



WELLSWAY
SCHOOL

Wellsway School - Curriculum
Overview

Year 10

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Key Stage 4 – Business Learning Journey

How will you be assessed?

Component 1 – Business Dynamics – 62.5% of GCSE – 2 hours

- A mix of short answer and structured questions based on stimulus material covering all of the specification content

Component 2 – Business Considerations – 37.5% of GCSE – 1 hour 30 minutes

Data response questions covering all of the specification content

Useful Links:

BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zbqrgwx>

GCSEPod: <https://www.gcsepod.com/>

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

Eduqas Resources:
<https://resources.eduqas.co.uk/Pages/ResourceByArgs?subId=4>

UNIT 6: Human Resources

- Recruitment & Training
- Motivation
- Organisational Structures
- Communication
- Unions

Year 11 November Mock



UNIT 5: Marketing

- Customer needs
- Segmentation
- Market Research
- The Marketing Mix

Year 11 March Mock



UNIT 4: Finance


- Sources of Finance
- Revenue and Costs
- Profit and Loss Accounts
- Cash Flow
- Financial Performance

GCSE EXAMS

YEAR 11

GCSE

Year 10 Mock



UNIT 3: Business Operations

- Production Methods
- Quality
- Supply Chain
- Sales Process

UNIT 2: Influences on Business

- Technological Influences
- Ethical Influences
- Environmental Influences
- Economic & Global Influences
- Legal Influences

UNIT 1: Business Activity

- Goods and Services
- Business Enterprise
- Business Planning
- Ownership & Growth
- Business Location

YEAR 10

How will you be assessed?

Examined assessment – 40% of qualification – 1 hour 30 minutes

- A mix of short answer and structured questions based on stimulus material covering all of the specification content

Non-exam assessment (NEA) – 60% of qualification – 21 hours & 2 hours prep

- Externally-set, synoptic project based on a brief provided by NCFE

Useful resources:

Bizconsesh: [youtube.com/@bizconsesh](https://www.youtube.com/@bizconsesh)

GCSEPod: <https://www.gcsepod.com/>

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

BBC Bitesize: <https://bbcbitesize.com/en-GB/>

Microsoft Teams



CA5: Business Growth

Understand the different ways a business can grow and the implications of each method

CA6: Finance

Internal and external finance and the implications
Understand the purpose of each financial document

**Year 11
November
Mock**



CA8: Business planning

Understand the purpose of a business plan

Controlled assessment: analyse synoptic brief & complete 21 hours



Revision

Recap all eight topic areas
Exam technique

Exam day:

Sit one 90 minute examination

**YEAR
11**

Year 10 Mock



CA7: External influences

Understanding how factors impact a business (PESTLE)

CA4: Operations management

How to maintain quality?
Production methods

CA3: Human resources

Research into job adverts
Importance of employee motivation

CA2: The marketing mix, market research and market types

Create a marketing mix
Market research activity

CA1: entrepreneurship, business organisation and stakeholders

Importance of meeting needs of stakeholders

GCSE EXAMS

**YEAR
10**

Year 10 Art

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theory	<p>Unit 1 Refining Skills: (AO3)mixing skin tones. (AO3) Drawing from first hand observation (AO4)Presentation of sketchbook techniques. (AO4) Annotation and writing about techniques. (AO1) Theory of the elements of Art: Line, Tone, Colour.</p>	<p>Unit 1 Refining Skills: (AO2)Clay techniques. (AO3)Using composition techniques to take photographs. (AO3)Theory of mixing and applying Acrylic paint to create texture. (AO1) Contemporary craft Writing Artist Analysis on Kate Malone. (AO1) Pop Art/ still life Artist Analysis. Students to choose from option. Composition</p>	<p>Unit 1: 60% it matters to me project (AO1) How to generate ideas (AO1) Presenting ideas based upon a theme by creating a Mood board (AO2) Lino printing (AO4) Presentation techniques (AO1) Independent artist study</p>	<p>Unit 1: 60% it matters to me project (AO1)How to generate ideas (AO1)How to visualise initial ideas (AO1) Title page (AO1) Independent artist research (AO1) Artist copies (AO4) Presentation</p>	<p>Unit 1: 60% it matters to me project (AO1) Independent artist research pages (AO3) Record observations using a range of drawing techniques scale proportion shade tone and shape</p>	<p>Unit 1: 60% it matters to me project (AO2)How to develop personal responses and ideas inspired by artists chosen to refine ideas composition and arrangement (AO1) independent artist research page</p>
Practical	<ul style="list-style-type: none"> •Typography •Use of colour pencils to portray the elements of Art. •Line drawing experiments. •Contour drawings. •Colour wheel mixing. •Portrait practice. •Painting with skin tones, contouring portraits. 	<ul style="list-style-type: none"> •Still life painting with acrylic •Using watercolours •Hand building techniques with clay •How to use oil pastels 	<ul style="list-style-type: none"> •Create a mindmap and present ideas •Visualise ideas •Lino printing •Background collage with tissue papers •Student led artist study Clay/Watercolour/acrylic 	<ul style="list-style-type: none"> •Create a mindmap and present ideas •Moodboard •Student led artist research IT •Water colour wash backgrounds 	<ul style="list-style-type: none"> •Drawing from photographs •Taking photographs •Drawing in pen •Drawing in coloured pencil 	<ul style="list-style-type: none"> • Student led responses in either clay/water colour acrylic/collage that develop AO3 drawings and primary photographs

