THE WOODSIDE CURRICULUM

CURRICULUM MAP 2022 – 2023

INTENT: To create a personalised curriculum that promotes a love of learning; provides breadth of knowledge and skills; that is enriching and supportive and seeks to bridge the cultural knowledge gap in order to provide a platform for our students to succeed in whatever they aspire to do.

Year 10		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
English	KNOWLEDGE	**Shakespeare: Macbeth**		**Modern Text: An Inspector Calls**		**GCSE Power and Conflict Poetry** GCSE Language paper 1 and 2-Identity themed Power and Conflict poetry- Identity themed GCSE Language Spoken Language Assessment	
	SKILLS	**GCSE Language Paper 1** Language Paper 1 Section A		**GCSE Language Paper 1** Language Paper 1 Section B		**GCSE Language Paper 2** Language Paper 2 Section B GCSE Language Spoken Language Assessment	
Maths	KNOWLEDGE	**Congruence, similarity and enlargement, Trigonometry**	**Representing solutions of equations and inequalities, Simultaneous equations**	**Angles and bearings, Working with circles, Vectors**	**Ratios and fractions, Percentage and interest, Probability**	**Collecting, representing and interpreting data, Non-calculator methods**	**Types of number and sequences, Indices and roots,**
	SKILLS	Revisit Enlarge a shape by a positive integer scale factor, Enlarge a shape	Revisit Form and solve one and two step equations, Form and	Revisit Use cardinal directions, draw and interpret scale	Revisit Compare quantities using a ratio, Link ratios and fractions, Share in a ratio,	Revisit Construct and interpret pie charts, time series graphs,	Revisit Understand the difference between factors and

		by a fractional scale factor, use parallel line rules to work out missing angles, Pythagoras' Theorem <u>Core</u> Identify similar shapes, work out missing sides and angles in a given pair of similar shapes, Similar triangles, Difference between congruence and similarity, Conditions for congruent triangles, Trigonometric ratios to find missing sides and angles <u>Higher</u> Enlarge a shape by a negative scale factor, areas and volumes of similar shapes, Prove a pair of triangles are similar shapes, Trigonometry in 3-D shapes, Find the area of triangles using A=1/2abSinC, Sine and cosine rule	solve one and two step inequalities, Draw straight line graphs, Form and solve equations with unknowns on both sides, derive related facts from a given equation <u>Core</u> Show solutions to an inequality on a number line, Find solutions to equations on straight line graphs, Form and solve inequalities with unknowns on both sides, Form and solve more complex equations and inequalities, Solve a pair of linear simultaneous equations by elimination, substitution and graphically <u>Higher</u> Represent solutions to inequalities using set notation, Represent solutions to single and multiple inequalities on a graph, Solve quadratic equations by factorisation, Solve quadratic inequalities in one variable, Solve a	diagrams, Recognise and label parts of a circle <u>Core</u> Understand, represent, measure and read bearings, make scale drawings of bearings, calculate bearings using angle rules, Solve bearings using Pythagoras and trigonometry, Calculate fractional parts of a circle, Calculate arc length and sector area, Understand and use the volume and surface area of a cylinder, cone and sphere, Understand and represent vectors, Use and read vector notation, Draw and understand vectors addition and subtraction of vectors and those multiplied by a scalar <u>Higher</u> Solve bearings using the sine and cosine rules, Circle theorems, Area and volume problems of similar shapes, Explore vector journeys in shapes, Understand parallel vectors, Use vectors to construct geometric arguments and proofs	Link ratios and scales, Convert and compare fractions, decimals and percentages, Work out percentages of amounts, Increase and decrease by a given percentage, Express a number as a percentage of another, Find the original value after a percentage change, Add, subtract and multiply fractions, Find probabilities using equally likely outcomes, Use the property that probabilities sum to 1, Construct and interpret sample spaces, Construct and interpret two-way tables <u>Core</u> Use ratios and fractions to make comparisons, Link ratios and graphs, Solve problems with currency conversion, Use and interpret ratios of the form 1:n and n:1, Solve best buy problems, Combine a set of ratios, Link ratio and Algebra, Calculate simple and compound interest, repeated percentage change, Solve problems involving growth and decay, Solve problems involving percentages, ratios and fractions, Use experimental data to estimate probabilities, Find	scatter graphs, Find and interpret averages from a list and averages from a table, Draw and use a line of best fit, Mental/written methods of integer/decimal addition and subtraction, Fractional arithmetic, Rounding to decimal places and significant figures, Estimating answers to accuracy <u>Core</u> Understand populations and samples, primary and secondary data, Construct and interpret frequency tables and frequency polygons, line and bar charts, stem-and-leaf diagrams, Criticise graphs and charts, Compare distributions using charts and measures, Understand extrapolation, Mental/written methods of integer/decimal multiplication and division, Exact answers to trigonometric calculations,	multiples, Understand primes and express a number as a product of its prime factors, Find the HCF and LCM, Find the rule for the nth term of a linear sequence, Square and cube numbers, Powers of ten and standard form, Addition and subtraction rule of indices, Calculate with numbers in standard form <u>Core</u> Describe and continue arithmetic and geometric sequences, Explore other sequences, Calculate higher powers and roots, Understand and use the power zero and negative indices, work with powers <u>Higher</u> Describe and continue and sequence involving surds, Find the rule for the nth term of a quadratic sequence

