



BRADON FOREST SCHOOL

Year 10/11

THE GOOSE YEARS

2024 – 2026

Key Dates and GCSE Content and Revision Tips for Parents

“The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system.” DfE

September 2024



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LIST OF EXAMINATION BOARDS

This is a list of the exam boards for each subject area:

Level	Subject	Board
GCSE	Art and Design	AQA
GCSE	Business Studies	WJEC / EDUQAS
GCSE	Computer Science	AQA
Cam Nat Cert	Creative iMedia	OCR
GCSE	Food Prep and Nutrition	WJEC / EDUQAS
GCSE	Design and Technology	AQA
GCSE	Drama	WJEC / EDUQAS
GCSE	English Language	AQA
GCSE	English Literature	AQA
GCSE	French & German	Y10 Pearson Edexcel Y11 AQA
GCSE	Geography B	OCR
GCSE	History B	OCR
GCSE	Mathematics	Pearson Edexcel
Entry Level	Mathematics ELC	AQA
Level 2 Cert	Further Mathematics	AQA
BTEC Tech Award	Music Practice	Pearson Edexcel
GCSE	Music	AQA
Cam Nat Cert	Sport Science	OCR
Cam Nat Cert	Sport Studies	OCR
GCSE	Religious Studies	AQA
GCSE	Science - Combined (Trilogy)	AQA
GCSE	Science - Biology	AQA
GCSE	Science - Chemistry	AQA
GCSE	Science - Physics	AQA
GCSE	Sociology	AQA

We ask students to use the exam board specific categories to identify areas they are unsure about. If they have not been given one by their teacher, you can download specifications from the exam board websites.

Examination board web addresses:

AQA: <http://www.aqa.org.uk/qualifications>
Edexcel: <https://qualifications.pearson.com/en/qualifications.html>
OCR: <https://ocr.org.uk/qualifications/>
Eduqas: <https://eduqas.co.uk/qualifications/>



Curriculum Overview



SUBJECT:	ENGLISH	YEAR:	10
INTENT:	Students develop their skills in both language and literature through creative explorations in writing, close analysis of a variety texts, and opportunities for oracy. They build on their knowledge from KS3 to become confident, analytical readers and writers.		

UNITS OF WORK

Literature Paper 1: Shakespeare and 19th century novel Language Paper 1: Explorations in creative reading and writing	Literature Paper 1: Shakespeare and 19th century novel Language Paper 1: Explorations in creative reading and writing
Literature Paper 2: Modern texts and poetry Language Paper 2: Writer's viewpoints and perspectives	Literature Paper 2: Modern texts and poetry Language Paper 2: Writer's viewpoints and perspectives

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none">• Characters, plot, events, setting and themes for 'An Inspector Calls' and A Christmas Carol'.• Context for key set texts.• Linguistic and literary devices.• Analysis of language, structure and form.• Linguistic, literary and structural terminology.• Language paper 1 – creative reading and writing taught.• Development of creative writing skills, both narrative and descriptive.• Comparison skills related to poetry from the Worlds and Lives Anthology. Spoken language: prosody, engaging an audience, responding to questions.	<ul style="list-style-type: none">• Assured decoding of texts.• Retrieving information from a text.• Summarising ideas and information from a single text with more confidence.• Confidently identifying relevant quotations.• Using quotations correctly within writing.• Making relevant and pertinent detailed inferences.• Writing more detailed analysis.• Making more pertinent connections between texts and the contexts in which they were written.• Comparing two or more texts in detail.• Using linguistic and literary terminology accurately.• Identifying and analysing different forms of poetry (and effect).• Evaluating how form and structure contribute to the effectiveness and impact of a text.• Selecting vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context.	<p>Students will sit an exam style question on each text studied for English Literature and for both Language papers. The assessments will either be formal PPE examinations or in class assessments.</p> <p>All students are required to present a Spoken Language Component presentation as a requirement of their English Language exam.</p>
		Curriculum Enrichment
		<p>A variety of shows and performances have been invited to visit the school or the students have been invited to attend with the school this year. The department also provides a well-attended and varied after school and lunch extra-curricular program</p>
		EDI/SMSC/British Values/Careers
<ul style="list-style-type: none">• Literary and non-literary texts have been chosen to prompt discussion surrounding British values and other cultures.• Texts have been chosen in order to promote equality and diversity – to help equip students with the attitudes and skills required to thrive throughout their lives. Texts should encourage positive outlooks and challenge stereotypes so that students can develop an all-encompassing, unbiased view on life	<p>Students are encouraged to explore vocabulary origins and uses, and to develop their language skills through writing and responding: academic vocabulary (tier 2) and subject specific vocabulary are both developed. Students are also encouraged to verbalise ideas and contribute to class discussion. Reading aloud is also a vital part of building confidence in language skills.</p>	



Curriculum Overview



SUBJECT:	ENGLISH	YEAR:	11
INTENT:	Students develop their skills in both language and literature through creative explorations in writing, close analysis of a variety texts, and opportunities for oracy. They build on their knowledge from KS3 to become confident, analytical readers and writers.		

UNITS OF WORK

Literature Paper 1 – Shakespeare, Macbeth English Language Spoken Language Non Exam Assessed Component	Literature Paper 1 – Shakespeare, Macbeth English Language Spoken Language Non Exam Assessed Component
Language Paper 1 Explorations in Creative Writing and Reading Unit 3 Onwards Targeted English Language and Literature Revision	Language Paper 1 Explorations in Creative Writing and Reading Unit 3 Onwards Targeted English Language and Literature Revision

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none">Macbeth: Plot, themes, characters, quotations and context to the play.Language Paper 2 – Viewpoints and Perspectives is taught.Literary terms applied in context and used to aid analysis.An Inspector Calls, A Christmas Carol, Worlds and Lives: themes, characters, quotations all revised and revisited.Exam technique and knowledge of assessment objectives.	<ul style="list-style-type: none">Assured decoding of texts.Retrieving information from a text.Summarising ideas and information from a single text with more confidence.Confidently identifying relevant quotations.Using quotations correctly within writing.Making relevant and pertinent detailed inferences.Writing more detailed analysis.Making more pertinent connections between texts and the contexts in which they were written.Comparing two or more texts in detail.Using linguistic and literary terminology accurately.Identifying and analysing different forms of poetry (and effect).Evaluating how form and structure contribute to the effectiveness and impact of a text.Selecting vocabulary, grammar, form, structural and organisational features to reflect audience, purpose and context.	<ul style="list-style-type: none">Students will sit an exam style question on each text studied for English Literature and for both Language papers. The assessments will either be formal PPE examinations or in class assessments.
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none">Literary and non-literary texts have been chosen to prompt discussion surrounding British values and other culturesTexts have been chosen in order to promote equality and diversity – to help equip students with the attitudes and skills required to thrive throughout their lives. Texts should encourage positive outlooks and challenge stereotypes so that students can develop an all-encompassing, unbiased view on life.	<ul style="list-style-type: none">Students are encouraged to explore vocabulary origins and uses, and to develop their language skills through writing and responding: academic vocabulary (tier 2) and subject specific vocabulary are both developed.Students are also encouraged to verbalise ideas and contribute to class discussion. Reading aloud is also a vital part of building confidence in language skills.	<ul style="list-style-type: none">A variety of shows and performances have been invited to visit the school or the students have been invited to attend with the school this year.The department also provides a well-attended and varied after school and lunch extra-curricular program.

Subject specific revision resources for

ENGLISH LITERATURE Y11

English Literature Paper 1:

‘Macbeth’ by William Shakespeare:

Act Summaries and Analysis:

https://www.youtube.com/watch?v=bMQHaJtght0&list=PLz_ZtyOWL9BRFH6yaCzmlYIB1OauljNJw

CliffsNotes Summary: <https://www.youtube.com/watch?v=zt13FbL1xyw>

Context: <https://www.youtube.com/watch?v=ZQBaZ0Z9kzU>

Themes: <https://www.youtube.com/watch?v=nkrQmkZznxo>

Audioplay: https://www.youtube.com/watch?v=ljZrf_0_CcQ&t=1851s

An Inspector Calls by J B Priestley

Arthur Birling Character Analysis: <https://www.youtube.com/watch?v=pT12clQ3VIY&t=642s>

Sybil Birling Character Analysis: <https://www.youtube.com/watch?v=QOyFDIz7mdc>

Sheila Birling Character Analysis: https://www.youtube.com/watch?v=DYk_Uhif1o

Gerald Croft Character Analysis: <https://www.youtube.com/watch?v=Ilik4FjPSFI>

Eric Birling Character Analysis: <https://www.youtube.com/watch?v=r-UATSz4xm4>

Inspector Goole Character Analysis: <https://www.youtube.com/watch?v=VPcjk2Y8a7I>

Eva Smith Character Analysis: <https://www.youtube.com/watch?v=wOOvgPW8VEE>

Top Set Analysis: <https://www.youtube.com/watch?v=M75yUsyNySY>

Theme of Class: <https://www.youtube.com/watch?v=sVg2A0MzktE>

Theme of Gender: <https://www.youtube.com/watch?v=9l2HSt8HDrc>

Theme of Power, Responsibility and Charity: <https://www.youtube.com/watch?v=wqQJFEyyGhc>

Structure: <https://www.youtube.com/watch?v=qeSav4Hs6R4>

Context 1: <https://www.youtube.com/watch?v=3fXw8lWWtIA>

Context 2: <https://www.youtube.com/watch?v=PhVC0sL6EkM&t=257s>

Context 3: <https://www.youtube.com/watch?v=nKrUkCuSisU&t=688s>

Audiobook: https://www.youtube.com/watch?v=XgkfEc_EWro

Bradon English YouTube Channel: <https://www.youtube.com/watch?v=u4OQF8At5IU>



Bradon Forest English Department
2.38K subscribers



English Literature Paper 2:

‘A Christmas Carol’ by Charles Dickens:

Animated Summary of Stave 1: <https://www.youtube.com/watch?v=PRCL-GCJIOg&t=4s>

Animated Summary of Stave 2: <https://www.youtube.com/watch?v=M4ejTbDFcg4>

Animated Summary of Stave 3: https://www.youtube.com/watch?v=3p9_cMhnkr4&t=1s

Animated Summary of Stave 4: <https://www.youtube.com/watch?v=xNEOhOzEhBA&t=3s>

Animated Summary of Stave 5: <https://www.youtube.com/watch?v=MaenXKmKI5A>

ACC Summary: <https://www.youtube.com/watch?v=GYBRPUUSHQY&t=217s>

Character analysis of Scrooge: <https://www.youtube.com/watch?v=qUZwAZHf8kY&list=PLqGFsWf-P-cBhNFIdX59nQmTodoDmDQsh&index=5>

Character Analysis of Fred: https://www.youtube.com/watch?v=5OX58BwE_Cw

Character Analysis of the Cratchit Family: <https://www.youtube.com/watch?v=mm2phEYYmns>

Character Analysis of Fan and Fezziwig: <https://www.youtube.com/watch?v=-9U6HNzyqFo>

Themes: <https://www.youtube.com/watch?v=G0eLsYz017M>

Themes song: <https://www.youtube.com/watch?v=1JMckSp8uto>

Structure: <https://www.youtube.com/watch?v=sZB-G4882aM&list=PLqGFsWf-P-cBhNFIdX59nQmTodoDmDQsh&index=4>

Information on Charles Dickens: <https://www.youtube.com/watch?v=N9dB9BZWDBU&t=3s>

Audiobook: https://www.youtube.com/watch?v=XABMiDM_VHY&index=11&list=PLqGFsWf-P-cBhNFIdX59nQmTodoDmDQsh

English Literature Revision Cards you could purchase (£2.99 each):

‘Macbeth’: <https://flipsocards.com/product/macbeth-revision-cards/>

‘An Inspector Calls’: <https://flipsocards.com/product/an-inspector-calls/>

‘A Christmas Carol’: <https://flipsocards.com/product/a-christmas-carol/>



English Language revision videos will be appearing on the English Department YouTube Channel shortly.



Curriculum Overview



SUBJECT:	MATHS	YEAR:	10
INTENT:	To build on the skills learnt in KS3 and begin to equip students with the numeracy and problem-solving skills they will need to succeed in KS4, build on in KS5 and take beyond school.		

UNITS OF WORK

1. Similarity & Congruence	2. Trigonometry	3. Equations & Inequalities	4. Simultaneous Equations
5. Angles and Bearings	6. Working with Circles	7. Vectors	8. Ratio and Fractions
9. Percentages and Interest	10. Probability	11. Delving into Data	12. Non-Calculator Methods
13. Types of Number and Sequences	14. Indices and Roots		

Main Fluency Development	Main Application Development	Assessment
<ul style="list-style-type: none"> Solve problems using properties of similar and congruent shape Use trigonometry and Pythagoras in to solve two and three-dimensional problems. Solve linear, quadratic and simultaneous equations, understand inequalities. Solve problems using angles including scale drawings and bearings. Understand circle properties, perform constructions, draw and interpret loci. Understand and use vector notation. Multiply divide add and subtract vectors. Compare and calculate with fractions, decimals and percentages. Understand and calculate theoretical, mutually exclusive probability. Organise, represent and analyse data. Understand bounds and use estimation and approximations in calculations. Extend sequence work to quadratic sequences. Use prime factors to find HCF and LCM 	<ul style="list-style-type: none"> Use place value in calculations with decimals, order positive and negative integers, round to dp and sf, use BIDMAS. Collect like terms, substitute into expressions, use laws of indices, multiply and factorise single brackets. Derive and apply properties of shapes and angles to solve problems, Identify and use congruence and similarity. Construct and interpret frequency and 2 way tables, pictograms, bar charts, line graphs. Compare distributions using averages and range. Convert between FDP, 4 ops with fractions, find fractions and percentages of amounts. Substitute into and rearrange formulae, expand and factorise double brackets. Use bearings, identify, describe, construct transformations, accurately measure lines and angles. Compare theoretical and experimental probabilities, Round to dp and sf, make estimates, use inequality notation for limits of accuracy. Derive and solve simultaneous equations using algebra and graphs, solve and represent inequalities on number lines. Construct triangles and compass and ruler constructions, solve loci problems. 	<ul style="list-style-type: none"> Where appropriate shadow test and end of topic tests for each unit of work. PPE in June.
EDI/SMSC/British Values/Careers		Curriculum Enrichment
<ul style="list-style-type: none"> Understand data in the news, finance, shopping, basics needed for many careers and functioning outside the school setting. Know that maths was discovered and codified by peoples of all genders and ethnicities. 		<p>Real life applications addressed through problem solving, use of ICT where relevant, variety of activities to enforce and embed concepts and retrieval activities used for ongoing revision. Use of metacognition to encourage students to think about their learning and improve their progress.</p>
		Literacy/Numeracy
		Contextual problem solving.



Curriculum Overview



SUBJECT:	MATHS	YEAR:	11
INTENT:	To build on the skills learnt in KS3 and begin to equip students with the numeracy and problem-solving skills they will need to succeed in KS4, build on in KS5 and take beyond school.		

UNITS OF WORK

Gradients & Lines	Non-Linear Graphs	Using Graphs	Expanding and Factorising
Changing the Subject	Functions	Multiplicative Reasoning	Geometric Reasoning
Algebraic Reasoning	Transforming & Constructing	Listing and describing	Show That..

Main Fluency Development	Main Application Development	Assessment
<ul style="list-style-type: none"> Understand plot and define linear and non-linear graphs. Solve problems using real life and more abstract graphs. Manipulate algebra using a range of skills including expanding, factorising, simplifying, substituting and solving. Apply transposition of formula where the desired subject appears once or more than once in the equation. Use reasoning in a variety of contexts including arithmetic, geometric and algebraic to solve problems and present mathematical arguments. Transform shapes in two dimensions. Understand and interpret transformations of graphs including trigonometric graphs. Solve probability problems involving more than one event including independent and dependent events. Use formal proof in a variety of mathematical contexts. 	<ul style="list-style-type: none"> Make links between equations and the appearance of linear graphs. Make links between the shape of a non-linear graph and its corresponding equation. Apply algebra to abstract problem solving. Use transposition of formula to solve multi-step problems Substitute into and rearrange formulae, expand and factorise double brackets. Use, describe and identify different types of transformation. Compare theoretical and experimental probabilities, Understand and use function notation. Calculate experimental probabilities and solve problems using knowledge of probability by selecting appropriate methods. Understand and communicate formal proof including geometric and algebraic proof 	<ul style="list-style-type: none"> Where appropriate shadow test and end of topic tests for each unit of work. PPE in January
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Understand data in the news, finance, shopping, basics needed for many careers and functioning outside the school setting. Know that maths was discovered and codified by peoples of all genders and ethnicities. 	<ul style="list-style-type: none"> Contextual problem solving. 	Real life applications addressed through problem solving, use of ICT where relevant, variety of activities to enforce and embed concepts and retrieval activities used for ongoing revision. Use of metacognition to encourage students to think about their learning and improve their progress.

