






	Half Term 1 Sept-Oct	Half Term 2 Oct-Dec	Half Term 3 Jan-Feb	Half Term 4 Feb-April	Half Term 5 April-May	Half Term 6 May-July
Maths	Revise: Number Fractions, Decimals & Percentages	Revise: Ratio and Proportion Algebra Linear Graphs	Revise: Quadratics Quadratic Graphs Statistics Probability	Revise: Measures Angles Pythagoras & Trigonometry	Revise: Transformations Visualising & Drawing 2D & 3D Shapes	GCSE Examination
	Skill development: -Solve exam style questions that include calculating wages, basic best buy problems and multi-step calculations. -Be able to identify outliers in data sets and give reasons for their exception. -Understand and explain the dangers of extrapolating data. -Be able to compare and contrast two data sets using measures of average and spread <i>including the interquartile range</i> .	Skill development: -Explain why fractions, decimals and percentages are not equivalent. -Solve multi-step problems using a mix of fractions, decimals, percentages and ratio. -Solve real life exam questions using profit & loss, finance offers, BOGOF's and <i>income tax calculations</i> . -Combine ratio	Skill development: -Set up and solve exam questions by choosing to use algebra and/or linear graphs appropriately and efficiently. - <i>Know and then use the equation of a circle to find the equations of tangents and radii.</i> - <i>Simplify and calculate using algebraic fractions.</i> - <i>Use algebraic proof to deduce if a statement is true or false.</i>	Skill development: -Select the appropriate mathematical formulae to solve extended problems using perimeter, area and volume. -Work out the cost of a project using area or volume. - <i>Calculate rates of flow using volume.</i> -Find values of missing angles in regular polygons solely expressed in diagrammatic form. -Select the correct method to solve real life problems using Pythagoras and Trig <i>including those in three dimensions</i> . - <i>Solve multi-step exam questions using a combination of the sine and cosine rules.</i>	Skill development: -Identify and accurately describe the transformation of a shape given the shape and its image <i>after multiple transformations</i> . -Be able to sketch and accurately draw 2D plans & elevations of 3D shapes and vice versa.	Skill development
	Assessment	Assessment Mock Exam x 3 papers	Assessment	Assessment Mock Exam x 3 papers	Assessment	Assessment
English	GCSE English Literature Paper 1: Shakespeare Text <i>Macbeth</i> GCSE English Literature Paper 1: The 19 th Century Novel: <i>The Strange Case of Dr Jekyll and Mr Hyde</i> R4P: Independent Reading Links: Y7T2 Y8T2 Y9T2 Y9T3 Y10T2 Y10T3	GCSE English Literature Paper 1: Shakespeare Text <i>Macbeth</i> GCSE English Literature Paper 1: The 19 th Century Novel: <i>The Strange Case of Dr Jekyll and Mr Hyde</i> R4P: Independent Reading Links: Y7T2 Y8T2 Y9T2 Y9T3 Y10T2 Y10T3	Revision (altered to match needs): GCSE English Language Paper 1: Reading GCSE English Language Paper 1: Writing GCSE English Language Paper 2: Reading GCSE English Language Paper 2: Writing GCSE English Literature Paper 2: A/C GCSE English Literature Paper 2: Power and Conflict/Unseen Poetry R4P: Independent Reading Links: Across Y7-11 curriculum	Revision (altered to match needs): GCSE English Language Paper 1: Reading GCSE English Language Paper 1: Writing GCSE English Language Paper 2: Reading GCSE English Language Paper 2: Writing GCSE English Literature Paper 2: A/C GCSE English Literature Paper 2: Power and Conflict/Unseen Poetry R4P: Independent Reading Links: Across Y7-11 curriculum	Revision to match the needs of individual groups, classes and students Final examinations	

												
	Practice Questions throughout term Fortnightly Assessment (formal)		GCSE English Literature Paper 1 Sect A GCSE English Literature Paper 2 Sect B		Mock Exams (En and Lit papers) Fortnightly Assessment (formal)		GCSE English Literature Paper 1 GCSE English Literature Paper 2 GCSE English Language Paper 2		Practice Questions throughout term Fortnightly Assessment (formal)			
RE	Content – Full Course GCSE GCSE Component 3 Sikhism Beliefs and Teachings What do Sikhs believe about God? What is God's (Waheguru) relationship with human life? What is the "oneness" of humanity?		Content: Full Course GCSE GCSE Component 3 Sikhism Beliefs and Teachings How do you become a good Sikh? What is sangat and why is it important? What do Sikhs believe about the afterlife?		Content: Full Course GCSE GCSE Component 3 Sikhism Practice Why is a Gurdwara important? How do Sikhs worship at home? What is Naam Karan? How do you become a Khalsa Sikh?		Content: Full Course GCSE GCSE Component 3 Sikhism Practice What does pilgrimage mean to Sikhs? What is a gurburb? What are Mela's and how are they celebrated?		Content: Full Course GCSE GCSE Revision Key skills Revision tips		Content Full Course GCSE Course finished	
	Skill development A01 & 2 Skills State, Describe, Explain, justify, evaluate.		Skill development A01 & 2 Skills State, Describe, Explain, justify, evaluate.		Skill development A01 & 2 Skills State, Describe, Explain, justify, evaluate.		Skill development A01 & 2 Skills State, Describe, Explain, justify, evaluate.		Skill development A01 & 2 Skills State, Describe, Explain, justify, evaluate.		Skill development: Course finished	
	Assessment Brain Work outs Exam questions		Assessment Brain Work outs , Exam questions End of Unit test Knowledge skills A01& A02 Questions		Assessment Brain Work outs Exam questions		Assessment Brain Work outs, Exam questions End of Unit test Knowledge skills A01 & A02 Questions		Assessment Brain Work outs, Exam questions End of Unit test Knowledge skills A01 & A02 Questions		Assessment Course finished	