			pair of simultaneous equations (linear and quadratic) algebraically and graphically		probabilities from Venn diagrams and frequency trees, Calculate probabilities with independent events, Use tree diagrams for independent and dependent events <u>Higher</u> Ration in area and volume problems, Understand iterative processes, Construct and interpret conditional probabilities using tree diagrams, Venn diagrams and two-way tables	Understand and use limits of accuracy, Solve financial maths problems, <u>Higher</u> Construct a stratified sample, Construct and interpret Histograms, cumulative frequency diagrams, box plots, Rational and irrational numbers, Understand, use and calculate with surds, Upper and lower bounds	
Science	KNOWLEDGE	Chemistry Paper 1: Unit 1: • Atomic Structure • Empirical and Molecular formulae • Periodic Table • Ionic Bonding • Electrolysis Unit 2: • Covalent Bonding • Metallic Bonding • Metal Extraction and Recycling Unit 3: • Particle Model • Separating Techniques • Solution Calculations • Calculations with Moles • Dynamic Equilibrium • Acids and Alkalis		Physics Paper 1: Unit 1: • Vectors and Scalars • Speed, Velocity, and Acceleration • Newton's Laws of Motion • Momentum Unit 2: • Energy Stores and Transfers • Energy Efficiency • Kinetic and Gravitational Potential Energy • Energy Resources Unit 3: • Properties of waves • Wave speeds • Refraction • Electromagnetic Spectrum • Use and Dangers of the Electromagnetic Spectrum Unit 4: • Atomic Structure • Background Radiation • Radioactive Decay		Biology Paper 1: Unit 1: • Cells and Microscopes • Enzymes • Transport Processes Unit 2: • Mitosis • Meiosis • Growth in Animals and Plants • Stem Cells • The Nervous System and Reflexes • DNA • Inheritance and Variation Unit 3: • Theory of Evolution by Natural Selection • Classification • Genetic Engineering • Artificial Selection Unit 4: • Non-communicable Diseases • Communicable Diseases	

			• Types of Radiation • Half-Life • Hazards of Radioactivity	• Pathogens • Barriers to Infection • Immune System Response • Antibiotics
	SKILLS	Practical skills: • Lab safety • Identifying risks and hazards • Use of a Bunsen burner • Manipulating lab equipment • Planning an experiment • Writing conclusions • Evaluating results • Evaluating experimental techniques Mathematical skills: • Calculations and rearranging equations • Using standard form • Significant figures and decimal places • Calculations using moles (H) • Calculating numbers of subatomic particles • Use of percentages in calculating relative atomic mass (Ar) and percentage composition • Use of ratios in calculating empirical and molecular formulae • Use of positive and negative numbers in relation to ions • Use of logarithmic scales (pH scale) Literacy Skills • Meanings and use of words that are central to understanding scientific concepts Identifying common prefixes and suffixes to decode keywords	Practical skills: • Manipulating lab equipment • Measuring accurately • Planning an experiment • Writing conclusions • Evaluating results • Evaluating experimental techniques • Using a data logger Mathematical skills: • Calculations and rearranging equations • Use of mathematical symbols (e.g. delta, Δ) • Unit conversions and the use of SI prefixes • Using standard form • Significant figures and decimal places • Drawing half-life graphs Literacy Skills • Meanings and use of words that are central to understanding scientific concepts Identifying common prefixes and suffixes to decode keywords	Practical skills: • Lab safety • Identifying and managing biological hazards • Use of a microscope • Manipulating lab equipment • Planning an experiment • Writing conclusions • Evaluating results • Evaluating experimental techniques Mathematical skills: • Calculations and rearranging equations • Using standard form • Unit conversions and the use of SI prefixes • Significant figures and decimal places • Identifying anomalies • Drawing graphs • Identifying and describing trends • Rate calculations Literacy Skills • Meanings and use of words that are central to understanding scientific concepts Identifying common prefixes and suffixes to decode keywords

History	KNOWLEDGE	Crime and Punishment (1000-1700)	Crime and Punishment (1700-present day)	Crime and Punishment (1700-present day)	Crime and punishment: Historic Environment; Whitechapel 1880's And Elizabeth I (Religious Settlements and Mary Queen of Scots)	Germany 1918-39 (Weimar Republic and the early development of the Nazi Party)	Germany 1918-39 (Weimar Republic and the early development of the Nazi Party)
	SKILLS	Thematic study; Chronology	Thematic study; Evidence	Thematic study; Evidence	Thematic study; Interpretations And Depth study; key features	Modern Depth Causation and consequence	Modern Depth Causation and consequence
Geography	KNOWLEDGE	**Urban Futures** How is the global pattern of urbanisation changing? What does rapid urbanisation mean for cities?	**Changing Climate** What evidence is there to suggest climate change is a natural process? Why is climate change a global issue? **Global Hazards** How do plate tectonics shape our world? How can weather be hazardous?	**Dynamic Development** Why are some countries richer than others? Are LIDCs likely to stay poor?	**Distinctive Landscapes** What makes a landscape distinctive? What influence the landscape of the UK?	**Sustaining Ecosystems.** Why are natural ecosystems important? Whys should tropical rainforests matter to us? Is there more to polar environments than ice?	**UK in the 21st Century** How is the UK changing in the 21st Century? Is the UK losing its global significance? **Fieldwork 1 – Walton on the Naze**