Subject specific revision resources for MATHS

The best way to revise Maths is to practise answering questions and solving problems.

Students are being offered the opportunity to purchase a pair of revision guides with practice questions.

Students are offered and sold an exam practice pack featuring all papers from the last five years with modelled solutions. Completing these is a cornerstone of a successful revision programme.

Every student is being set online homework each week on Sparx Maths. There is an independent study 'tab' on this site where students can search for any maths topic they want to study. In addition to the Sparx site there are superb topic by topic resources on www.mathsgenie.co.uk and <https://corbettmaths.com>

Here is a useful list of the “top 50” GCSE revision topics from a website called “Just Maths”. Students should ensure they have mastered these topics as part of their revision program

Topic	
1	Two Way Tables With and without a table.
2	Frequency Trees A bit like 2 way tables - You'll like these!
3	Scatter Graphs Positive and negative correlation.
4	Product of Prime Factors Finding prime number factors.
5	Multiples in Context Just the times tables – but hidden!
6	Standard Index Form Really big and really small numbers.
7	Standard Index Form 2 More...with some tricky ones.
8	Venn Diagrams Organising numbers in a set way.
9	Averages from a Table Mean, mode, median and range.
10	Averages from Grouped Data Introducing class intervals.
11	Frequency Polygons Graph from class intervals
12	Pythagoras That Greek Bloke!
13	Pythagoras 2 He's back...with some tricky ones!
14	Trigonometry - Finding Sides Right angle triangles only.
15	Trigonometry - Finding Angles Right angle triangles only.
16	Pie Charts No, they're not edible!
17	Bearings Angles, but with 3 important rules...
18	Pythagoras with Trigonometry 2 classics mixed up.

	Topic
19	Straight Line Graphs Drawing straight line graphs.
20	Quadratic and Cubic Graphs Drawing curves.
21	Enlargements "Doing" and "wordy" questions.
22	Reflections "Doing" and "wordy" questions.
23	Rotations "Doing" and "wordy" questions.
24	Reflections with Rotations 2 classics mixed together.
25	Translations "Doing" and "wordy" questions.
26	Ratio Sharing out.
27	Proportion With recipes and ingredients.
28	Best Value Cheapest isn't always best value.
29	Percentage of an Amount From 10% to 2.25%
30	Probability from a Table Decimals, making a whole.
31	Probability Tree Diagrams Decimals and fractions.
32	Plans and Elevations Visualising 3D shapes.
33	Circles Area and circumference.
34	Circles 2 More Cherry and Apple pies!
35	Surface Area and Volume Inside and outside of prisms.
36	Similar Shapes Enlargement in disguise.



Topic	
37	Forming and Solving Equations A lot of algebra in here!
38	Use of Calculator Getting to know your calculator.
39	Exchange Rates Changing money around the world.
40	Estimation Non calculator methods.
41	Index Laws The first 4 laws.
42	Inequalities With integers and on a number line.
43	Alternate and Corresponding Angles Look for the F and Z.
44	Interior & Exterior Angles Inside and outside angles of polygons.
45	Expand and Simplify Introduction to algebra.
46	Sequences and Nth Term Using and finding number patterns.
47	Cumulative Frequency More class intervals.
48	Box Plots Showing and knowing your data
49	Cumulative Frequency and Box Plots 2 classics go head-to-head.
50	Histograms Class intervals again in this grade A topic



Curriculum Overview

SUBJECT:	SCIENCE	YEAR:	10
INTENT:	Our goal is to make science exciting and engaging for all students, ensuring they grasp essential knowledge in a way that sticks with them. We aim to foster a deep understanding of core scientific concepts that will help your child succeed in exams and beyond. Our inspiring curriculum is designed to lay a strong foundation for future studies or careers in science. The topics covered at Key Stage 4 (KS4) are carefully linked to what students learned at Key Stage 3 (KS3), gradually increasing in complexity and skill application. By the time students leave our school, they will be able to understand and explain the world around them scientifically. They will also develop critical thinking, problem-solving, and evaluation skills, which will help them tackle significant moral questions they may face in the future. We are committed to preparing your child for a successful and thoughtful future in science and beyond.		

UNITS OF WORK

AQA Biology paper 1 content understanding and skills development	AQA Chemistry paper 1 content understanding and skills development	AQA Physics paper 1 content understanding and skills development	AQA Physics paper 2 content understanding and skills development
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none">AQA Biology statements 4.1-4.4 (4.1-4.4 triple)AQA Chemistry statements 5.1-5.5 (4.1-4.5 triple)AQA Physics statements 6.1-6.4 (4.1-4.4 triple)AQA Biology statements 4.5-4.7 (4.5-4.7 triple)	<ul style="list-style-type: none">Writing a fair and valid scientific planProducing a results table of reliable dataCollecting valid data in the classroom and in the fieldAccurate graph drawing (bar chart and line graph)Identifying trends, patterns and anomaliesEvaluating limitations and suggesting how to improve	<ul style="list-style-type: none">Retrieval questions/activities to reinforce key knowledge at the beginning of every lesson.Past paper questions are used at the end of some lessons to test understanding and to practise application of knowledge. These are also set as homework using 3 representative questions for each topic.Where appropriate within lessons students will work on developing a specific science skill eg. graph drawing and these can be self/peer /teacher assessedAt the end of each teaching unit there is a summative sheet which requires recall and application of the main curriculum statements for that unit.Students will be set a program of Seneca Learning activities to test and reinforce knowledge. This will generally be 30 minutes per week completed at home. This is tracked and used to find gaps in knowledge.At the end of each of the major units B1, C1, P1 and P2 there will be a full GCSE paper.
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none">Health and infection controlHealth and societyAll lesson to be linked to careers where possible	<ul style="list-style-type: none">Subject specific key wordsCommand wordsGraph skillsData handling eg. calculating meansEquations	<ul style="list-style-type: none">Most able extended thinking articlesAfterschool masterclasses



Curriculum Overview

SUBJECT:	SCIENCE	YEAR:	11
INTENT:	Our goal is to make science exciting and engaging for all students, ensuring they grasp essential knowledge in a way that sticks with them. We aim to foster a deep understanding of core scientific concepts that will help your child succeed in exams and beyond. Our inspiring curriculum is designed to lay a strong foundation for future studies or careers in science. The topics covered at Key Stage 4 (KS4) are carefully linked to what students learned at Key Stage 3 (KS3), gradually increasing in complexity and skill application. By the time students leave our school, they will be able to understand and explain the world around them scientifically. They will also develop critical thinking, problem-solving, and evaluation skills, which will help them tackle significant moral questions they may face in the future. We are committed to preparing your child for a successful and thoughtful future in science and beyond.		

UNITS OF WORK

AQA Biology paper 2 content, understanding and skills development	AQA Physics paper 2 content, understanding and skills development	AQA Chemistry paper 2 content, understanding and skills development	Planned revision programme of content, retrieval, and skills consolidation as well as exam practise on the Unit 1 topics taught in Y10
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none">AQA Biology statements 4.5 – 4.7 (4.5 – 4.7 triple)AQA Physics statements 6.5 – 6.7 (4.5 – 4.8 triple)AQA Chemistry statements 5.6-5.10 (4.6 - 4.10 triple)	<ul style="list-style-type: none">Writing a fair and valid scientific planProducing a results table of reliable dataCollecting valid data in the classroom and in the fieldAccurate graph drawing (bar chart and line graph)Identifying trends, patterns and anomaliesEvaluating limitations and suggesting how to improve	<ul style="list-style-type: none">Retrieval questions/activities to reinforce key knowledge at the beginning of every lesson.Past paper questions are used at the end of some lessons to test understanding and to practise application of knowledge. These are also set as homework using 3 representative questions for each topic.Where appropriate within lessons students will work on developing a specific science skill eg. graph drawing and these can be self/peer /teacher assessedAt the end of each teaching unit there is a summative sheet which requires recall and application of the main curriculum statements for that unit.Students will be set a program of Seneca Learning activities to test and reinforce knowledge. This will generally be 30 minutes per week completed at home. This is tracked and used to find gaps in knowledge.At the end of each of the major units B1, C1, P1 and P2 there will be a full GCSE paper.
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none">Conservation and sustainabilityAdvances in geneticsContraception and fertilityAll lesson to be linked to careers where possible	<ul style="list-style-type: none">Subject specific key wordsCommand wordsGraph skillsData handling eg. calculating meansEquations	<ul style="list-style-type: none">Most able extended thinking articlesAfterschool masterclasses

Subject specific revision resources for SCIENCE

We are committed to ensuring that every student succeeds in their science education. Beyond our engaging and comprehensive lessons, we offer a variety of additional resources to support your child's learning and revision. Below is an overview of the resources available:

Revision Guides

We provide recommended revision guides that cover all the key topics in the curriculum. These guides are designed to reinforce classroom learning and help students prepare for exams effectively. **Oxford Revise Science** use retrieval practice and exam questions to reinforce the learning. These guides can be purchased via Parent Pay and are orderd through the Science Prep Room at school.



Online Resources

Seneca Learning

Seneca offers free online courses for students covering all the major science topics. The platform uses research-based techniques to help students learn faster and remember longer.

Sparx Science

Sparx Science offers personalized, engaging, and research-backed educational tools designed to improve your child's science learning and performance. With interactive resources, comprehensive curriculum support, and easy progress tracking, Sparx ensures students grasp complex concepts and excel in exams. Accessible anytime, anywhere, Sparx Science is the perfect investment for your child's academic success.



All of the other major revision resources are listed on our revision pages on the [SharePoint](#) site. Here students can find summaries of the courses, learning checklists, mind maps, past paper questions, recommended websites and more.

The site also looks to the Required Practical videos that will take students through all of the practical elements of the GCSE.

Additional Support

We also offer **After-School Revision Sessions** designed to boost exam success with targeted, expert-led revision. Our dedicated sessions focus on key topics and personalised support to ensure every student excels. Don't miss this opportunity to enhance your child's understanding and confidence.



Curriculum Overview



SUBJECT:	ART	YEAR:	10
INTENT:	<ul style="list-style-type: none"> To build on the students experience of Art at KS3. To extend the students techniques and processes when using different materials. Students to become more independent building confidence in their own abilities. To understand how the portfolio is marked and the assessment objectives that need to be covered. Teachers to deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students. Motivate our students into wanting to study Art at post 16 through a curriculum which is appropriate, challenging, enjoyable and rewarding to all students. Share good practice within the faculty and to work as a strong team which supports and motivates each member. Ensure students produce artwork to a high standard and develop a lifelong love of Art. 		

UNITS OF WORK

TEXTURE	NATURAL FORMS	INDEPENDENT PROJECT
<u>Visual Elements</u> -Line, Tone & pattern <u>Media</u> - Pen, Pencil, Printing (Dry-point) & Painting, photography...	<u>Visual Elements</u> -Pattern, Shape & Texture <u>Media</u> - printing(stencil), painting, Collage	<u>Visual Elements</u> - Texture, Light, Colour, line, tone, patterns, shape.... <u>Media</u> - Painting, Printing, Sculpture...

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Opening Page Media/Observational Pages Photography Pages Development pages Final outcomes <p>Texture</p> <ul style="list-style-type: none"> Introduction to a range of artists who predominantly explore Texture. Exploring different media including pen, pencil, and printing techniques. Developing their understanding of the process of building their portfolio. Investigating the four assessment objectives- <ul style="list-style-type: none"> Research Exploring media Recording Individual response 	<p>Research skills</p> <ul style="list-style-type: none"> Mind-maps, collecting information and artist studies. Explore the work of artists, craftspeople and designers using different media <p>Experimenting with media</p> <ul style="list-style-type: none"> Exploring the visual elements throughout the three projects. Experimenting with a range of different processes and materials to become confident when using them for their individual work. <p>Recording</p> <ul style="list-style-type: none"> Recording techniques explored which will include observational drawings, written annotations, and photography. 	<ul style="list-style-type: none"> At the end of the project. Homework Specific skills related tasks. Artist research

Continued

Art continued..

<p>Natural Forms</p> <ul style="list-style-type: none"> Exploring Natural Forms through different types of media and researching how artists have used colour within their work. Extending the students ability to use a range of techniques eg. painting, pastel, stencil and other processes and materials. Developing their ideas inspired by either Texture, Natural Forms, or both within their own developments. <ul style="list-style-type: none"> Research, Exploring media, Recording Individual response. 	<p>Personal outcome</p> <ul style="list-style-type: none"> Creating a body of work that shows a clear development of ideas towards their own pieces of work. 	
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EDI/SMSC/British Values/Careers	Literacy/Numeracy
<ul style="list-style-type: none"> The projects aim is to challenge students through the techniques, understanding of different artforms and pieces of work created. We aim to encourage our students to aspire and see their work as part of a bigger journey within art. We aim to make links with the creative industries and further education. Teaching our students respect for each other, their work and looking at how artists have documented many worldwide issues that highlight the respect for different cultures, beliefs, religions, and viewpoints across different societies. Encouraging our students to become excellent practitioners in art through a range of different media and techniques. Links to careers within the Arts e.g., photographer, Graphic designer, ceramicist, furniture designers etc. Artists introduced to the students from different countries, ethnicity, and gender. Working with the students individually when creating their own projects. This helps the students find topics and ideas that they are interested in. Responding to social issues especially when the students are working on their independent project. 	<ul style="list-style-type: none"> Artist's Fact files and in-depth studies. Annotation of their work. Peer /self-Assessments. Proportion and scale used throughout the drawing tasks. Numeracy will be evident through the use of drawing grids measuring materials especially when creating sculptures.



Curriculum Overview



SUBJECT:	ART	YEAR:	11
INTENT:	<ul style="list-style-type: none"> To build on the students experience of Art at KS3. To extend the students techniques and processes when using different materials. Students to become more independent building confidence in their own abilities. To understand how the portfolio is marked and the assessment objectives that need to be covered. Teachers to deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students. Motivate our students into wanting to study Art at post 16 through a curriculum which is appropriate, challenging, enjoyable and rewarding to all students. Share good practice within the faculty and to work as a strong team which supports and motivates each member. Ensure students produce artwork to a high standard and develop a lifelong love of Art. 		

UNITS OF WORK

Edible/Fragments/Event	Externally set assessment (AQA)
<u>Visual Elements</u> Texture, Light, Colour, line, tone, patterns, shape.... <u>Media</u> Pen, Pencil, Printing & Painting, sculpture, photography...	<u>Visual Elements</u> Texture, Light, Colour, line, tone, patterns, shape.... <u>Media</u> Painting, Printing, Sculpture...

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Opening Page Media/Observational Pages Photography Pages Development pages Final outcomes Edible/Fragments/Event <ul style="list-style-type: none"> Introduction to a range of artists who have been inspired by these themes. Research pages created showing a wide range of ideas both visual and written around about the theme. Exploring different media including pen, pencil, and printing, painting etc. Recording their ideas in different forms through drawing, photography and the written word. Referring to the four assessment objectives and making sure they are completing work that will gain them the best marks possible for each assessment. <ul style="list-style-type: none"> Research Exploring media Recording Individual response 	Research skills <ul style="list-style-type: none"> mind-maps, collecting information and artist studies. Explore the work of artists, craftspeople and designers using different media Experimenting with media <ul style="list-style-type: none"> Exploring the visual elements throughout the projects and externally set assessment. Experimenting with a range of different processes and materials to become confident when using them for their individual work. Recording <ul style="list-style-type: none"> Recording techniques explored which will include observational drawings, written annotations, and photography. Personal outcome <ul style="list-style-type: none"> Creating a body of work that shows a clear development of ideas towards their own pieces of work. 	Assessment
		Curriculum Enrichment
		<ul style="list-style-type: none"> At the end of the project. Homework Specific skills related tasks. Artist research <ul style="list-style-type: none"> After-school sessions to support all students. In-house Extended project- Motivated and able students invited to take part.

Continued..

ART continued...