11	WW1 in the Trenches 1-2. Trenches (context and British sector) <ol style="list-style-type: none"> 1. Battles 2. Wounds and injuries 3. RAMC and FANY 4. Significance for surgery and medicine 5. Brain Surgery and Plastic Surgery 6. Exam practice 7. Exam practice USA 1964-75 – Conflict at home and abroad <ol style="list-style-type: none"> 1. Segregation and discrimination 2. African Americans in WW2 3. US political system 4-5. Civil Rights organizations. 6. Emmett Till 		10. Little Rock 11. Assessment 12. Feedback and Bus Boycott 13. Boycott 14. Boycott and King; CR Act 1957 15. Greensboro 16. Freedom riders 17. James Meredith 18. Birmingham 19. March on Washington 20. Freedom Summer 21. Selma 22. CRA; VRA and role of presidents 23. Malcom X 24. Black power and Black Panthers 25. Race Riots and Kerner 26. MLK in the North		1. intro to Vietnam 2. Eisenhower 3-4. Kennedy and Johnson 5-6. US and Vietcong tactics 7-8. Nixon 9-10. Opposition to the war <ol style="list-style-type: none"> 1. Support for the war 12-13. End of the war 14. US Failure in Vietnam Revision with whatever time is left.		Retrieval - Revision of Past Units		Retrieval - Revision of Past Units			

	7. Dixiecrats 8-9. Brown V Topeka					
	Skill development 1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance 6. Interpretations	1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance 6. Interpretations	1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance 6. Interpretations	1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance 6. Interpretations	1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance 6. Interpretations	
	Assessment Civil Rights Assessment 1	PPE Paper 2 FULL Exam Civil Rights Assessment 2	Vietnam Assessment 1 Seneca Learning homework task	PPE Paper 3 Exam Vietnam Interpretations PURPLE ZONE	Optional practice papers set in class/hmwk. Walking Talking Mocks. Seneca Learning Revision	
Geography	Physical landscapes in the UK – River Landscapes The shapes of river valleys changes as rivers flow downstream Distinctive fluvial landforms result from different physical processes Different management strategies can be used to protect river landscapes from the effects of flooding An example of a flood management scheme in the UK – Boscastle floods.	The Living World Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components Tropical rainforests – Tropical rainforest ecosystems have a range of distinctive characteristics Deforestation has economic and environmental impacts. Case study – Amazon rainforest Tropical rainforests need to be managed to be sustainable. Hot deserts Hot desert ecosystems have a range of distinctive characteristics Hot deserts Development of hot desert environments creates opportunities and challenges. Case study – Thar desert	The Living World Areas on the fringe of hot deserts are at risk of desertification Challenge of Resource Management Food, water and energy are fundamental to human development The changing demand and provision of resources in the UK create opportunities and challenges: Food Water Energy Food Demand for food resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase food supply. Example of large scale agricultural development – Almeria, Spain	Challenge of Resource Management Different strategies can be used to increase food supply. Example of large scale agricultural development – Almeria, Spain Example of a local scheme in an LIC or NEE to increase sustainable supplies of food – Rice fish farming, Bangladesh Unfamiliar fieldwork Use of geographical skills applied to unfamiliar fieldwork: Cartographic skills Graphical skills Numerical skills Statistical skills Use of qualitative and quantitative data	Issue evaluation Develop a critical perspective of the issues studied Consider the points of view of the stakeholders involved Make an appraisal of the advantages and disadvantages Evaluate the alternatives	
	Skill development	Skill development	Skill development	Skill development	Skill development	

	<p>Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the interrelationships between places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the interrelationships between places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the interrelationships between places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the interrelationships between places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the interrelationships between places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	
	<p>Assessment Mid – unit assessment - River landscapes in the UK</p>	<p>Assessment Mid unit assessment - Ecosystems and Tropical Rainforest Mock exam session</p>	<p>Assessment End of unit assessment – Living World Mid unit assessment - Challenge of Resource Management</p>	<p>Assessment End of unit assessment – Challenge of resource management Mock exam session</p>	<p>Assessment Practice paper on the pre-release issue</p>	
MFL	<p>Holidays - ideal holiday (5 lessons)</p> <p>The environment (9 lessons) Talking about local, national and global problems; what you do to help and could do more of.</p> <p>Mock exam prep and papers (3 lessons)</p>	<p>Mock feedback (3 lessons)</p> <p>The environment (4 lessons)Talking about local, national and global problems; what you do to help and could do more of.</p> <p>Charity & Voluntary work; Homelessness & Poverty (6 lessons) Recognising charities; saying what you do and could do more of; cultural awareness of global Hispanic problems and organisations.</p> <p>Mock exam prep and papers (4 lessons)</p>	<p>Mock feedback (3 lessons)</p> <p>Charity & Voluntary work; Homelessness & Poverty (2 lessons) Recognising charities; saying what you do and could do more of; cultural awareness of global Hispanic problems and organisations.</p> <p>Future study plans and careers and ambitions (10 lessons) Opinions on apprenticeships; Looking at job choices; cultural ;awareness of employment in Hispanic countries; which jobs you would want to do;</p>	<p>Future study plans and careers and ambitions (2 lessons) Opinions on university</p> <p>Social media & technology (8 lessons) Use of social media day to day; justifications; comparatives; Further use with more varied verbs ; different social media platforms</p> <p>Speaking exam preparation (5 lessons) and mock exams Mastery of all topics on GCSE specification and preparation for all parts of speaking exam (role play, photo card, general conversation)</p>	<p>Revision of key topics Final exams - Oral exams take place this half term</p>	<p>Revision of key topics Final exams</p>
