabetes</li> <li>• Human Reproduction</li> <li>• Hormones and menstrual cycle</li> <li>• Fertility/Infertility treatments</li> </ul> <p><b>B15 Genetics and Evolution</b></p> <ul style="list-style-type: none"> <li>• Evidence for evolution</li> <li>• Fossils and extinction</li> <li>• Antibiotic resistance</li> <li>• Classification</li> </ul>		<p><b><u>Summative</u></b> <b><u>Assessment</u></b> <b><u>Mock 2 w/o 30<sup>th</sup></u></b> <b><u>Oct</u></b> <b><u>Full Paper 1s</u></b></p>

AUT 2	<p><b>B17 Organising the Ecosystem</b></p> <ul style="list-style-type: none"> <li>• Feeding relationships</li> <li>• Materials cycling</li> <li>• The carbon cycle</li> </ul> <p><b>B18 Biodiversity and Ecosystems</b></p> <ul style="list-style-type: none"> <li>• The human population</li> <li>• Land and water pollution</li> <li>• Air pollution</li> <li>• Deforestation and peat destruction</li> <li>• Global warming</li> <li>• Maintaining biodiversity</li> </ul>		<p><b><u>Summative Assessment</u></b>  <b><u>Mock 2 w/o 30<sup>th</sup></u></b>  <b><u>Oct</u></b>  <b><u>Full Paper 1s</u></b></p>
SPR1+2	<p><b>Physics</b>  <b>P15 Electromagnetism</b>  Magnetic fields</p> <ul style="list-style-type: none"> <li>• Magnetic fields of electric currents</li> <li>• The motor effect</li> </ul> <p><b>Physics</b>  <b>P10 Forces and Motion</b></p> <ul style="list-style-type: none"> <li>• Force and acceleration</li> <li>• Weight and terminal velocity</li> <li>• Forces and braking</li> <li>• Momentum</li> <li>• Forces and elasticity</li> </ul>		<p>Mastery Quizzes and homework</p> <p><b><u>Summative Assessment</u></b>  <b><u>Mock 3 w/c 19<sup>th</sup></u></b>  <b><u>February</u></b>  <b><u>Full Paper 2</u></b></p>
SUM1 + 2	<p><b>Revision + GCSE Examinations</b></p> <ul style="list-style-type: none"> <li>• <u>Biology (new) 8461</u></li> <li>• 8461/1H Paper 1 (new) 1h 15m 15 May 2018 pm</li> <li>• 8461/2H Paper 2 (new) 1h 15m 11 June 2018 am</li> <li>• <u>Chemistry (new) 8462</u></li> <li>• 8462/1H Paper 1 (new) 1h 45m 17 May 2018 am</li> <li>• 8462/2H Paper 2 (new) 1h 45m 13 June 2018 am</li> <li>• <u>Physics (new) 8463</u></li> <li>• 8463/1H Paper 1 (new) 1h 45m 23 May 2018 pm</li> <li>• 8463/2H Paper 2 (new) 1h 45m 15 June 2018 am</li> </ul>		

## Year 11 Biology

Unit	Knowledge By the end of this unit pupils know key areas of subject content	Required Practicals	Assessment
AUT1	<p><b>B11 Hormonal Coordination</b></p> <ul style="list-style-type: none"> <li>• Negative Feedback</li> <li>• Hormonal Control</li> <li>• Control of Glucose</li> <li>• Treating Diabetes (HW)</li> <li>• Human Reproduction</li> <li>• Hormones and menstrual cycle</li> <li>• Fertility/Infertility treatments (HW)</li> <li>• Plant hormones</li> <li>• Using plant hormones</li> </ul> <p><b>B12 Homeostasis in Action</b></p> <ul style="list-style-type: none"> <li>• Controlling body temp</li> <li>• The kidney and Removing waste</li> <li>• Dialysis</li> <li>• Kidney Transplants</li> </ul>	Effect of light and gravity on the growth of newly germinated seedlings (11.9)	<p>Mastery Quizzes</p> <p>Hormonal Coordination</p> <p>The Kidney and homeostasis</p>
AUT2	<p><b>B15 Genetics and Evolution</b></p> <ul style="list-style-type: none"> <li>• History of genetics</li> <li>• Theories of evolution</li> <li>• Darwin's ideas</li> <li>• Evolution and speciation</li> </ul> <p><b>B15 Genetics and Evolution</b></p> <ul style="list-style-type: none"> <li>• Evidence for evolution</li> <li>• Fossils and extinction</li> <li>• Large Extinctions</li> <li>• Antibiotic resistance</li> <li>• Classification</li> <li>• New Systems of classification</li> </ul>		<p><b><u>Year 11 Mock – Week of 30<sup>th</sup> October – Paper 1</u></b></p>
SPR1	<p><b>B18 Biodiversity and Ecosystems</b></p> <ul style="list-style-type: none"> <li>• The human population</li> <li>• Land and water pollution</li> <li>• Air pollution</li> <li>• Deforestation and peat destruction</li> <li>• Global warming</li> <li>• The impact of change</li> <li>• Maintaining biodiversity</li> <li>• Trophic levels and biomass</li> </ul> <p><b>B18 Biodiversity and Ecosystems</b></p> <ul style="list-style-type: none"> <li>• Biomass transfers</li> <li>• Factors affecting food security</li> <li>• Making food production efficient</li> <li>• Sustainable food production</li> </ul>		<p>Mastery Quizzes and homework tasks</p>

SPR2	<p><b>B17 Organizing the Ecosystem</b></p> <ul style="list-style-type: none"> <li>• Feeding relationships</li> <li>• Materials cycling</li> <li>• The carbon cycle</li> <li>• Rates of decomposition</li> <li>• Revision (2)</li> </ul>	<p>Investigate the effect of temperature on the rate of decay of fresh milk by measuring the pH change</p>	<p><b><u>Year 11 Mocks –</u></b>  <b><u>Week of 19<sup>th</sup></u></b>  <b><u>February</u></b>  <b><u>Paper 1 and Paper 2</u></b></p>
SUM1 + 2	<p><b>Revision + GCSE Examinations</b></p> <p><u>Biology (new) 8461</u>        8461/1H Paper 1 (new) 1h 45m 15 May 2018 pm        8461/2H Paper 2 (new) 1h 45m 11 June 2018 am</p>		

## Year 11 Chemistry

Unit	Knowledge By the end of this unit pupils know key areas of subject content	Assessment
AUT1	<p><b>C8.6-8.9 Extent of Chemical Change</b></p> <ul style="list-style-type: none"> <li>• Rate of Reaction Revision</li> <li>• Reversible Reactions</li> <li>• Energy and Reversible Reactions</li> <li>• Dynamic Equilibrium</li> <li>• Altering Conditions</li> <li>• Mastery Quiz</li> </ul> <p><b>C9 Crude Oil and Fuels (5 lessons)</b></p> <ul style="list-style-type: none"> <li>• Hydrocarbons</li> <li>• Fractional distillation of oil</li> <li>• Burning hydrocarbons</li> <li>• Cracking hydrocarbons</li> <li>• Mastery Quiz</li> </ul>	<p>Multiple Choice Quiz – Extent of Chemical Change</p> <p>Mastery Quiz – Crude Oil and Fuels</p>
AUT2	<p><b>C10 Organic Reactions</b></p> <ul style="list-style-type: none"> <li>• Reactions of the alkenes</li> <li>• Structures of alcohols, carboxylic acids and esters</li> <li>• Reactions and uses of alcohols</li> <li>• Carboxylic Acids and Esters</li> <li>• Multiple choice quiz</li> </ul> <p><b>C11 Polymers</b></p> <ul style="list-style-type: none"> <li>• Addition Polymerisation</li> <li>• Condensation Polymerisation</li> <li>• Natural Polymers</li> <li>• DNA</li> <li>• Mastery Quiz</li> </ul> <p><b>C12.4-12.6 Chemical Analysis Ions</b></p> <ul style="list-style-type: none"> <li>• Revision of 12.1-12.3</li> <li>• Tests for positive ions</li> <li>• Tests for negative ions</li> <li>• Instrumental Analysis</li> </ul>	<p><b><u>Year 11 Mock – Week of 30<sup>th</sup> October – Paper 1</u></b></p> <p>Multiple Choice Quiz – Organic Reactions</p> <p>Mastery Quiz – Polymers</p>
Spr 1	<p><b>C15 Using Resources</b></p> <ul style="list-style-type: none"> <li>• Rusting</li> <li>• Useful alloys</li> <li>• The properties of polymers, Glass, ceramics and composites</li> <li>• Mastery Quiz</li> <li>• The Haber Process</li> <li>• Economics of the Haber Process</li> <li>• Making fertilisers in the lab</li> <li>• Making fertilisers in industry</li> </ul>	<p>Mastery Quiz – Metals, Alloys and Materials</p> <p>Multiple Choice Quiz – Haber Process, Fertilisers, Water &amp; Recycling</p>



	<b>C14 Earth's Resources</b> <ul style="list-style-type: none"> <li>• Finite and Renewable Resources</li> <li>• Water safe to drink, Treating waste water</li> <li>• Extracting metals from ores</li> <li>• Life Cycle Assessments</li> <li>• Reduce, Reuse, Recycle</li> <li>• Multiple Choice Quiz</li> </ul>	
Spr2	<b>Revision</b>	<b><u>Year 11 Mocks – Week of 19<sup>th</sup> February</u></b> <b><u>Paper 1 and Paper 2</u></b>
SUM1 + 2	<b>Revision + GCSE Examinations</b> <b>8462/1H Paper 1 (new) 1h 45m 17 May 2018</b> <b>am</b> <b>8462/2H Paper 2 (new) 1h 45m 13 June 2018</b> <b>am</b>	

# Year 11 Physics

Unit	Knowledge By the end of this unit pupils know key areas of subject content	Skills By the end of this unit pupils will be able to:	Required Practicals	Assessment
AUT1  12 Lessons	<p><b>P7 Radioactivity</b></p> <ul style="list-style-type: none"> <li>• Structure of the atom</li> <li>• Discovery of the nucleus</li> <li>• Types of radiation</li> <li>• Background radiation</li> <li>• Uses of radiation</li> <li>• Activity &amp; half life</li> <li>• Radiation in Medicine</li> <li>• Fission &amp; Fusion</li> </ul> <p><b>P15 Electromagnetism</b></p> <ul style="list-style-type: none"> <li>• Magnetic fields</li> </ul>		None	Weekly homework tasks and formative Mock Exam
Mock & AUT2  14 lessons	<p><b>P15 Electromagnetism</b></p> <ul style="list-style-type: none"> <li>• Electromagnets</li> <li>• Motors &amp; generators</li> <li>• Transformers</li> </ul> <p><b>P11 Force &amp; Pressure</b></p> <ul style="list-style-type: none"> <li>• Pressure &amp; surface</li> <li>• Pressure in liquid at rest</li> <li>• Atmospheric pressure</li> <li>• Upthrust &amp; floating</li> </ul>			<p><b>Mock Exam Paper 1 week of 30<sup>th</sup> October</b></p> <p>Weekly homework tasks and formative Mock 2</p>
SPR1 11 Lessons	<p><b>P12 Waves</b></p> <ul style="list-style-type: none"> <li>• Sound &amp; ultrasound</li> <li>• Seismic waves</li> </ul> <p>The rest of P12 was covered in Year 9. KWA will consolidate in Triple X lessons.</p> <p><b>P14 Light</b></p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Refraction</li> <li>• Light &amp; Colour</li> <li>• Lenses &amp; using lenses</li> </ul>		<p><b>RP08 Investigating Waves</b> Determine which apparatus are most suitable for measuring frequency, speed and wavelength of waves in a ripple tank and investigate waves on a stretched string</p> <p><b>RP09 Investigate reflection &amp; refraction</b> Use different substances to investigate reflection &amp; refraction of light</p>	Weekly homework tasks and formative Mock 2