Year 10 Creative Technology

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theory	<p>Unit 1: 60% Different Cultures Project.</p> <p>-(AO2) Mixed media mind map and title page. -(AO3) Drawing from first hand observation -(AO4) Presentation of sketchbook techniques. -(AO4) Annotation and writing about techniques. -(AO2) Clay theory, health and safety. -(AO1) Native Americans.</p>	<p>Unit 1: 60% Different Cultures Project.</p> <p>-(AO1) Contemporary craft Writing Artist Analysis on AJ Fossik. -(AO2) Paper sculpture -(AO3) (AO3) Annotations -(AO1) Totem context and design.</p>	<p>Unit 1: 60% Different Cultures Project.</p> <p>-(AO2) Paper mâché -(AO1) Cultural Research Independent study -(AO1) Presentation techniques -(AO2) Collage</p>	<p>Unit 1: 60% Different Cultures Project.</p> <p>-(AO2) Linocut and printing techniques -(AO2) Scaperboard techniques - (AO2) Bas Relief</p>	<p>Unit 1: 60% Different Cultures Project.</p> <p>- (AO1/2) Vase designs - (AO2) Clay - (AO2) Cardboard masks</p>	<p>Unit 1: 60% Different Cultures Project.</p> <p>- (AO2) Carboard techniques -(AO2) Clay techniques -(AO2) Vacuum Forming health and safety</p>
Practical	<ul style="list-style-type: none"> • Coffee staining • Cellophane transfer • Typography • Clay • Paint 	<ul style="list-style-type: none"> • Paper collage • Paint. • MDF 	<ul style="list-style-type: none"> • (AO2) Paper mâché practical • Collage 	<ul style="list-style-type: none"> • Lino cutting • Lino Printing • Scaperboard • Clay 	<ul style="list-style-type: none"> • Painting • Clay • Carboard 	<ul style="list-style-type: none"> • Cardboard/ Modroc • Vacuum forming plastic

Year 10 food preparation and nutrition

	Term 1	Term 2	Term 3
Theory	<p>Commodity: Fruit & Vegetables</p> <p>Core Knowledge: Principles of nutrition: macronutrients and micronutrients Diet and good health: health issues vitC/fibre, RDAs/DRVs -VitC/fibre The science of food: food hygiene & safety, food spoilage – pathogenic bacteria, poisoning risks, high risk foods & food safety, bacteria & yeasts, Enzymic browning Where does food come from: Food Provenance Cooking & food preparation: knife skills, preservation, gelatinisation</p>	<p>Commodity: Cereals The Chorleywood process, gluten, coeliac, types of cereal, bread, rice pastry</p> <p>Core Knowledge: Diet and good health: nutritional values and deficiencies, safe and hygienic use of meat, use of different types of fat The science of food: Enzymic browning/oxidation, Yeast – raising agent, effects of heat on starch, dextrinisation, cross contamination, core temperatures Where does food come from: provenance, staple food, primary & secondary, crop failures, environmental impacts Cooking & food preparation: Glazing, knocking up, fluting pastry</p>	<p>Commodity: Cereals & Dairy - categories</p> <p>Core Knowledge: Principles of nutrition: dairy food nutrients, bone health, osteomalacia/osteoporosis Diet and good health: sugar uses & health issues, intolerances and alternatives The science of food: Dextrinisation, gelatinisation, raising agents, safety, storage and spoilage of dairy foods, protein denaturing, pasteurisation/homogenisation Where does food come from: Milking cows, processing milk, Cooking & food preparation: differences between wheat and maize flour, baking blind</p>
Practical	<ul style="list-style-type: none"> • Veg soup/ fruit salad & syrup, • Fruit jam,/chutney/pickles, Scones, • Rice/pasta salad/ coleslaw/potato salad, • Cauliflower/broccoli cheese • Ratatouille/Veg curry and rice/Fajitas/Veg stir fry <p>Homework</p> <ul style="list-style-type: none"> • Leaflet – Food safety and hygiene • Daily food diary for 1 week and categorise into the Eatwell Guide • Poster to encourage students to eat more fruit and veg • Food spoilage questions • Calculate cost of salads using a food program/BNF • Re-watch gelatinisation and explain process in their own words 	<ul style="list-style-type: none"> • Enzymic browning experiment – Apples • Shaped bread rolls/Focaccia - h/w gluten/yeast experiments • Risotto/egg fried rice/stuffed peppers/rice pudding • Sausage rolls • Making flaky/rough puff pastry <p>Homework</p> <ul style="list-style-type: none"> • Learn keywords and terminology • Write up gluten/yeast experiments • Risks associated with reheating rice • Investigate pastry fat/flour ratios • Cereal questions • Cost lasagne. Compare with ready-made lasagne value and M&S 	<ul style="list-style-type: none"> • Victoria sandwich/fairy cakes/swiss roll, Lemon meringue pie • Tasting of different milks and alternatives, panna cotta, cheese scones, quiche, goat cheese tart, parmesan biscuits, white fish in a cheese sauce • Experiment: SCP made with different flour/fat <p>Homework</p> <ul style="list-style-type: none"> • Mind map – how to adapt the basic recipes • Write up experiment of observations and conclusions SCP with different flour/fat • Key words, terminology • Draw up a chart of each type of dairy food and identify fat, salt & protein per 100g • Evaluate cost per 100ml/g of different milks • Analysis of cheese tasting. Cost each cheese per kg and discuss