	<p>Skill development Phonics - key to listening and speaking; HABER; using present tense verbs</p>	<p>QUERER in different forms; mastery of opinions and justifications; retrieval of all topics from Yr9 on the GCSE specification; consolidation of</p>	<p>Tenses mastery continued through written and spoken work; retrieval and mastery of specification vocab; se of</p>	<p>Tenses mastery continued through written and spoken work; retrieval and mastery of specification vocab; se of</p>		

	(mastery); conditional tense structures	all tenses; speaking and listening; asking questions; F/H split	USAR/VER/CHATEAR/HABLAR/MANDAR; preterite tense	USAR/VER/CHATEAR/HABLAR/MANDAR; preterite tense		
	Assessment Big verbs Random words Audit tests Exampro homework	Big verbs Random words Audit tests Exampro homework	Big verbs Random words Audit tests Exampro homework	Mock orals	Real GCSEs start including oral exams	
PE	<p>Content:</p> <p>BQ - Can you suggest and assess practical solutions to get people into sport?</p> <p>2.1 SOCIO-CULTURAL INFLUENCES</p> <p>2.1.A. ENGAGEMENT PATTERNS OF DIFFERENT SOCIAL GROUPS IN PHYSICAL ACTIVITY AND SPORT</p> <p>Engagement patterns – Students develop their knowledge and understanding of current participation trends using a range of valid and respected sources. The factors affecting participation for a range of different groups in society will be understood, along with strategies to promote participation</p> <p>Current trends in participation in physical activity and sport in the UK. The main factors affecting participation in physical activity and sport.</p> <p>Participation in sport. Different agencies in sport. Factors impact participation in sport.</p> <p>Strategies to improve participation. Summary of engagement patterns.</p>	<p>Content</p> <p>BQ - Can you explain the importance of the Golden Triangle?</p> <p>2.1.B COMMERCIALISATION OF PHYSICAL ACTIVITY AND SPORT</p> <p>Commercialisation – Students will develop their knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and negative effects on participation and performance in physical activities and sports.</p> <p>Commercialisation of physical activity and sport</p> <ul style="list-style-type: none"> • Golden Triangle • Commercialisation • Sponsorship <p>Linking to year 10 GCSE curriculum on commercialisation in sport.</p> <p>Commercialisation in sport. Types of media in sport. The golden triangle</p> <p>Link commercialisation to sportsmanship and gamesmanship.</p> <p>BQ - Can you compare the differences between sportsmanship and gamesmanship using practical examples?</p>	<p>Content</p> <p>BQ - When would a performer use selective attention v's positive thinking?</p> <p>2.2 SPORTS PSYCHOLOGY</p> <p>This topic will introduce some key psychological themes: Characteristics of skilful movement, skill classification, goal setting, mental preparation, types of guidance and types of feedback. Students will develop knowledge on each theme which provides the basis for study at KS5.</p> <p>Classification of a skillful movement. Classification of skills Goal Setting Mental Preparation Types of guidance and feedback</p> <p>Goal Setting Skill Classifications Imagery Mental Rehearsal Selective Attention Visual Guidance Verbal Guidance Manual Guidance Mechanical Guidance Intrinsic Feedback Extrinsic Feedback Knowledge of Performers Knowledge of results Positive Feedback Negative Feedback.</p>	<p>Content</p> <p>BQ - Can you explain the negative impacts of leading an unhealthy lifestyle?</p> <p>2.3 HEALTH, FITNESS AND WELLBEING</p> <p>Health, fitness and well-being – Students develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Within this topic – diet and nutrition is develop from the concept of healthy lifestyles at KS3.</p> <p>Healthy lifestyle: Fitness: Well-being Know what is meant by health, fitness and well-being</p> <p>- Understand the different health benefits of physical activity and consequences of a sedentary lifestyle: PHYSICAL EMOTIONAL SOCIAL</p> <p>1. Health 2. Fitness 3. Exercise 4. Nutrition</p> <p>BQ - Are you able to define a balanced diet and explain how diet and activity contributes to these.</p> <p>DIET AND NUTRITION</p> <p>Diet and what is meant by the term balanced</p>	<p>Content</p> <p>Revision – PAPER 1 Examination preparation</p> <p>Revision – PAPER 2 Examination preparation</p>	<p>Content</p> <p>OCR GCSE PE EXAM PAPER 1 OCR GCSE PE EXAM PAPER 2</p>

<p>Link to commercialisation from Spring 2 and how NGBs are part of this including the impact as role models.</p>	<p>2.1.C ETHICAL AND SOCIO CULTURAL ISSUES IN PHYSICAL ACTIVITY AND SPORT</p> <p>Ethical and socio-cultural issues – Student will build on their KS3 knowledge to explore ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance.</p> <p>The effects of drugs in sport and the reasons why sports performers use drugs will be understood along with reasons for player violence with practical examples in physical activities and sports</p> <ul style="list-style-type: none"> • Deviant behaviour in sport. • Performance enhancing drugs • Violence in Sport <p>Deviance Sportsmanship Gamesmanship Anabolic Steroids Violence Performance Enhancing Drugs</p> <p>Link to sport psychology and the impact that PEDs have on an athlete's mental ability.</p>			<p>The 7 components that make up a balanced diet.</p> <p>Apply diet to different practical and sporting examples. Fluids supplements and factors to consider.</p>		