<p>SPR2</p>	<p><b>P16 Space</b></p> <ul style="list-style-type: none"> <li>• Formation of the Solar System</li> <li>• Life cycle of a star</li> <li>• Planets, satellites &amp; orbits</li> <li>• The expanding universe</li> <li>• Beginning &amp; future of the universe</li> </ul> <p><b>P10 Force &amp; Motion</b></p> <ul style="list-style-type: none"> <li>• Terminal velocity</li> <li>• Forces &amp; braking</li> <li>• Momentum &amp; conservation of momentum</li> <li>• Impact forces &amp; safety</li> </ul> <p>The rest of P10 (including the 2 required practicals) was covered in Year 10.</p>		<p>None</p>	<p><b><u>Mock 2</u></b> <b><u>week of 19<sup>th</sup></u></b> <b><u>February</u></b></p> <p>Weekly homework tasks and final GCSE exams</p>
<p>SUM</p>	<p><b>Revision &amp; Consolidation</b></p> <p>Details of revision and consolidation to be planned after February mocks.</p>			<p><b>Paper 1 on 23<sup>rd</sup> May (am)</b></p> <p><b>Paper 2 on 15<sup>th</sup> June (pm)</b></p>

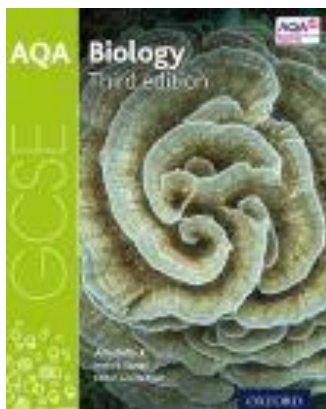
## Key Course Text-books/Resources/Extra Reading (including ISBN numbers where appropriate)

Textbooks and Revision Guides correct for the new 2016 AQA GCSE Science (9-1) specifications.

### Textbooks

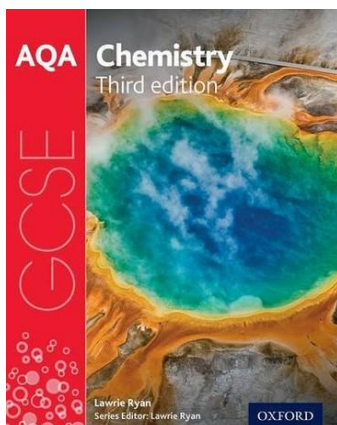
Biology

ISBN: [9780198359371](https://www.isbn-international.org/product/9780198359371)



Chemistry

ISBN: [9780198359388](https://www.isbn-international.org/product/9780198359388)



Physics

ISBN: [9780198359395](https://www.isbn-international.org/product/9780198359395)



### Revision Guides & workbooks:

Biology:

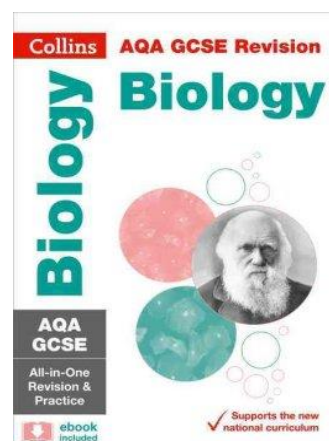
ISBN: 9780008160746

Chemistry:

ISBN: 978-0008160753

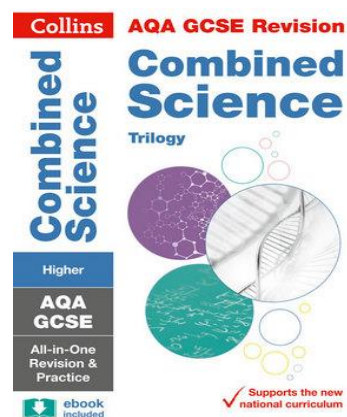
Physics:

ISBN: 9780008160739



Trilogy: ISBN:

9780008160869



## ART & DESIGN | Years 10 & 11 Curriculum

### Year 10

AUTUMN 1: 6 weeks Identity Project Initial Drawing and Recording							
Week:	1	2	3	4	5	6 Assessment week	Half term
Lesson 1 + 2	11 <sup>th</sup> Sep Brainstorming, written and visual mood boards	18 <sup>th</sup> Sep Drawing facial features	25 <sup>th</sup> Sep Testing facial features in colour different media	2 <sup>nd</sup> Oct Drawing whole face front view in proportion	9 <sup>th</sup> Oct Grid method of enlargement plus watercolour and skin tones	16 <sup>th</sup> Oct Presenting photography and annotating/drawing initial ideas	
Lesson 3	Brainstorming, written and visual mood boards	Annotating work/ refinement and testing in different b/w media. Colour pencil rendering	Annotating work/ refinement and testing in different colour media	Profile and $\frac{3}{4}$ views thumbnail drawings	Photography manipulation	Initial ideas	
AUTUMN 2: 6 weeks Identity Project Artists Analysis							
Week:	1	2	3 Assessment week	4	5	6	7
Lesson 1 + 2	30 <sup>th</sup> Oct INSET no lesson	6 <sup>th</sup> Nov Mono printing self portraits	13 <sup>th</sup> Nov Lucien Freud/ Tim Okamura study	20 <sup>th</sup> Nov Time line of portraits 20 <sup>th</sup>	27 <sup>th</sup> Nov Royal Academy Life Drawing	4 <sup>th</sup> Dec Working in the style of	11 <sup>th</sup> Dec Initial idea in the style of Freud/Okamura
Lesson 3	Mono printing self portraits	Mixing skin tones and adding to monoprints	Freud/Okamura page	Portrait vocab and analysis	Presenting drawings	Initial idea	Complete Initial idea
SPRING 1: Initial ideas/ artists responses							
Week:	1	2	3	4	5 Assessment week	6	
Lesson 1 + 2	N/A	8 <sup>th</sup> Jan Frida Kahlo/ Abe Adedina artists analysis	15 <sup>th</sup> Jan Use of symbolism Observational drawing of symbolic objects	22 <sup>nd</sup> Jan Gallery Visit	29 <sup>th</sup> Jan 3 <sup>rd</sup> Artists research page	5 <sup>th</sup> Feb 3 <sup>rd</sup> Artists research page	
Lesson 3	Frida Khalo	2 <sup>nd</sup> Artists research page	Annotation	Present gallery visit in books	3 <sup>rd</sup> Artists research page	3 <sup>rd</sup> Artists research page	

SPRING 2: Developing Ideas/ Experimenting with materials							
Week:	1	2	3 Assessment week		4	5	6
Lesson 1+2	19 <sup>th</sup> Feb 3 <sup>rd</sup> Artists research page	26 <sup>th</sup> Feb Experiments and testers	5 <sup>th</sup> March Final Idea		12 <sup>th</sup> March	19 <sup>th</sup> March Drawing out final piece	26 <sup>th</sup> March Drawing out final piece
Lesson 3	3 <sup>rd</sup> Artists research page	Experiments and testers	Final idea			Drawing out final piece	Drawing out final piece
SUMMER 1: Final Piece							
Week:	1	2	3	4	5	6	
Lesson 1 + 2	16 <sup>th</sup> April INSET	23 <sup>RD</sup> April Testing media	30 <sup>th</sup> April Developing ideas	7 <sup>th</sup> May Bank Holiday	14 <sup>th</sup> May Final piece	21 <sup>st</sup> May Final piece	
Lesson 3	Developing ideas	Background testers	Annotating portfolio	Final idea	Final piece	Final piece	
SUMMER 2: Final Piece							
Week	1	2	3 Assessment week	4	5	6	7
Lesson 1 +2	4 <sup>th</sup> June Completing final piece	11 <sup>th</sup> June Completing final piece	18 <sup>th</sup> June Completing final piece	25 <sup>th</sup> June Completing final piece	2 <sup>nd</sup> July Completing final piece	9 <sup>th</sup> July Completing final piece	16 <sup>th</sup> July Evaluation
Lesson 3	Completing final piece	Completing final piece	Completing final piece	Completing final piece	Completing final piece	Completing final piece	Evaluation

Year 10 Assessment Points	What are pupils doing in the assessment?	What should pupils be revising?
Aut 2	Artist research page including an A3 study of Lucien Freud or Tim Okaura	<ul style="list-style-type: none"> <li>• Drawing portraits in proportion</li> <li>• Acrylic and oil pastel application techniques</li> <li>• Skin tone mixing</li> <li>• Lucien Freud/ Okamura approach to composition</li> </ul>
Spring 2	Final idea plus annotation	<ul style="list-style-type: none"> <li>• How to annotate and evaluate ideas</li> <li>• Composition techniques</li> <li>• Use of symbolism</li> <li>• Colour theory</li> <li>• Paint application techniques</li> <li>• Proportion in portrait drawing</li> </ul>
Sum 2	Final acrylic self-portrait painting A1 board	<ul style="list-style-type: none"> <li>• Paint application techniques</li> <li>• Colour theory</li> <li>• Use of symbolism</li> </ul>

## **AQA GCSE ART MARKING CRITERIA**

In Year 10 pupils will also be informally marked against the AQA GCSE marking criteria to allow pupils and parents to understand at what working at grade they are. Some work produced in Year 9 could potentially be used for final coursework if of a sufficiently high standard.