Year 10 Product Design

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>3.1 Core technical principles</p> <p>3.1.1 New and emerging technologies</p> <ul style="list-style-type: none"> Industry and people Culture and society Environment & sustainability Production systems Technology informing design decisions <p>3.1.2 Energy generation and storage</p> <ul style="list-style-type: none"> Fossil fuels Nuclear power Renewable energy Energy storage systems & batteries <p>3.1.3 New materials</p> <ul style="list-style-type: none"> Smart materials Modern materials Composite materials Technical textiles <p>3.1.4 Systems approach to designing</p> <ul style="list-style-type: none"> Control systems Sensors Input & output devices Systems within design technology <p>3.1.5 Mechanical systems</p> <ul style="list-style-type: none"> Types of movement Linkages Gears Pulleys and belts <p>* Students have 3.1, 3.3 booklets. Textiles students will complete a 3.2 textiles booklet. If time, second papers & boards booklet.</p>	<p>3.1 Core technical principles</p> <p>3.1.6 Materials and properties</p> <ul style="list-style-type: none"> Material categories Material working properties Material applications Papers & boards Timbers Metals & alloys Polymers Textiles <p>* Set NEA slide 1 HW: Materials investigation</p>	<p>3.3 Specialist technical principles material areas</p> <p>Timbers</p> <p>3.2.1 Selection of materials</p> <ul style="list-style-type: none"> Functionality Aesthetics Availability Cost Social factors Cultural & ethical factors <p>3.2.2 Forces & stresses</p> <ul style="list-style-type: none"> Compression Tension Shear Torsion Bending <p>3.2.3 Sources & origins</p> <ul style="list-style-type: none"> Where materials are sourced from Converting materials into a useable form <p>3.2.4 Working with materials</p> <ul style="list-style-type: none"> Textile properties Textile uses Modifying textiles Textiles & commercial processes Shaping textiles by cutting & forming <p>3.2.5 Stock forms</p> <ul style="list-style-type: none"> Stock forms of textiles Components for joining textiles <p>3.2.6 Scales of production</p> <ul style="list-style-type: none"> Volumes of production Scales of production Manufacturing methods Production methods <p>3.2.7 Specialist technical principles</p> <ul style="list-style-type: none"> Tools, equipment & processes to shape materials Tolerance Commercial processes Quality control & quality assurance <p>3.2.8 Surface finishes</p> <ul style="list-style-type: none"> What is a finish & why are they important? Correct finishes for applications How finishes are applied for one-off & industrial processes <p>* Set NEA slides 2 & 3 samples investigation</p>	<p>3.3 Designing & making principles</p> <p>3.3.1 Investigation</p> <ul style="list-style-type: none"> Primary & secondary data Ergonomics & anthropometrics Presenting data Design briefs & specifications <p>3.3.2 Environmental challenges</p> <ul style="list-style-type: none"> Fair trade Deforestation <p>3.3.3 The work of others</p> <ul style="list-style-type: none"> The impact of designers The impact of companies <p>3.3.4 Design strategies</p> <ul style="list-style-type: none"> Collaboration and user-centred design Systems approach Iterative design process Drawing techniques <p>* Set NEA slide 4 designers</p>	<p>3.3 Designing & making principles</p> <p>3.3.5 Prototype development</p> <ul style="list-style-type: none"> CAD modelling Prototyping <p>3.3.6 Selection of materials & components</p> <ul style="list-style-type: none"> Availability Function Cost Quality control Tolerance <p>3.3.7 Material management</p> <ul style="list-style-type: none"> Templates Patterns Jigs Cutting efficiently to reduce waste Allowances <p>3.3.8 Specialist tools & machinery</p> <ul style="list-style-type: none"> Health & safety Working with tools & equipment safely <p>3.3.9 Specialist techniques & processes</p> <ul style="list-style-type: none"> CAD CAM Laser cutting Routing/milling lathes 3D printing CAD/CAM sewing machines <p>* Summer mock exam</p>	<p>1st June exam board release NEA. Research section of NEA.</p> <p>AO1: Identify, investigate and outline design possibilities to address needs and wants</p> <p>Slides already complete to date:</p> <ul style="list-style-type: none"> Materials investigation 2 x samples slides Designers investigation <p>A Identifying & investigating design possibilities</p> <p>B Producing a design brief & specification</p> <p>Term 6 slides to complete</p> <ul style="list-style-type: none"> Primary & secondary research Client profile Context analysis Social & economic effects Design brief & specification <ul style="list-style-type: none"> Summer holiday HW – rough, initial design ideas - at least 10
<p>Workshop safety</p> <p>Scroll saw puzzle</p> <p>Vacuum forming</p> <p>Bending polymers</p>	<p>Joining metal</p> <p>Designing on 2D Design</p> <p>Laser cutting</p> <p>Pewter casting</p> <p>Metal finishes</p>	<p>Wood joining methods</p> <p>Drilling and countersinking</p> <p>Timber finishes</p> <p>Knockdown fittings</p>	<p>Prototyping and modelling</p> <p>2D Design</p> <p>Laser cutting</p>	<p>CAD/CAM</p> <p>Laser cutting</p> <p>Routing/milling</p> <p>Lathes</p> <p>3D printing</p>	