<p>Skill development Be familiar with current trends in participation in physical activity and sport:</p> <p>Mathematics/Science Links:</p> <ul style="list-style-type: none"> • Provide data for students to rank popularity, identify increases and decreases in participation etc. • Mini test on definitions, trends, analysing data. 	<p>Skill Development: Understand the influence of the media on the commercialisation of physical activity and sport:</p> <p>Mathematics/Science Links:</p> <ul style="list-style-type: none"> • Provide data for students to rank popularity, identify increases and decreases in participation etc. • Mini test on definitions, trends, analysing data. 	<p>Skill development: Be able to apply the characteristics of skilful movement in relation to the sports psychology</p> <p>Mathematics/Science Links:</p> <ul style="list-style-type: none"> • Provide data for students to rank popularity, identify increases and decreases in participation etc. • Mini test on definitions, trends, analysing data. 	<p>Skill Development:</p> <p>Mathematics/Science Links:</p> <ul style="list-style-type: none"> • Provide data for students to rank popularity, identify increases and decreases in participation etc. • Mini test on definitions, trends, analysing data. 	<p>Skill development</p> <p>Maths/Science Links:</p> <ul style="list-style-type: none"> • Provide data for students to rank popularity, identify increases and decreases in participation etc. • Mini test on definitions, trends, analysing data. 	<p>Skill development</p> <p>Maths/Science Links:</p> <ul style="list-style-type: none"> • Provide data for students to rank popularity, identify increases and decreases in participation etc. • Mini test on definitions, trends, analysing data. 	<p>Skill development</p> <p>Maths/Science Links:</p> <ul style="list-style-type: none"> • Provide data for students to rank popularity, identify increases and decreases in participation etc. • Mini test on definitions, trends, analysing data.

	<p>Assessment</p> <ul style="list-style-type: none"> Practice exam questions - short and extended. At least one lesson on answering an extended answer question using writing frames and marking criteria. End of Topic Test. <p>- OCR GCSE PE Summary exam questions and revision activities - The Everlearner</p>	<p>Assessment</p> <ul style="list-style-type: none"> Summary/revision sheets. Short answer practice exam questions. Formal assessment in a 6 mark question on commercialisation. Eg Discuss the positive and negative effects of sponsorship on commercialisation of sport in the UK. <p>6 mark question re drafted and improved after teacher and peer input. - OCR GCSE PE Summary exam questions and revision activities - The Everlearner</p>	<p>Assessment</p> <p>Making Assessment Evaluation/Testing Assessment</p> <ul style="list-style-type: none"> Revision posters, learning grids, summary sheets for ethics, drugs, violence End of Socio-cultural influences topic test to include 1 – 6 mark questions. <p>Feedback and improvements. - OCR GCSE PE Summary exam questions and revision activities - The Everlearner</p>	<p>Assessment</p> <p>Task Analysis/Specification Assessment Making Assessment</p> <p>End of unit assessment on Sport Psychology</p> <p>- OCR GCSE PE Summary exam questions and revision activities - The Everlearner</p>	<p>Assessment</p> <ul style="list-style-type: none"> Know the definition of 'health' Using a computer room 'In The News' research on benefits of following a healthy lifestyle <p>- Presentation on findings/research done</p> <p>MINI TEST/ SHORT ANSWER ASSESSMENT</p> <p>ASSESS PEER DATA AND USE TO PLOT ON A GRAPH – ANALYSE DATA IN TERMS OF FITNESS/HEALTH INDICATORS</p> <p>- OCR GCSE PE Summary exam questions and revision activities - The Everlearner</p>	<p>Assessment</p> <p>MINI TEST LESSON</p> <p>SHORT ANSWER ASSESSMENT</p> <p>END OF UNIT TEST FOR HEALTH, FITNESS AND WELL-BEING BLOCK OF WORK</p> <p>- OCR GCSE PE Summary exam questions and revision activities - The Everlearner</p>
<p>11 BTEC LEGACY - 22-23</p>	<p>Content: EXAM PREP Component 3: Responding to an engineering brief</p> <p>Students will be guided through a range of engineering briefs to develop an understanding of how to respond. They will develop skills and techniques and Apply in response to mock questions. Students will also evaluate and review the outcomes in line with the exam board marking criteria.</p>	<p>Content: EXAM PREP Component 3: Responding to an engineering brief</p> <p>Students will be guided through a range of engineering briefs to develop an understanding of how to respond. They will develop skills and techniques and Apply in response to mock questions. Students will also evaluate and review the outcomes in line with the exam board marking criteria.</p>	<p>Content: EXAM PREP Component 3: Responding to an engineering brief</p> <p>Students will be guided through a range of engineering briefs to develop an understanding of how to respond. They will develop skills and techniques and Apply in response to mock questions. Students will also evaluate and review the outcomes in line with the exam board marking criteria.</p> <p>EXAM (Available Feb, May & June) Learners will be given a brief to carry out a practical set task before completing the three activities based on the practical task. An additional task, consisting of two activities, will target higher-order, planning, redesign and evaluative skills, and relate to independent scenarios.</p>	<p>Content: COURSEWORK Students will have now completed the exam and will use the rest of the term to amend any coursework in order to prepare for sampling from the exam board. This will also give students the opportunity to access higher level grades whether it be Pass, Merit or Distinction criteria.</p> <p>EXAM GRADES Exam grades returned by the exam board In the event of a student not gaining their required grade there will be an opportunity to re-sit in May or June.</p>	<p>Content: COURSE COMPLETION</p>	<p>Content: COURSE COMPLETION</p>