SMSC/British Values/Careers	Literacy/Numeracy
<ul style="list-style-type: none"> • The projects aim is to challenge students through the techniques, understanding of different artforms and pieces of work created. • We aim to encourage our students to aspire and see their work as part of a bigger journey within art. We aim to make links with the creative industries and further education. • Teaching our students respect for each other, their work and looking at how artists have documented many worldwide issues that highlight the respect for different cultures, beliefs, religions, and viewpoints across different societies. • Encouraging our students to become excellent practitioners in art through a range of different media and techniques. • Links to careers within the Arts e.g., photographer, Graphic designer, ceramicist, furniture designers etc. • Artists introduced to the students from different countries, ethnicity, and gender. • Working with the students individually when creating their own projects. This helps the students find topics and ideas that they are interested in. • Responding to social issues especially when the students are working on their independent project. 	<ul style="list-style-type: none"> • Artist's Fact files and in-depth studies. • Annotation of their work. • Peer /self-Assessments. • Proportion and scale used throughout the drawing tasks. • Numeracy will be evident through the use of drawing grids measuring materials especially when creating sculptures.

Subject specific revision resources for

ART & DESIGN

The AQA Art & Design course comprises two units.

Unit 1- Portfolio

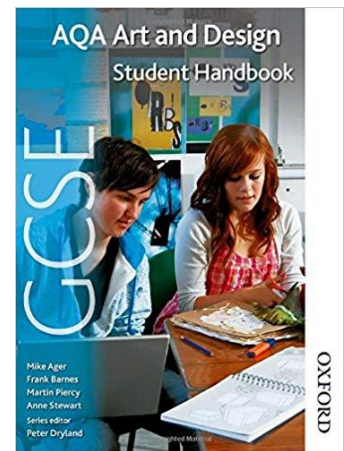
This is work you produce within the lesson and at home. This is worth 60% of your overall mark. There are a wide range of resources available on the internet but make sure you are looking at the AQA GCSE Art & Design course. I have included the recommended AQA publication for the course below. This will give you an insight into the different assessment objective and examples of how these have been covered by previous students.

Unit 2- Externally set task

The exam paper is sent to all schools in early January, this is worth 40% of your overall mark. The paper comprises seven questions/starting points. You need to choose one of these starting points to research. You will create an opening page, media page, artist study, photography page and a series of development pages. You will have until the end of April to produce this work.

10-hour exam

The culmination of your research and investigations will be your exam which takes place at the end of April. This takes place over two days and at this point you could produce a final piece of work in response to your research or continue to experiment and create a series of pieces.





Curriculum Overview



SUBJECT:	ART TEXTILES	YEAR:	10
INTENT:	The GCSE Art & Design specification is designed to provide inspiration and a range of exciting and stimulating opportunities that encourage and challenge students to develop and explore ideas in art and design, in an independent and personal way. Students who enjoy Textiles and Art can develop their creative skills and gain a broad experience of Art and Textiles. This is an excellent foundation for further studying creative courses.		

UNITS OF WORK

Component 1	Component 2
A portfolio of Textiles and Art practical work showing a personal response to the theme of Texture. Students will start to complete this in Year 10 and will make a Textiles outcome of their choice.	Externally Set Task, this is an early release paper issued at the beginning of January when the students are in Year 11 and will provide learners with six themes, each with a range of written and visual starting points. Students respond to one of the questions and will create a personal sketchbook, with a range of Textiles samples and will make a final piece

Key Knowledge/Development	Key Skills Development	Assessment
<p>Students are introduced to a range of materials and given the opportunity to use a variety of working methods and approaches.</p> <p>Students will learn about colour theory, carry out designer research, will learn how to make fabric techniques such as pleating, ruching, gathering, tearing and fraying, applique, lathering, weaving and bonding and will also create their own samples to reflect new surfaces.</p>	<ul style="list-style-type: none">• Designer research• Increased rigour and demand in practical sessions• Fabric techniques• Designing for a client• Teaching students to multitask• 	<ul style="list-style-type: none">• Portfolio unit 60%• Set Task 40%
		Curriculum Enrichment
		<ul style="list-style-type: none">• After-school sessions to support all students.
SMSC/British Values/Careers		Literacy/Numeracy
<ul style="list-style-type: none">• The projects aim is to challenge students through the techniques, understanding of different artforms and pieces of work created.• We aim to encourage our students to aspire and see their work as part of a bigger journey within art. We aim to make links with the creative industries and further education.• Teaching our students respect for each other, their work and looking at how artists have documented many worldwide issues that highlight the respect for different cultures, beliefs, religions, and viewpoints across different societies.• Encouraging our students to become excellent practitioners in art through a range of different media and techniques.• Links to careers within the Arts e.g., photographer, fashion designer, illustrator, web designer, interior designer, architect etc.• Working with the students individually when creating their own projects. This helps the students find topics and ideas that they are interested in.		<ul style="list-style-type: none">• Artist's Fact files and in-depth studies.• Annotation of their work.• Peer /self-Assessments.• Proportion and scale used throughout the drawing tasks.• Numeracy will be evident through the use of drawing grids measuring materials especially when creating sculptures.



Curriculum Overview



SUBJECT:	BUSINESS STUDIES	YEAR:	10
INTENT:	To provide engaging and thought-provoking lessons for students that will cover the more fundamental areas of business as a preparation for more challenging topics in Y11.		

UNITS OF WORK

Business Activity	Marketing	Business Operations
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Business Ownership Enterprise Planning Aims and Objectives Growth Location and site Methods of production Quality Supply chain Sales process Identifying and understanding customers Market research Marketing mix 	<ul style="list-style-type: none"> Knowledge and understanding of key terms and concepts Application of knowledge to contexts Understanding and using qualitative and quantitative data to make decisions Introduction and development of meta cognitive skills 	<ol style="list-style-type: none"> 1 – 2 extended writing tasks (class or HW) per term that will be marked in depth by teacher. Additional tasks that will be self or peer assessed: <ul style="list-style-type: none"> Key terms tests Extended writing tasks Mini cases studies with questions End of topic tests PPEs
	Literacy/Numeracy <ul style="list-style-type: none"> Subject specific key words Extended writing tasks Reading case study material Using data to calculate percentages/percentage changes 	Curriculum Enrichment <ul style="list-style-type: none"> Opportunity to take part in Young Enterprise Possible trip to manufacturing base

EDI/SMSC/British Values/Careers
<ul style="list-style-type: none"> Ethical marketing Environmental aims and objectives Positive impact of entrepreneurs on society Opportunities to identify a range of careers with each topic studied Promote and demonstrate British values as far as possible, particularly respect Providing goods and services – where do goods come from, who makes them, are workers paid fairly. Business Enterprise – focusing on a diverse range of entrepreneurs where students will be required to research their backgrounds (cast of Dragons' Den is well-represented in terms of ethnicity). Business Ownership – looking at co-operatives and struggles for fair pay globally. Focus on charities and Marcus Rashford's campaign to tackle child poverty in UK. Looking at his own background and reasons for such personal commitment. Conversations about the Government's U-turn on providing meals over summer holidays, how do students feel about this political landscape. Promotion – looking at the positive moves that have recently been made in advertising – better representation of black and ethnic minorities, disability, gender and LGBT as well as plus size models and diverse body images, in a move to make advertising more realistic. Methods of Production – Looking at mass production in the VW factory, Wolfsburg Germany (YouTube video) – opportunity to discuss careers as the production line is well-represented by women performing role that are more traditionally performed by men. Customer Service – Looking at provision for a range of diverse customers



Curriculum Overview



SUBJECT:	BUSINESS STUDIES	YEAR:	11
INTENT:	To provide engaging and thought-provoking lessons for students that will build on more fundamental topics of business and that will enable students to implement learned skills to a greater degree of competence.		

UNITS OF WORK

Influences on Business	Finance	Human Resources
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Technological influences Ethical influences Environmental influences Economic influences Impact of globalisation Impact of legislation Sources of Finance Revenue and Costs Profit and Loss Accounts Cash-flow Financial Performance Recruitment Training Motivation Organisation structures 	<ul style="list-style-type: none"> Knowledge and understanding of key terms and concepts Application of knowledge to contexts Understanding and using qualitative and quantitative data to make decisions Introduction and development of meta cognitive skills 	<ul style="list-style-type: none"> 1 – 2 extended writing tasks (class or HW) per term that will be marked in depth by teacher. Additional tasks that will be self or peer assessed: Key terms tests Extended writing tasks Mini cases studies with questions End of topic tests Starter and plenary activities to include quizzes, business bingo, online activities. PPEs
	Literacy/Numeracy	Curriculum Enrichment
	<ul style="list-style-type: none"> Subject specific key words Extended writing tasks Reading case study material Using data to calculate percentages/percentage changes Focus on data to use as tool to analyse business performance and make investment decisions 	<ul style="list-style-type: none"> Possible trip to London to include Bank of England Museum Visit, Museum of Brands, Marketing at Wembley Talk from owners of local business/local industry Possible trip to the Morgan factory in Malvern to see the production of bespoke, vintage style cars being produced

EDI/SMSC/British Values/Careers
<ul style="list-style-type: none"> Ethical influence on business activity – cheap labour and resources. Excellent case study on Coca Cola and water depletion in India, villagers physically abused for wanting to protest. Economic Influence on business activity – developments in pay inequalities in the workplace. Revenue and Costs – Focus on cheap labour as a means for global companies to keep costs down and make huge profits. Excellent programme about Primark on Channel 5 ‘How do they do it?’ Students look at the company’s business model and their policy of outsourcing. Recruitment and Selection – Looking at recruitment and selection processes at a range of companies, focusing particularly on black and ethnic minorities, disability and gender recruitment. Looking at a diverse range of leaders in business. Present statistics that show current context in the workplace and discuss whether change is required. Guest speaker is coming in from Jury’s Inn in September who will be able to talk about recruitment in the hotel industry. Organisation Structures – Looking at gender inequality in the workplace and the glass ceiling. Training – Looking at different types of training – can introduce the concept of EDI and discuss its importance in the workplace. Ethical behaviour Consideration of the environment in business decisions Fair treatment of workers, suppliers and customers Discussion of careers in Finance and HR Promote and demonstrate British values as far as possible, particularly respect.

Subject specific revision resources for BUSINESS STUDIES

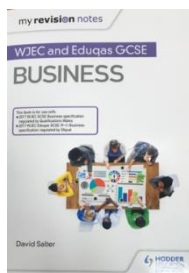
Summary of Assessment Specification

<https://eduqas.co.uk/qualifications/>

Component 1: Business Dynamics Written examination: 2 hours 62.5% of qualification
A mix of short answer and structured questions based on stimulus material covering all of the specification content
Component 2: Business Considerations Written examination: 1 hour 30 minutes 37.5% of qualification
Data response questions covering all of the specification content

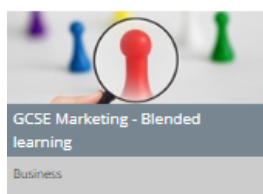


The units of study are: Business Activity; Influences on Business; Business Operations; Finance; Marketing; Human Resources



Students can purchase the Eduqas Business Revision Notes through the school or independently. The books have been written specifically to support the Eduqas qualification and include notes and brief tasks to test knowledge and understanding.

The Eduqas website (has a wealth of resources available to students to download and print. A few examples can be seen below. The Knowledge organisers are particularly useful and serve as a concise revision guide. They are available for all units.



The WJEC and Eduqas textbook costs in the region of £27.00. These would need to be purchased independently through a retailer or can be purchased second hand from Amazon.

**Details of scheduled Business Studies Revision sessions to be advised in the new academic year.*

The Young Enterprise Scheme

Whilst it is not exclusive to Y10 Business Studies, the Young Enterprise scheme is a great way for students to understand business in greater depth by running their own businesses. They form a group, decide on a product to produce and have selling opportunities at local business venues, as well as selling to friends, family, other. The process runs from September to May and culminates with a competition, the winners of which will go through to a regional competition and if successful, to a national competition in London.





Curriculum Overview



SUBJECT:	COMPUTER SCIENCE	YEAR:	10
INTENT:	Year 10 Computer Science provides a solid base of Computational Thinking and problem-solving, applied computing. Students should become confident problem solvers and programmers by the end of Y10 and have a grasp of how cyber security plays a vital part in our daily lives, and the impact it has on individuals and society. Students will be able to identify their areas of expertise from designing a system, programming, as well as using advanced mathematical concepts to how computer systems operate.		

UNITS OF WORK

Fundamentals of Algorithms (ongoing)	Fundamentals of Programming (ongoing)	Fundamentals of Data Representation
Fundamentals of Cyber Security	Relational Databases & SQL	Fundamentals of Computer Networks

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Representing algorithms (Flowcharts, Pseudocoding) Searching and Sorting concepts Programming concepts (basic and advanced) Representing numbers, images, text and sound as binary data Data compression Understand the need for cyber security. Describe cyber security threats, social engineering and malicious code. Using SQL to handle data Describe methods to prevent and protect against threats. Be able to explain the advantages and disadvantages of connecting a computer to a network Understand the characteristics of local and wide area networks Understand what a network topology is 	<ul style="list-style-type: none"> Searching and sorting algorithms, efficiency Using data types, structured programming, data structures, file handling, subroutines, validation, authentication, random numbers Converting between number bases, binary addition, units, character encoding, sound and image file sizes, interpret Huffman trees and RLE Identifying specific cyber security threats and how to avoid them Use SQL commands to retrieve, insert, edit and delete data from a relational database Be able to explain network hardware, LANS and WANS and network topologies Be able to compare STAR and BUS networks 	<ul style="list-style-type: none"> End of Unit assessments, used to assess student progress to ensure retrieval of previous topics and test knowledge and understanding of new Computing concepts. EoU assessments –November (Algorithm), December (Data Representation, Cyber Security (February), SQL (April). End of Year 10 PPE (all units to-date)
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Careers in programming. Careers in network management and cyber security. Careers in network management. 	<ul style="list-style-type: none"> Arithmetic, comparative, and logical comparison operators Units of Information/file size calculations, and conversions Number bases Keywords and technical terminologies Develop written and examination style answers 	<ul style="list-style-type: none"> Regular retrieval homework Links to current affairs – lesson time and homework Revision material – used in registrations, in lessons and homework
All students who have an interest in technology and enjoy the challenges of deeper thinking, will have an overall experience of Computer Science and provide opportunities for all students who have an interest in the subject over the next two academic years. The focus over the coming years is not only to change the perception of the subject but also provide future opportunities within the Computing and IT industry.		



Curriculum Overview

SUBJECT:	COMPUTER SCIENCE	YEAR:	11
INTENT:	Year 11 Computer Science builds on the foundations laid in Year 10. Students will complete a programming project, which is software design and development, then they will link 3.6 Cyber Security with 3.5 Computer Networks. They will learn the fundamentals of computer systems. The wider implications of using Computing and IT will equip students with an understanding of the bigger picture, where the law is considered alongside ethical and moral issues.		

UNITS OF WORK

Fundamentals of Algorithms & Fundamentals of Programme cont.	Fundamentals of Computer Networks cont.	Computer systems	Ethical, Legal and Environmental Impacts
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none">Representing algorithmsSoftware developmentNetwork types, topologies, security, and protocolsExplain the hardware and software that comprise a computer systemUnderstand Boolean logic, software classificationExplain system architecture and software translationUnderstand the principles of privacy issues, data protection and copyright, e-waste, and other environmental considerations.	<ul style="list-style-type: none">Handling data, representing subroutines & completing trace tables through algorithmsImplementing 2D arrays, error handling & testing strategiesPractical programming project software developmentUnderstanding of concept of network layers and topologiesTo explain a range of network security threats and security measuresUse logic gates and truth tablesIdentify the components of a computer systemExplain the fetch-decode-execute cycle (FDE)Explain the use of interpreters, compilers and assemblesApplying ethical. Legal and environmental issues to scenario questions.	<ul style="list-style-type: none">Progress Tests 1-3 (terms 1, 4 & 5) to assess student progress termly and to ensure retrieval of previous topics and test knowledge and understanding of new Computing concepts.November PPE to test Computational Thinking and Problem-solving skills (3.1 to 3.4).February PPE to test theory knowledge (3.3 to 3.8).
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none">Careers in network management and cyber security.Ethical and moral issues in the use of digital technology.Legal issues and the application of law to Computing.	<ul style="list-style-type: none">Key word definitions.Logical and comparison operators in programming.Arithmetic operators in programming.Data structures.	<ul style="list-style-type: none">Regular retrieval homeworkLinks to current affairsAfter school revision

Subject specific revision resources for

COMPUTER SCIENCE

The summer exams comprise of Paper 1: Computational Thinking and Problem Solving and Paper 2: Written Assessment. All content will have been covered through lessons and homework. To help prepare for these two exams, revision resources are made available also.

Class resources will also be available on our school system (Teams). This will include teacher presentation slides, worksheets, and classroom activities and a range of learning material.