	SKILLS	Interpretation of maps and graphs. Investigating the consequences of urbanisation on two countries at different stages of development	Interpretation of past climate data and projected climate change data. Analysis of data to suggest reasons for patterns and trends. Analysing impacts of climate change on a national and global scale. Investigating and analysing a range of data to justify the impacts of tectonic hazards.	Analysis of maps to describe patterns of development. Locational knowledge of one LIDC – Ethiopia.	Interpretation of photos, maps, graphs and diagrams. Investigation of physical and human processes that influence the shape of the landscape.	Interpretation and analysis of resources. Investigating global impacts on vulnerable ecosystems.	Interpretation of a variety of resources. Investigating the characteristics of the UK. Calculating percentage changes. Developing research and analysis skills to reach valid and justified conclusions.
French	KNOWLEDGE	**Module 1: Qui suis-je?** friends and what makes a good friend, family relationships, making arrangements to go out, a night out with friends, your life when you were younger **Cultural capital:** Figures in French History: Napoléon Bonaparte, Marie-Antoinette and Victor Hugo	**Module 2: Le temps des loisirs** sport, life online, books and reading, TV programmes, actors and films **Cultural capital:** Le Festival de Cannes	**Module 3: Jours ordinaires, jours de fête** daily life, food for special occasions, using polite language, family celebrations **Cultural capital:** Le Carnaval en Guadeloupe	**Module 5:Le grand large…** an ideal holiday, booking and reviewing hotels, in a restaurant, travelling, buying souvenirs, holiday disasters **Cultural capital:** Le souk: the market in an Arab town	**Module 4: De la ville á la campagne** a region, your town, village or district, what to see and do, plans and the weather, community projects **Cultural capital:** A French region: Provence	**Mock exam preparation mock exam, including oral** **feedback and preparations for yr 11**
	SKILLS	-Listening, reading, writing, speaking and translation **-Grammar:** irregular verbs in the present tense, reflexive verbs in the present tense, the near future tense, the perfect tense, the imperfect tense	-Listening, reading, writing, speaking and translation **-Grammar:** *depuis* + the present tense, the comparative, more practice of the imperfect tense, direct object pronouns *(le,la,les)*	-Listening, reading, writing, speaking and translation **-Grammar:** *pouvoir* and *devoir*, the pronoun *en,* asking questions *tu* and *vous* forms, *venir de* + infinitive, a combination of tenses	-Listening, reading, writing, speaking and translation **-Grammar:** the conditional, reflexive verbs in the present tense, *en* + present participle, *avant de* + infinitive, demonstrative adjectives and pronouns	-Listening, reading, writing, speaking and translation **--Grammar:** the pronoun *y*, negatives, asking questions using *quell/quelle/quells/quelles*, the future	

						tense, present and perfect tense	
Spanish	KNOWLEDGE	<u>Module 1 - ¡Desconéctate!</u> holidays and weather, summer activities and holiday preferences, what you did on holiday, accommodation and problems in a hotel. An account of a holiday using 3 tenses <u>Cultural capital:</u> Summer camps in Mexico	<u>Module 4 - Intereses e influencias</u> free time activities, TV programmes and films, sports, what's trending, types of entertainment and role models <u>Cultural capital:</u> Rigoberta Menchú: a noble price winner from Guatemala	<u>Module 3 - Mi gente</u> socialising and family, descriptions, social networks, reading preferences and friends <u>Cultural capital:</u> A Spanish city: Salamanca and a Spanish author: Miguel de Cervantes	<u>Module 6 - De costumbre</u> mealtimes, typical foods, restaurants, festivals and special days, illnesses and injuries, music festivals <u>Cultural capital:</u> La Tomatina: a Spanish festival	<u>Module 5 - Ciudades</u> places in town, directions, regions and shops, features of a region, planning what to do, shopping for clothes and presents, problems in a town <u>Cultural capital:</u> Perú: a Latinamerican country	<u>Mock exam preparation mock exam, including oral</u> <u>feedback and preparations for yr 11</u>
	SKILLS	-Listening, reading, writing, speaking and translation. <u>-Grammar:</u> present and preterit, opinions and percentages, imperfect tense, meaning of new words, using 3 tenses together	Reading: identifying correct statements about a text, using the imperfect and perfect tenses, listening for different tenses, adapting model dialogues. Idioms <u>-Grammar:</u> SOLER+ infinitive	-Writing: improving extended writing <u>-Grammar:</u> present tense and present continuous	-Reading and writing: inferring meaning in literary texts, adding interest when narrating a story <u>-Grammar:</u> the passive voice, avoiding the passive	-Reading: future tense, synonyms and antonyms, recognising and using idioms <u>-Grammar:</u> asking and responding to questions, future tense	
D&T	KNOWLEDGE	The impact of new technologies. Evaluating new and emerging. Technologies to inform design decisions.	Smart and composite materials. Mechanical devices used to produce movement. Mini Design project – Desk organiser	Electronic systems. Ferrous and non-ferrous metals. Using communication techniques to present design ideas.	Paper and boards for modelling Thermoforming and thermosetting polymers.	Natural and manufactured timbers. Challenges that influence the processes of design.	Professionals and companies to inform design. Use of different design strategies.