	<p>Skill development: Understand how to respond to an engineering brief. Select skills and techniques in response to an engineering brief. Apply skills and techniques in</p>	<p>Skill development: Understand how to respond to an engineering brief. Select skills and techniques in response to an engineering brief. Apply skills and techniques in response to an</p>	<p>Skill development: Understand how to respond to an engineering brief. Select skills and techniques in response to an engineering brief. Apply skills and techniques in response to an engineering brief. Evaluate and</p>	<p>Skill development: Skills are dependent of which unit students are working on this will be determined by the coursework tracker.</p> <p>Mathematics/Science Links:</p>	<p>Skill development: COURSE COMPLETION</p>	<p>Skill development: COURSE COMPLETION</p>

	<p>response to an engineering brief. Evaluate and review the outcomes of the application of skills and techniques in response to an engineering brief.</p> <p>Mathematics/Science Links: Arithmetic and numerical computation Equations Handling Data Measurements Use of graphs Use of units Mechanisms CAMS Forces Anthropometric Ergonomics</p>	<p>engineering brief. Evaluate and review the outcomes of the application of skills and techniques in response to an engineering brief.</p> <p>Mathematics/Science Links: Arithmetic and numerical computation Equations Handling Data Measurements Use of graphs Use of units Mechanisms CAMS Forces Anthropometric Ergonomics</p>	<p>review the outcomes of the application of skills and techniques in response to an engineering brief.</p> <p>Mathematics/Science Links: Arithmetic and numerical computation Equations Handling Data Measurements Use of graphs Use of units Mechanisms CAMS Forces Anthropometric Ergonomics</p>	<p>Arithmetic and numerical computation Equations Handling Data Measurements Use of graphs Use of units Mechanisms CAMS Forces Anthropometric Ergonomics</p>		
	<p>Assessment : Baseline Assessment</p> <p>Exam section Assessments (Formative/peer and self assessment)</p>	<p>Assessment: Exam section Assessments (Formative/peer and self assessment)</p>	<p>Assessment: Exam section Assessments (Formative/peer and self assessment)</p> <p>EXTERNALLY ASSESSED EXAM (This will take place within this window, dates TBC by exam board)</p>	<p>Assessment: Students will complete coursework tracker as they progress through the tasks. This can be used as a self management tool prior to submitting work for assessment.</p> <p>EXAM BOARD SAMPLING OF INTERNALLY ASSESSED WORK.</p>	<p>Assessment: COURSE COMPLETION</p>	<p>Assessment: COURSE COMPLETION</p>
<p>11 GCSE ENGINEERING 22-23 LEGACY</p>	<p>Content: Non-Examined Assessment (worth 40% of total GCSE) Analysis of mechanisms: Linkages & Conversion of motion, gears, Cams and followers, pulleys and bearings. Analysis of electronics: Electronic systems, Programmable devices, Interfacing components. The use of analogue to digital conversion (ADC) in a programmable device. Output components, Discrete components within a circuit. Simple programming for monitoring and controlling processes, analysis of research, analysis and evaluation of existing solutions to problems.</p>	<p>Content: Non-Examined Assessment (worth 40% of total GCSE) Constructing a specification, Designing & Design Drawings: Both mechanical and electrical/electronic, which must be drawn using current conventions such as drawings in: orthographic (3rd angle); 3D representation (isometric); assembly & section view.</p>	<p>Content: Non-Examined Assessment (worth 40% of total GCSE) Modelling: Predicting performance in any of the systems referred to in Systems. CAD – 2D Design: Use CAD to assist in the creation of a solution. Use Computer Numerical Control (CNC)/Computer Aided Manufacture (CAM) in the manufacture of a solution. CAD in both 2D and 3D. Examples of 2D being Circuit diagrams, PCB layout, orthographic views. 3D being solid modelling, isometric views. CAM can be 2D or 3D. Laser cutting, vinyl cutting, PCB routing or hole drilling, turning. Rapid prototyping, milling/routing.</p>	<p>Content: Non-Examined Assessment (worth 40% of total GCSE) Making of final product: Select and safely use a range of appropriate: materials; parts; components; tools & equipment as well as demonstrate a range of engineering processes and technical skills. In order to manufacture a working solution, making of circuitry and evaluation of circuitry. Testing: Methods of testing and evaluating materials and structural behaviour under load, including determining tensile/compressive strength. Design a range of tests to assess the fitness for purpose and performance of a completed product. CAD – ProDesktop: Use CAD to assist in the creation of a solution. Use Computer Numerical Control (CNC)/Computer Aided Manufacture (CAM) in the manufacture of a solution.</p>	<p>Content: Non-Examined Assessment (worth 40% of total GCSE) Production plan, Diary of Making Producing and following a plan Explaining the plan, Ensuring repeatability and using CNC Sequencing and quality control Health and Safety, Evaluation against the specification, Materials Testing and final evaluation.</p>	<p>Content: Sections 1–6 from the subject content. Revision of content taught in year 9 & 10 for GCSE exam worth 60% of total GCSE</p>