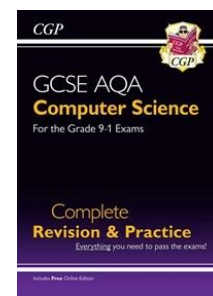
The following have been specifically designed for the AQA GCSE Computer Science course:

Smart Revise

Students will have direct access to “Smart Revise”. This is an online revision tool, designed to help students beat the forgetting curve and ensure they are well-prepared for their exams.

GCSE AQA Computer Science for the Grade 9-1 Exams From CGP

“Unbeatable Grade 9-1 GCSE AQA Computer Science revision and practice all in one book! It’s packed with crystal-clear study notes, examples, and revision summaries at the end of each section. There are heaps of warm-up questions and exam-style questions (with answers) to test students’ understanding on everything they need to know for both exams. What’s more the book is rounded off with a full set of practice papers — perfect preparation for the real thing!”



SUBJECT:	Creative iMedia (ICT)	YEAR:	10 and 11
INTENT:	For R093, students will be introduced to the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations. They will learn to think creatively, innovatively, analytically, logically and critically while developing an independence and confidence in using skills that would be relevant to the media industry and more widely. In R094, students will learn how to plan, create and review visual identities using a client brief and in R097, students will learn how to plan, create and review interactive digital media products.		

UNITS OF WORK

R094 - Visual identity and digital graphics (Y10)	R097 – Interactive digital media (Y11)	R093 – Creative iMedia in the media industry (Y11)
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> The media industry Factors influencing product design Pre-production planning Distribution considerations Plan digital graphics and interactive digital media Create digital graphics and interactive digital media Review digital graphics and interactive digital media 	<ul style="list-style-type: none"> Developing digital graphics and interactive digital media for clients Planning original digital graphics and original interactive digital media and all its components Creating original digital graphics and original interactive digital media and all its components Reviewing original digital graphics and original digital media products 	<ul style="list-style-type: none"> Teacher assessed against OCR requirements, carried out in strict JCQ rules for controlled assessment (R097 and R094) Self-and peer assessment. Past paper exam practice (R093) Y10 and Y11 Written paper, OCR set and marked (R093) Y11
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Essential skills in planning and creating multimedia digital products Understanding the implications of plagiarising another's work What is involved in a career in planning and creating digital products What is involved in a career in the digital media industry 	<ul style="list-style-type: none"> Describing purposes of interactive digital media Describing target audiences and client requirements Reviewing and describing improvements 	Fortnightly homework in Y10 to cover the theory of R093 (Creative iMedia in the media industry)

Subject specific revision resources for

Creative iMedia

Both the specifications of iMedia we are currently teaching have an examined element and all the all content will have been covered through lessons, NEA and homework. To help prepare for these exams, revision resources are made available also.

Class resources will be available via Microsoft Teams and students will be able to access these resources from home. The lesson resources will either be uploaded as assignments on Teams or copies placed in the files section on teams.

The following textbooks have been specifically designed for the Cambridge Nationals in Creative iMedia course for **Year 10**

Hodder Education: Creative iMedia Student Textbook (Year 10)



Covering all of the mandatory and optional units in equal depth and detail, this comprehensive textbook will help students gain in-depth knowledge of the examined unit with clear explanations of every concept and topic and develop the skills and understanding for the practical non-examined units.

This textbook is structured to match the specification and provide the information required to build knowledge, understanding and skills across accessible and easy-to-use chapters and learning features.

Cambridge University Press: Creative iMedia revision guide and workbook (Year 10 & Year 11)



Activity-based series, exam preparation skills, mapped to specification, developed with teachers, first teach September 2022. Working towards OCR endorsement.

This combined revision guide and workbook provides a wealth of exam-style questions and detailed guidance to give students the confidence they need to tackle a full range of exam questions. It provides clear and concise summaries of key learning points, with a strong visual presentation, to help focus students' attention



Curriculum Overview



SUBJECT:	DESIGN & TECHNOLOGY	YEAR:	10 & 11
INTENT:	The Design and Technology Specification has amalgamated all the old specialisms; This means each group will need to cover all material areas. At Bradon Forest we currently have 3 D&T groups, which have a material bias. 2 Product Design groups and 1 Textile group. Year 10 will be made up of small focused practical tasks, theory and exam practice. The aim is to give students the skills, confidence and knowledge ready for the NEA and Exam in line with the exam board guidelines.		

UNITS OF WORK

YEAR 10 – A range of focused tasks focusing specifically on Designing and Making (this is decided by each teacher and their rooms' facilities. Single lessons will focus on theory and exam practice.	Year 11 – From June 1 st of Year 10 the focus is the NEA within the allowed time stipulated by the exam board and theory lessons in preparation for the exam.
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none">Focus on creativity and innovationKnowledge of a wide range of tools and processesTheory Covers SpecificationKnowledge of Material suitability and qualitiesWhat constitutes a good product?How they can modify and improve products to make them better	<ul style="list-style-type: none">Increased independent thought and flexibilityIncreased rigour and demand in practical sessionsAbility to model ideas with sketching, CAD and Card ModellingDesigning for a clientTeaching students to multitask	<ul style="list-style-type: none">In Year 10 – teachers will assess focussed tasks and theory/exam work as usual. A combination of teacher assessment/peer and self-assessment.They will also have 3 data captures a year so staff will assess the work they have done in lessons and give a predicted grade.Year 10 will have 2 PPE examsYear 11 will have 1 PPE in November
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none">Lessons will cover a range of careers, designers, brands.Specification covers British ValuesCreative thinking and innovationThis breeds self confidence and belief in students	<ul style="list-style-type: none">Measuring and MathsKeywords and definitions in GlossaryCommand words for exam practice	<ul style="list-style-type: none">Catch-Up ClubYear 11 Theory Workshop

Subject specific revision resources for

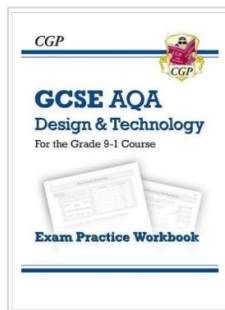
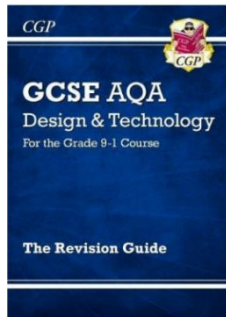
DESIGN & TECHNOLOGY

There are a wide variety of excellent Revision resources available for KS4 students for Design and Technology. Firstly, in school.....

SUBJECT RESOURCES – TEAMS

TEAMS has a whole host of resources that cover the NEA and written Exam. Students have been told this can be used in lessons and can also be accessed at home.

REVISION GUIDES



Each Student that takes GCSE Design and Technology will receive both these textbooks. The Blue book is for students to use at home for revision. The exam practice workbook is kept in school and used specifically for increasing subject knowledge and exam practice across the two years. Regular homework will be set for students to revise the blue book at home and then use the Exam Practice workbook in lessons.

OTHER REVISION RESOURCES:

TECHNOLOGY STUDENT – www.technologystudent.com



Another fantastic website that covers all the specification for Design and Technology. You can also now download the app – very useful for when Students are on the bus!!!

FOCUS EDUCATIONAL SOFTWARE LTD – (Click on the link on the Intranet)

Every student can access this resource. Just go to “Student Hub” and you will find a shortcut to it. You can open a whole array of interactive resources related to D&T



BBC BITESIZE – DESIGN AND TECHNOLOGY - www.bbc.co.uk/bitesize

A website that has been recently updated and has a fantastic range of clips and quizzes that cover the Design and Technology Curriculum.



SUBJECT:	DRAMA	YEAR:	10
INTENT:	<ul style="list-style-type: none"> Deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students in a safe comfortable environment. To achieve high standards and a love of drama. Students to gain the knowledge, understanding and skills that they are expected to develop throughout the course of study focusing on Understanding Drama, Devising Drama Texts in Practice. 		

UNITS OF WORK

Term 1: An Introduction to the Course and key skills necessary for success. Term 2: Component 2 (Performing from a Text)	Term 3: Component 3(a) Interpreting Theatre (set text) Term 4: Component 3(b) (Live Theatre Production Seen)	5&6: Component 1 (Devising Theatre)
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Key Knowledge/Development	Key Skills Development	Assessment
<p>Term 1 An Introduction to the Course and key skills necessary for success This unit will offer students a crash course in the GCSE drama course. Students will be given the opportunity to learn new skills explore a published play text Component 2 <i>Blood Brothers</i>, baseline practical assessment using Component 2 assessment criteria for Mock Assessment.</p> <p>Term 2 Component 2 (Text in Practice) Students prepare for two extracts from a professionally published play. Students may work alone (monologue), in pairs (duologue), in a group of three (trialogue) or as a larger group (up to six). <i>Blood Brothers</i></p> <p>Term 3 & 4 Written Exam (Study of set play) Students study a play, looking at social, cultural, and political elements of the play. How to direct and an evaluation of a live theatre performance</p> <p>Term 5 Component 1 Devising Theatre This component asks students to respond to stimuli and create a piece of theatre for a live audience. The students are also required to keep a 'devising log' which tracks the students ability document their initial response, the development of ideas and evaluate the successes of their final performance piece.</p>	<p>COURSE INTRODUCTION, KEY SKILLS & PRACTITIONERS STUDY OF SET TEXT INTRODUCTION Students will begin to explore the set text that they will study in preparation for the written paper in Year 11.</p> <p>DEvised DRAMA PREPARATION: Students will explore a range of stimuli and themes using different styles of Drama and influences of theatre practitioners to communicate meaning.</p> <ul style="list-style-type: none"> Naturalistic Drama and Stanislavski Epic Theatre and Brecht Physical Theatre and Frantic Assembly <p>DEvised DRAMA ASSESSMENT: Students will learn how to create and develop ideas to communicate meaning in a devised theatrical performance through:</p> <ul style="list-style-type: none"> Carrying out research Developing their own creative ideas and collaborating with others Rehearsing and refining their work in progress Analysing and evaluating their own process of devised drama Completing a Devising Log 	<p>Term 1 & 2: Performing to an audience Baseline Assessment Component 2 Term 3 & 4 Study of set play Term 5 PPE examination in the hall Term 6 Component 1 Devising Log (NEA)</p>

Continued...

EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> • The projects aim is to challenge students through the techniques, understanding of different explorative strategies and performance. • We aim to encourage our students to aspire and see their work as part of a bigger journey within Drama. We aim to make links with the creative industries and further education. • In every Drama lesson students are to offer respect when using their rehearsal space, use of props and costumes, in evaluating peers performance and showing respect when watching each other's work. • Students are encouraged to be more resilient in their rehearsal time and when working in groups, never to give up and to keep trying. • Students are given the opportunity to investigate moral and ethical issues in lesson. Students recognise the difference between right in wrong. Students have • Students are encouraged to be more resilient in their rehearsal time and when working in groups, never to give up and to keep trying. • Students have the opportunity to reflect in and outside the classroom. Students respect feelings and values. • Projects offer students varied cultural influences. • Students respect the opinions of their peers in the learning environment in every lesson • Equality, Diversity, and Inclusion is embedded in every lesson of Drama. Drama is multicultural in its origins, development, and presentation. • The Drama classroom does not judge but offers a safe space for students to develop their own understanding of the world, humanity with all its positives and negatives. • The Drama classroom is not afraid to challenge negative attitudes and promote growth within the inclusive school culture. • Topics will contain resources with multicultural themes. • EDI is in the exam board set texts and in stimulus set by the exam board. 	<ul style="list-style-type: none"> • S7 Following instructions • E1 Listen well to others • E3 Respect the views of others • Group numbers and timings of rehearsal structure • Assessments • Performance timings 	<ul style="list-style-type: none"> • KS4 Showcase Evenings • KS3 Showcase Evening • Live Theatre visit



Curriculum Overview



SUBJECT:	DRAMA	YEAR:	11
INTENT:	<ul style="list-style-type: none"> Deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students in a safe comfortable environment. To achieve high standards and a love of drama. Students to gain the knowledge, understanding and skills that they are expected to develop throughout the course of study focusing on Understanding Drama, Devising Drama Texts in Practice. 		

UNITS OF WORK

Term 1: Component 1 (Devising Theatre) Term 2: Component 3 (Live theatre)	Term 3 & 4: Component 2 (Performing from a Text)	Term 5: Revision and Written Exam (40%)
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Key Knowledge/Development	Key Skills Development	Assessment
<p>Term 1 Devising from stimulus set by the exam Board. Students may work alone (monologue), in pairs (duologue), in a group of three or as a larger group (up to six). Devised performances are recorded and examined by teachers and portfolio completed on the process of Component 1 including written Evaluation of their own Devising Performance.</p> <p>Term 2: Component 3 (Evaluating Live Theatre) Analysing and evaluating a live theatre</p> <p>Term 3 & 4 Component 2 (Performing from a Text) Component requires students to perform (Acting or Technical) two extracts from a published play written before the year 2000. This will be assessed by a visiting examiner,</p> <p>Term 5 Component 3 Revision and Exam This term is devoted entirely to revising/ preparing for the written examination next term.</p>	<p>COURSE INTRODUCTION, KEY SKILLS & PRACTITIONERS STUDY OF SET TEXT INTRODUCTION: Students will begin to explore the set text that they will study in preparation for the written paper in Year 11.</p> <p>DEvised DRAMA PREPARATION: Students will explore a range of stimuli and themes using different styles of Drama and influences of theatre practitioners to communicate meaning.</p> <ul style="list-style-type: none"> Naturalistic Drama and Stanislavski Epic Theatre and Brecht Physical Theatre and Frantic Assembly <p>DEvised DRAMA ASSESSMENT: Students will learn how to create and develop ideas to communicate meaning in a devised theatrical performance through:</p> <ul style="list-style-type: none"> Carrying out research Developing their own creative ideas and collaborating with others Rehearsing and refining their work in progress Analysing and evaluating their own process of devised drama Completing a Devising Log 	<ul style="list-style-type: none"> Term 1: Completed Devising Log Term 3&4: Performance to visiting examiner (20% of GCSE) Term 5: Revision Teacher, Self and Peer Assessment - exam preparation

Continued...

EDI/SMSC/British Values/Careers	Literacy/Numeracy
<ul style="list-style-type: none"> • The projects aim is to challenge students through the techniques, understanding of different explorative strategies and performance. • We aim to encourage our students to aspire and see their work as part of a bigger journey within Drama. We aim to make links with the creative industries and further education. • In every Drama lesson students are to offer respect when using their rehearsal space, use of props and costumes, in evaluating peers performance and showing respect when watching each other's work. • Students are encouraged to be more resilient in their rehearsal time and when working in groups, never to give up and to keep trying. • Students are given the opportunity to investigate moral and ethical issues in lesson. Students recognise the difference between right in wrong. Students have • Students are encouraged to be more resilient in their rehearsal time and when working in groups, never to give up and to keep trying. • Students have the opportunity to reflect in and outside the classroom. Students respect feelings and values. • Projects offer students varied cultural influences. • Students respect the opinions of their peers in the learning environment in every lesson • Equality, Diversity, and Inclusion is embedded in every lesson of Drama. Drama is multicultural in its origins, development, and presentation. • The Drama classroom does not judge but offers a safe space for students to develop their own understanding of the world, humanity with its all its positives and negatives. • The Drama classroom is not afraid to challenge negative attitudes and promote growth within the inclusive school culture. • Topics will contain resources with multicultural themes. • EDI is in the exam boards set texts and in stimulus set by the exam board 	Curriculum Enrichment
	<ul style="list-style-type: none"> • S7 Following instructions • E1 Listen well to others • E3 Respect the views of others • Group numbers and timings of rehearsal structure • Assessments • Performance timings <ul style="list-style-type: none"> • KS4 Showcase Evenings

EDUQAS GCSE Drama Course Structure

COMPONENT ONE: Devising Theatre (40%) (60 Marks)

Task 1: Devised Performance

You will devise an original piece of theatre in response to a stimulus, using the techniques or characteristics of a practitioner or genre.

- Decide on the stimulus and theme
- Decide on a practitioner or genre
- Create and rehearse the performance
- Produce a working script through improvisation
-

<https://www.bbc.co.uk/bitesize/guides/zkgbscw/revision/3>

Task 2: Portfolio

Alongside Task 1 you must produce:

- A realisation of their piece of devised theatre eg. how your ideas developed, what decisions you made, rehearsal techniques you used etc...
- A portfolio of supporting evidence
- An evaluation of the final performance or design

COMPONENT TWO: Performing from a Text (20%) (60 marks)

You will be assessed on your acting (or design) using scenes from a published play.