		Mini Design project – Desk organiser (Design and Make) Mock NEA	(Design and make) Timbers Mock NEA	Mini Design project – Desk organiser (Design and Make) Timbers Mock NEA	Mock NEA	Mock NEA	
	SKILLS	Develop a Design Brief. Develop Product Specification. Understand primary and secondary sources. What is a design Strategy?	Understand consumer needs. Understand relevant materials, processes and techniques. Be able to develop analysis of a design idea. What is a prototype?	Competent evaluation of design ideas. Refinement. How research can be used to refine designs. Be able to select materials. Understand material properties.	Be able to use calculations to determine all material quantities. Model making Iterative design process Be able to communicate ideas. Be able to use CAD/CAM. Evaluations skills.	Making Skills. Competent use of tools and machines. Evaluation skills.	Making skills. Work safely.
Food Technology	KNOWLEDGE	Nutritional needs and health The reasons why food is cooked • the different methods of heat transfer the scientific principles underlying these processes when preparing and cooking food • The working characteristics, functional and chemical properties off foods.	Microorganisms in food production The signs of food spoilage Microorganisms and enzymes Buying and storing food Functional and chemical properties of foods	Factors affecting food choice. British and international cuisines Religion Food labelling Pasta origins and types Bread sweet and savoury	Environmental impact and sustainability of food Food processing and production Technological developments to support better health and food production including fortification and modified foods with health benefits and the effect of these.	The importance of sensory evaluation Industrial use of testing methods. Analysing and evaluating Product development Using data to support evidence - preparation for NEA1	Practice Nea1 10 hour summative Function and science investigation Practice NEA2 Student initiated practice coursework in line with AQA choices
	SKILLS	Selection of appropriate preparation, cooking methods and times to achieve desired characteristics. • Consideration of the nutritional needs and food choices when	• the different sources of bacterial contamination • the main types of bacteria which cause food poisoning • the main sources and methods of control of different food poisoning	• physical activity level (PAL) & BASAL calories and calorie rich foods • celebration/occasion • cost of food • preferences • enjoyment • food availability • healthy eating • income •	where and how ingredients are grown, reared and caught Environmental issues associated with and the impact of food and food security on local and global markets and communities.	Modifying recipes tailored to needs: reduced sugar, fat…. Baking to replace frying monitoring effects recording as a profile (grading, panel testing…)	Planning and preparing investigations ways of recording and presenting specialised knowledge through specific cooking

		selecting recipes, including when making decisions about the ingredients, processes, cooking methods and portion sizes. • To plan, prepare, cook, modify, and create recipes to meet different dietary groups and life stages	bacteria types • the general symptoms of food poisoning. Understanding the effects of enzymes	lifestyles • seasonality • time of day • time available to prepare/ cook. Students should have the opportunity to prepare and cook recipes from a range of countries and cuisines, using different equipment and cooking methods. • Skills demonstrated will be relevant to the task selected and demonstrate food preparation and cooking skills. Home made past – hand formed & machined Bread methods, types, cooking methods. Science of bread	primary and secondary stages of processing and production. how processing affects the sensory and nutritional properties of ingredients sell buy and use by cheese/yogurt making	Making food presentable- decoration, presentation, garnishing…..glazing, shaping, forming…	experiments, trials and modifications Planning preparing and cooking a three dish meal from a historical AQA pre-set option choice Several dishes cooked at once to dovetail and create a plan analyse and evaluate
Art	KNOWLEDGE	**Natural Forms** Introduction to GCSE, expectations, re-cap of the Formal Elements, mind map, mark making, line & tonal drawing, oil pastel, painting, textures, observational drawing.	**Natural Forms V Manmade.** Artist analysis, copy & interpretation. Intro to Assessment Objectives, evaluating & refining, self/peer reflection.	**Natural Forms V Manmade.** Combination of interpretations. Development of ideas. Experimentation of media. Final piece plan. Written Evaluation.	**Portraits/Identity.** Mind Map, Artist analysis & copy. Exploring identity. Planning a composition.	**Portraits / Identity**. Developing analysis & response skills. Facial proportions. Self Portrait using drawing grid. Facial Features & colour mixing. Painting, observational drawing. Portrait Workshop (6 + artists). National Portrait Gallery visit (TBC).	**Portraits / Identity**. Combination of interpretations. Development of ideas. Experimentation of media. Final piece plan & a final piece in exam conditions: 10 hrs. Written Evaluation.
	SKILLS	Analysing using art vocabulary & Formal Elements, drawing a mind map, continuous	Continuous line drawing, oil pastel blending, watercolour	How to combine a range of interpretations, experimenting with different materials,	Drawing faces using proportions. Painting facial features using base colours.	Mood Board on own identity to understand idea development,	How to combine a range of interpretations, experimenting with