	<p>Skill development: Students will investigate, analyse and evaluate throughout the portfolio and evidence all decisions made. Students will conduct in-depth analysis and evaluation of existing solutions to problems as well as producing in-depth analysis of mechanisms and electronics, demonstrating higher level knowledge of and the ability to apply this knowledge in order to produce a solution to a problem.</p> <p>Mathematics/Science Links: Ratio of simple gears and mechanical advantage Arithmetic and numerical computation Equations Handling Data Measurements Use of graphs Use of units Mechanisms CAMS Forces Anthropometric Ergonomics</p>	<p>Skill development: In this section students will demonstrate their ability to develop illustrated design ideas that conform to sector-specific conventions, use CAD effectively and clearly annotate their drawings. Students are to produce and work to a series of engineering drawings or schematics, students will also product a development and explanation of a detailed, annotated design idea using appropriate engineering drawings • drawings that comply with sector-specific standards and conventions • detailed CAD drawings for presentation.</p> <p>Mathematics/Science Links: Arithmetic and numerical computation Equations Handling Data Measurements Use of graphs Use of units Mechanisms CAMS Forces Anthropometric Ergonomics</p>	<p>Skill development: Students will demonstrate modelling using a range of techniques including 3D, graphical and mathematical. Students are able to explain their design solutions and demonstrate that the final outcome should function as desired. Students will be expected to use calculations, simulations and modelling either manually or with Computer Aided Design (CAD) to: design and test electronic circuits: calculate hydraulic/pneumatic forces.</p> <p>Mathematics/Science Links: Arithmetic and numerical computation Equations Handling Data Measurements Use of graphs Use of units Mechanisms CAMS Forces Anthropometric Ergonomics</p>	<p>Skill development: Students will select and safely use a range of appropriate: materials; parts; components; tools & equipment. In order to manufacture a working solution. Students will then develop onto using appropriate processes in order to manufacture a working solution. Skill examples include: measuring; marking; turning; milling; drilling; forming; bending; casting; joining; fastening; folding; shaping & finishing. Students should take into account how areas for improvement/ modification could be identified and consider alternative solutions. Students developed CAD skills in both 2D and 3D. Students will be expected to use calculations, simulations and modelling either manually or with Computer Aided Design (CAD) to: design and test electronic circuits & calculate hydraulic/pneumatic forces.</p> <p>Mathematics/Science Links: Arithmetic and numerical computation Equations Handling Data Measurements Use of graphs Use of units Mechanisms CAMS Forces Anthropometric</p>	<p>Skill development: students will demonstrate their ability to produce and follow a production plan and explain the stages of production, consider repeatability and use CNC, explain the quality control measures taken and consider health and safety. Students will be able to produce and</p> <p>Students will work to necessary tolerances; demonstrating the ability to check tolerances through the use of tools (Vernier calipers, micrometers and depth gauges) & using software (CNC/CAM) to ensure that all parts/components fit together allowing the solution to function. Students will test and evaluate materials and their structural behaviour under load in order to ascertain suitable material(s) for a chosen component.</p> <p>Mathematics/Science Links: Arithmetic and numerical computation Equations Handling Data Measurements Use of graphs Use of units Mechanisms CAMS Forces Anthropometric Ergonomics</p>	<p>Skill development: Sections 1–6 from the subject content. Though the 'Practical engineering skills' section will predominantly be assessed through the NEA, some questions in the written exam will relate to practical contexts and students will need to apply their understanding within these contexts.</p> <p>Mathematics/Science Links: Arithmetic and numerical computation Equations Handling Data Measurements Use of graphs Use of units Mechanisms CAMS Forces Anthropometric Ergonomics</p>
	<p>Assessment: Continuous Assessment against the assessment criteria and objectives for the NEA component</p>	<p>Assessment: Continuous – Continuous Assessment against the assessment criteria and objectives for the NEA component</p>	<p>Assessment: Continuous – Continuous Assessment against the assessment criteria and objectives for the NEA component</p>	<p>Assessment: Continuous Assessment against the assessment criteria and objectives for the NEA component</p>	<p>Assessment: Continuous Assessment against the assessment criteria and objectives for the NEA component</p>	<p>Assessment: Final GCSE Exam component (Externally Assessed) 60% of the overall GCSE qualification.</p>
Food & Nutrition	<p>Content: Introduction to year 11 GCSE Food preparation and nutrition.</p> <p>NEA 1 – Total Marks 30 Sections A – Research Students carry out research into the ingredients to be investigated. The research</p>	<p>Content: NEA 2 – Total Marks 70 Start NEA 2 Sections A – Research Students will research and analyse the: life stage/dietary group or culinary tradition related to the task.</p>	<p>Content: NEA 2 – Total Marks 70 Section C Planning for final menu As a result of demonstrating technical skills, students will provide explanation for the final three dishes related to e.g. ingredients, processes, technical skills, nutrition, food provenance, cooking methods and portion</p>	<p>Content: Theoretical content: Buying and storing food, The food safety principles when buying and storing food, Preparing, cooking and serving food, Bacterial contamination and food poisoning, Factors which influence food choice, Food choice related to religion, culture, ethical and moral beliefs and</p>	<p>Content: Theoretical content: Students develop an advanced, higher level understanding of the follow topics: Food Science, Selecting appropriate cooking methods Selection of appropriate preparation, cooking methods and</p>	<p>Content: Theoretical knowledge of food preparation and nutrition from Sections 1 to 5</p> <p>Exam component: 50% weighting for overall final GCSE qualification.</p>