Year 10 textiles

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>3.1 Core technical principles</p> <p>3.1.1 New and emerging technologies</p> <ul style="list-style-type: none"> • Industry and people • Culture and society • Environment & sustainability • Production systems • Technology informing design decisions <p>3.1.2 Energy generation and storage</p> <ul style="list-style-type: none"> • Fossil fuels • Nuclear power • Renewable energy • Energy storage systems & batteries <p>3.1.3 New materials</p> <ul style="list-style-type: none"> • Smart materials • Modern materials • Composite materials • Technical textiles <p>3.1.4 Systems approach to designing</p> <ul style="list-style-type: none"> • Control systems • Sensors • Input & output devices • Systems within design technology <p>3.1.5 Mechanical systems</p> <ul style="list-style-type: none"> • Types of movement • Linkages • Gears • Pulleys and belts <p>* Students have 3.1, 3.3 booklets. Textiles students will complete a 3.2 textiles booklet. If time, second papers & boards booklet.</p>	<p>3.1 Core technical principles</p> <p>3.1.6 Materials and properties</p> <ul style="list-style-type: none"> • Material categories • Material working properties • Material applications • Papers & boards • Timbers • Metals & alloys • Polymers • Textiles <p>* Set NEA slide 1 HW: Materials investigation</p>	<p>3.3 Specialist technical principles material areas</p> <p>Textiles</p> <p>3.2.1 Selection of materials</p> <ul style="list-style-type: none"> • Functionality • Aesthetics • Availability • Cost • Social factors • Cultural & ethical factors <p>3.2.2 Forces & stresses</p> <ul style="list-style-type: none"> • Compression • Tension • Shear • Torsion • Bending <p>3.2.3 Sources & origins</p> <ul style="list-style-type: none"> • Where materials are sourced from • Converting materials into a useable form <p>3.2.4 Working with materials</p> <ul style="list-style-type: none"> • Textile properties • Textile uses • Modifying textiles • Textiles & commercial processes • Shaping textiles by cutting & forming <p>3.2.5 Stock forms</p> <ul style="list-style-type: none"> • Stock forms of textiles • Components for joining textiles <p>3.2.6 Scales of production</p> <ul style="list-style-type: none"> • Volumes of production • Scales of production • Manufacturing methods • Production methods <p>3.2.7 Specialist technical principles</p> <ul style="list-style-type: none"> • Tools, equipment & processes to shape materials • Tolerance • Commercial processes • Quality control & quality assurance <p>3.2.8 Surface finishes</p> <ul style="list-style-type: none"> • What is a finish & why are they important? • Correct finishes for applications • How finishes are applied for one-off & industrial processes <p>* Set NEA slides 2 & 3 samples investigation</p>	<p>3.3 Designing & making principles</p> <p>3.3.1 Investigation</p> <ul style="list-style-type: none"> • Primary & secondary data • Ergonomics & anthropometrics • Presenting data • Design briefs & specifications <p>3.3.2 Environmental challenges</p> <ul style="list-style-type: none"> • Fair trade • Deforestation <p>3.3.3 The work of others</p> <ul style="list-style-type: none"> • The impact of designers • The impact of companies <p>3.3.4 Design strategies</p> <ul style="list-style-type: none"> • Collaboration and user-centred design • Systems approach • Iterative design process • Drawing techniques <p>* Set NEA slide 4 designers</p>	<p>3.3 Designing & making principles</p> <p>3.3.5 Prototype development</p> <ul style="list-style-type: none"> • CAD modelling • Prototyping <p>3.3.6 Selection of materials & components</p> <ul style="list-style-type: none"> • Availability • Function • Cost • Quality control • Tolerance <p>3.3.7 Material management</p> <ul style="list-style-type: none"> • Templates • Patterns • Jigs • Cutting efficiently to reduce waste • Allowances <p>3.3.8 Specialist tools & machinery</p> <ul style="list-style-type: none"> • Health & safety • Working with tools & equipment safely <p>3.3.9 Specialist techniques & processes</p> <ul style="list-style-type: none"> • CAD • CAM • Laser cutting • Routing/milling • lathes • 3D printing • CAD/CAM sewing machines <p>* Summer mock exam</p>	<p>1st June exam board release NEA. Research section of NEA.</p> <p>AO1: Identify, investigate and outline design possibilities to address needs and wants</p> <p>Slides already complete to date:</p> <ul style="list-style-type: none"> • Materials investigation • 2 x samples slides • Designers investigation <p>A Identifying & investigating design possibilities</p> <p>B Producing a design brief & specification</p> <p>Term 6 slides to complete</p> <ul style="list-style-type: none"> • Primary & secondary research • Client profile • Context analysis • Social & economic effects • Design brief & specification <ul style="list-style-type: none"> • Summer holiday HW – rough, initial design ideas - at least 10
<p>Practical</p> <p>Introduction to sewing machines</p> <p>Applique</p> <p>Reverse applique</p> <p>Hems, seams & darts</p>	<p>Practical</p> <p>Tie dye</p> <p>Tyvek</p> <p>Slashing fabric</p> <p>Free embroidery</p>	<p>Practical</p> <p>Weaving</p> <p>Hand sewing</p> <p>Mini dress</p>	<p>Practical</p> <p>Mini dress</p> <p>Mini dungarees</p>	<p>Practical</p> <p>Mini dungarees</p> <p>Mini shirt</p>	

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Component 1 Learning aim A Students will learn:</p> <p>A1</p> <ul style="list-style-type: none"> Definitions of growth and development How growth is measured and recorded Roles and responsibilities of individuals involved in measuring and monitoring growth Importance of measuring growth <p>A2</p> <ul style="list-style-type: none"> Patterns of development and how children acquire skills at varying rates in different areas of development. A3 Development across ages of birth to 18 months A4 Development across ages of 18 months to three years A5 Development across ages of three to five years All in the five areas of development Physical Cognitive Communication Social Emotional 	<p>Component 1 Learning aim B Students will understand how factors impact on children's overall development</p> <p>B1 Physical factors:</p> <ul style="list-style-type: none"> smoking, additional needs, health status, diet, exercise <p>B2 Environmental factors:</p> <ul style="list-style-type: none"> Housing and homelife <p>B3 Social factors: discrimination,</p> <ul style="list-style-type: none"> primary carer relationship, siblings, extended family <p>B4 Financial factors: Income,</p> <ul style="list-style-type: none"> access to services 	<p>NEA</p> <p>Intro to NEAs and requirements and WWW & EBI</p> <p>Practice NEA in exam conditions.</p> <p>Complete NEA towards the end of term 3</p>	<p>Component 2 Learning aim A Students will learn:</p> <p>A1 Stages of play</p> <ul style="list-style-type: none"> Unoccupied, solitary, spectator, parallel, associative and cooperative play <p>A2 Types of play:</p> <ul style="list-style-type: none"> locomotor, creative, sensory, imaginative, symbolic, construction and technological/investigative 	<p>Component 2 Learning aim B Students will learn the skills developed through each type of play and activities that are suitable for each type of play</p> <p>B1 Physical play</p> <p>B2 Cognitive/ intellectual play</p> <p>B3 Communication and languageplay</p> <p>B4 Social play</p> <p>B5 Emotional play</p> <p>B6 How play can be organised to promote learning: adult-led, adult initiated, child initiated</p>	<p>Continue Component 2 Learning aim B.</p> <p>B7 The role of adults in promoting learning through play</p> <p>B8 Planning play opportunities for children Learners will need to know how to plan activities for all of the following age groups:</p> <ul style="list-style-type: none"> ● 0–18 months. ● 18 months–3 years. ● 3–5 years. ● Considerations for planning activities to include <ul style="list-style-type: none"> o age appropriateness o learning outcomes – what the children will learn, how the activity will support their development o number of children, number of adults required to support activity safely o resources/equipment required o health and safety o role of adult o how play is organised: <ul style="list-style-type: none"> – adult led – adult initiated – child initiated – benefits and disadvantages of each