		line drawing, oil pastel blending, watercolour painting, drawing on a textured surface, observational drawing, presentation of sketchbook.	painting, drawing on a textured surface, observational drawing, understanding DIRT (Direct Improvement & Reflection Time), how to reflect, refine & improve work to show progress.	reflecting, planning, managing time, developing final piece ideas, realisation of project.	Painting realistic face features using saturation of colour, & variety of skin colour. Producing a self-portrait using a grid. Developing observation & painting skills. Responding to a range of artists in Portrait Workshop.	experimenting with artists' composition methods to develop ideas. Perspective drawing. Gallery visits, reflection & response (TBC).	different materials, reflecting, planning, managing time, developing final piece ideas, realisation of project.
Photography	KNOWLEDGE	**Introduction.** Introduction to GCSE, expectations, introduce students to a range of short activities related to Photography. They learn a range of basic skills and gain an understanding of technical principles that will enable them to realise and develop their skills and ideas in future projects.	The Formal Elements. Introduction to Assessment Objectives, evaluating & refining, self/peer reflection. Planning a photoshoot, sourcing materials, sketching ideas (storyboards), annotating work as it progresses.	The Formal Elements. AO3 recording: Line, Tone & Colour, Space, Form, Shape & Pattern through photography. A01 analysing photographers use of the formal elements and creating personal responses. **Karl Blossfeldt** **Robert Mapplethorpe** **Edward Weston** **Imogen Cunningham** **Aaron Siskind Jerome** **Tina Modotti** **Walker Evans** **Paul Strand** **William Eggleston.** Final piece planning, presentation of sketchbook, keeping a visual record of ideas as they develop.	**Natural Forms.** Artist analysis of **Edward Weston** **Karl Blossfeldt,** monochromatic photography, focus on shape and form, experimentation with long exposure, natural light & artificial light.	**Natural Forms.** Students will continue to develop critical and contextual analysis of appropriate sources. Students continue to keep a visual record of ideas as they develop.	**Exam Topic (TBC)** Combination of interpretations. Development of ideas. Experimentation of media. Final piece plan & a final piece in exam conditions: 10 hrs. Written Evaluation. Extension work opportunities provided for students who progress their ideas thoroughly and with pace: • an idea, to conduct further research and study of relevant sources • a singular outcome into a "series"

							• an idea, by incorporating additional areas of camera or manipulation skills.
	SKILLS	Basic use of camera controls, vocabulary and photographic principles. Camera aperture: position and point of focus to control depth of field, camera shutter speed, composition, uploading, editing & printing images, contact sheets.	Understanding DIRT (Direct Improvement & Reflection Time), how to reflect, refine & improve work to show progress. Using visual and tactile elements such as: line, shape, form, tone, texture, shape, pattern, colour.	How to combine a range of interpretations, experimenting with different materials, reflecting, planning, managing time, developing final piece ideas, realisation of project, Evaluation.	Students will continue to show understanding & development of their photography skill & techniques including shape and form, long exposure, use of natural & artificial light.	Students will develop skills in presenting work in their sketchbook, developing their planning abilities, exploring and refining their ideas through trial and experimentation, recording their ideas, insights and observations about others and their own work with relevant written annotation. They should exploit opportunities to alter images, as a process of refinement and experimentation to support coverage of AO2 and AO3.	How to combine a range of interpretations, experimenting with different materials, reflecting, planning, managing time, developing final piece ideas, realisation of project.
Food Prep & Nutrition	KNOWLEDGE	Nutritional needs and health The reasons why food is cooked • the different methods of heat transfer the scientific principles underlying these processes when preparing and cooking food •	Microorganisms in food production The signs of food spoilage Microorganisms and enzymes Buying and storing food Functional and chemical properties of foods	Factors affecting food choice. British and international cuisines Religion Food labelling Pasta origins and types Bread sweet and savoury	Environmental impact and sustainability of food Food processing and production Technological developments to support better health and food production including fortification and modified foods with health benefits and the effect of these.	The importance of sensory evaluation Industrial use of testing methods. Analysing and evaluating Product development Using data to support evidence - preparation for NEA1	Practice Nea1 10 hour summative Function and science investigation Practice NEA2 Student initiated practice coursework in line with AQA choices