The 4 Assessment Objectives are:

- A01 Artists analysis and gallery visits, relating, analyzing context work to other artists 25%
- A02 Idea development, experimenting with materials, practicing techniques, developing ideas, refining work 25%
- A03 Drawing/ recording, mind mapping, primary drawings, own photos, annotating work, evaluating, 25%
- A04 Creating a personal response 25%

## **Years 10 & 11 Reading list for Art & Design**

### **Books**

- AQA GCSE Art and Design Student Handbook, Martin Piercy and Anne Stewart
- 200 projects to get you in to art school, Valerie Colston
- The Art of Drawing and Painting Portraits, Timothy Chambers
- The Fundamentals of Drawing Portraits, Barrington Barber
- Frida Khalo Masterpieces of Art, Julian Beechroft
- Art What Job Can I Get? (Paperback) Richard Spilsbury
- Isms: Understanding Art, Stephen Little
- Extraordinary Sketchbooks, Jane Stobard
- The Story of Paintings, Mick Manning

### **Stretch it research opportunities: Web-based galleries**

- The Artchive – An excellent site with lots of modern art, variety, and also some good contextual information
- Web Gallery of Art – A great one for older classic art; very comprehensive
- UK Art & Design Degree Shows – See what's going on in the art colleges now
- DARE – Digital Art Resource for Education – A wealth of contemporary art and ideas for art
- World Wide Arts Resources – Lots of links on the Internet to, as it says, 'art resources'
- Museum of Web Art – A virtual gallery

### **Major art collections in London:**

- Tate Online
- The National Gallery – London
- The British Museum – London
- V&A Museum - London

### **Other sites**

#### **Photovault**

- Lots of photos which act as ideas or sources for art making and is searchable

# Year 11

## AUTUMN 1: 6 weeks Coursework Completion

Week:	1	2	3	4	5	6 assessment week	Half term
Lesson 1 + 2	Completing Self Portrait coursework	Completing Self Portrait coursework	Elements project Initial starting points	Elements project Initial starting points	Artists research Salvador Dali, Tennessee Loveless, Fabian Oefner, Leonid Afremov, Hannu Huhtamo and Yukia Brodskaya	Artists research	Barcelona study trip
Lesson 3	Completing Self Portrait coursework	Completing Self Portrait coursework	Elements project Initial starting points	Elements project Initial starting points	Artists research	Barcelona study trip	

## AUTUMN 2: 6 weeks Elements Project

Week:	1	2	3	4	5	6	7
Lesson 1+ 2	Present Barcelona work in sketchbook	Developing final ideas in response to artists work	Developing final ideas in response to artists work	3D Ceramic testers and experiments	3D Ceramic final outcome completion	3D Ceramic final outcome completion	3D Ceramic final outcome completion
Lesson 3	Present Barcelona work in sketchbook	Developing final ideas in response to artists work	Developing final ideas in response to artists work	3D Ceramic Testers and experiments	3D Ceramic final outcome completion	3D Ceramic final outcome completion	3D Ceramic final outcome completion

## SPRING 1: EXAMINATION SKETCHBOOK

Week:	1	2	3	4	5 assessment week	6
Lesson 1 +2	Brainstorms and visual moodboards	Own photos	Observational drawing on examination theme	1 <sup>st</sup> Artist research	Initial Ideas	2nd Artists research page
Lesson 3	Brainstorms and visual moodboards	Observational drawing on examination theme	Annotation	Artists response	Initial ideas	2nd Artists research page



<b>SPRING 2: Developing Ideas/ Experimenting with materials</b>						
Week:	1 Mock Exam	2	3	4	5	6
Lesson 1 +2	Developing ideas	3 <sup>rd</sup> artists analysis	Developing ideas	Testing/ experiments	Drawing out final piece	Drawing out final piece
Lesson 3	Developing ideas	3 <sup>rd</sup> artists analysis	Developing ideas	Testing/ experiments	Drawing out final piece	Drawing out final piece
<b>SUMMER 1: Examination in May Date TBC</b>						
Week:	1	2	3	4	5	6
	Completing sketchbook research for examination	Completing sketchbook research for examination	Completing sketchbook research for examination	FINAL EXAMINATION		
<b>SUMMER 2: Examination in May</b>						

<b>Year 11 Assessment Points</b>	<b>What are pupils doing in the assessment?</b>	<b>What should pupils be revising?</b>
Pupil will receive their exam paper at the beginning of Spring 1 in Jan		Pupils will have 8 weeks to research one of the exam questions and complete a sketchbook of research, planning a final outcome to complete in the examination.
Mock Exam Spring 1	Drawing/ recording in preparation for final exam	<ul style="list-style-type: none"> <li>• Observational drawing techniques</li> <li>• Use of media</li> <li>• Proportion</li> <li>• Tone</li> </ul>
Final GCSE Exam May 2018 TBC	10 hour practical examination responding to AQA exam paper	<ul style="list-style-type: none"> <li>• Media techniques appropriate to final piece</li> <li>• Ensuring their research sketchbook is fully complete and ready to hand in on the morning of the exam.</li> </ul>

## GEOGRAPHY | Years 10 & 11 Curriculum

Unit	Year 10	Assessment	Year 11	Assessment
<b>Aut1</b> 6 weeks	<b>Paper 1: The Challenge of Natural Hazards</b> <ul style="list-style-type: none"> <li>Natural Hazards</li> <li>Tectonic Hazards</li> <li>Weather Hazards</li> </ul>	GCSE past paper questions	<b>Paper 2: The Changing Economic World</b> <ul style="list-style-type: none"> <li>Global distribution of wealth</li> <li>Measuring development and causes of inequality</li> <li>Strategies to close the development gap</li> <li>Case study of a developing LIC</li> <li>Changes in the UK economy and employment</li> </ul>	<i>Mock Exams first week of Aut2 (TBC)</i>
<b>Aut2</b> 7 weeks	<b>Paper 1: The Challenge of Natural Hazards</b> <ul style="list-style-type: none"> <li>Climate change</li> </ul> <b>Paper 2: Urban Issues and Challenges</b> <ul style="list-style-type: none"> <li>Trends and patterns in urbanisation</li> <li>Opportunities and challenges of urban growth</li> <li>Case studies: megacity in a LIC</li> <li>Urban Change in the UK</li> <li>Case study of UK city</li> </ul>	Ark Shared Assessment for Y10 on Hazards	<b>Paper 2: The Challenge of Resource Management</b> <ul style="list-style-type: none"> <li>Global resource management</li> <li>The significance of food, water and energy to quality of life</li> <li>Resources in the UK</li> <li>Food /Water/Energy</li> </ul>	GCSE past paper questions
<b>Spr1</b> 5 weeks	<ul style="list-style-type: none"> <li>Managing urban areas sustainably</li> <li>Case study of UK city (Bristol)</li> </ul>	GCSE past paper questions	<b>The Living World</b> <ul style="list-style-type: none"> <li>Ecosystems</li> <li>Tropical Rainforests</li> <li>Hot Deserts</li> </ul> <b>Pre-release material for Unit 3 analysis</b>	<i>Mock Exams first week of Spr2</i>
<b>Spr2</b> 6 weeks	<b>Paper 1: Physical landscapes in the UK</b> Overview of main physical features of the UK <b>River Landscapes in the UK</b> <ul style="list-style-type: none"> <li>Introduction to rivers</li> <li>Fluvial processes</li> <li>Characteristics of erosional and depositional landforms</li> <li>UK located case study</li> <li>Management of rivers and floods</li> </ul>	Ark Shared Assessment on Urban issues and Challenges and Physical Landscapes: Rivers	<b>Pre-release material for Unit 3 Analysis</b>  Re –teach topics from Year 10 as appropriate	GCSE past paper questions
<b>Sum1</b> 5 weeks	<b>Coastal Landscapes in the UK</b> <ul style="list-style-type: none"> <li>Wave types and characteristics</li> <li>Coastal processes</li> <li>Characteristics of erosional and depositional landforms</li> <li>UK located case study</li> <li>Management of coastal areas</li> </ul>	GCSE past paper questions	Revision of all topics	GCSE past paper questions
<b>Sum2</b> 7 weeks	<b>Paper 3: Fieldwork on Rivers and River Landscapes in the UK</b> <ul style="list-style-type: none"> <li>The route to Geographical enquiry</li> <li>Fieldwork feedback and analysis</li> <li>Geographical skills</li> <li>Describing, analysing, presenting and interpreting results</li> </ul>	<i>Mock Exams first week of Sum2</i> OR do Ark Shared assessment on Hazards, Rivers Coasts and Fieldwork.		

## GEOGRAPHY: Assessment

<b>Assessment arrangements</b>	<ul style="list-style-type: none"><li>• Paper 1: Living with the physical environment</li><li>• Paper 2: Challenges in the Human Environment</li><li>• Paper 3: Geographical Skills</li></ul>
<b>Textbooks, websites and other relevant material</b>	GCSE Geography for AQA, Oxford Oxford Student Atlas <a href="http://www.rgs.org">www.rgs.org</a> <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a>
<b>Any other information</b>	Pupils will complete two pieces of fieldwork, in two contrasting environments, one focussing on human geography and the other focusing on physical geography. One of these field trips will be residential and take place over a period of 2-4 days.

# HISTORY | Years 10 & 11 Curriculum

Unit	Year 10	Assessment	Year 11	Assessment
<b>Aut1</b>	<p><b>Paper 1: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</b></p> <ul style="list-style-type: none"> <li>• In studying the content defined below in strands 1 and 2, students should understand how key features in the development of medicine were linked with the key features of society in Britain in the periods studied.</li> <li>• They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: individuals and institutions (Church and government); science and technology; and attitudes in society.</li> <li>• They should also understand how factors worked together to bring about particular developments at particular times.</li> <li>• The selected case studies in strand 3 of each period exemplify, in context, the elements defined in strands 1 and 2. They provide opportunities to explore the operation of the key factors and to make detailed comparisons over time.</li> <li>• c1250–c1500: Medicine in medieval England.</li> <li>• c1500–c1700: The Medical Renaissance in England.</li> <li>• c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain.</li> <li>• c1900–present: Medicine in modern Britain</li> <li>• Ideas about the cause of disease and illness over time.</li> <li>• Approaches to prevention and treatment over time.</li> <li>• The context of the British sector of Western Front and the theatre of war in Flanders and northern France: the Ypres salient, the Somme, Arras and Cambrai. The trench system - its construction and organisation, including frontline and support trenches. The use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras. Significance for medical treatment of the nature of the terrain and problems of the transport and communications infrastructure.</li> <li>• Conditions requiring medical treatment on the Western Front, including the problems of ill health arising from the trench environment. The nature of wounds from rifles and explosives. The problem of shrapnel, wound infection and increased numbers of head injuries. The effects of gas attacks.</li> <li>• The work of the RAMC and FANY. The system of transport: stretcher bearers, horse and motor ambulances. The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital. The underground hospital at Arras.</li> <li>• The significance of the Western Front for experiments in surgery and medicine: new</li> </ul>	Mock exam paper	<p><b>Paper 2: Period study and British depth study</b></p> <p><b>Early Elizabethan England, 1558–88.</b></p> <p><b>Key topic 3: Elizabethan society in the Age of Exploration, 1558–88</b>            Education and leisure            The problem of the poor            Exploration and voyages of discovery            Raleigh and Virginia</p> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>• <b>Medicine through time</b></li> <li>• <b>Weimar and Nazi Germany</b></li> </ul>	