KS4 English Curriculum Journey: Year 10

The Year 10 curriculum introduces you to both the Language and Literature GCSE courses. It will support your development of critical thinking skills, enabling you to respond sensitively and independently to a range of literary texts.

Term One

English Language Paper One

You will begin your GCSE course preparing for English Language Paper 1. You will study a range of extracts and revise story writing.

Assessment:

You will write a story/description.

Term Two

English Literature Paper One

This term, you will study *A Christmas Carol* by Charles Dickens.

Assessment:

How is Goodwill and Charity presented in ACC?

Assessment:

Compare how writers present people affected by war.

Term Four

English Literature Paper 2

This term, you will study some poems about power and conflict.

Term Three

English Literature Paper 2

You will study *An Inspector Calls* by J B Priestley.



Term Five

Revision

At the beginning of this term, you will revise for your Year 10 Exams.

Spoken Language Assessment

You will write a persuasive speech on a topic of your choice.

Assessment:

Year 10 Exam

English Language Paper One

A Christmas Carol & An Inspector Calls

Term Six

Spoken Language Assessment Continued.

English Literature Paper 2

You will continue your study of the power and conflict poems.

Assessment:

Spoken Language Assessment

You will give a speech on a topic you feel strongly about.



How will you be assessed?

Paper One – Physical Geography – 35% of GCSE – 1 hour 30 mins

Paper Two – Human Geography – 35% of GCSE – 1 hour 30 mins

Paper Three – Geographical Skills – 30% of GCSE – 1 hour 15 mins

Urban issues and challenges – Bristol (including fieldwork)



Urban issues and challenges - Rio



Year 11 November Mock



Living World



Year 11 March Mock



Resource Management - Water



YEAR
11

GCSE

Year 10 Mock



Coasts



Rivers (including fieldwork)



The changing economic world



The challenge of natural hazards



YEAR
10

Key Stage 4 – History Learning Journey

Paper 2 - Elizabethan England

Unit One – How did Elizabeth keep control of her Government?



Unit Two – Was Elizabeth's Middle Way a success?



Unit Three – Was Elizabethan England a 'Golden Age'?



Unit Four – Did Elizabethan voyages lead to war with Spain?



Unit Five – How does a site show an understanding of Elizabethan England?



A-LEVELS

Paper 1 - Conflict & Tension: 1919-1939

Unit Three – How did Appeasement lead to World War 2?



Unit Two – Was the League of Nations a failure?



Unit One – Did the Treaty of Versailles lead to international conflict?



YEAR 11

Paper 1 - Germany 189-1945: Democracy & Dictatorship

Unit One – How strong was Germany under Kaiser Wilhelm?



Unit Two – How was Hitler able to rise to power?



Unit Three – Did the Nazi's succeed in controlling everyone in Germany?



Unit Four – How did WW2 impact Germany?



Paper 2 - Britain: Health and the People c1,000 to present day

Unit Four – Is the government responsible for modern medical progress?



Unit Three – Did the Industrial Period see a 'revolution in medicine'?



Unit Two – Was there drastic advancement in medicine during the Renaissance?



Unit One - Why did medicine stand still in the Middle Ages?



YEAR 10

Key Stage 4 – RE Learning Journey

How will you be assessed?

Component One – Philosophical Issues – 50% of GCSE – 2 hours






Component Two – Christianity – 25% of GCSE – 1 hour

Component Three – Islam – 25% of GCSE – 1 hour

Islam - Practices 	Year 11 March Mock 	Islam – Beliefs and Teachings 	Year 11 November Mock 	Human Rights 	Good and Evil 
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YEAR
11

GCSE

Year 10 Mock 	Life and Death 	Christianity - Practices 	Christianity – Beliefs and Teachings 	Relationships 
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YEAR
10

Key Stage 4 – French Learning Journey from 2024

How will you be assessed? Each paper is 25% of the GCSE

Paper 1: Listening – comprehension

- 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)

Paper 2: Speaking - Non-exam assessment

- 7–9 minutes (Foundation Tier) + 15 mins preparation time
- 10–12 minutes (Higher Tier) + 15 mins preparation time
- 50 marks (for each of Foundation Tier and Higher Tier)

How will you be assessed? Each paper is 25% of the GCSE

Paper 3: Reading – comprehension and translation into English

- 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 50 marks (for each of Foundation Tier and Higher Tier)

Paper 4: Writing -structured and unstructured writing tasks and translation into French

- 1 hour 10 mins (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks (for each of Foundation Tier and Higher Tier)