- You will work in groups of between 2 and 5 members
- You will study two extracts from the same play and participate in one performance using sections of text from both extracts.

COMPONENT THREE: Interpreting theatre - Written examination (40%) (60 Marks)

You will sit a 1½ hour exam. You will be assessed on your ability to analyse and answer questions on **one** set text of War Horse and complete a live theatre review of a performance seen.

- Set text to be studied practically and theoretically - questions to be completed
- Analyse and evaluate live theatre

Revision Components 1, 2 and 3 help sheets and booklets are all on the H Drive/Y11 Drama revision:

<https://intranet.bradonforest.wilts.sch.uk/Extranet/myfiles/#H\Drama\Yr%2011%20EDUQAS%20REVISION%202020-2021>

Useful websites:

<https://www.bbc.co.uk/bitesize/guides/zvr28xs/test>

<https://revisionworld.com/a2-level-level-revision/drama-gcse-level/studying-drama/drama-gcse-past-papers>

https://www.eduqas.co.uk/qualifications/drama-gcse/#tab_overview



Curriculum Overview



SUBJECT:	FOOD PREPARATION & NUTRITION	YEAR:	10 & 11
INTENT:	Currently we teach WJEC Eduqas specification. Year 10 will be made up of small focused practical tasks, theory and exam practice. The aim is to give students the skills, confidence and knowledge ready for the NEA's and Exam in Year 11, in line with exam board guidance.		

UNITS OF WORK

YEAR 10 – A range of practical tasks focusing specifically on modifying a recipe for specific dietary needs. Each student tailors their dish according to individual tastes and costs. Single lessons will focus on theory and exam practice.	Year 11 – From September 1 st the title for NEA1 comes out and students complete in the allotted time. NEA2 is completed in the 3 rd term with revision and practical skills covered in Term 2. Term 4 onwards is dedicated to revision.
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none">Focus on creativity and individual flairKnowledge of a wide range of kitchen tools and processesTheory covers specificationKnowledge of ingredients and food groups.What constitutes a balanced diet?How students can modify and improve ingredients to make a better dish	<ul style="list-style-type: none">Increased independent thought and flexibilityIncreased rigour and demand in practical sessionsAbility to develop a recipe and use sensory skills to improve a dishDesigning for a target groupTeaching students to multitask	<ul style="list-style-type: none">In Year 10 – teachers will assess focused tasks and theory/exam work as usual. A combination of teacher assessment/peer and self-assessment.There will be 3 data captures per year.Year 10 will have 1 PPE exam.Year 11 will have 1 PPE exams in February
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none">Lessons will cover a range of careers, designers, brands.Specification covers British ValuesCreative thinking and innovationThis breeds self-confidence and belief in studentsStudents will about the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.	<ul style="list-style-type: none">Weighing out ingredients, portioning and pricing upKeywords and definitions in GlossaryCommand words for exam practice	<ul style="list-style-type: none">Catch-Up ClubYear 11 Theory Workshop

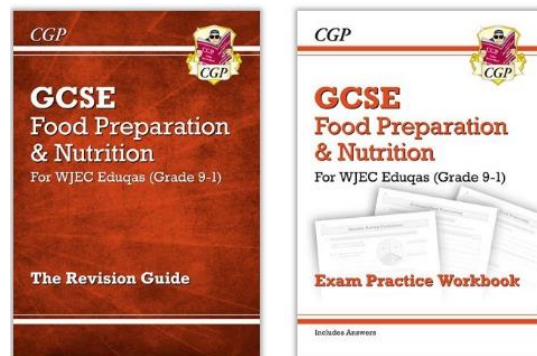
Subject specific revision resources for Food Preparation and Nutrition

BBC BITESIZE – Home Economics: Food and Nutrition - www.bbc.co.uk/bitesize

A website that has been recently updated and has a fantastic range of clips and quizzes that cover the Food and Nutrition Curriculum.



REVISION GUIDES



Each student taking GCSE Food and Nutrition will have the opportunity to purchase both these textbooks. The red book is for students to use at home for revision. The Exam Practice Workbook is kept in school and used specifically for increasing subject knowledge and exam practice across the two years. Regular homework will be set for students to revise the red book at home and then use the Exam Practice Workbook in lessons.

SUBJECT:	GEOGRAPHY	YEAR:	10
INTENT:	The Key Stage 4 curriculum aims to utilise the skills and knowledge that students have built upon during three years of studying geography at Key Stage 3. Geography at Key Stage 4 also aims to stimulate an interest in the world we live in through engaging lessons where students apply the range of skills they have acquired since year 7. Both human and physical paper themes are studied interchangeably in order to prepare students for the exploration paper. Year 10 curriculum follows the OCR B GCSE Geography syllabus.		

UNITS OF WORK

1. Changing Climate	2. Global Hazards: Tectonics + Weather	3. Dynamic Development
4. Distinctive Landscapes	5. Distinctive Landscapes	6. Fieldwork Investigation – River Cole

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Types of tectonic hazards Predict, Plan, Prepare – Mitigation Geology – types of plates and crust + rock types Formation of tropical storms Types of climate zones Types of physical processes Human interaction with the physical environment Responses to threats Success of initiatives Changing urban environments Case studies of tectonic events, weather events, an LIDC, a coastal area, a river basin. Climate change evidence, causes, and impacts 	<ul style="list-style-type: none"> Connecting geographical themes – how do the different aspects of the physical environment complement each other? Investigating interdependence Evaluation of responses Assessment of effectiveness Problem solving Engagement with geographical issues. Graphs Numeracy Reading skills 	<ul style="list-style-type: none"> The assessment at GCSE level reflects the preparation we are making for students to sit their exams. Each unit of work will be followed by a short examination. This will comprise of a range of questions that are taken from past exam papers. In addition to this, in class assessments will take place with teaching staff helping students to develop the most demanding exam skills – extended writing and out of context geographical skills. Students will also have basic knowledge tests. Students also sit a PPE using exam questions from papers 1, 2 and 3. Informally, we expect that students will take part in in-class knowledge retrieval, spelling tests and quizzes.
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Hazards in EDC/LIDCs – how do they cope and become resilient as communities? Urban issues in EDC/LIDCs – how do they cope and become resilient as communities? Caring for our planet – focus on destruction of the rainforest and the Arctic region. What can we do to counter the issues? Are we to blame? Geographical investigation – transferable skills to the workplace 	<ul style="list-style-type: none"> Extended writing developed at GCSE level Geographical data Use of development indicators and how they link to geographical issues Reading comprehension Articles 	<ul style="list-style-type: none"> Fieldwork to a physical environment. Coleshill National Trust Estate - we will investigate the physical processes at the River Cole. This will help students to appreciate the landscape of the area and the work of the NT in managing it.



Curriculum Overview



SUBJECT:	GEOGRAPHY	YEAR:	11
INTENT:	The Key Stage 4 curriculum aims to utilise the skills and knowledge that students have built upon during three years of studying geography at Key Stage 3. Geography at Key Stage 4 also aims to stimulate an interest in the world we live in through engaging lessons where students apply the range of skills they have acquired since year 7. Both human and physical paper themes are studied interchangeably in order to prepare students for the exploration paper. Year 10 curriculum follows the OCR B GCSE Geography syllabus.		

UNITS OF WORK

1 Urban Futures	2 UK in 21 Century/Human fieldwork	3 Resource Reliance
4 Sustaining Ecosystems	5 Revision – Recap – Exam Skills	

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none">Case study investigationsCities – location and changeCities - challenges and opportunitiesResource types and usageSustainabilityFuture of our human environmentsIssues surrounding resourcesConflict and geographySpatial variations at a variety of levels.Environmental exploitationHuman Fieldwork skills – Cabot CircusFuture of our planetChanging population, ethnic diversity and economy in the UK.	<ul style="list-style-type: none">Connecting geographical themes – how do the different aspects of the human environment complement each other?Evaluation of responsesAssessment of effectivenessProblem solvingEngagement with geographical issues.GraphsNumeracyReading skillsInterpreting spatial patterns	<ul style="list-style-type: none">The assessment at GCSE level reflects the preparation we are making for students to sit their exams.Each unit of work will be followed by a short examination.. This will comprise of a set off questions that are taken from past exam papers. In addition to this, in class assessments will take place with teaching staff helping students to develop the most demanding exam skills – extended essay writing and out of context geographical skills. Students will also have basic knowledge tests.Students also sit a PPE. This will be a mixture of papers 1 2 and 3Informally, we expect that students will take part in in-class knowledge checks, spelling tests and quizzes.
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none">Urban issues in EDC/LIDCs – how do they cope and become resilient as communities?Caring for our planet – focus on the sustainable nature of cities and our resource consumptionWhat can we do to counter the issues?Moral issues surrounding unequal access to vital resources.UK today – Our evolving countryUrban Futures – students develop understanding of the significance of multicultural societies in cities.Resource Reliance- explore the work of female academic Esther Boserup in the 1960sUK in 21 century – the contribution and impact of different ethnic groups to culture and way of life.	<ul style="list-style-type: none">Extended writing developed at GCSE levelGeographical dataUse of development indicators and how they link to geographical issuesReading comprehensionArticles	<ul style="list-style-type: none">Fieldwork to a human environment.We visit Bristol and students carry out an investigation into how sustainable Cabot Circus is.

Subject specific revision resources for GEOGRAPHY

What do you need to revise and by when?

Our Natural World

Hazards – Ecosystems – Changing Climate - Landscapes

People and Society

Urban Futures – Dynamic Development – Resource Reliance – UK

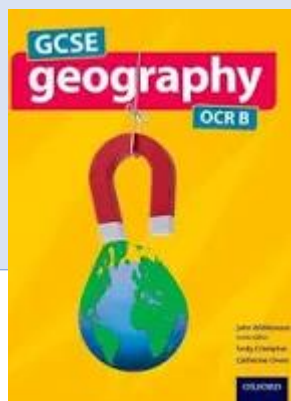
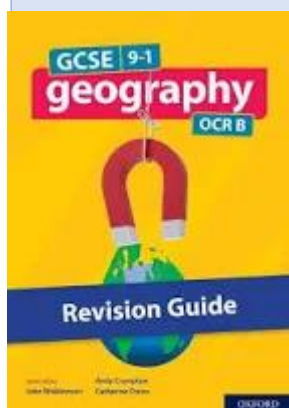
Geographical Exploration

Mixed themes from Papers 1 and 2

Know your command words as well as your Geography

What should you use?

Exercise books/Class booklets
Bradon Forest Revision Guides
Colour A3 Overview Sheets
Revision materials supplied



AO 1 to 4 + Expectations	Assessment Objective:	Command Words
	AO1: Knowledge	Describe, Define Outline, State
	AO2: Understanding	Explain, Discuss Give one reason
	AO3: Application	Assess, Examine, Evaluate To what extent
	AO4: Skills	Calculate, Using Data, Identify, Predict

SENECA

For all revision sites,
make sure you use
the OCR B GCSE
Geography syllabus



Who to email if you need help:

Mr Kershaw kershawj@bradonforest.wilts.sch.uk

Miss Cole colc@bradonforest.wilts.sch.uk

Mrs Jafrate – jafrateK@bradonforest.wilts.sch.uk

Mr Morris imorris@bradonforest.wilts.sch.uk

SUBJECT:	HISTORY	YEAR:	10 & 11
INTENT:	We deliver quality lessons based on the GCSE criteria of the OCR B exam board and subject specification. Y10 starts with the study in breadth of 'Crime and Punishment, 1250-20 th century, then moves onto an in-depth study of 'Living Under Nazi' rule. In Y11 we study the Norman Conquest up until William the Conqueror's death, have a site Visit to Dover Castle for our History Around Us examination unit and finish the course with the 'Making of America, 1776 – 1900' World breadth study. All the Assessment Objectives are continuously built upon through these years after a foundation of these skills in KS3, allowing students to become proficient and well-rounded historians.		

UNITS OF WORK

Crime and Punishment 1250-20 th century	Living Under Nazi Rule 1933-1945	The Norman Conquest
Dover Castle – History Around Us	The Making of America, 1776-1900	

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> AO1 – Demonstrate knowledge of past events through description, explanation and evaluation AO2 – Analysis of Second Order Concepts – change, continuity, causation, consequence, significance, diversity 	<ul style="list-style-type: none"> A03 – Source Analysis – Making inferences and evaluation of the utility of sources AO4 – Interpretation Analysis – Evaluation of the utility and reliability of historical interpretation 	<ul style="list-style-type: none"> Knowledge retrieval each lesson/homework End of unit Progress checks PPE assessments Y10/Y11
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Debate over treatment of prisoners. Debate on age of responsibility for crime. Understanding of the role of police in modern era. (Careers and related careers). Debate of the treatment of victims eg. death penalty, new identity. Reflection on our political system and democratic values when studying Nazi Germany. Development of underrepresented groups within history Specific focus on women, ethnic identity and struggle 	<ul style="list-style-type: none"> Key words explained and defined in books. Glossaries for EAL speakers. Development of paragraphing through PEEL. SPAG marked in books. Chronology/dates to provide numerical questions in lessons. 	<ul style="list-style-type: none"> Dover Castle trip Intervention on a weekly basis KS4 'book swap' initiative – to be based in the History department and in the Sixth Form centre

Subject specific revision resources for

HISTORY

All lessons and resources are available on Class Charts for all students, this is updated as the course develops

These resources will include revision activities and resources from intervention sessions we have run as well as revision videos used in class. Please focus on practice questions – you could redo previous test questions and try to improve your score. Or use one of the practice papers available from your teacher. We are happy to have these handed in to mark and give feedback. This is the best form of revision.

Revision sessions:

These will be advertised in the Student Bulletin and via your History Teacher.

The OCR Revision Guide:

'My Revision notes: OCR GCSE 9-1 History B Schools History Project'. (ISBN: 978-1-5104-0406-9)

This has all of our topics in with the exception of Dover Castle and we have created our own guide for this unit which you will receive.

The History team would also like to take this opportunity to say well done to the students on their efforts in lessons. Keep up the good work!



Curriculum Overview



SUBJECT:	MODERN FOREIGN LANGUAGES: FRENCH	YEAR:	10
INTENT:	We continue to use the Edexcel GCSE 3 year scheme of work as a guide. We build on and recycle language from KS3 and focus specifically on building skills around using complex language and tenses and building spontaneity and fluency.		

UNITS OF WORK

TERMS 1 & 2: Lifestyle and Wellbeing (physical & mental)	TERMS 3 & 4: Travel & Tourism (accommodation, tourist attractions, transport)	TERMS 5 & 6: My Personal World (friends, family, equality, relationships, future opportunities, work and school)
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Writing and speaking about holidays Customs and festivals in the French-speaking world <i>La Francophonie</i> – countries and areas which are French-speaking Making positive choices to stay healthy Discussing differing types of marriage and partnership 	<ul style="list-style-type: none"> Writing and speaking at greater length and with greater complexity Developing skills in understanding unfamiliar words from their context Using verb tenses more confidently 	<p>Unit tests in terms 1, 2, 3, 4.</p> <p>PPE (including speaking) in term 6</p>
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Development of knowledge and appreciation of a different culture. Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes. Students encouraged to embrace “difference” from their culture. Discussing and challenging stereotypes within a national and international context. Gaining understanding of the range of events and public holidays in the French speaking area Understanding of different types of marriage and relationship 	<p>Continued work on:</p> <p>Nouns Articles Adjectives Adverbs Quantifiers and intensifiers Pronouns Verbs Prepositions Clause structures Conjunctions Number, quantities, date, time</p>	<p>European Day</p> <p>Pause Cafe</p>



Curriculum Overview



SUBJECT:	MODERN FOREIGN LANGUAGES: GERMAN	YEAR:	10
INTENT:	We continue to use the Edexcel GCSE 3 year scheme of work as a guide. We build on and recycle language from KS3 and focus specifically on building skills around using complex language and tenses and building spontaneity and fluency		

UNITS OF WORK

Terms 1 and 2: Travel and tourism (accommodation, tourist attractions, transport)	Terms 3 and 4: My personal world: friends, family, equality, relationships, future opportunities (work and school)	Terms 5 and 6: Lifestyle and wellbeing (physical and mental)
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Writing and speaking about holidays Customs and festivals in the German-speaking world Choices after GCSEs Making positive choices to stay healthy Discussing differing types of marriage and partnership Describing relationships with friends and family 	<ul style="list-style-type: none"> Writing and speaking at greater length and with greater complexity Developing skills in understanding unfamiliar words from their context Using verb tenses more confidently 	Unit tests in terms 1, 2, 3, 4. PPE (including speaking) in term 6
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Development of knowledge and appreciation of a different culture. Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes. Students encouraged to embrace “difference” from their culture. Discussing and challenging stereotypes within a national and international context. Gaining understanding of the range of events and public holidays in the German speaking area Understanding of different types of marriage and relationship 	Continued work on: Nouns Articles Adjectives Adverbs Quantifiers and intensifiers Pronouns Verbs Prepositions Clause structures Conjunctions Number, quantities, date, time	European Day German Exchange Aachen Christmas Markets Visiting German Teacher



Curriculum Overview



SUBJECT:	MODERN FOREIGN LANGUAGES: FRENCH	YEAR:	11
INTENT:	Students complete the GCSE course. In doing so, they will be fully prepared for future advanced language study, future travel to Francophone countries, or will have developed skills to study other languages in future.		