	<p>techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai.</p> <ul style="list-style-type: none"> <li>The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.</li> </ul>			
<b>Aut2</b>	<b>Continued from Aut1.</b>	Mock exam paper	<p><b>Paper 2: Period study and British depth study</b></p> <p><b>Superpower relations and the Cold War, 1941–91</b></p> <ul style="list-style-type: none"> <li>What was meant by the 'Cold War' and 'Superpowers'?</li> <li>The Teheran Conference November 28 to December 1, 1943.</li> <li>The Yalta Conference February 4–11, 1945.</li> <li>The Potsdam Conference 17 July to 2 August 1945.</li> <li>The attitudes of Stalin and Truman</li> <li>The ideological differences between the superpowers</li> <li>The establishment and control of the Soviet satellite states; Cominform and Comecon.</li> <li>The growing involvement of the USA in Europe including the Truman Doctrine and the Marshall Plan.</li> <li>The Berlin Crisis and its aftermath: Bizonia and the Berlin Blockade/Airlift.</li> <li>The Berlin Crisis and its aftermath: The formation of NATO and the Warsaw Pact.</li> <li>The Berlin Crisis and its aftermath: Military developments and the beginnings of the arms race.</li> <li>The Hungarian Uprising: The impact of Soviet rule on Hungary, Rakosi, de-Stalinisation and optimism. Nagy and his demands.</li> <li>The Hungarian Uprising: Soviet reaction to events in Hungary and the Hungarian uprising, the death of Nagy, the re-establishment of Soviet control and international reaction.</li> </ul>	Mock exam paper
<b>Spr1</b>	<p><b>Paper 3: Modern depth study</b></p> <p><b>Weimar and Nazi Germany, 1918–39</b></p> <ul style="list-style-type: none"> <li>The fortunes of the Weimar Republic from 1918 to 1933 including early opposition, recovery under Gustav Stresemann and the impact of the Great Depression.</li> <li>Hitler's rise to power including the founding and growth of the Nazi Party, the failure of the Munich uprising, the increased support in the years after 1929 and the developments of 1932-33 which made Hitler Chancellor.</li> <li>How Hitler created a Nazi dictatorship through the removal of opposition, the creation of a police state and the use of censorship and propaganda.</li> <li>Examines the domestic policies of the Nazi</li> </ul>	Mock exam paper: knowledge based questions	<p><b>Paper 2: Period study and British depth study</b></p> <p><b>Superpower relations and the Cold War, 1941–91</b></p> <ul style="list-style-type: none"> <li>Three Cold War Crises</li> <li>Berlin: the refugee problem, Khrushchev's challenge to the USA, Summit Conference and Eisenhower, the challenge to Kennedy, the construction of the Berlin Wall and its impact. And Kennedy's visit to Berlin in 1963.</li> <li>Cuba: the arms race to 1961, Cuba's drift from the USA, The Bay of Pigs, Castro's friendship with the Soviet Union including economic ties, missile bases, the 13 days, immediate and longer-term results, 'hot line', Test Ban Treaty (1963) and the moves to détente.</li> </ul>	

	party in the years 1933-39, including their policies towards women and the young, the economy and the treatment of minorities.		<ul style="list-style-type: none"> <li>• Czechoslovakia: opposition to Soviet control, Dubcek as party Secretary, the 'Prague Spring' reforms, the re-establishment of Soviet Control and the international reaction to Soviet action.</li> <li>• Why did the Cold War end?</li> <li>• The Rise and Fall of Détente: SALT 1, Helsinki, SALT 2.</li> <li>• The Rise and Fall of Détente: The Soviet invasion of Afghanistan.</li> <li>• President Reagan and the US reaction: Reagan's foreign policy</li> <li>• President Reagan and the US reaction: Strategic Defence Initiative (SDI).</li> <li>• President Reagan and the US reaction: US reaction and Olympic boycotts.</li> <li>• Gorbachev and the end of the Cold War: Gorbachev's role</li> <li>• Gorbachev and the end of the Cold War: The summit conferences and INF.</li> <li>• Gorbachev and the end of the Cold War: The loosening Soviet grip on Eastern Europe.</li> <li>• Gorbachev and the end of the Cold War: Collapse of the Soviet Union and the end of the</li> <li>• Warsaw Pact.</li> </ul>	
<b>Spr2</b>	<b>Continued from Spr1.</b>	Mock exam paper: knowledge based questions	<b>REVISION</b>	
<b>Sum1</b>	<b>Continued from Sp2.</b>		<b>REVISION</b>	
<b>Sum2</b>	<p><b>Paper 2: Period study and British depth study</b></p> <p><b>Early Elizabethan England, 1558–88.</b></p> <p><b>Key topic 1: Queen, government and religion, 1558–69</b></p> <p>The situation on Elizabeth's accession The 'settlement' of religion Challenge to the religious settlement The problem of Mary, Queen of Scots</p> <p><b>Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</b></p> <p>Plots and revolts at home Relations with Spain Outbreak of war with Spain, 1585–88 The Armada</p>	Mock exams		

<p><b>Assessment arrangements</b></p>	<ul style="list-style-type: none"> <li>• Pupils are examined at the end of Year 11.</li> <li>• Paper 1 = 30%</li> <li>• Paper 2 = 40%</li> <li>• Paper 3 = 30%</li> </ul>
<p><b>Textbooks, websites and other relevant material</b></p>	<p><b><u>Textbooks/revision guides:</u></b></p> <ul style="list-style-type: none"> <li>• Revise Edexcel: Edexcel GCSE History A: the Making of the Modern World Revision Guide (REVISE Edexcel History) by Rob Bircher.</li> <li>• Revise Edexcel: Edexcel GCSE History Specification a Modern World History Revision Workbook Extend by Mr Steve Waugh.</li> <li>• Edexcel GCSE Modern World History Revision Guide 2nd edition by Ben Walsh and Steve Waugh.</li> <li>• GCSE History Modern World History: The Revision Guide by CGP Books.</li> <li>• Edexcel GCSE Modern World History by Ben Walsh and Christopher Culpin. (Textbook we will use in school).</li> <li>• Medicine through time, c1250–present.</li> <li>• Early Elizabethan England, 1558–88.</li> </ul> <p><b><u>Websites/revision apps:</u></b></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/history/">www.bbc.co.uk/schools/gcsebitesize/history/</a>  <a href="http://www.johndclare.net/">www.johndclare.net/</a>  <a href="https://www.hoddereducation.co.uk/MyRevisionApp">https://www.hoddereducation.co.uk/MyRevisionApp</a>  <a href="https://itunes.apple.com/gb/app/gcse-history/id536617847?mt=8">https://itunes.apple.com/gb/app/gcse-history/id536617847?mt=8</a></p> <p><b><u>Films/documentaries:</u></b></p> <p><b>World War One:</b></p> <ul style="list-style-type: none"> <li>• All Quiet on the Western Front.</li> <li>• The Great War.</li> <li>• The Last Voices of World War One.</li> <li>• The Somme: from Defeat to Victory.</li> </ul> <p><b>Nazi Germany:</b></p> <ul style="list-style-type: none"> <li>• Auschwitz: The Nazis and the Final Solution</li> <li>• Downfall</li> <li>• The Boy in the Striped Pyjamas</li> <li>• The Nazis – A Warning from History.</li> <li>• The Pianist</li> </ul> <p><b>International Relations: 1919-55:</b></p> <ul style="list-style-type: none"> <li>• Dr. Strangelove</li> <li>• The Gathering Storm</li> </ul> <p><b>Vietnam War:</b></p> <ul style="list-style-type: none"> <li>• Apocalypse Now</li> <li>• Good Morning, Vietnam</li> <li>• Hearts and Minds</li> <li>• The Vietnam War</li> </ul>

# MODERN FOREIGN LANGUAGES | Years 10 & 11 Curriculum

## French

Term	Year 10 Content	Year 11 Content
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• Introduction &amp; importance of languages</li> <li>• My family</li> <li>• My personality</li> <li>• Describing photos of people</li> <li>• Relationships</li> <li>• Physical descriptions</li> <li>• What do you do when you go out with your friends?</li> </ul>	<ul style="list-style-type: none"> <li>• Jobs</li> <li>• The Future Tense</li> <li>• Part-time jobs</li> <li>• Parent jobs</li> <li>• Jobs you would never want to do!</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Sport</li> <li>• Last night I...</li> <li>• Perfect Tense</li> <li>• TV Programmes</li> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Protecting the environment</li> <li>• Ethical issues</li> <li>• Volunteering</li> <li>• Big Events</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Quantities and dialogue at the market</li> <li>• Questions in the clothes shop</li> <li>• Describing clothes</li> <li>• Food for special occasions</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and preparation for Reading, Listening, Speaking, Writing exams</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Where you live</li> <li>• Describing a region</li> <li>• Weather</li> <li>• Holidays</li> <li>• Holiday disasters</li> <li>• Travelling</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and preparation for Reading, Listening, Speaking, Writing exams</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Ideal holidays</li> <li>• Buying souvenirs</li> <li>• Conditional tense</li> <li>• Ordering in a restaurant</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and preparation for Reading, Listening, Speaking, Writing exams</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>• Opinions</li> <li>• Revision for Mock exam 1</li> </ul>	n/a



# MODERN FOREIGN LANGUAGES | Years 10 & 11 Curriculum

## German

Term	Year 10 Content	Year 11 Content
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• Introduction &amp; importance of languages</li> <li>• My family</li> <li>• My personality</li> <li>• Describing photos of people</li> <li>• Relationships</li> <li>• Physical descriptions</li> <li>• What do you do when you go out with your friends?</li> <li>• I get on with...</li> </ul>	<ul style="list-style-type: none"> <li>• Jobs</li> <li>• The Future Tense</li> <li>• Part-time jobs</li> <li>• Parent jobs</li> <li>• Jobs you would never want to do!</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Sport</li> <li>• Last night I...</li> <li>• Perfect Tense</li> <li>• TV Programmes</li> <li>• Music</li> <li>• Actors and Films</li> </ul>	<ul style="list-style-type: none"> <li>• Protecting the environment</li> <li>• Ethical issues</li> <li>• Volunteering</li> <li>• Big Events</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Quantities and dialogue at the market</li> <li>• Questions in the clothes shop</li> <li>• Describing clothes</li> <li>• Food for special occasions</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and preparation for Reading, Listening, Speaking, Writing exams</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Where you live</li> <li>• Describing a region</li> <li>• Weather</li> <li>• Holidays</li> <li>• Holiday disasters</li> <li>• Travelling</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and preparation for Reading, Listening, Speaking, Writing exams</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Ideal holidays</li> <li>• Buying souvenirs</li> <li>• Conditional tense</li> <li>• Ordering in a restaurant</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and preparation for Reading, Listening, Speaking, Writing exams</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>• Opinions</li> <li>• Revision for Mock exam 1</li> </ul>	n/a