Celebrity culture

Theme 3 Topic 1:
Travel and tourism,
including places of
interest

**Year 11
November Mock**

Theme 3 Topic 2:
Media and
technology

Theme 3 Topic 3:
The environment
and where people
live

**Year 11
March Mock**

Exam skills and
revision

GCSE EXAMS



Theme 2 Topic 2:
Customs, festivals
and celebrations

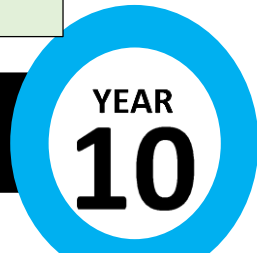
Theme 2 Topic 1:
Free-time activities

**Year 10
Mock**

Theme 1 Topic 3:
Education and work

Theme 1 Topic 2:
Healthy living and
lifestyle

Theme 1 Topic 1:
Identity and
relationships with
others



Key Stage 4 – Spanish Learning Journey



How will you be assessed? Each paper is 25% of the GCSE

Paper 1: Listening – comprehension

- 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)

Paper 2: Speaking - Non-exam assessment

- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)

How will you be assessed? Each paper is 25% of the GCSE

Paper 3: Reading – comprehension and translation into English

- 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)

Paper 4: Writing -structured and unstructured writing tasks and translation into Spanish

- 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier

UNIT 7: Customs and festivals in Spanish speaking communities

UNIT 8: Education post-16; Jobs, career choices and ambitions

Year 11 November Mock

UNIT 9: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

UNIT 10: Global issues

- The environment
- Poverty/homelessness

Year 11 March Mock

Exam skills and revision

GCSE EXAMS

YEAR 11

GCSE

Year 10 Mock

UNIT 6: Home, town, neighbourhood and region

UNIT 5: Technology in everyday life

- Social media
- Mobile technology

UNIT 4: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport



UNIT 3: Me, my family and friends



- Relationships with family and friends
- Marriage/partnership

UNIT 2: My Studies; Life at school/college

UNIT 1: Introduction to Spanish; Travel and tourism

YEAR 10

		Year 10 Foundation Year Overview		
	Topic	Content Covered	Corbettmaths Video	
Term 1	Number 10	Round numbers to required places Significant figures Estimation Use a calculator	278 279a 215 352	
	Ratio 5*	Ratios (simplifying, sharing, problem solving) Scales Scale diagrams and maps	269, 269a 270, 271, 271b, 271c 283, 284	
	Assessment 1			
Term 2	Shape 10	Name and describe 3D shapes Nets, plans and elevations Volume of prisms & cylinders Surface area	3 – 5 354, 355 – 357 310 311	
	Algebra 10	Equations with geometry Equations with fractions Rearrange formulae	113, 114 111 7	
Term 3	S&P6	Theoretical probability Experimental probability Two way tables	245, 250 248, 251, 253 319	
	Assessment 2			
	Number 11	Indices, powers and roots HCF and LCM Venn diagrams Prime factor decomposition	216, 219, 220, 218 223, 224, 225, 172 226 – 228 212 – 214	
Term 4	Algebra 11	Expand single and double brackets Factorise single and double brackets Quadratic graphs	13, 14 117, 118 264, 265	
	Shape 11	Transformations Vectors	275 272, 273, 274 325, 326 104, 104a, 105, 106, 107 353a	
Term 5	Mocks			
	Ratio 6	Compare Proportions Conversion graphs & Exchange rates Direct and Inverse Proportion	255a, 256 151, 152 214a	
Term 6	Algebra 12	Quadratic graphs and function notation Solve quadratics (by factorising) Cubic and reciprocal graphs Distance time graphs & other real-life graphs	264 344, 345, 346 171a 171369, 370 372 378	
	Shape 12	Revisit circles & cylinders Arcs and sectors Shaded area Cones & spheres	40, 60, 61, 58, 46 314, 359, 361, 313 315, 357	

		Year 10 Higher Year Overview		
	Topic	Content Covered	Corbettmaths Video	
Term 1	Number 10	Rounding and Accuracy Introduction to Bounds Standard Form	278, 279a, 280 215 183, 184 300 – 303	
	Ratio 5*	Simplifying and Sharing Ratios Combining Ratios Algebraic Ratios	271a 271d 271e	
	Assessment 1			
Term 2	Shape 10	Volume and Surface Area of Prisms Volume and Surface Area of Cylinders Volume and Surface Area of Curved Solids and Pyramids	355 – 361 310 – 315 360a	
	Algebra 10	Quadratics Equations: Solving Factorising and Quadratic Formula Linear and Non-Linear Simultaneous Equations	266 295 – 298 267, 267a	
Term 3	S&P6	Probability of Single Events Expectation Two-Way Tables Capture-Recapture	244 – 251 281, 281a 383	
	Assessment 2			
	Number 10	Surds (including rationalizing) Powers and Roots Prime Factorisation and HCF/LCM Changing Bases	223, 223a, 224 305 – 308 172, 173, 175	
Term 4	Algebra 11	Plot quadratics, cubics & reciprocals Solve equations graphically Complete the square & turning points Trig graphs and graph transformations	264 265, 265a, 265b 344 – 346 267c, 267d, 297 338, 339, 340, 323, 324	
	Shape 11	Perform and describe transformations Enlargements Vector manipulation Algebraic vectors	275 272, 273, 274 325, 326 104, 104a, 105, 106, 107 353, 353a	
Term 5	Mocks			
	Ratio 6	Proportionality and ratio reasoning Conversion graphs and exchange rates Direct and Inverse proportion	254, 255, 255b 151, 152 214a	
Term 6	Algebra 12	Functions Quadratic inequalities Circles and Tangents	369, 370 372 378	
	Shape 12	Loci and constructions Circle theorems Area of a triangle with Sine rule	64, 65 65 a – f 333, 334, 334a, 337	

By the end of Year 10, you will have completed the following parts of the course:

- Three set works by Paul Simon's Graceland album – You Can Call Me Al; Diamonds on the Soles of Her Shoes and Graceland.
- Popular Music: The Blues; Rock 1960s-1970s; Broadway Musicals
- Western Classical Music: The Coronation Anthems and Oratorios of Handel; the Orchestra Music of Haydn, Mozart and Beethoven; The piano music of Chopin and Schumann; The Requiem of the late Romantic period.
- Traditional Music: Fusion Music African and Caribbean, Reggae, Calypso (with Paul Simon)
- **Composition** – You will have nearly finished your first composition, which will be based on a brief you have written.
- **Performance** – 2-minute performance complete in June. This will be used to help predict your final mark in Year 10.