UNITS OF WORK

Term 1: My neighbourhood: the natural world and environment	Term 2: media and technology; mental well-being	Terms 3, 4, 5: revision of the GCSE course
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none">Uses of mobile technology, advantages, disadvantagesCareer choices and ambitionsExpressing ways of ensuring personal wellbeingRange of structures, tenses and vocabulary to boost self-expression	<ul style="list-style-type: none">Writing and speaking at greater length and with greater complexityDeveloping skills in understanding unfamiliar words from their contextUsing verb tenses more confidently	October unit tests November PPE February PPE
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none">Development of knowledge and appreciation of a different culture (Francophone).Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes.Students encouraged to embrace “difference” from their culture.Discussing and challenging stereotypes within a national and international context.Understanding that some people live in poverty, the basic reasons for that, and what society could doA diverse range of career choices discussed, not limited by (eg) genderTechnology in less affluent countries	Continued work on: Nouns Articles Adjectives Adverbs Quantifiers and intensifiers Pronouns Verbs Prepositions Clause structures Conjunctions Number, quantities, date, time	<ul style="list-style-type: none">European DayPause Café



Curriculum Overview



SUBJECT:	MODERN FOREIGN LANGUAGES: GERMAN	YEAR:	11
INTENT:	Students complete the GCSE course. In doing so, they will be fully prepared for future advanced language study, future travel to German-speaking countries, or will have developed skills to study other languages in the future.		

UNITS OF WORK

Term 1: My neighbourhood: the natural world and environment	Term 2: media and technology; mental well-being	Terms 3, 4, 5: revision of the GCSE course
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> • Uses of mobile technology, advantages, disadvantages • Career choices and ambitions • Expressing ways of ensuring personal wellbeing • Range of structures, tenses and vocabulary to boost self-expression 	<ul style="list-style-type: none"> • Writing and speaking at greater length and with greater complexity • Developing skills in understanding unfamiliar words from their context • Using verb tenses more confidently 	<p>October unit tests</p> <p>November PPE</p> <p>February PPE</p>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> • Development of knowledge and appreciation of a different culture (Francophone). • Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes. • Students encouraged to embrace “difference” from their culture. • Discussing and challenging stereotypes within a national and international context. • A diverse range of career choices discussed, not limited by (eg) gender • Technology in less affluent countries • How global changes affect the less privileged 	<p>Continued work on:</p> <p>Nouns</p> <p>Articles</p> <p>Adjectives</p> <p>Adverbs</p> <p>Quantifiers and intensifiers</p> <p>Pronouns</p> <p>Verbs</p> <p>Prepositions</p> <p>Clause structures</p> <p>Conjunctions</p> <p>Number, quantities, date, time</p>	<ul style="list-style-type: none"> • European Day • Visiting German teacher

Subject specific revision resources for MODERN LANGUAGES

Students can access revision materials for French and German on the school Sharepoint here:

Sharepoint → Languages → KS4 French → Year 11 → revision

Sharepoint → Languages → KS4 German → Year 11 → revision

The revision guides and workbooks illustrated here are also useful – they are all available from Amazon.

Don't forget Memrise: it works!

<https://www.memrise.com/course/953348/aqa-2016-onwards-gcse-german-vocabulary/>

<https://www.memrise.com/course/1137583/aqa-new-gcse-french-from-2016/>

...and make sure you are in the class group (ask your teacher) so you can have a chance of being Memrise Champion of the Week!

We will put revision timetables on ClassCharts for all PPEs and actual exams when appropriate.





Curriculum Overview



SUBJECT:	MUSIC (BTEC)	YEAR:	10
INTENT:	Give learners opportunities to link education and the world of work in engaging, relevant and practical ways. Support learners' development of transferable interpersonal skills, including working with others, problem solving, independent study and personal, learning and thinking skills. Give learners a route through education that has clear progression pathways to further study or an Apprenticeship.		

UNITS OF WORK

Component 1: Exploring Music Products and Styles, (Internal Assessment)	Component 2: Music Skills Development (Internal Assessment)
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none">Perform with confidenceDevelop music performance skills and review own practiceEvaluate and critically review personal progress in relation to music performance.Design and implement steps to improve musical developmentCreate music products showing awareness of industry practiceReview, evaluate and advise within musical contexts using key music industry knowledge	<ul style="list-style-type: none">Play and perform confidently in a range of solo and ensemble contextsPlan, develop and deliver a music productDevelop musical skillsReview your development and create steps for improvementImplementation of music performance skills within rehearsals and performance	<ul style="list-style-type: none">Internal AssessmentsGroup and solo work related to musicianship, the music industry, composition and Music technology.
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none">Developing an understating of music's cultural links and influence from, and on, society both today and throughout historyLinks to careers within the music industry and how different people make a living through music (The music Industry, Performing, composing)Diversity is embedded throughout the curriculum and explored in a holistic manner. Students will learn about musicians from a diverse background and perform music that originates from different cultures, genders and creeds.	<ul style="list-style-type: none">S7 Following instructionsE1 Listen well to othersE3 Respect the views of othersGroup numbers and timings of rehearsal structureAssessmentsPerformance timings.	<ul style="list-style-type: none">Extra-curricular clubsPerformance opportunitiesCommunity linksPeripatetic teaching and learningWorkshops with professionals



Curriculum Overview



SUBJECT:	MUSIC (BTEC)	YEAR:	11
INTENT:	Give learners opportunities to link education and the world of work in engaging, relevant and practical ways. Support learners' development of transferable interpersonal skills, including working with others, problem solving, independent study and personal, learning and thinking skills. Give learners a route through education that has clear progression pathways to further study or an Apprenticeship.		

UNITS OF WORK

Component 2: Music Skills Development (Internal Assessment)	Component 3: Responding to a musical brief (external assessment)
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none">Perform with confidenceDevelop music performance skills and review own practiceEvaluate and critically review personal progress in relation to music performance.Design and implement steps to improve musical developmentCreate music products showing awareness of industry practiceReview, evaluate and advise within musical contexts using key music industry knowledge	<ul style="list-style-type: none">Play and perform confidently in a range of solo and ensemble contextsPlan, develop and deliver a music productDevelop musical skillsReview your development and create steps for improvementImplementation of music performance skills within rehearsals and performance	<ul style="list-style-type: none">Internal AssessmentsGroup and solo work related to musicianship, the music industry, composition and Music technology.
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none">Developing an understating of music's cultural links and influence from, and on, society both today and throughout historyLinks to careers within the music industry and how different people make a living through music (The music Industry, Performing, composing)Diversity is embedded throughout the curriculum and explored in a holistic manner. Students will learn about musicians from a diverse background and perform music that originates from different cultures, genders and creeds.	<ul style="list-style-type: none">S7 Following instructionsE1 Listen well to othersE3 Respect the views of othersGroup numbers and timings of rehearsal structureAssessmentsPerformance timings.	<ul style="list-style-type: none">Extra-curricular clubsPerformance opportunitiesCommunity linksPeripatetic teaching and learningWorkshops with professionals



Curriculum Overview



SUBJECT:	MUSIC (GCSE)	YEAR:	11
INTENT:	GCSE in Music offers a broad and coherent course of study which encourages learners to: • engage actively in the process of music study • develop performing skills individually and in groups to communicate musically with fluency and control of the resources used • develop composing skills to organise musical ideas and make use of appropriate resources.		

UNITS OF WORK

Component 1 – Performing	Component 2 – composing	Component 3 – Appraising
Key Knowledge/Development <ul style="list-style-type: none">• Compose music from a set brief• Develop music compositional skills• Understand musical devices• Self assess work with critical judgement and develop creative ideas further• Evaluate and critically review personal progress in relation to music performance• Design and implement steps to improve musical development	Key Skills Development <ul style="list-style-type: none">• Play and perform confidently in a range of solo and ensemble contexts• Compose music to a set brief• Use music technology to record and develop music composition• Use musical devices to successfully compose musical ideas• Implementation of music performance skills within rehearsals and performance	Assessment <ul style="list-style-type: none">• External exam• NEA Coursework
EDI/SMSC/British Values/Careers <ul style="list-style-type: none">• Developing an understating of music's cultural links and influence from, and on, society both today and throughout history• Links to careers within the music industry and how different people make a living through music (The music Industry, Performing, composing)• Diversity is embedded throughout the curriculum and explored in a holistic manner. Students will learn about musicians from a diverse background and perform music that originates from different cultures, genders and creeds.	Literacy/Numeracy <p>It is likely that learners will be working towards English and Mathematics qualifications at Key Stage 4 or above. The GCSE qualification provides further opportunity to enhance and reinforce skills in English and Mathematics in naturally occurring, relevant, work-related contexts. English and Mathematical skills are embedded in the assessment criteria.</p>	Curriculum Enrichment <ul style="list-style-type: none">• Extra-curricular clubs• Performance opportunities• Community links• Peripatetic teaching and learning• Workshops with professionals

Subject specific revision resources for

MUSIC

BTEC TECH AWARD IN MUSIC (Pearson/Edexcel)

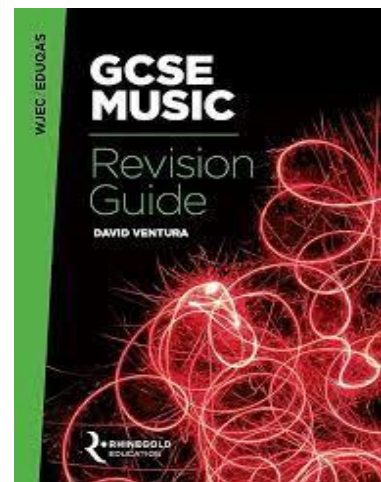
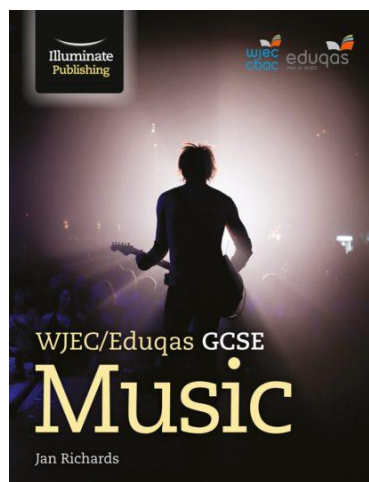
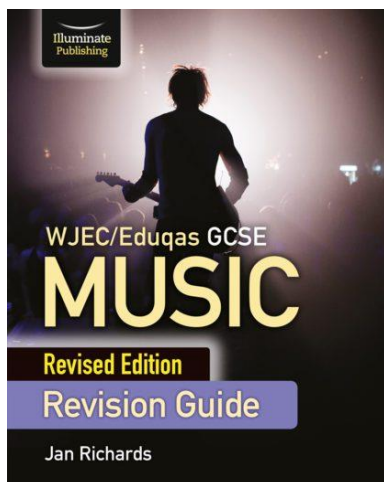
The BTEC Music course is a hands-on vocational music course that requires students to regularly practise playing their instrument and maintain a high standard of musicianship. The course is divided into three modules that are assessed through practical assessment periods. Students need to develop their understanding of music genres, styles, music theory, and musical products. Students need to build their understanding of musical concepts and demonstrate this understanding through practical means.

Revision materials are available via the Music Microsoft teams folder .

GCSE Music (Eduqas)

The WJEC Eduqas specification encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

There are specific revision materials available for this course:





Curriculum Overview



SUBJECT:	PE – OCR NATIONAL SPORTS STUDIES	YEAR:	10 & 11
INTENT:	Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media		

UNITS OF WORK

1. R184: Contemporary issues in sport. Written paper OCR set and marked	2. R185: Performance and Leadership in Sports Activities	3. R186: Sport and the media
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Understand the issues which affect participation in sport Know about the role of sport in promoting values Understand the importance of hosting major sporting events Know about the role of national governing bodies in sport Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership Be able to plan, deliver and evaluate a sports activity session Know how sport is covered across the media, the positive effects, negative effects and be able to evaluate a media story Be able to use skills, techniques and tactics/strategies/ compositional ideas as an individual and team performer in a sporting activity. Be able to officiate in a sporting activity and apply practice methods to support improvement in a sporting activity 	<ul style="list-style-type: none"> Key Skills of Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance and Problem Solving Develop ability to apply theoretical knowledge to practical situations 	<ul style="list-style-type: none"> Written exam OCR set and marked Centre assessed units by staff
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> The dangers of performance-enhancing drugs behaviour of performers and spectators Sports initiatives to promote values Sport as a reflection of society Social legacy of major sporting events Relationship between sport and the media Roles and role models in sport Increased prominence of sport science due to commercial value of professional sport Ensure all students are inclusive in lessons A diverse curriculum is taught. An outward looking view of the world in sport 	<ul style="list-style-type: none"> Numeracy addition/multiplication of scoring systems Literacy recall information, demonstrate knowledge, use appropriate language and specific terminology, develop evaluative skills Key words Vocational skills with peers Reading/analysing images Peer assessment Word of the week 	<ul style="list-style-type: none"> Afterschool Clubs Links to local sports clubs Inter-House competition Lunchtime clubs Swindon Schools competition



Curriculum Overview



SUBJECT:	PE – OCR NATIONAL SPORTS SCIENCE	YEAR:	10 & 11
INTENT:	The Cambridge National in Sport Science offer learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance.		

UNITS OF WORK

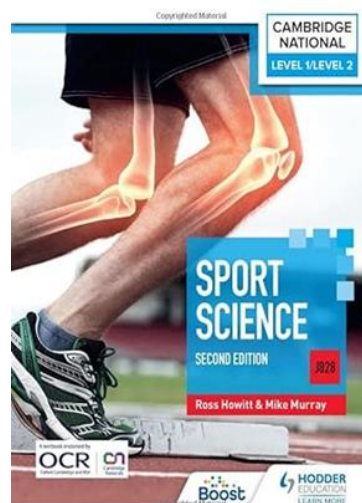
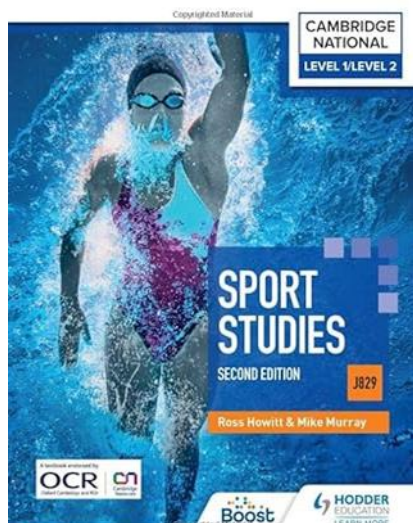
1. R180: Reducing the risk of sports injuries and dealing with common medical conditions. Written paper OCR set and marked	2. R181: Applying the principles of training: fitness and how it affects skill performance.	3. R182: The body's response to physical activity and how technology informs this
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions, providing a good foundation to undertake formal first aid training and qualifications. Learners will develop knowledge and understanding of the principles and methods of training and the application of these in the design of training programmes along with practical skills in fitness testing. Learners will understand key aspects of the structure and function of the musculo-skeletal and cardio-respiratory systems and investigate some of the changes which occur to them in response to short and long-term physical activity. Learners will look at some of the key elements of sport psychology and use some of the strategies and techniques utilised in pursuit of excellence in sports performance. 	<ul style="list-style-type: none"> Key Skills of Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance and Problem Solving Develop their ability to apply theoretical knowledge to practical situations 	<p>Written exam OCR set and marked</p> <p>Centre assessed units by staff</p>
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Future roles / careers relating to sport Behaviour of performers and spectators. Sports initiatives to promote values Understanding the role of exercise and diet in promoting a healthy lifestyle Increased prominence of sport science due to commercial value of professional sport Role of mental wellbeing in maintaining a healthy lifestyle. Ensure all students are inclusive in lessons. A diverse curriculum is taught. An outward looking view of the world in sport 	<p>Numeracy Addition/multiplication of scoring systems</p> <p>Literacy Recall information, demonstrate knowledge, use appropriate language and specific terminology, develop evaluative skills</p> <ul style="list-style-type: none"> Key words Vocational skills with peers Reading/analysing images Peer assessment Word of the week 	<ul style="list-style-type: none"> Swindon Schools competitions Afterschool clubs (recreational and preparing for competition) Lunchtime clubs (recreational) Inter house competitions Visits to professional matches/open training sessions Links with local sports clubs to develop skill level for all Player development pathway for elite athletes

Subject specific revision resources for PE

We are following OCR Cambridge National Sports Science and Sports Studies.