# MODERN FOREIGN LANGUAGES | Years 10 & 11 Curriculum

## Spanish

Term	Year 10 Content	Year 11 Content
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• Introduction &amp; importance of languages</li> <li>• My family</li> <li>• My personality</li> <li>• Describing photos of people</li> <li>• Relationships</li> <li>• Physical descriptions</li> <li>• What do you do when you go out with your friends?</li> <li>• I get on with...</li> </ul>	<ul style="list-style-type: none"> <li>• Jobs</li> <li>• The Future Tense</li> <li>• Part-time jobs</li> <li>• Parent jobs</li> <li>• Jobs you would never want to do!</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Sport</li> <li>• Last night I...</li> <li>• Perfect Tense</li> <li>• TV Programmes</li> <li>• Music</li> <li>• Actors and Films</li> </ul>	<ul style="list-style-type: none"> <li>• Protecting the environment</li> <li>• Ethical issues</li> <li>• Volunteering</li> <li>• Big Events</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Quantities and dialogue at the market</li> <li>• Questions in the clothes shop</li> <li>• Describing clothes</li> <li>• Food for special occasions</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and preparation for Reading, Listening, Speaking, Writing exams</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Where you live</li> <li>• Describing a region</li> <li>• Weather</li> <li>• Holidays</li> <li>• Holiday disasters</li> <li>• Travelling</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and preparation for Reading, Listening, Speaking, Writing exams</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Ideal holidays</li> <li>• Buying souvenirs</li> <li>• Conditional tense</li> <li>• Ordering in a restaurant</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and preparation for Reading, Listening, Speaking, Writing exams</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>• Opinions</li> <li>• Revision for Mock exam 1</li> </ul>	n/a

# MODERN FOREIGN LANGUAGES | Years 10 & 11 Curriculum

## Useful Websites

Name	Information
<b>A Tantot Extra</b>	Excellent vocabulary games for French, German, Spanish and Italian. Different styles of games are available for each vocabulary section.
<b>Yabla.com</b>	Online magazine with authentic video and audio materials. With different levels of difficulty but a subscription in dollars is necessary.
<b>BBC's Bitesize</b>	With revision material and tests for all levels, exams advice and games.
<b>French Revision</b>	Site created by French teachers with exercises for 3 different levels, access to past papers, games and links. Also with authentic news videos and exercises
<b>French in a click</b>	With both free and material to subscribe for. Free 7 day trial available. Access to many exercises, tense and vocab revision and games.
<b>Zut!</b>	With both free and material to subscribe for. Access to many French exercises, tense and vocab revision and games.
<b>GUT</b>	With both free and material to subscribe for. Access to many German exercises, tense and vocab revision and games.
<b><a href="http://webgerman.com/">http://webgerman.com/</a></b>	Access to German grammar online.
<b>French Video Resources</b>	The staff at Ashcombe school has put together a large selection of video clips attached to a fill in the gaps exercise. All GCSE topics covered and script available. Also available on iPhone.
<b>VTC KS4 French (ngfl cymru)</b>	Welsh website –av in Eng. – from which you can download packs of interactive exercises on topics of a high level (Envir, IT, Media...).
<b>TV5 Monde</b>	Advanced level, entirely in French (but dictionary av.) with many interesting exercises in different levels. Authentic material like news on music, cinema, Sport, History etc. Downloadable to iPhone/Pad.
<b>Modern Languages at Burntcliffe</b>	Has an audio video clip to help you practice listening to texts in the past as well as access to past papers and other downloadable material.
<b>Bonjour de France</b>	Offers Advanced level (but with transcripts) listening comprehension exercises. Not GCSE topics but much more general and authentic (French being studied from France normally).
<b>Le journal en français facile RFI</b>	10 minutes authentic news show up-dated daily with transcripts and listening exercises. Upper-Intermediate level and with sources from French-speaking countries all over the world.
<b>About.com</b>	Great sites with listening exercises and explanations about everything to do with the French, German & Spanish language.

## MFL Extension Reading

Name	Information
<b>French</b>	Le Petit Prince Le Petit Nicolas (series) Les Fables de la Fontaine Chair de poule (series) La ferme des animaux
<b>Spanish</b>	Gran Angular (series) Diario de Greg (series) El Barco de Vapor Twilight Saga (series)
<b>German</b>	Gänsehaut Percy Jackson (series) Gregs Tagebuch (series) 5 Yetis suchen ein Zuhause

# MUSIC | Years 10 & 11 Curriculum

## Year 10

Unit	Key Course Content	Assessment Details
Autumn term - 1 <sup>st</sup> half term	Introduction to the course: key skills (theory and harmony, compositional devices and techniques, ensemble performance)	Listening assessment based on skills covered so far  Solo performance (recorded with instrumental tutor outside of lesson time)
Autumn term – 2 <sup>nd</sup> half term	Set works: Music for a While and Defying Gravity	Listening assessment on the two set works  Ensemble performance in the Concert by Candlelight
Spring term – 1 <sup>st</sup> half term	Set work: Killer Queen	Listening assessment on the set work  Song writing composition  Solo performance (recorded with instrumental tutor outside of lesson time)
Spring term – 2 <sup>nd</sup> half term	Set works: Bach and Beethoven	Listening assessment on the set works  Draft free composition  Chamber music ensemble performance
Summer term – 1 <sup>st</sup> half term	Set work: Release	<b>Mock listening paper 1</b> – whole past paper minus the two remaining set works (1 hr 45 mins)  Developing free composition
Summer term – 2 <sup>nd</sup> half term	Set work: Star Wars	Developing free composition  Ensemble and solo recordings

## Year 11

Unit	Key Course Content	Assessment Details
Autumn term - 1 <sup>st</sup> half term	Set works: Star Wars and Esperanza Spalding Completion of free composition	Listening assessment on two set works Solo and ensemble performance recordings (coursework) Free composition (coursework)
Autumn term – 2 <sup>nd</sup> half term	Recap all set works Start composition to a brief	<b>Mock listening paper 2</b> – whole paper (1 hr 45 mins) Solo and ensemble performance recordings (coursework)
Spring term – 1 <sup>st</sup> half term	Composition to a brief Listening revision	Composition to a brief (coursework)
Spring term – 2 <sup>nd</sup> half term	Listening revision Performance and composition coursework – final work	Performance and composition coursework <b>Mock listening paper 3</b> – whole paper (1 hr 45 mins)
Summer term – 1 <sup>st</sup> half term	Listening revision	GCSE Listening exam

### Key Course Text-books/Resources/Extra Reading

Rhinegold: Edexcel GCSE Music Revision Guide

Rhinegold: Edexcel GCSE Music Study Guide

Grades 1-5 Theory Books

## DRAMA | Year 10 Curriculum

Unit	Key Course Content	Assessment Details
Autumn term - 1 <sup>st</sup> half term	<p><b>Introduction Period</b></p> <p>Students will be given a range of opportunities, including practical sessions, to develop their underpinning knowledge, understanding and skills for the course.</p> <p><b>Component 3- Theatre Makers in Practice</b></p> <p>Students will be introduced to the set text '<i>An Inspector Calls</i>' and begin practical exploration of plot, context and character.</p>	Students will be continually assessed throughout the term through written pieces of homework reflective of questions which will appear in the Component 3 exam.
Autumn term – 2 <sup>nd</sup> half term	<p><b>Component 3- Theatre Makers in Practice</b></p> <p>Students will practically explore <i>An Inspector Calls</i>. This includes exploring performer, designer and director considerations.</p> <p><b>Component 3- Theatre Makers in Practice</b></p> <p>Students will see 'The Seagull' at Lyric Hammersmith on 31<sup>st</sup> October and complete a mock live theatre review.</p>	Students will complete a mock examination, completing a live theatre review under exam conditions.
Spring term – 1 <sup>st</sup> half term	<p><b>Component 1- Devising (mock)</b></p> <p>In groups, students will explore a range of stimuli and begin developing their devising skills. A portfolio for recording the creation and development of their devised work will be introduced and they will begin to record their ideas and how they have been developed as part of their exploration.</p>	Students will be continually assessed throughout the rehearsal and devising process. Students will also be assessed on the quality of their written work when recording their developmental process.
Spring term – 2 <sup>nd</sup> half term	<p><b>Component 1- Devising (mock)</b></p> <p>Students will perform their mock devised piece. This will be filmed and assessed by the teacher, detailed feedback will be offered.</p> <p><b>Component 1- Devising</b></p> <p>Students will complete a mock portfolio over the Easter Holidays. This will be marked by the teacher and feedback offered.</p>	Students will be assessed on their devised piece as a mock examination. Students will also complete a mock portfolio which will be assessed against Edexcel GCSE Drama criteria.
Summer term – 1 <sup>st</sup> half term	<p><b>Component 1</b></p> <p>Students will be given the stimuli that their component 1 exam will be based on. As a group, students will devise their own piece of work based on the stimulus.</p> <p>Students will begin their portfolio of evidence detailing their devising process.</p>	Students will be assessed throughout the devising process. <b><u>This assessment contributes to their final GCSE grade.</u></b>
Summer term – 2 <sup>nd</sup> half term	<p><b>Component 1</b></p> <p>The performances will be finalised and performed. These will be assessed by teacher.</p> <p>Students will analyse and evaluate the devising process and the performance in their portfolio.</p>	Students' final performances will be assessed against Edexcel GCSE Drama criteria. <b><u>This assessment contributes to their final GCSE grade.</u></b> Students' portfolios will be assessed against Edexcel GCSE Drama criteria. <b><u>This assessment contributes to their final GCSE grade.</u></b>

## **Key Course Text-books/Resources/Extra Reading**

An Inspector Calls by J.B Priestley 978-0435232825. This will be purchased by the school and available for students to buy in order to annotate/highlight in a personal copy.

<https://www.bl.uk/works/an-inspector-calls> The British Library- An Inspector Calls.

Edexcel GCSE Drama Study Guide. 978-1785581731.

Ms Murphy has a range of GCSE Drama play texts which she strongly recommends students borrow to widen their background reading. This will be beneficial in preparation for component two in which students will perform short extracts from plays in front of an external examiner.