Term	Devices, elements, genres
Term 1	Baroque Texture Compositional techniques Preparing to record a performance Composition linked to texture, chords I, IV, V
Term 2	Preparation for Christmas Concert First set piece Melody Classical Composition techniques linked to melody, structure
Term 3	1 st set work – written, revision techniques etc. Romanticism Folk – performance based Reggae - Tonality Play 2 nd set work Composing to a brief
Term 4:	Recap Blues, Reggae, Folk, Baroque, Classical, Romantic 2 nd set work – written, revision etc. Composition starts (3 lessons a fortnight)
Term 5:	3 rd set work Composition Rock Music from 1960s-1970s
Term 6	W/c - 14/06 One day off timetable to assess Year 10 performances. Teacher to organise in Term 4. Finishing compositions Revising for Year 10 exam (2022 paper, 1 hour and 15 mins)

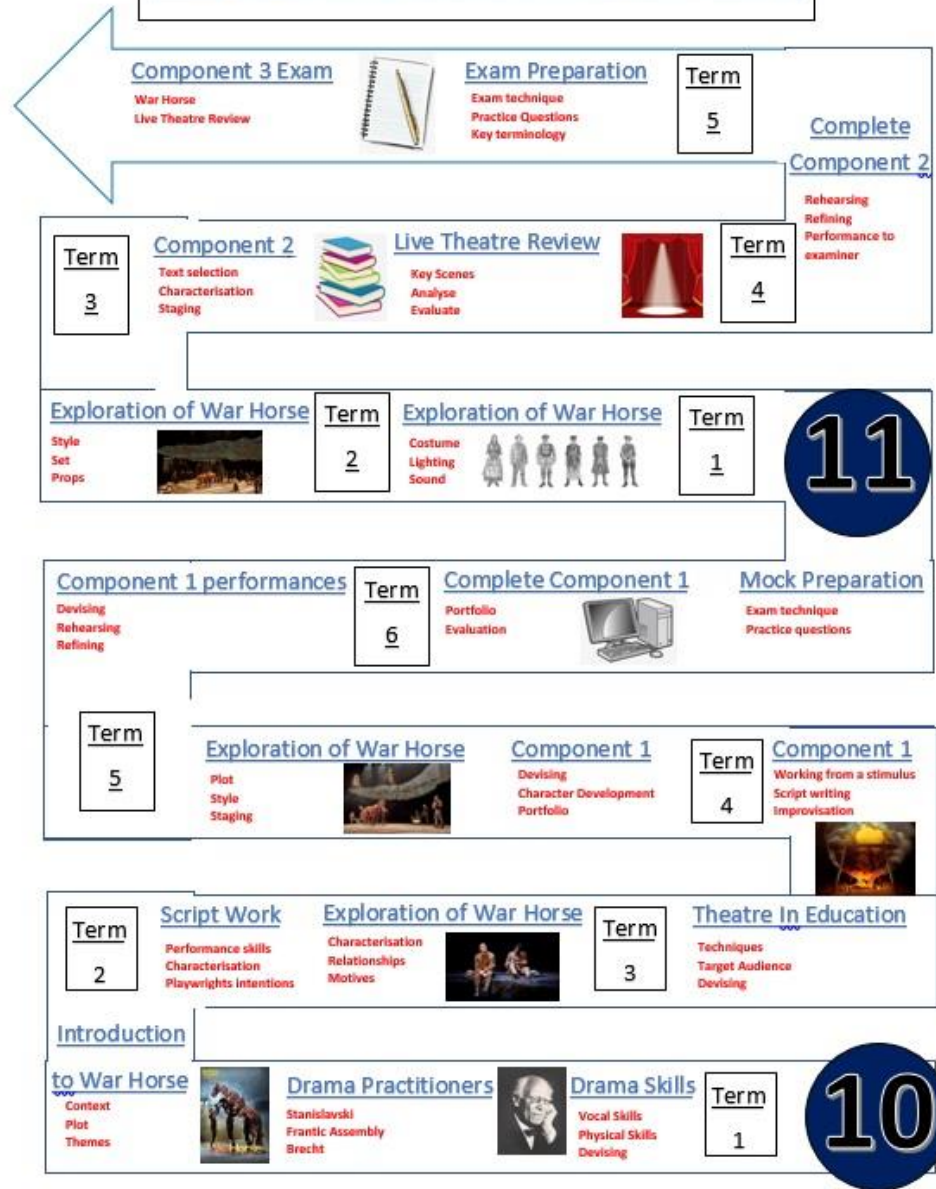
By end of Term 4, in Year 11 you will have completed the following:

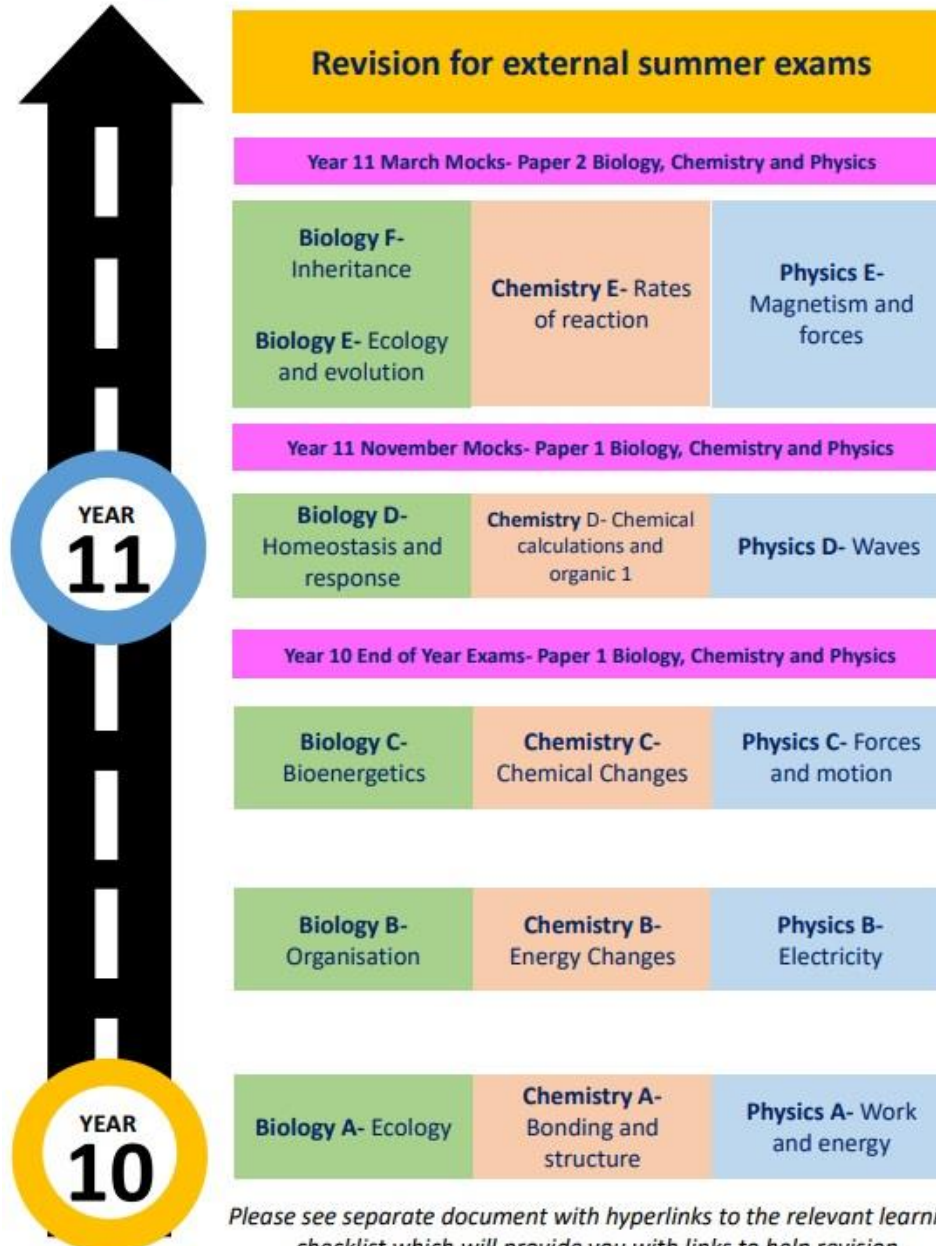
- Fusion music incorporating African and/or Caribbean music, Contemporary Latin music
- The orchestral music of Copland
- British music of Arnold, Britten, Maxwell-Davies and Tavener
- The orchestral music of Zoltán Kodály and Béla Bartók
- Minimalist music of John Adams, Steve Reich and Terry Riley.
- Film and computer gaming music 1990s to present
- **Composition** -Completed your free brief composition, programme note and score by end of September. In addition to this, you will have completed your set brief composition, programme note and score.
- **Performance** - Recorded two performances, which total 4 minutes – solo and ensemble. Ensemble must be at least 1 minute long.

Term	Devices, elements, genres
Term 1	Mozart Clarinet Concerto x 2 fortnight Written your scores and programme notes for your Instrumental Concert – St John's Church. This concert will be recorded Fusion music incorporating African and/or Caribbean music Contemporary Latin music Launch your second composition, based on a brief set by AQA exam board. Some of you may record your performance after school during Term 1.
Term 2	Mozart Clarinet Concerto x 2 a fortnight Composition x 3 a fortnight The orchestral music of Copland British music of Arnold, Britten, Maxwell-Davies and Tavener The orchestral music of Zoltán Kodály and Béla Bartók Minimalist music of John Adams, Steve Reich and Terry Riley.
Term 3	Rock music of 1960s and 1970s Film and computer gaming music 1990s to present Pop music 1990s to present Revision of set works (homework tasks) Final recording session for performances. Composition complete – audio, score and programme note
Term 4:	Focus on listening and appraising exam. Keyword revision Past papers

Girls X/Y 1	Girls X/Y 2	Boys X/Y 3	Boys X/Y 4
<i>Fitness (Glastonbury/AS)</i>	<i>Netball</i>	<i>Rugby</i>	<i>Badminton</i>
<i>Netball</i>	<i>Fitness (Glastonbury/AS)</i>	<i>Badminton</i>	<i>Rugby</i>
<i>Badminton</i>	<i>Dance</i>	<i>Football</i>	<i>Fitness (FS)</i>
<i>Dance</i>	<i>Badminton</i>	<i>Fitness (FS)</i>	<i>Football</i>
<i>Hockey</i>	<i>Fitness (FS)</i>	<i>Basketball</i>	<i>Fitness (Glastonbury/AS)</i>
<i>Fitness (FS)</i>	<i>Hockey</i>	<i>Fitness (Glastonbury/AS)</i>	<i>Basketball</i>
<i>Athletics</i>	<i>Athletics</i>	<i>Athletics</i>	<i>Athletics</i>
<i>Striking and fielding</i>	<i>Tennis</i>	<i>Striking and fielding</i>	<i>Tennis</i>
<i>Tennis</i>	<i>Striking and fielding</i>	<i>Tennis</i>	<i>Striking and fielding</i>

KS4 Drama Learning Journey





Please see separate document with hyperlinks to the relevant learning checklist which will provide you with links to help revision



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