The textbooks we are using for these courses are:



These are not revision guides and are not essential to purchase, however they could be used as a good source of reference.



Curriculum Overview



SUBJECT:	PERSONAL DEVELOPMENT	YEAR	10
INTENT:	Personal Development is an important part of the development of young people. It aims to encourage students to participate in decision making, firstly within their own social groups and their school, in their communities and finally on a global level. Young people need to develop an interest in the way decisions are made and consider how they then themselves can influence decision. The Personal Development SOL is designed to encourage them to develop the skills and understanding to do this effectively.		

UNITS OF WORK (2 terms per unit)

Unit 1: Living in the wider world	Unit 2: Health and Wellbeing	Unit 3: Relationships
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Key Knowledge/Development		Key Skills Development	Assessment
Why is it important to have knowledge of the world around us? Politics Prejudice and discrimination Privilege Eating disorders Mental health and suicide Bereavement support Teenage relationship abuse Domestic abuse	The impact of pornography Outcomes of pregnancy Parenting Relationship breakdown Gaming and gambling Alcohol Drugs How to make the most out of work experience? How do I revise? How do I look after my mental health during exams?	<ul style="list-style-type: none">Students will understand why it is important to have knowledge of the world around them including politics, prejudice, discrimination and privilege. They will learn how to apply that knowledge to their own community.Students will recognise the warning signs of eating disorders, poor mental health, teenage relationship abuse, domestic abuse and where to receive signposted supportStudents will understand the role and influence of drugs, alcohol, gaming, gambling and pornography in societyStudents will prepare for work experience	Knowledge tests after each unit Assessment for Learning during questioning and feedback during lessons
			Curriculum Enrichment <ul style="list-style-type: none">Work experience weekGuest speakers and eventsExtra-curricular activitiesPCSO visitsCareers fair
EDI/SMSC/British Values/Careers			Literacy/Numeracy
<ul style="list-style-type: none">Mutual respect and tolerance – prejudice and discrimination, privilegeDemocracy – politicsSocial – Parenting, teenage relationship abuseMoral – Outcomes of pregnancy, alcohol, drugsSpiritual – Bereavement support, mental health and suicideCultural – politics, prejudice and discrimination, gaming and gambling			<ul style="list-style-type: none">Subject specific key words & glossaryUsing appropriate terminology/key wordsWriting and speaking at greater length



Curriculum Overview



SUBJECT:	PERSONAL DEVELOPMENT	YEAR:	11
INTENT:	Personal Development is an important part of the development of young people. It aims to encourage students to participate in decision making, firstly within their own social groups and their school, in their communities and finally on a global level. Young people need to develop an interest in the way decisions are made and consider how they then themselves can influence decision. The Personal Development SOL is designed to encourage them to develop the skills and understanding to do this effectively.		

UNITS OF WORK

Unit 1: Living in the wider world (2 terms)	Unit 2: Health and Wellbeing (2 terms)	Unit 3: Relationships (1 term)
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none">• What are my post-16 options?• Employability skills• How do I write a CV?• Writing a CV• Interview skills• How do I stay safe in nightclubs and at festivals?• How can I look after myself around exams?• Healthy intimate relationships• How do I know if I'm ready for sex?• Fertility and reproduction• Self-examination (testicles, breasts and skin)• Child exploitation• Radicalisation and extremism• Honour based abuse• Driving tests and the highway code	<ul style="list-style-type: none">• Critically look at a topic and give justification to form a coherent argument.• To demonstrate confidence in obtaining help for mental health problems.• Producing a CV• Recognise personal strengths, interests, skills & qualities including value to future employability• Explain and justify a variety of viewpoints.• Develop conclusions with increasingly detailed justification.• Use a variety of key words and highly relevant topic concepts.	Knowledge tests after each unit Assessment for Learning during questioning and feedback during lessons
		Curriculum Enrichment <ul style="list-style-type: none">• Mock interviews• Safe Drive, Stay Alive• Guest speakers and events• Extra-curricular activities• PCSO visits• Careers fair
EDI/SMSC/British Values/Careers		Literacy/Numeracy
<ul style="list-style-type: none">• Enjoy learning about oneself, others and the surrounding world, offer reasoned views, use a range of social skills, understand, accept, respect and celebrate diversity.• Looking at different job pathways/qualifications• Core British values-tolerance and respect, individual liberty, the rule of law, democracy• Extremism and radicalisation targeting young people• Careers – preparing for life after secondary school		<ul style="list-style-type: none">• Subject specific key words & glossary• Using appropriate terminology/key words• Writing and speaking at greater length



Curriculum Overview



SUBJECT:	RELIGIOUS STUDIES	YEAR:	10
INTENT:	To create engaging lessons to promote a deep understanding of the subject. Lessons will build on prior learning from KS3 enabling students to be able to apply their learning, synthesising concepts and evaluating higher order questions		

UNITS OF WORK

1. Judaism beliefs and Teachings: Completion, Covenants, Key Moral Principles, Eschatology	2. Judaism practices: Worship in Synagogue, Religion in the home, Dietary Laws, Rites of Passage,	3. Judaism practices - festivals Beliefs, and Teachings Christianity: Good and Evil, Theodicies, Eschatology, Jesus
4. Beliefs and Practices: Christianity: Worship, Sacraments, Pilgrimage, and the role of the Church in the world.	5. Theme B Religion and Life	6. Theme B Religion and Life completion and assessment.

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none">Studies to synthesise learning.Analysis of a range of religious and non-religious responses to ethical and philosophical issues.Apply prior learning from Religions papers studied in year 10 (Christianity and Judaism) to each themeExploring a wide range of evidence in relation to each theme explored, particularly sources of wisdom.	<ul style="list-style-type: none">Discursive writing, evaluating a range of responses to ethical issues.Justification, reaching a justification, using reasoned arguments.Analysis of sources of wisdom – carefully selecting evidence and justifying their use/application	<ul style="list-style-type: none">Continuous assessment e.g.GCSE practice questions used extensively throughout the course. C/W and H/W. Self and peer assessed.Knowledge retrieval tasks embedded.Key word spellings – religious literacy tests.Formal PPEs
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none">Moral issues explored, eg the value and importance of human life.Spirituality – issues affecting life and death, the nature of reality.Value of human rights – persecution of religious believers – impact of thisCareers – Public Services, Law, Teaching, Caring services, International development/charities	<ul style="list-style-type: none">Development of Religious literacy – subject specific technical language.Hebrew terms – developing understanding and fluency of key terms.Etymology – word roots – eg the omni's, key characteristics of God.Interpreting data on religious traditions in the UK and worldwide and drawing conclusions based on this.	<ul style="list-style-type: none">Guest speakers – Christian way of life, Jewish way of lifeWider reading lists – religion, ethics and philosophyRadio 4 – moral maze, Beyond Belief, BBC documentaries.Exploration of films – eg. Noah, Boy in Striped Pyjamas, Schindler's List.Revision sessions prior to PPE



Curriculum Overview

SUBJECT:	RELIGIOUS STUDIES	YEAR:	11
INTENT:	To create engaging lessons to promote a deep understanding of the subject. Lessons will build on prior learning enabling students to be able to apply their learning, synthesising concepts and evaluating higher order questions.		

UNITS OF WORK

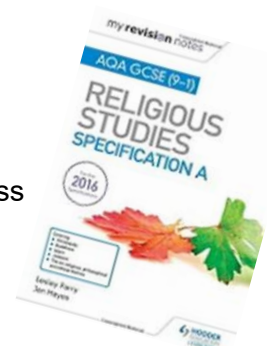
Religion, Crime and Punishment: Theme E	Religion, Crime and Punishment: Theme E Completion.	Religion Peace and Conflict: Theme D
Religion and Human Rights: Theme F	Revision and Exam Practice	Revision/Final Exams

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> Studies to synthesise learning. Analysis of a range of religious and non-religious responses to ethical and philosophical issues. Apply prior learning from Religions papers studied in year 10 (Christianity and Judaism) to each theme Exploring a wide range of evidence in relation to each theme explored, particularly sources of wisdom. 	<ul style="list-style-type: none"> Discursive writing, evaluating a range of responses to ethical issues. Justification, reaching a justification, using reasoned arguments. Analysis of sources of wisdom – carefully selecting evidence and justifying their use/application. 	<ul style="list-style-type: none"> Continuous assessment e.g. <ul style="list-style-type: none"> GCSE practice questions used extensively throughout the course. C/W and H/W. Self and peer assessed. Knowledge retrieval tasks embedded. Key word spellings – religious literacy tests. Formal PPEs
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> Moral issues explored, eg the value and importance of human life. Spirituality – issues affecting life and death, the nature of reality. Value of human rights – persecution of religious believers – impact of this Careers – Public Services, Law, Teaching, Caring services, international development/charities 	<ul style="list-style-type: none"> Development of Religious literacy – subject specific technical language. Etymology – word roots – eg. the omni's, key characteristics of God. Crime – statistics, death penalty, human rights, war and pacifism, ownership of nuclear weapons etc. 	<ul style="list-style-type: none"> Guest speakers – religions and morality – sanctity of life. Jewish Museum trip. Wider reading lists – religion, ethics, and philosophy Radio 4 – moral maze, Beyond Belief, BBC documentaries. Exploration of films – eg. Dead Man Walking, Juno, Schindler's List.

Subject specific revision resources for RELIGIOUS STUDIES

We are following AQA Religious Studies Specification A. Students can access a range of PowerPoints via Teams.

NOW IS THE TIME



Make sure you use your books and your revision guides.

Get started: Stop thinking about revising and start doing it! The best place to start is with your Exercise books using notes and exam practice from throughout Year 10 and 11. Year 11 students also have revision materials as part of their tutor program.

Help!!!! Where can you go for help?



- GCSE POD a free resource, short videos/pods covering the content of the religious studies - AQA specific. Fantastic revision tools.
- Oak Academy has free online lessons – follow the link for RS units: <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/religious-education>
- REONLINE has some great resources for Christianity.
- BBC Bitesize has lots of information and Test Bites you can use.
- AQA website search for GCSE RS – there are lots of really good revision materials. Read the specification!
- Power points from our lessons will be available on Teams. Use them to fill in gaps, check understanding and complete challenge tasks to extend your knowledge.
- Use the revision materials we have provided.
- Textbooks:
- My revision notes Religious Studies Specification A Lesley Parry & Jan Hayes
- GCSE AQA A Religious Studies The Revision Guide, CGP Religious Studies Specification A, Lesley Parry, Jan Hayes & Sheila Butler

Create:

A'maps
Revision cards
Image cards
Audio files
Timed tests
Exam practice (any you complete, we will mark).
Do not read page after page and hope it sinks in – this is not the most efficient way to revise.



Paper 1:

Christianity Beliefs and Teachings
Judaism Beliefs and Teachings
Christianity Practices
Judaism Practices

Learn key words!

TIP: when learning quotes – focus on quotes that can be used in more than one topic, for example The Sheep and the Goats is good for Life after death, wealth and poverty, The role of the church, crime and punishment, social justice.

Paper 2:

Themes: We study 4 Themes

Religion and Life (B)
Religion, Peace, and Conflict (D)
Religion, Crime and Punishment (E)
Religion, Human Rights and Social Justice. (F)

Make sure you know which Themes you are answering questions on!

Paper 1:	
Christianity Beliefs and Teachings The qualities of God The Trinity The problem of evil and suffering Creation The Afterlife Jesus Resurrection Sin Salvation and what it means for Christians Practices Communal worship and Private worship Sacraments Baptism The Eucharist Pilgrimage Festivals – Christmas and Easter The role of the church in the local community Evangelism Persecution and reconciliation Poverty	Judaism Beliefs and Teachings The nature of God Covenants Laws (mitzvot) and reasons for observance Key moral principles The Messiah Life after death Pikuach nefesh Practices The law Jewish dietary law Synagogue and worship Prayer Shabbat – including importance of the home in Judaism Rites of passage Marriage Death and mourning Rosh Hashanah and Yom Kippur Pesach

You are expected to manage your own time – you have 1 hour 45 minutes in total for both papers.

The exam board recommend **spending 50 mins on each paper.**

Paper 2:			
Religion and life	Religion, Peace and Conflict	Religion, Crime & Punishment	Religion, Human Rights & Social Justice
Origins of the universe Evolution Genesis The value of the world Environmental damage Global warming Destruction of natural habitats Use and abuse of natural resources Caring for the world Animal Rights Animal experimentation Use of animals for food Religious attitudes to the environment and animals The value of human life Religious attitudes to life Abortion Euthanasia Religious attitudes to abortion and euthanasia Life after death	Forgiveness Violence and violent protest Terrorism Religious responses to the reasons for war Religious attitudes to war Just war Holy War Victims of war Weapons of mass destruction (WMDs) Religious attitudes to peace and pacifism.	Laws Crime Good and evil The aims of punishment Religious attitudes to crime and punishment Suffering and forgiveness Punishment Corporal punishment The death penalty - capital punishment Religious beliefs about capital punishment	Social justice Human rights – what are they? Freedom of religious expression Should religious people express their beliefs openly? Prejudice Racism Wealth Poverty Responsibility to the poor Religious attitudes to helping the poor

Make sure that you can give different viewpoints on all of these issues using the religions we have studied.



Curriculum Overview



SUBJECT:	SOCIOLOGY	YEAR:	10
INTENT:	The intent of AQA GCSE Sociology is develop students' understanding of key sociological concepts, theories, and research methods. Students will be able to analyse social issues, institutions and processes, evaluate different perspectives and apply sociological knowledge to real world scenarios.		

UNITS OF WORK

Introduction to Sociology	The Sociology of Families	Research Methods	The Sociology of Education
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none">An introduction to the different aspects of sociological studyEngagement with the founding fathers of sociology and their key theoriesAn ongoing analysis of the sociological perspectives and how they apply to the different sociological areasFeminist/Functionalist/Marxist views towards:<ul style="list-style-type: none">The FamilyEducationDeveloping an understanding of the core concepts that societies value.	<ul style="list-style-type: none">Ability to critically engage with different sociological factorsKnowledge of sociological conceptsCritical analysisUnderstanding of the connection between core themes	<ul style="list-style-type: none">GCSE practice questions throughout the course in class and homeworkLow stake assessments (quizzes)Retrieval practiceEnd of unit testsFormal PPEs
EDI/SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none">How society is changing with reference to British societyThe family and how family values changeDiversity and inclusionAttitudes towards diversity in societyHow has the British social hierarchy changed? Has this hierarchy still got any importance and influence in British society today.Comparison to the wider world – How are British core values and societal structures different in other places around the world?	<ul style="list-style-type: none">Literacy is developed through essay writing skills and an engagement with the subject specific language throughout the course.Numeracy is developed through an application of research methods – students engage in a critical analysis of data from sociological studies	<ul style="list-style-type: none">Documentaries that explore current sociological issues.Conducting own sociological research i.e. surveysThis is still a very new GCSE course – more curriculum enrichment outside of the classroom will be introduced in the next academic year.



Curriculum Overview



SUBJECT:	SOCIOLOGY	YEAR:	11
INTENT:	The intent of AQA GCSE Sociology is develop students' understanding of key sociological concepts, theories, and research methods. Students will be able to analyse social issues, institutions and processes, evaluate different perspectives and apply sociological knowledge to real world scenarios.		