## RELIGIOUS STUDIES | Years 10 & 11 Curriculum

Unit	Knowledge Key areas of subject content	Skills By the end of this unit pupils will be able to:	Assessment
<b>YEAR 10 1 Autumn term - 1<sup>st</sup> half term</b>	<b>Judaism</b> Key Beliefs <ul style="list-style-type: none"> <li>• Nature of God</li> <li>• The divine presence</li> <li>• Beliefs about life after death</li> <li>• The nature and role of Messiah</li> </ul> The Covenant and the mitzvot- <ul style="list-style-type: none"> <li>• The Covenant with Abraham</li> <li>• The Covenant at Sinai</li> <li>• Key moral principles</li> <li>• Importance of sanctity of life</li> <li>• The relationship between free will and the 613 mitzvot</li> </ul>	<ul style="list-style-type: none"> <li>• Understand teachings the nature of God</li> <li>• Explore teachings about life after death</li> <li>• Understand beliefs about the nature of the Messiah and his role within the world</li> <li>• Explain the importance of the covenant with Abraham.</li> <li>• Explain the importance of the covenant at Mount Sinai</li> <li>• Explore the key moral principles of Judaism and how they link to the sanctity of life.</li> </ul>	GCSE practice paper
<b>YEAR 10 2 Autumn term – 2<sup>nd</sup> half term</b>	<b>Judaism</b> The synagogue and worship <ul style="list-style-type: none"> <li>• The synagogue and its importance</li> <li>• Design of a synagogue</li> <li>• Public acts of worship</li> <li>• Shabbat</li> <li>• Worship in the home</li> <li>• Tenakh and Talmud</li> </ul> Family life and festivals <ul style="list-style-type: none"> <li>• Brit Milah</li> <li>• Bar and Bat Mitzvah</li> <li>• Marriage ceremony</li> <li>• Mourning rituals</li> <li>• Dietary laws</li> <li>• Rosh Hashanah and Yom Kippur</li> <li>• Pesach</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of worship in both the synagogue and at home.</li> <li>• Understand differences between denominations.</li> <li>• Know and explain the importance of Shabbat.</li> <li>• Understand the importance of family life and festivals, identifying key features and explaining the symbolic meaning behind celebrations.</li> </ul>	GCSE practice paper
<b>YEAR 10 1 Spring term – 1<sup>st</sup> half term</b>	<b>Christianity</b> Key beliefs <ul style="list-style-type: none"> <li>• Nature of God</li> <li>• Beliefs about creation</li> <li>• Beliefs about the afterlife</li> </ul> Jesus Christ and Salvation <ul style="list-style-type: none"> <li>• The incarnation</li> <li>• The Crucifixion, Resurrection and Ascension</li> <li>• Sin and original sin</li> <li>• Means of salvation and the role of Christ</li> </ul>	<ul style="list-style-type: none"> <li>• Understand teachings the nature of God</li> <li>• Explore teachings about life after death</li> <li>• Understand beliefs about the nature of Jesus Christ and His role in the world.</li> <li>• Explain the importance of the incarnation.</li> <li>• Explain the importance of the Crucifixion, Resurrection and Ascension</li> <li>• Explore the beliefs about sin and salvation</li> </ul>	GCSE practice paper
<b>YEAR 10 2 Spring term – 1<sup>st</sup> half term</b>	<b>Christianity</b> Worship and festivals <ul style="list-style-type: none"> <li>• Different forms of worship</li> <li>• Prayer</li> <li>• The sacraments</li> <li>• Christian pilgrimage- Lourdes and Iona</li> <li>• Importance of Christmas and Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of worship in both the Church and at home.</li> <li>• Understand differences between denominations.</li> <li>• Know and explain the importance of the sacraments</li> <li>• Understand the importance of family life and festivals, identifying key features and explaining the symbolic meaning behind celebrations.</li> </ul>	GCSE practice paper
<b>YEAR 10 1 Summer term – 1<sup>st</sup> half term</b>	<b>Christianity</b> The role of the Church <ul style="list-style-type: none"> <li>• The role of the church</li> <li>• Mission and evangelism</li> <li>• The worldwide church</li> <li>• The work of CAFOD/ Christian Aid/ Tearfund</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of the Church and the worldwide Church</li> <li>• Explore how Christians support each other through charity work.</li> <li>• Understand mission work and evangelism.</li> </ul>	GCSE practice paper

<b>YEAR 10</b> <b>2</b> <b>Summer</b> <b>term – 2<sup>nd</sup></b> <b>half term</b>	<b>Revision and Independent Learning Skills</b> <ul style="list-style-type: none"> <li>• How to revise</li> <li>• Key content</li> <li>• Exam skills and practice</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key areas for revision prior to Y11</li> <li>• Learning of different revision techniques to assist with independent revision.</li> <li>• Putting those revision skills into practice.</li> <li>• Understanding how to answer GCSE style questions.</li> </ul>	
---	--	---	--

## Year 11

Unit	Knowledge Key areas of subject content	Skills By the end of this unit pupils will be able to:	Assessment
<b>YEAR 11</b> <b>1</b> <b>Autumn</b> <b>term - 1<sup>st</sup></b> <b>half term</b>	<b>Relationships and Families</b> <ul style="list-style-type: none"> <li>• Sexuality</li> <li>• Sexual relationships</li> <li>• Contraception</li> <li>• Marriage</li> <li>• Divorce</li> <li>• Families</li> <li>• Gender equality</li> </ul>	<ul style="list-style-type: none"> <li>• Understand teachings about human sexuality</li> <li>• Understand teachings about sexual relationships before and outside of marriage</li> <li>• Understand beliefs about contraception and family planning</li> <li>• Consider understandings of the nature and purpose of marriage</li> <li>• Understand teachings about divorce and remarriage</li> <li>• Explore the nature and purpose of families in the 21<sup>st</sup> century</li> <li>• Understand teachings about the roles of men and women, gender equality, gender prejudice and discrimination.</li> <li>• Consider examples and attitudes in contemporary British society.</li> </ul>	Mock exam paper.
<b>YEAR 11</b> <b>2</b> <b>Autumn</b> <b>term – 2<sup>nd</sup></b> <b>half term</b>	<b>Religion and Life</b> <ul style="list-style-type: none"> <li>• The origins of the universe</li> <li>• The environment</li> <li>• Animal rights</li> <li>• The origins of life</li> <li>• Abortion</li> <li>• Euthanasia</li> <li>• Death and the afterlife</li> </ul>	<ul style="list-style-type: none"> <li>• Explore beliefs about the origins of the universe</li> <li>• Understand beliefs about the value of the earth and use and abuse of the environment</li> <li>• Understand beliefs about the use and abuse of animals</li> <li>• Understand religious beliefs about the origins of human life</li> <li>• Understand beliefs about abortion and arguments for and against</li> <li>• Understand the different types of euthanasia and different religious beliefs</li> <li>• Understand religious beliefs about the afterlife</li> </ul>	Mock exam paper.
<b>YEAR 11</b> <b>1</b> <b>Spring</b> <b>term – 1<sup>st</sup></b> <b>half term</b>	<b>The existence of God</b> <ul style="list-style-type: none"> <li>• The Design argument</li> <li>• The first cause argument</li> <li>• The argument from miracles</li> <li>• Religion v Science</li> <li>• Revelation</li> <li>• The nature of god</li> <li>• enlightenment</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the Design argument, including its strengths and weaknesses</li> <li>• Examine the First Cause argument, including its strengths and weaknesses</li> <li>• Examine the argument from miracles, including its strengths and weaknesses</li> <li>• Examine the arguments against the existence of God based on science and on the problem of evil</li> <li>• Examine different types of revelation as a source of knowledge about the divine</li> <li>• Know and understand qualities of God such as omnipotent, omniscient, benevolent, personal, impersonal, immanent and transcendent</li> <li>• Investigate</li> </ul>	Mock exam paper
<b>YEAR 11</b> <b>2</b> <b>Spring</b> <b>term – 2<sup>nd</sup></b> <b>half term</b>	<b>Religion crime and punishment</b> <ul style="list-style-type: none"> <li>• What are crime and punishment?</li> <li>• Reasons why people commit crimes</li> <li>• Attitudes towards law breakers</li> <li>• Aims of punishment</li> <li>• Attitudes to suffering</li> <li>• Treatment of criminals</li> <li>• Attitude to forgiveness</li> <li>• The death penalty</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the legal position regarding crime and punishment</li> <li>• Know and understand reasons why some people commit crimes</li> <li>• Know and understand the three aims of punishment</li> <li>• Know and understand religious attitudes to suffering</li> <li>• Understand beliefs and teachings about forgiveness</li> <li>• Understand and analyse arguments for and against capital punishment</li> </ul>	Mock exam paper

## **Assessment Arrangements**

- Each component is assessed through a 1hr 45minute examination.
- Each unit is worth 96 marks, plus 5 marks for spelling, punctuation and grammar.

## **Text Books**

- Religious Studies, Specification A by Parry, Hayes and Butler (Hodder)
- Religious Studies, Christianity by Flemming, Smith and Worden (Oxford)

## **Suggested Reading**

- The Young Atheist's Handbook by Shaha Alom
- The Story of God by Professor Robert Winston

## **RS, Philosophy and Ethics through Film**

- Million Dollar Baby
- Vera Drake
- Invictus
- An Inconvenient Truth
- Dead Man Walking
- Inception
- Bruce Almighty
- The Prince of Egypt
- Exodus
- The Passion

# PHYSICAL EDUCATION | Years 10 & 11 Curriculum

## Year 10

Unit	Key Course Content	Assessment Details
Autumn term - 1 <sup>st</sup> half term	<ul style="list-style-type: none"> <li>• Components of fitness</li> <li>• Fitness tests</li> <li>• Skeletal system</li> <li>• Muscular system</li> <li>• Movement at a joint</li> <li>• Muscular movement</li> <li>• Planes of movement</li> <li>• Axis of rotation</li> <li>• Levers</li> </ul>	<p>Controlled assessment AEP (worth 10% of final GCSE PE grade).</p> <p>Regular exit tickets and homework.</p> <p>Aut 1 assessment – 30 mark paper on content learned.</p>
Autumn term – 2 <sup>nd</sup> half term	<ul style="list-style-type: none"> <li>• Classification of skill</li> <li>• Goal setting</li> <li>• SMART targets</li> <li>• FITT Principle</li> <li>• Principles of training</li> <li>• Methods of training</li> <li>• Movement analysis</li> <li>• Identify strengths and weaknesses in performance</li> </ul>	<p>Finalising controlled assessment AEP (worth 10% of final GCSE PE grade).</p> <p>Regular exit tickets and homework.</p> <p>Aut 2 assessment – 60 mark paper on content learned.</p>
Spring term – 1 <sup>st</sup> half term	<ul style="list-style-type: none"> <li>• Structure and function of the cardiovascular system</li> <li>• Structure and function of the respiratory</li> <li>• Aerobic and anaerobic exercise</li> <li>• Short term effects of exercise</li> </ul>	<p>Regular exit tickets and homework.</p> <p>Spr 1 assessment – 30 mark paper on content learned.</p>
Spring term – 2 <sup>nd</sup> half term	<ul style="list-style-type: none"> <li>• Long term effects of exercise</li> <li>• Recap of components of fitness</li> <li>• Principles of training</li> <li>• Methods of training</li> <li>• Components and importance of a warm up</li> <li>• Components and importance of a cool down</li> </ul>	<p>Regular exit tickets and homework.</p> <p>Spr 2 assessment – 60 mark paper on content learned.</p>
Summer term – 1 <sup>st</sup> half term	<ul style="list-style-type: none"> <li>• Prevention of injury</li> <li>• Hazards in sport</li> <li>• Risks in sport</li> <li>• Physical activity and sport in the UK</li> <li>• Trends of participation</li> </ul>	<p>Regular exit tickets and homework.</p> <p>Sum 1 assessment – 30 mark paper on content learned.</p>
Summer term – 2 <sup>nd</sup> half term	<ul style="list-style-type: none"> <li>• Governing bodies in sport</li> <li>• Factors that affect participation</li> <li>• Strategies that can be used to improve participation</li> <li>• Revision of all topics learned across academic year in preparation for end of year assessments</li> </ul>	<p>Regular exit tickets and homework.</p> <p>Sum 2 assessment – 60 mark paper on all content learned across the year.</p>