<p>will demonstrate how ingredients work and why. The outcome of the research should clearly inform the nature of the practical investigation and be used to establish a hypothesis or prediction for the food investigation task.</p> <p>Section B - Investigations Students carry out practical investigations, related to the hypothesis or prediction, which demonstrate understanding of how ingredients work and why. Students will record the results of the practical investigation.</p> <p>Section C – Evaluation Students will analyse and evaluate the results of the investigation and reflect upon their findings. Explanations will demonstrate how the results can be applied in practical food preparation and cooking.</p>	<p>Section B – Demonstrating technical skills</p> <ul style="list-style-type: none"> • Demonstrate technical skills in the preparation and cooking of three to four dishes. 	<p>size. A time plan will be produced for the final three dishes demonstrating dovetailing of different processes</p> <p>Section D: Making the final dishes Students will prepare, cook and present a menu of three dishes within a single period of no more than three hours.</p> <p>Section E: Analyse and evaluate Students will carry out sensory evaluation and record the results for all of their practical dishes. For the final dishes, students will carry out and record nutritional analysis, costing and identify improvements to their dishes.</p>	<p>medical conditions, Food labelling and marketing influences, British and international cuisines, Food products from British tradition and two different cuisines, Macronutrients, Micronutrients, Vitamins and Minerals.</p>	<p>times to achieve desired characteristics.</p> <p>Functional properties or proteins, carbohydrates, fats and oils. Food provenance</p> <p>Environmental impact and sustainability of food. The primary and secondary stages of food processing and production. how processing affects the sensory and nutritional properties of ingredients, technological developments to support better health and food production including fortification and modified foods with health benefits and the efficacy of these.</p>	
<p>Skill development: Investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'. Students will conduct, analyse and evaluate practical investigations. They will produce a report which will include research into 'how ingredients work and why'.</p> <p>Mathematics/Science Links: Measuring Weighing Science investigations into certain area/ingredients Analysis of data</p>	<p>Skill development: Students demonstrate advanced and higher level knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p> <p>Mathematics/Science Links: Measuring Weighing Aeration, whisking, rubbing in.</p>	<p>Skill development: Students demonstrate advanced and higher level knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p> <p>Mathematics/Science Links: Measuring Weighing Aeration, whisking, rubbing in. Time planning of final menu Analysis of data</p>	<p>Skill development: Students develop an advanced, higher level understanding of the follow topics: Buying and storing food, The food safety principles when buying and storing food, Preparing, cooking and serving food, Bacterial contamination and food poisoning, Factors which influence food choice, Food choice related to religion, culture, ethical and moral beliefs and medical conditions, Food labelling and marketing influences, British and international cuisines, Food products from British tradition and two different cuisines, Macronutrients, Micronutrients, Vitamins and Minerals.</p> <p><i>Students will not be cooking at this stage onwards in their GCSE course due to focus on theoretical content in preparation for their final GCSE exam component</i></p> <p>Mathematics/Science Links:</p>	<p>Skill development: Students develop an advanced, higher level understanding of the follow topics: Food Science, Selecting appropriate cooking methods Selection of appropriate preparation, cooking methods and times to achieve desired characteristics.</p> <p>Functional properties or proteins, carbohydrates, fats and oils. Food provenance</p> <p>Environmental impact and sustainability of food. The primary and secondary stages of food processing and production. how processing affects the sensory and nutritional properties of ingredients, technological developments to support better health and food production including fortification and modified foods with health benefits and the efficacy of these.</p>	<p>Skill development: Student demonstrate advanced, higher level theoretical knowledge of food preparation and nutrition from Sections 1 to 5 as well as exam technique and the ability to answer multiple choice and extended response questions on the above content in their GCSE exam component.</p> <p>Mathematics and Science links: Percentages Ratios Use of graphs and data to inform responses The chemical and functional properties of food. Nutritional analysis Cooking methods. The roles of nutrients</p>

				Measuring Weighing	Mathematics/Science Links: Measuring Weighing	
	<p>Assessment Baseline Assessment GCSE NEA 1 Deadline – NEA Component Assessed, Marked and moderated (30 total marks achievable out of 100 for the NEA components. Both NEA 1 (30 marks) and 2 (70 marks) = 50% of the Final GCSE Grade)</p>	<p>Assessment Mock PPE NEA 2 Section A NEA 2 Section B</p>	<p>Assessment GCSE NEA 2 Deadline – NEA Component Assessed, Marked and moderated (70 total marks achievable out of 100 for the NEA components. Both NEA 1 (30 marks) and 2 (70 marks) = 50% of the Final GCSE Grade)</p>	<p>Assessment: Exam questions will be assessed in the above theoretical topic/content weekly.</p>	<p>Assessment: Exam questions will be assessed in the above theoretical topic/content weekly.</p>	<p>Assessment GCSE Food preparation and nutrition. Exam component – 1:45hrs (50% of Final GCSE grading)</p>