UNITS OF WORK

The Sociology of Crime and Deviance	Social Stratification	Revision of all units
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Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none">Continued engagement with the founding fathers of sociology and their key theoriesAn ongoing analysis of the sociological perspectives and how they apply to the different sociological areasFeminist/Functionalist/Marxist views towards:<ul style="list-style-type: none">Crime and devianceSocial stratificationContinuing to develop understanding of the core concepts that societies value.	<ul style="list-style-type: none">Ability to critically engage with different sociological factorsKnowledge of sociological conceptsCritical analysisUnderstanding of the connection between core themes	<ul style="list-style-type: none">GCSE practice questions throughout the course in class and homeworkLow stake assessments (quizzes)Retrieval practiceEnd of unit testsFormal PPEs
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Attitudes to Learning

	Attitudes to Learning	Attitude to quality of work (including homework)
Outstanding A	<ul style="list-style-type: none"> <input type="checkbox"/> Very highly motivated and displays exceptional levels of effort, concentration and commitment <input type="checkbox"/> Makes a thoughtful contribution in lessons eg asking and answering questions and taking an active role in group work <input type="checkbox"/> Thrives on facing and overcoming learning challenges - shows a high level of resilience <input type="checkbox"/> Always able to work independently and take responsibility for their own learning – engages actively with feedback and able to critically evaluate their own work and set meaningful targets 	<ul style="list-style-type: none"> <input type="checkbox"/> Frequently goes above and beyond (including completion of appropriate challenge tasks) when working in class and at home <input type="checkbox"/> Shows exceptional engagement when completing all homework including flipped learning <input type="checkbox"/> Will often choose to extend their learning (additional research, reading, practice of skills etc). They will often choose their own optional reading eg reading outside of the classroom <input type="checkbox"/> Will be meticulously organised and take exceptional pride in their work
Very Good B	<ul style="list-style-type: none"> <input type="checkbox"/> Highly motivated and displays very high levels of effort, concentration and commitment <input type="checkbox"/> Participates well in class eg asking and answering questions and works well as part of a group <input type="checkbox"/> Enjoys learning challenges – shows a reasonable level of resilience <input type="checkbox"/> Able to work independently and take responsibility for their own learning – engages actively with feedback and able to evaluate their own work and set meaningful targets 	<ul style="list-style-type: none"> <input type="checkbox"/> Can go above and beyond when completing all work (including appropriate challenge tasks) when working in class and at home <input type="checkbox"/> Shows high levels of effort when completing all homework including flipped learning <input type="checkbox"/> Will sometimes choose to extend their learning (additional research, reading, practice of skills etc). They will begin to choose their own optional reading eg reading outside of the classroom <input type="checkbox"/> Will be very well organised and take great pride in what they produce
Good C	<ul style="list-style-type: none"> <input type="checkbox"/> Motivated and displays a good level of effort, concentration and commitment <input type="checkbox"/> Participates in class eg asking and answering questions with a little encouragement; is able to work as part of a group <input type="checkbox"/> Will attempt learning challenges - may need some encouragement and support <input type="checkbox"/> Usually able to work independently and take responsibility for their own learning – does engage with feedback (although may need prompting) and able to set reasonable targets. 	<ul style="list-style-type: none"> <input type="checkbox"/> Completes all work (including appropriate challenge tasks) in class and at home and does so at an acceptable standard <input type="checkbox"/> Shows effort when completing most homework including flipped learning o Will sometimes choose to extend their learning (additional research, reading, practice etc). They may choose some optional reading eg reading outside of the classroom o Will be organised and take pride in the work they produce
Improvement Required D	<ul style="list-style-type: none"> <input type="checkbox"/> Sometimes does not complete all work and is not always focussed, occasionally disrupts the learning of others <input type="checkbox"/> Reluctant to participate in class discussion and struggles to engage in group tasks <input type="checkbox"/> Reluctant to attempt learning challenges - may need a lot of teacher encouragement and support <input type="checkbox"/> Struggles to work independently and does not take responsibility for their own learning – does not willingly engage with feedback or setting of targets 	<ul style="list-style-type: none"> <input type="checkbox"/> Produces work that is incomplete or below the acceptable standard for their ability <input type="checkbox"/> Often fails to complete homework including flipped learning on time o Shows little sign of extending their own learning (additional research, reading, practice of skills etc). Is not prepared to complete optional reading (including reading outside of the classroom) <input type="checkbox"/> Is not organised, this may include forgetting books and equipment, there is a lack of pride in what they produce o Needs frequent reminders about basic expectations for work
Major Improvement Required E	<ul style="list-style-type: none"> <input type="checkbox"/> Often does not complete all work and will frequently disrupt the learning of others <input type="checkbox"/> Will not participate in class discussions or engage in group tasks <input type="checkbox"/> Will not attempt learning challenges. Needs a lot of teacher encouragement and support <input type="checkbox"/> Does not work independently and take responsibility for their own learning – does not engage with feedback or setting of targets 	<ul style="list-style-type: none"> <input type="checkbox"/> Nearly always produces work that is incomplete or below the acceptable standard for their ability <input type="checkbox"/> Nearly always fails to complete homework including flipped learning on time <input type="checkbox"/> Shows no signs of extending their own learning <input type="checkbox"/> Is disorganised, this includes forgetting books and other equipment, there is little pride in what they produce <input type="checkbox"/> Needs constant reminders about basic expectations for work

Apps / Websites to Help Organise Revision

Try to encourage your child to break down their revision by task, rather than by time. For example:

Revise the causes of the Vietnam War

Rather than

Revise History for 1 hour

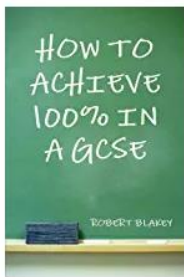
Revision sessions should be short and often, rather than a mammoth session the night before. It is important that students allow time for relaxation as well as work — the 80/20 rule is quite useful. If they are doing what they said they would do for 80% of their planned time, then they are succeeding!

These are some websites and apps that help students create a revision timetable:

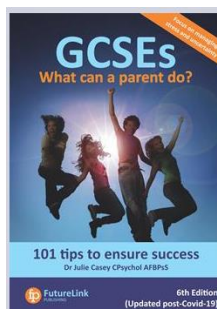
Web-based:

<https://getrevising.co.uk/planner> - helps prioritise weaker subjects, and also has a huge bank of resources and notes

<https://www.goconqr.com/en-GB> - allows you to put together a calendar and also create revision resources — flash cards and mind maps etc.

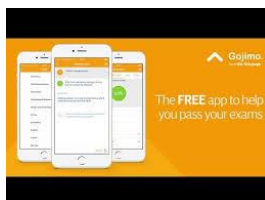


This book is very helpful with general advice – written by a teenager just after he finished his own GCSEs.



Helpful tips and advice for parents of students studying GCSE.

Apps

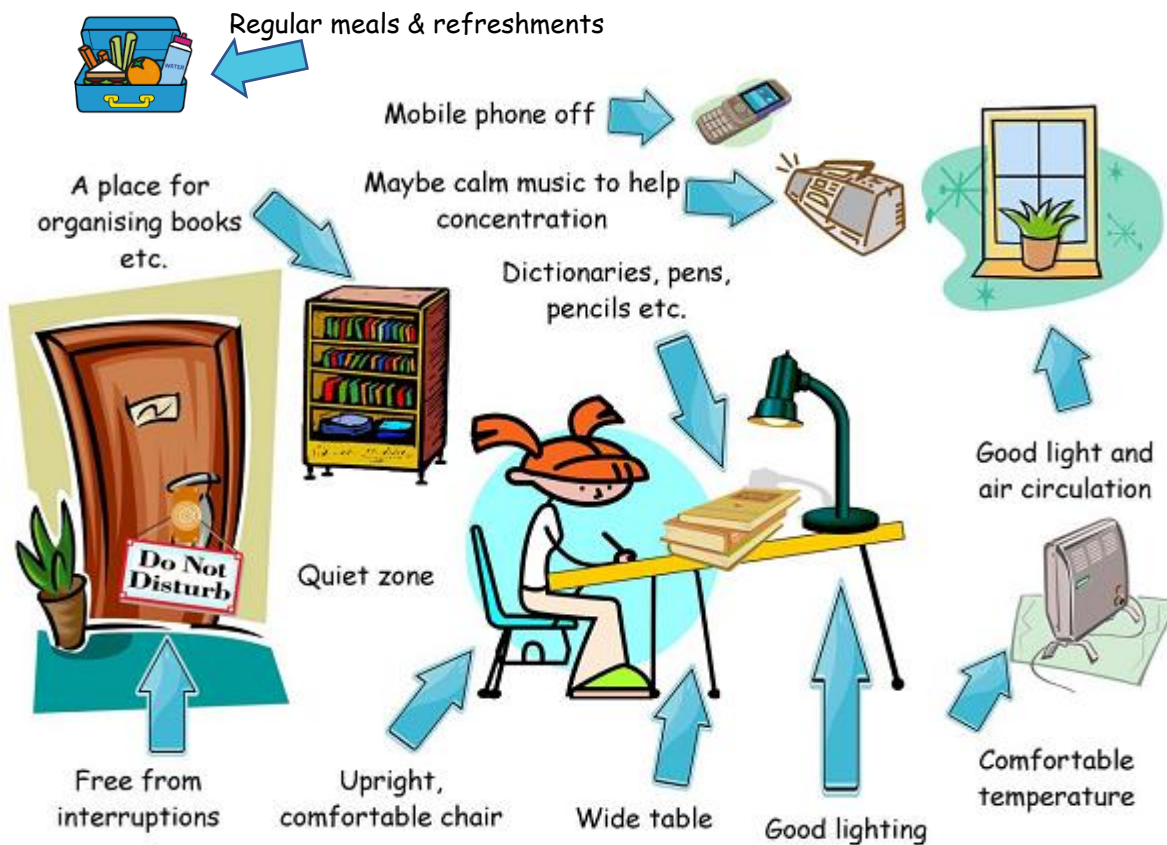


Gojimo is a free app available for both IOS and Android. It also comes recommended by a number of Y11 students who have used it in previous years.



What can parents do to help?

A place to study – if you can help provide some or all of these, this is a great start:



Students learn 'how to study' in their Personal Development lessons.



Revision – from start to finish (1)

Why are each of these things important?

I start revising properly at least 4 weeks before my exams.	Your brain needs time to form solid memories.	I spend most time revising the things I find difficult, and less time on the topics / areas I know I am good at.	The things you find difficult are the weak areas that will let you down in the exam if you don't sort them out through revision.
I have a quiet space to work in.	You need to learn in the same type of environment you'll be tested in – that's why music / TV are actually not helpful.	I use past paper or practice questions when I revise and I mark them / get them marked.	Crucial to get these marked so you know if you are on the right track.
I get plenty of sleep before and during the exam week.	You need to look after your physical health – sleep, good food and staying hydrated help your brain function better.	These are the ways I revise – circle / highlight the ones you use and feel free to add any other methods.	Active learning is key – reading is the least effective method (you only remember 1/5 of what you read).
I get exercise and put in 'non-work' sessions in my revision timetable.	You need exercise / fun to stay mentally healthy!		
I plan how much time I will spend on my revision and I stick to my plan.	You're less likely to get stressed if you stick to your plan – managing 80% is a good target, because life can still get in the way, so be flexible.	I think my revision strategy works because I am meeting my target grades in all my subject areas.	This is why you do it, so if you aren't getting the grades, you need to change your strategy!

Revision – from start to finish (2)

Step 2 - Planning your revision – setting out your timetable.

The next PPEs begin 18 November. You need to start your revision four weeks before AT THE LATEST – so that is now!!!

- Write a list of all the subjects you take – don't forget that English language and English literature are two separate subjects!
- On a full page in your book, draw up a table that looks like this – then draw three more (so you have one for each week of your revision)

w/b	Mon	Tues	Weds	Thur	Fri	Sat	Sun
Morning							
Afternoon							
Evening							

Objectives: All of us will have constructed a revision timetable. Most of us will have a list of strategies to use during our revision. Some of us will have extended our revision timetable to include other subjects.

Revision – from start to finish (2)

Step 2 - Planning your revision – setting out your timetable.

Now identify 30 or 45 minute slots which you could use for revision throughout the week... (you won't necessarily work in all of them – we're just looking for opportunities)

w/b	Mon	Tues	Weds	Thur	Fri	Sat	Sun
8.1.18							
Morning							
Afternoon							
Evening							

Lunchtime in school

Guitar lesson, 5:30 - 6:30

Going to Uncle Bert's wedding - not back until 11:00pm

So, a good revision timetable should have...

- ▲ Some clear time for each subject
- ▲ A clear description of exactly what you will revise in each revision slot – FOCUSING ON WHAT YOU FIND MORE DIFFICULT/YOUR WEAK AREAS
- ▲ A balance of work and relaxation. 20-minute slots are a good time span before taking a break
- ▲ Time to study — help them organise a revision timetable — it should have a balance of work and relaxation.

Students should understand that revision takes time, but it will be worth it!

Students could be encouraged to work for two of these sessions each day and choose one to relax.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Morning							
Afternoon							
Evening							

Encouragement and interest — where possible, try to praise them when they've completed a revision session.

If possible, don't nag! "Have you done your History revision?" Could be "How are you getting on with your History revision?"

Students use many revision activities to help them revise. Here are some you could ask them about/help them with:

- Mind maps - you can use these to help you remember the key information from each subject/topic you study. They should be put up somewhere visible and looked at regularly!
- Cue cards for learning quotes – write short, memorable pieces of information onto cue cards and learn them. You can play with friends on a Friday night – what better activity?
- Planning – practise planning under timed conditions, so that when it comes to the real thing, you are fast and effective at getting all of the information onto the page. Try a number of ways and see what works best for you (table/mind map/numbered bullets).
- Re-read the information – but actively. Ideally you would have your own copy and could highlight/underline and mark key points in the textbook/novel/revision guide. You should also then add/improve your mind maps and notes.
- Record yourself reading the textbook/revision guide/notes you've made and listen back in bed, on the bus or during dinner!
- Focus on what you don't know and start with the end in mind – what do you need to know?

Try to ask specific questions about what they are working on to test them — 'Can you tell me the French verb endings you've just revised?' or 'what can you tell me about the chemical reactions you've just revised?'

Give them meta cognition questions – ask them 'why is this happening?' or if they are stuck – 'when was the last time you worked this sort of problem out and how did you do it?'

Successful Revision Strategies

We learn:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 40% of what we see and hear
- 70% of what is discussed
- 95% of what we teach to someone else



This means that the best method of learning is having to explain or teach a topic to someone else.

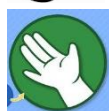
Whatever strategies students use, it needs to be active. We all prefer to learn in different ways, so revision activities need to play to these strengths:



Visual — (people who learn best visually — colour, pictures, charts, diagrams) approximately 29% of people have a visual learning preference.



Auditory — (people who learn best through what they hear— discussion, tape recordings)— approximately 34% of people have an auditory learning preference.



Kinaesthetic (people who learn best through *doing' — practical activities, drama), approximately 37% of people have kinaesthetic learning preference.

Students may prefer to use one or several of the following methods, depending on their preferred learning style and the subject they are revising:

Visual	Auditory	Kinaesthetic
Summarise key points on post-its and organise on the wall	Make up rhymes / mnemonics	Make an animated Powerpoint
Highlight / circle key points	Create a podcast	Create flashcards that you can sort / re-order
Traffic light key points	Teach someone else	Act out a topic / use gestures to demonstrate an idea (similar to phonics teaching)
Draw diagrams / pictures / mind maps	Write raps / rhymes / chants / verses	Play revision games — GCSE Bitesize
Display key information / ideas around the room	Listen to music to help energise / relax / visualise	Design and build a model to illustrate a concept

Effectiveness of 10 learning techniques from Dunlosky et al (2013)

HIGH UTILITY	Practice Testing	Self-testing to test knowledge, especially flash cards
	Distributed (spaced) practice	Spreading out study over time
MODERATE UTILITY	Elaborative interrogation	Being able to explain a point or fact
	Self-explanation	How a problem was solved
	Interleaved practice	Switching between different kinds of problems
LOW UTILITY	Summarization	Writing summaries of texts
	Highlighting	Highlighting portions of text while reading
	Keyword mnemonic	Choosing a word to associate with information
	Imagery use for text learning	Forming mental pictures while reading or listening
	Re-reading	Reading material again after an initial reading

Mark Enser's research also suggests that not all revision techniques are as equally effective. Students are more likely to choose a less effective technique which is more comfortable to them (reading through work for eg) than a more effective technique (self-testing) which is less comfortable. His research goes on to state that boys are more likely to revise less well than girls.

Your role throughout the year could also include:

- Partner with school – attending Parents' Evenings, asking questions of teachers about your child.
- Provide the tools your child needs to complete homework – including helping them to establish a routine and have a quiet place to work.
- Study buddy – show an interest in the subjects they study; you do not need to be an expert in them. Support with homework, don't do it for them.
- Entertainment Officer – find out about TV programmes, theatre productions etc which could be relevant to your child's learning.
- Go-between for your child and the school, ensuring any issues and problems are known to us and we can work together to solve them.
- Project Manager – agreeing rules eg homework routines, bed - times and revision schedules.

'Parental support is eight times more important in determining a child's academic success than any other reason.' Research by the Times Educational Supplement.