## Year 11

Unit	Key Course Content	Assessment Details
Autumn term - 1 <sup>st</sup> half term	<ul style="list-style-type: none"> <li>Commercialisation of sport</li> <li>Media in sport</li> <li>Positive and negative effects of the media in sport</li> <li>Ethics in sport</li> <li>Sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>Aut 1 assessment – 30 mark paper on content learned.</li> <li>Exit tickets and homework.</li> </ul>
Autumn term – 2 <sup>nd</sup> half term	<ul style="list-style-type: none"> <li>Drugs in sport</li> <li>Effects of drugs on performance</li> <li>Effects of drugs on the sport itself</li> <li>Violence in sport</li> </ul>	<ul style="list-style-type: none"> <li>Mock exam - 60 mark hour paper (Sports hall)</li> <li>Exit tickets and homework.</li> <li>Mock practical moderation.</li> </ul>
Spring term – 1 <sup>st</sup> half term	<ul style="list-style-type: none"> <li>Characteristics of skilful movement recap</li> <li>Classification of skill recap</li> <li>Goal setting recap</li> <li>Mental preparation</li> <li>Types of guidance</li> </ul>	<ul style="list-style-type: none"> <li>Spr 1 assessment – 30 mark paper on content learned.</li> <li>Exit tickets and homework.</li> </ul>
Spring term – 2 <sup>nd</sup> half term	<ul style="list-style-type: none"> <li>Types of feedback</li> <li>Health, fitness and well-being</li> <li>Physical fitness</li> <li>Emotional fitness</li> <li>Social fitness</li> <li>Diet and nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Spr 2 assessment – 60 mark paper on content learned.</li> <li>Exit tickets and homework.</li> </ul>
Summer term – 1 <sup>st</sup> half term	<ul style="list-style-type: none"> <li>Revision in preparation for exam</li> <li>Mock practical moderation</li> </ul>	<ul style="list-style-type: none"> <li>Mock practical moderation</li> <li>External practical moderation; assessment of three sports worth 30% of total grade.</li> <li>Final GCSE PE theory papers; two papers worth 30% each of final grade.</li> </ul>

### Key Course Text-books/Resources/Extra Reading (*including ISBN numbers where appropriate*)

- OCR GCSE (9-1) PE Second Edition ISBN10: 1471851729
- New GCSE Physical Education Complete Revision & Practice – for the grade 9-1 course (with online Ed) ISBN 13: 9781782945314
- <https://www.bbc.co.uk/education/examspecs/ztrcg82>

## Food Preparation & Nutrition | Years 10 & 11 Curriculum

### Years 10 & 11

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Assessment	Skills 1-12 A02	Skills 1-12 A02 Starting <u>Task 2</u>	Skills 1-12 A02 Practice for <u>Task 2</u> <u>section B, D</u> A03	Skills 1-12 A02	<u>Completing Task 2</u> A02 Food preparation assessment / portfolio Mock 1 - practical	<u>Task 1</u> section A A01 Written Investigation/evaluation and outcome of technical experiment
	Theory	Food, nutrition and health 3.2 Food science 3.3	Functional and chemical properties of food 3.3.2 Food safety 3.4	Principles of food safety 3.4.2 Food choice 3.5	Food provenance 3.6	Food preparation and cooking techniques 3.7 Preparation for Mock 1 Theory	Writing / marking and feedback for task 1 and 2
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Assessment	<u>Task 2</u> section B, D A03 Demonstrating technical skills Making final dishes	Task 2 section B, D A03 Demonstrating technical skills Making final dishes Revision for Mock 3	Revision for mock 3 and final exam All student to complete the practical examination 3 dishes in 3 hours		Revision and exams A01	
	Theory	<u>Task 2</u> section C, Planning for final menu	<u>Exam Practice</u> How to fully answer a 12 and 10 mark questions	Complete all portfolio work Task 2 – sections B,C,D	Revision & Past Papers A01		

# Product Design | Year 11 Curriculum

## Year 11

AUTUMN 1							
Week:	1	2	3	4	5	6	7
Lesson 1+2	Yr11 Work Experience	Developing design ideas	Design Museum visit	Design development and modelling of lighting prototype. Students develop light shade using clay and laser cut elements, developed using 2D Design.			
Lessons 3	Yr11 Work Experience	Modelling fast feedback of Design Criteria (refine)	Primary research write up of museum visit	Human Factors	Working drawings	Production plan	Review criteria 2 (Design development)
AUTUMN 2							
Week:	8	9	10	11	12	13	14
Lesson 1+2	PRACTICAL MOCK EXAM2	Design and make – manufacturing using aids and or CAD/CAM based on controlled lighting task. Students will complete their diary manufacture. (Criteria 3)					
Lessons 3	MOCK EXAM	Testing	Design and make – manufacturing controlled lighting task.			Controlled assessment review	Practical exam feedback
SPRING 1							
Week:	15	16	17	18	19	20	
Lesson 1	Scales of production, standard components		Quality control	ICT in manufacturing	Manufacturing methods	Mock sec A practice	
Lessons 2+3	Design and make packaging for lighting and instructions. Testing and evaluating of making (criteria 5). CW submission Unit2						
SPRING 2							
Week:	21	22	23	24	25		
Lesson 1	Mock sec B practice	Unit Section A revision; Materials and components		Smart and modern materials recap			
Lessons 2+3	UNIT 1 Mock 3	Paper and Card Manufacture	Plastic Manufacture	Wood Manufacture methods	Exam practice		
SUMMER 1							
Week:	26	27	28	29	30	31	
Lesson 1	Evolution of products	Design methodology	Marketing	Sustainability	Consumer issues	Manufacturing Systems	
Lessons 2+3	Preliminary Materials Revision: Section A Design skills focus						
SUMMER 2							
Week	32	33	34	35	36	37	38
Lesson 1	Exam technique practice		UNIT 1				
Lessons 2+3			Exam 22 <sup>nd</sup> June 2018				

# PRODUCT DESIGN | Key Deadlines

Week beginning:	Area of coursework:	Lesson content:
11 <sup>th</sup> Sept	Development of light shade	Design Development
18 <sup>th</sup> Sept	Design Museum Visit (Wed 20 <sup>th</sup> September)	Primary research (write up)
25 <sup>th</sup> Sept	CAD/ Sketch up	Human factors
2 <sup>nd</sup> Oct	Clay Modelling	Modelling prototypes
9 <sup>th</sup> Oct	2D Design Development	Working Drawings
16 <sup>th</sup> Oct	Final Design, cutting list	Production Plan
<b>Oct Half Term</b>		
29 <sup>th</sup> Oct <b>(MOCK2)</b>	FPT – Marking out materials	Manufacture Diary
6 <sup>th</sup> Nov	FPT - Soldering	Manufacturing Diary
13 <sup>th</sup> Nov	FPT – Mould making	Manufacturing Diary
20 <sup>th</sup> Nov	FPT – 2D Design	CAD
27 <sup>th</sup> Nov	FPT - Manufacturing	Manufacture Diary
5 <sup>th</sup> Dec	FPT - Manufacturing	Manufacturing Diary
12 <sup>th</sup> Dec	FPT - Assembly	Assembly
<b>CHRISTMAS Holidays</b>		
1 <sup>st</sup> Jan	Packaging	Manufacturing Spec
8 <sup>th</sup> Jan	Packaging	Manufacturing Spec
15 <sup>th</sup> Jan	Testing	Mock Prep
22 <sup>nd</sup> Jan	Testing	Mock Prep
29 <sup>th</sup> Jan	Evaluation	Mock Prep
5 <sup>th</sup> Feb	Mock Prep	Mock Prep
<b>Feb Half Term</b>		
19 <sup>th</sup> Feb <b>(MOCK 3)</b>	<b>ASSESSMENT WEEK</b>	<b>REVISION</b>
26 <sup>th</sup> Feb		
5 <sup>th</sup> March	Unit 1: Sec A Preliminary material	Unit 1 Sec A
12 <sup>th</sup> March		
19 <sup>th</sup> March		
26 <sup>th</sup> March		
<b>EASTER Holidays</b>		
16 <sup>th</sup> April		
23 <sup>rd</sup> April		
30 <sup>th</sup> April		
7 <sup>th</sup> May		
14 <sup>th</sup> May		
21 <sup>st</sup> May		
<b>May Half Term</b>		
4 <sup>th</sup> June		
11 <sup>th</sup> June		
18 <sup>th</sup> June	<b>Exam for GCSE Design and Technology : Product Design Unit 1 (45551)</b>	<b>22 June 2018</b>
25 <sup>th</sup> June		
2 <sup>nd</sup> July		
9 <sup>th</sup> July		
16 <sup>th</sup> July		
<b>Summer Holiday</b>		

### Aut1 Key Dates:

**20 Sep Design Museum**  
**Criteria 1 imp 5 Oct**  
**Criteria 2 complete 19 Oct**

### Aut2 Key Dates:

**Mock 2: 3 Nov (2hr) Unit 2**  
**controlled assessment**

**Criteria 3 Making & Diary of**  
**manufacture 7 Dec**

### Sp1 Key Dates:

**Criteria 4 Testing**  
**18 Jan**

**CONTROLLED**  
**ASSESSMENT FINAL**  
**DEADLINE (Criteria 1-5)**  
**1 Feb**

### Sp2 Key Dates:

**W/c 19 Feb Mock 3**

**AQA Release Unit 1**  
**Preliminary material.**

### Sum2 Key Dates:

**Exam for GCSE Design &**  
**Technology Product Design**  
**Unit1 (45551) 22 June 2018**

**GCSE Product Design Unit 1: (40%) theory exam, 120 marks: time 2 Hours**  
**GCSE Product Design Unit 2: (60%) Controlled Assessment. 90 marks: (Criteria 1,2,3,4,5), time 45 Hours**



## HOMEWORK TIMETABLE | Year 10

This homework timetable has been posted onto our website and sent to you via Bolingbroke Post. If you do not receive Bolingbroke Post please send your e-mail address to [info@arkbolingbrokeacademy.org](mailto:info@arkbolingbrokeacademy.org)  
Every effort will be made by teachers to ensure your child's homework is set on the correct date. If you have any queries please contact your child's subject teacher directly via e-mail.

ENGLISH	Language Teacher	Literature Teacher	Language	Literature	Language	Literature
10Austen	JKE	PNO + AEL	Tues / Thurs	Wed / Fri	Mon / Thurs	Fri / Wed
10Bronte	SKH	JGR	Mon / Thurs	Wed / Fri	Thurs / Mon	Fri / Wed
10Dickens	RMC	CTU	Tues / Mon	Wed / Fri	Thurs / Mon	Fri / Wed
10Hemingway	LWI	PNO	Mon	Wed / Fri	Thurs	Tues
10Wilde	JKE	LQU	Tues / Fri	Tue / Wed	Thurs / Fri	Wed / Tue

MATHS	Teacher	Day set	Day due	Hegarty Set*	Hegarty Due
10Gödel	Mr Iles	Thursday	Monday	Thursday	Monday
10Hilbert	Ms Davidson	Thursday	Tuesday	Thursday	Tuesday
10Noether	Ms Taylor	Thursday	Monday	Thursday	Monday
10Ramanujan	Ms Hill	Friday	Wednesday	Friday	Wednesday
10Scott	Mr Simpson/Ms Garne	Wednesday	Monday	Wednesday	Monday

[www.hegartymaths.com](http://www.hegartymaths.com) \* Pupils log in with their name, D.O.B, and with their own password.