		The working characteristics, functional and chemical properties off foods.					
	SKILLS	Selection of appropriate preparation, cooking methods and times to achieve desired characteristics. • Consideration of the nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, cooking methods and portion sizes. • To plan, prepare, cook, modify, and create recipes to meet different dietary groups and life stages	• the different sources of bacterial contamination • the main types of bacteria which cause food poisoning • the main sources and methods of control of different food poisoning bacteria types • the general symptoms of food poisoning. Understanding the effects of enzymes	• physical activity level (PAL) & BASAL calories and calorie rich foods • celebration/occasion • cost of food • preferences • enjoyment • food availability • healthy eating • income • lifestyles • seasonality • time of day • time available to prepare/ cook. Students should have the opportunity to prepare and cook recipes from a range of countries and cuisines, using different equipment and cooking methods. • Skills demonstrated will be relevant to the task selected and demonstrate food preparation and cooking skills. Home made past – hand formed & machined Bread methods, types, cooking methods. Science of bread	where and how ingredients are grown, reared and caught Environmental issues associated with and the impact of food and food security on local and global markets and communities. primary and secondary stages of processing and production. how processing affects the sensory and nutritional properties of ingredients sell buy and use by cheese/yogurt making	Modifying recipes tailored to needs: reduced sugar, fat…. Baking to replace frying monitoring effects recording as a profile (grading, panel testing…) Making food presentable- decoration, presentation, garnishing…..glazing, shaping, forming…	Planning and preparing investigations ways of recording and presenting specialised knowledge through specific cooking experiments, trials and modifications Planning preparing and cooking a three dish meal from a historical AQA pre-set option choice Several dishes cooked at once to dovetail and create a plan analyse and evaluate
Music	KNOWLEDGE	Component 1 Understanding different genres in Music Explore different music from Baroque to Dance Music	Creating a product using different genres: Performance or compose different pieces based on different genres	Component 2 Music Skills Development Demonstrating professional and commercial skills for the music industry.	Component 2 Developing skills as a Applying development processes for music skills and techniques	Component 2 Developing performing skills Rehearsal techniques & Live performances	Component 2 Developing how to perform live or for a studio Developing ensemble and solo skills showcase

	KNOWLEDGE Twice a year: October release for December/January moderation (from 2023) February release for May/June moderation (from 2023)	Component 1: Exploring Music Products and Styles Explore music from BLUES to	Component 1: Exploring Music Products and Styles Research and create a portfolio on different styles of music Create a product	Component 1: Exploring Music Products and Styles Practical Exam Internally marked and moderated	Component 2: Music Skills Development	Component 1: Exploring Music Products and Styles	Component 1: Exploring Music Products and Styles
	Skills	Research Independence Theory skills Listening Composing Performing	Research Independence Theory skills Listening Composing Performing	Reflective skills Composition Performing Communication Ensemble	Composition Performing Research/theory Ensemble Notation skills	Independence Theory skills Listening Composing Performing Communication	Solo/group performances, composition tasks and listening exercises
Drama	KNOWLEDGE	<u>Devising</u> Begin looking at how to devise. What makes a good piece of devising? Focus on Brecht and Theatre in Education. Introduce real stimulus and begin to formulate ideas so they're ready in year 11. 1 lesson a week on coursework.		<u>FIND ME</u> Understanding of text, learning about the characters and the context of the performance. Context of social classes in Britain in 1970s What was happening in the economy in 1970s.		<u>Scripted 2:22 A Ghost Story</u> Learning a piece of script for performance, as well as understanding the context of the performance also. Possible script ideas: Bang out of Order, One Million to stop the traffic. Perform Mock Performances to visiting examiner. 1 lesson a week on written exam skills.	
	SKILLS	Creative ideas, inclusion of devising skills, directing skills, teamwork, leadership skills, note taking. Performing (AO1, AO2, AO3, AO4)		Revision, knowledge organisers, time management, organisation, note taking, (AO3, AO4) Memory skills, research skills, performance skills. (AO1, AO2)		Memory skills, research skills, performance skills. (AO1, AO2)	
Computer Science	KNOWLEDGE	Systems Architecture Memory Translators & Facilities Computational Logic Programming Techniques	Algorithms Producing Robust Programs Programming techniques	Storage (1.5) Systems Software (1.3) Network Topologies Programming Techniques	(1.3) Wired & Wireless Networks, Protocols & Layers Data Representation (2.1/2.2) Programming Techniques	Programming Development Programming Skills Audit	Mini Programming Project
	SKILLS	Analyse performance Calculate storage requirements Solve Boolean equations Truth Tables	Read/write/understand flow charts Read/write/understand pseudocode Use variables, constants, assignment,	Analyses software requirements Analyse network requirements/performance/components	Analyse network topologies. Compare and contrast topologies. Convert binary to denary Convert Binary to Hexadecimal	Condition controlled iteration Counter controlled iteration Arrays Sub programs	Variables, constants, operators, inputs, outputs and assignments sequence selection