SCIENCE	Teacher	Day set	Day due
10Atlantis	Biology - Miss Pinner Chemistry - Mr Borley Physics - Miss Manisier	B - Wednesday C - Tuesday P - Monday	B - Tuesday C - Friday P - Wednesday
10Challenger	Biology - Miss Wadham Chemistry - Mr Knight Physics - Miss Manisier	B - Monday C - Wednesday P - Friday	B - Wednesday C - Tuesday P - Tuesday
10Columbia	Miss McGarvey Miss Pinner	Friday Friday	Tuesday Friday
10Discovery	Miss Mayotte	Wednesday	Tuesday
10Endeavour	Miss Straughn Mr Knight	Thursday Wednesday	Monday Tuesday

## HOMEWORK TIMETABLE | Year 10 GCSE OPTIONS

Art & Product Design	Teacher	Day set	Day due
10Khalo	Ms Wheeler	Monday	Monday

Music & Drama	Teacher	Day set	Day due	Practice
10Zimmer	Ms Breckon	Tuesday	Tuesday	Every night
10Strasburg	Ms Murphy	Wednesday	Monday	Weekly

GEOG	Teacher	Day set	Day due
10Arctic	Mr Batchelor	Friday	Tuesday
10Atlantic	Mr Lyne	Monday	Monday
10Pacific	Mr Batchelor	Monday	Thursday

MFL	Language	Teacher	Day set	Day due
10Montaigne	French	Ms Brookes	Wednesday	Friday
10Gaudi	Spanish	Ms Maigne	Wednesday	Friday
10Goethe	German	Mr Leverage	Friday	Monday

HISTORY	Teacher	Day set	Day due
10Harvey	Ms Wilson	Wednesday	Wednesday
10Cecil	Ms Oliver/ Ms Cope	Thursday	Monday

PE	Teacher	Day set	Day set
10Wembley	Mr Brooks	Thursday	Thursday

Religious Studies	Teacher	Day set	Day due
10Aquinas	Ms Austin	Wednesday	Wednesday
10Anselm	Ms Austin	Wednesday	Wednesday

Food Science	Teacher	Day set	Day set
10Roux	Mr Leather	Monday	Monday

**Music** Is set once a half term and due the following week. Music Practice is expected every day for 10 mins

**Reading** Every child is expected to read a minimum of 10 pages a night Mon-Fri

**Enrichment** All Year 10 children have the option to participate in an enrichment club each week. We encourage all pupils to attend a sport.

We have two enrichment cycles (Sept-Feb HT) & (Feb HT - July)

## HOMEWORK TIMETABLE | Year 11

This homework timetable has been posted onto our website and sent to you via Bolingbroke Post. If you do not receive Bolingbroke Post please send your e-mail address to [info@arkbolingbrokeacademy.org](mailto:info@arkbolingbrokeacademy.org)  
Every effort will be made by teachers to ensure your child's homework is set on the correct date. If you have any queries please contact your child's subject teacher directly via e-mail.

ENGLISH	Language Teacher	Literature Teacher	Language	Literature	Language	Literature
11Armitage	SKH	JGR	Wed / Fri	Fri / Tue	Tue / Fri	Tue / Fri
11Browning	CTU	COR	Wed / Fri	Wed / Fri	Fri / Tue	Fri / Tue
11Keats	LQU	SKH	Fri / Wed	Fri / Tue	Tue / Fri	Tue / Fri
11Plath	LQU	COR	Fri / Wed	Tue / Wed	Tue / Fri	Fri / Tue
11Rossetti	RMC	CTU	Tue / Wed	Wed / Fri	Fri / Wed	Fri / Tue

MATHS	Teacher	Day set	Day due	Hegarty Set*	Hegarty Due
11Mirzakhani	Ms Hill	Friday	Tuesday	Friday	Tuesday
11Nash	Ms Davidson	Friday	Tuesday	Friday	Tuesday
11Perelman	Mr Iles	Thursday	Tuesday	Thursday	Tuesday
11Silverman	Ms Garne	Friday	Tuesday	Friday	Tuesday
11Tao	Ms Allan	Thursday	Tuesday	Thursday	Tuesday

[www.hegartymaths.com](http://www.hegartymaths.com) \* Pupils log in with their name, D.O.B, and with their own password.

SCIENCE	Teacher	Day set	Day due
11Berners	Biology – Ms Coyte Chemistry - Miss Mayotte Physics - Ms Manisier	B - Thursday C - Friday P - Monday	B - Monday C - Monday P - Wednesday
11Morgan	Biology - Ms Pinner Chemistry - Mr Borley Physics - Ms Manisier	B - Wednesday C - Monday P - Monday	B - Monday C - Thursday P - Wednesday
11Paige	Ms Wadham	Thursday	Monday
11Tesler	Ms Coyte Ms McGarvey	Wednesday Monday	Monday Thursday
11Wozniak	Mr Knight Ms Pinner	Wednesday Monday	Monday Thursday

## HOMEWORK TIMETABLE | Year 11 GCSE OPTIONS

GEOG	Teacher	Day set	Day due
11 Cirrus	Mr Batchelor	Monday	Thursday
11 Nimbus	Mr Batchelor	Thursday	Wednesday
11 Cumulus	Mr Lyne	Tuesday	Tuesday

HISTORY	Teacher	Day set	Day due
11 Drake	Mr Speight	Thursday	Tuesday
11 Fawcett	Ms Oliver	Thursday	Thursday

MFL	Language	Teacher	Day set	Day due
11 Thuram	French	FJO	Friday	Monday
11 Muguruza	Spanish	MKO	Friday	Monday
11 Vettel	German	MLV	Thursday	Monday
11 Bunuel	Spanish	MKO	Wednesday	Monday

RS (Philosophy & Ethics)	Teacher	Day set	Day due
11 Hitchens	Ms Austin	Thursday	Thursday

Food Science	Teacher	Day set	Day set
11 Wareing	Mr Leather (after Easter)	Friday	Friday
11 Galletti	Mr Leather (after Easter)	Wednesday	Wednesday

Art & Product Design	Teacher	Day set	Day due
11 Freud	Mr Thomas	Thursday	Thursday
11 Gray	Ms Idris	Tuesday	Tuesday
11 Starck	Ms Idris	Wednesday	Wednesday

PE	Teacher	Day set	Day set
11 Queens	Miss Bridges	Thursday	Thursday
11 Wimbledon	Ms Luetchford	Thursday	Thursday
11 Silverstone	Ms Bridges	Monday	Monday

Music	Teacher	Day set	Day due	Practice
11 Bernstein	Ms Breckon	Tuesday	Tuesday	Every Night
11 Gershwin	Ms Breckon	Wednesday	Wednesday	Every Night

## YEAR 11 MOCK TIMETABLE

YEAR 11 MOCK EXAMS IN AUT 1		
Date/Time	Paper	Location
Tuesday 17th October - Period 1+2*	Eng Lit Paper 2 (105 mins)	English Rooms
Tuesday 17th October - Period 3+4 (11 Drake ONLY)	History - Medicine Paper (75 mins)	S.05
Wednesday 18th October - Period 1+2 (11 Fawcett ONLY)**	History - Medicine Paper (75 mins)	S.05
Wednesday 18th October - Period 6**	Eng Lang Paper 1 Section A (60 mins)	English Rooms
Friday 20th October - Period 1***	Eng Lang Paper 2 Section B (45 mins)	English Rooms
Friday 20th October - 14.10 onwards***	Maths Paper 1 - Non-Calc (90 mins)	Maths Corridor

\* Year 11 pupils to miss Science Period 2

\*\* Pupils on the Barcelona Art & Design trip will sit these exams during w/c 30th October. Times/dates will be provided to pupil's w/c 2nd October.

\*\*\* Pupils on the Barcelona Art & Design trip will sit this English exam during period 5 on Tuesday 16th October and will sit the Maths exam during period 6.

YEAR 11 MOCK 2 EXAM WEEK							
Day	Date	08.20 - 08.45	08.50 - 10.35	10.35 - 11.20	11.25 - 13.15	13.15 - 14.10	14.15 - 16.00
Monday	Oct 30th	Registration in <b>DINING HALL</b> (with HOHs)	<b>Chemistry Paper 1 (Trilogy - 75 mins, Separate - 105 mins)</b>	Break / Ind study - DINING HALL	<b>Maths Paper 2 (Calc) (90 mins)</b>	Lunch / Break - DINING HALL	<b>Eng Lit Paper 1 (105 mins)</b>
Tuesday	Oct 31st	Registration in CIVITAS	<b>Maths Paper 3 (Calc) (90 mins)</b>	Break / Reading	<b>History - Weimar Germany (105 mins)</b>	Break / Lunch / Ind Study	<b>Biology Paper 1 (Trilogy - 75 mins, Separate - 105 mins)</b>
Wednesday	Nov 1st	Registration in CIVITAS	<b>Physics Paper 1 (Trilogy - 75 mins, Separate - 105 mins)</b>	Break / Reading	<b>Geography - Unit 1 &amp; Unit 2 (90 mins)</b>	Break / Lunch / Ind Study	<b>PE (60 mins)</b>
Thursday	Nov 2nd	Registration in CIVITAS	<b>Eng Lang Paper 2 (105 mins)</b>	Break / Reading	<b>MFL Listening + Reading (45 mins + 60 mins)</b>	Break / Lunch / Ind Study	<b>Music (90 mins) + Food (90 mins)</b>
Day	Date	08.50 - 09.00	09.10 - 11.10	11.10 - 11.35	11.35 - 13.15	13.15 - 14.10	14.15 - 15.30
Friday	Nov 3rd	Registration in CIVITAS	<b>Product Design (120 mins)</b>	Break	<b>MFL Writing (80 mins)</b>	Break / Lunch / Ind Study	<b>History - Elizabeth (50 mins)</b>

## **NOTES**

All exams in exam week are in the Sports Hall unless otherwise stated.

Pupils with access arrangements will sit their exams in separate classrooms and will have modified timetables.

Pupils will register in Civitas and will, when not in exams, attend lessons as per their normal timetable.

There will be different seating plans for each paper. Pupils should familiarise themselves with their seat letter and number in advance.

Pupils sitting both Food and Music exams will sit their Music exam Thursday PM and Food Friday PM.

MFL speaking exams will take place in lessons w/c 6th November.

Art exam to take place on Tuesday 7th November

Reader/scribes and extra-time will be provided for those pupils who are eligible. These pupils will be spoken to by Ms Widdowson and the LSA team on Friday 6th October and a separate letter will be sent to parents/carers detailing the provision provided.