		Draw logic Circuits	conditional statements, etc	Compare and contrast network types/media/performance/advantages	Calculate file sizes	Reading/write files	iteration
Business	KNOWLEDGE	Course introduction **Topic 1.1 Enterprise and entrepreneurship** 1.1.1 The dynamic nature of business 1.1.2 Risk and reward 1.1.3 The role of business enterprise Topic 1.2 Spotting a business opportunity 1.2.1 Customer needs 1.2.2 Market research	1.2.2Market research 1.2.3Market segmentation 1.2.4 The competitive environment **Topic 1.3 Putting a business idea into practice** 1.3.1Business aims and objectives 1.3.2.Business revenues, costs and profits 1.3.2Business revenues, costs, and profits 1.3.3Cash and cash-flow 1.3.4Sources of business finance	**Topic 1.4 Making the business effective** 1.4.1 The options for start-up and small businesses 1.4.2Business location 1.4.3The marketing mix 1.4.3 The marketing mix 1.4.4 Business plans	**Topic 1.5 Understanding external influences on business** 1.5.1 Business stakeholders 1.5.2 Technology and business 1.5.3 Legislation and business 1.5.4 The economy and business 1.5.5 External influences	**Enhancement activity – Theme 1** Consolidation of topic content.	**Exam skills.** Consolidation of topic content and development of exam technique and skills.
	SKILLS	**Key Skills:AO1 &AO2.** Knowledge Identify Define. Complete the table Discuss Calculate	**Key Skills:AO1 &AO2.** Knowledge Identify Define. Complete the table Discuss Calculate Analyse	**Key Skills:AO1 &AO2.** Knowledge Identify Define. Complete the table Discuss Calculate Analyse	**Key Skills:AO1 &AO2.** Knowledge Identify Define. Complete the table Discuss Calculate Analyse Justify	**Key Skills:AO1 &AO2, A03.** Knowledge Identify Define. Complete the table Discuss Calculate Analyse Justify Evaluate	**Key Skills:AO1 &AO2, A03.** Knowledge Identify Define. Complete the table Discuss Calculate Analyse Justify Evaluate

Sociology	KNOWLEDGE	Introducing Sociology How do we define what sociology is and what do Sociologists study? How did sociology develop? Looking at the world through the eyes of a sociologist. Key sociological debates, issues and perspective Families 3.3.1 Functions of families Differing views of the functions of families. 3.3.2 Family forms How family forms differ in the UK and within a global context. 8 weeks	Families 3.3.3 Conjugal role relationships Different views of conjugal role relationships 3.3.4 Changing relationships within families Changing relationships within families. 3.3.5 Criticisms of families Different criticisms of families 7 ½ weeks	Families 3.3.6 Divorce Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for families Education 3.4.1 Roles and functions of education Different views of the role and functions of education. 6 weeks	Education 3.4.2 The relationship between education and capitalism Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective 3.4.3 Educational achievement Factors affecting educational achievement. 5 ½ weeks	Education 3.4.4 Processes within schools Processes within schools affecting educational achievement. Research Methods How do sociologists conduct research? Research design Qualitative and quantitative methods Different types of data 6 weeks	Research Methods Primary and secondary sources Interpretation of data Practical issues Ethical issues Revision for Year 10 mock exam Paper 1 (Families and Education including research methods) 7 weeks
	SKILLS	Know and understand key sociological terms; perspectives, concepts and research methods Identify, describe and explain the functions of families	Identify, describe and explain the various family forms, including joint and segregated conjugal roles	Identify, describe and explain the changing within family relationships Identify and describe the functions of the education system	Identify, describe and explain various factors affecting educational achievement including class, gender and ethnicity	Identify, describe and explain various processes within schools affecting educational achievement including, streaming, setting, mixed ability teaching and labelling	Identify, describe and explain various sociological explanations of crime and deviance. Explain and evaluate various sociological explanations of crime and deviance
Religious Studies	KNOWLEDGE	Christian beliefs Topics covered – The Origins of earth and the life of Jesus	Christian practices Topics - Forms of worship and work with the community	Islamic beliefs Topics covered - Six articles of faith	Islamic practices Topics covered - Five pillars of Islam	Theme A - Religion and families	Theme B Religion and life
	SKILLS	AO1: Recalling knowledge and	AO2: Analyse and evaluate aspects of	AO1: Recalling knowledge and understanding and analysing and evaluating	AO1: Recalling knowledge and understanding and analysing and evaluating	AO1: Recalling knowledge and understanding and	AO1: Recalling knowledge and understanding and

		understanding of Christian beliefs Exam skills: Answering give and explain questions	religion and belief Christian practices Exam skills: Answering discuss questions	Exam skills: Answering give, explain and discuss questions	Exam skills: Answering give, explain and discuss questions	analysing and evaluating Exam skills: Answering give, explain and discuss questions	analysing and evaluating Exam skills: Answering give, explain and discuss questions
Citizenship	KNOWLEDGE	Introduction to Citizenship GCSE Citizenship skills, processes and methods	Theme 1: Life in Modern Britain - Principles and values in British society - Identity	Theme 1: Life in Modern Britain - The media and free press - The UK's role in key international organisations - Making a difference in society	Theme 2: Rights and responsibilities - Laws in contemporary - Rights and responsibilities within the legal system	Theme 2: Rights and responsibilities - How laws protect the citizen and deal with criminals - Universal human rights - Bringing about change in the legal system	Theme 3: Politics and Participation - Political power in the UK - Local and devolved government -Voting systems
	SKILLS	- Form their own hypotheses, create sustained and reasoned arguments - present their own and other viewpoints and represent the views of others formulate citizenship enquiries	- What are the principles and values that underpin British society? - What do we mean by identity? - What is the role of the media and the free press?	- What is the UK's role in key international organisations? - How can citizens make their voice heard and make a difference in society?	- What laws does a society require and why? - What are a citizen's rights and responsibilities within the legal system?	- How has the law developed over time, and how does the law protect citizens and deal with criminals? - What are the universal human rights and how do we protect them? - How do citizens play a part to bring about change in the legal system?	- - Where does political power reside in the UK and how is it controlled? - What are the powers of local and devolved government and how can citizens participate? - Where does political power reside: with the citizen, parliament or government? - How do others govern themselves?
Health and Social Care	KNOWLEDGE	Human Lifestyle Development Learn different aspects of growth and development across the life stages using PIES (Physical,	Human Lifespan Development Emotional development including bonding and attachment, independence and	Human Lifespan Development Dealing with expected and unexpected life events that occur in an individual's life. Physical events include:	Health and Social Care Services and Values Health and social care services that are available to individuals and why they may be used e.g. primary, secondary and tertiary care.	Health and Social Care Services and Values Understanding barriers that can make accessing services difficult and	Health and Social Care Services and Values Students to practice applying the different care values that are key to the delivery of effective

		Intellectual, Emotional and Social). Main life stages: Infants (birth to 2 years old). Early Childhood (3-8 years) Adolescence (9-18 years) Early Adulthood (19-45 years) Middle Adulthood(46-65 Later Adulthood(65+ years) Physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity. Intellectual/cognitive development across the life stages, including language development, problem solving, development/loss of memory and recall, abstract and creative thinking.	self-esteem, security, self-image. Social development with the formation of relationships with others and the socialisation process. How various factors can affect an individual's growth and development? Physical factors include: Genetic inheritance Experience of illness and disease Diet and Lifestyle choices Appearance Social and cultural factors include: Culture Educational experiences The influence of role models The influence of social isolation Personal relationships with friends and family Economic factors: Income/wealth Material possessions	Accident/injury Ill health Relationship changes: Entering into relationships Marriage Divorce Parenthood Bereavement Life circumstances: Moving house, school or job Exclusion from education Redundancy Imprisonment Retirement Looking at how individuals can adapt to or be supported through changes caused by life events. How individuals adapt to these changes? Sources of support: Family, friends, partners. Professional carers and services. Community groups, voluntary and faith-based organisations. Types of support: Emotional. Information and advice. Practical help e.g. financial assistance, childcare, transport.	Allied health professionals such as speech and language, physiotherapy, dieticians. Social care services and how they meet the needs of the service user. Services for children and young people. Services for adults and or children with specific learning disabilities. The role of informal social care provided by relatives, friends and neighbours.	how they are overcome. Physical barriers. Sensory barriers Language barriers Geographical barriers. Intellectual barriers Financial barriers.	health and social care services. Exploring all seven care values: Empowering and promoting independence by involving individuals. Respect for the individual. Maintaining confidentiality. Preserving the dignity. Effective communication.

	SKILLS	Learning Aim evidence can be a written report, a power point presentation or evidence suited to the needs of the cohort.		Learning Aim B could include a presentation, display materials, report or a task that was suited for the cohort.	Learning Aim evidence could be a report to cover both parts of the task or evidence that is suited for the cohort.		Learning Aim B could include observational records, accompanied by a checklist of the values demonstrated, a written review of their own performance as well as some feedback or evidence suited for the cohort.
PE	KNOWLEDGE	Football Trampolining Table tennis			Ultimate Frisbee Volleyball /badminton Athletics		
	SKILLS						
PSHE	KNOWLEDGE	**PSHE** – Young people, crime and drugs unit 7 lessons	**PSHE** – Extremism - Understanding what causes extremism and how to overcome extremism 7 lessons	**PSHE** - Finance literacy unit 6 lessons	**PSHE -** Careers unit Exploring careers options, rights and responsibilities at work and understanding the role of trade unions 6 lessons	**PSHE -** Personal safety unit - including responsible online behaviour, gambling and first aid 6 lessons - shorter unit	**PSHE -** Cancer awareness + (RSE) Relationships and Sex Education **Cancer awareness** - What is cancer? **RSE** - lessons focusing on consent, contraception and STI's 7 lessons

		Class discussions and learning how to discuss controversial issues	Understanding how to discuss controversial issues, developing mutual respect and understanding	Developing independence skills, planning for the future skills	Planning for the future skills and knowing your employment rights	Class discussions and developing skills at discussing sensitive issues	Health awareness, class discussions and developing skills at discussing sensitive topics