Textiles	<p>Theoretical Content: Specialist Technical principles & Design and Making Principles <i>(All of the above theory content interlinks with the current section of NEA delivered at this stage)</i> NEA Content: Section A AO1: (10 marks) Identify, investigate and outline design possibilities to address needs and wants. Contextual Analysis, Primary/Secondary Research, Materials research & Testing, Designer Research, Client/User needs & Research, redesigning, analysis and evaluation of the above Section B A01 (10 marks) Producing a design brief & specification Design Brief, Fibre/fabric specification, design specification.</p>	<p>Theoretical Content: Specialist Technical Principles & Design and Making Principles: <i>(All of the above theory content interlinks with the current section of NEA delivered at this stage)</i> NEA Content: Section C A02 (20 marks) Design and make prototypes that are fit for purpose - Generating design ideas –Section D (20 marks) Developing design ideas (wide range of initial and developed design ideas using a range of design strategies).</p>	<p>Theoretical Content: Specialist Technical Principles - Design and Making Principles: <i>(All of the above theory content interlinks with the current section of NEA delivered at this stage)</i> NEA Content: Section D A02 (20 marks) Developing design ideas (wide range of initial and developed design ideas using a range of design strategies). Sampling, practical experimentation/selection and use of appropriate materials and components, working drawing and manufacturing specification. Section E A02 Realising design ideas (20 marks) Use of appropriate materials and components, prototype construction, prototype construction diary, quality control.</p>	<p>Theoretical Content: Specialist Technical Principles Design and Making Principles: <i>(All of the above theory content interlinks with the current section of NEA delivered at this stage)</i> NEA Content: NEA Final Submission Section E A02 Realising design ideas (20 marks) Use of appropriate materials and components, prototype construction, prototype construction diary, quality control. Section F A03 – (20 marks) Analysis and Evaluation – On going analysis/evaluation, final testing, client review, design brief/specification review, costing, social, moral, environmental analysis, future developments and industry analysis – Final Evaluation.</p>	<p>Theoretical Content: Core Technical Principles Specialist Technical Principles Design and Making Principles Exam Preparation NEA Content: Section F A03 – (20 marks) Analysis and Evaluation – On going analysis/evaluation, final testing, client review, design brief/specification review, costing, social, moral, environmental analysis, future developments and industry analysis – Final Evaluation. NEA Deadline</p>	<p>Theoretical Content: Core Technical Principles Specialist Technical Principles Design and Making Principles Exam Preparation</p>
	<p>Skill development Theoretical Content: Students secure knowledge and continue to develop advanced understanding of the following key principles Specialist Technical principles & Design and Making Principles</p>	<p>Skill development Theoretical Content: Students secure knowledge and continue to develop advanced understanding of the following key principles Specialist Technical principles & Design and Making Principles (this is also applied throughout the NEA)</p>	<p>Skill development Theoretical Content: Students secure knowledge and continue to develop advanced understanding of the following key principles Specialist Technical principles & Design and Making Principles (this is also applied throughout the NEA)</p>	<p>Skill development Theoretical Content: Students secure knowledge and continue to develop advanced understanding of the following key principles Specialist Technical principles & Design and Making Principles (this is also applied throughout the NEA)</p>	<p>Skill development Theoretical Content: Effective design choices made alongside demonstration of a breadth of core technical knowledge. Develop an in-depth knowledge and understanding of the specialist technical principles and are able to demonstrate and apply knowledge and</p>	<p>Skill development Theoretical Content: Effective design choices made alongside demonstration of a breadth of core technical knowledge. Develop an in-depth knowledge and understanding of the specialist technical principles and are able to demonstrate and apply knowledge and</p>

	<p>(this is also applied throughout the NEA)</p> <p>NEA: Demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice. Conduct primary and secondary data to understand client and/or user needs, a range of market research, and consider human factors including ergonomics, focus groups and product analysis and evaluation as well as the use of anthropometric data and percentiles.</p> <p>Maths/Science Links:</p> <ul style="list-style-type: none"> • Analysis and presentation of performance data and client survey responses. • Extracting information from technical specifications. 	<p>NEA: Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values. Use imagination, experimentation and combine ideas when designing at an advanced level, developing the skills to critique and refine their own ideas whilst designing and making. Communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing.</p> <p>Maths/Science Links:</p> <ul style="list-style-type: none"> • Graphic presentation of design ideas and communicating intentions to others. • Determining the quantity of materials required. 	<p>NEA: Demonstrate further innovative and creative flair throughout refining designs and experimentation which are effectively combined. Develop decision making skills, including the planning and organisation of time and resources when managing their own project work and develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes.</p> <p>Maths/Science Links:</p> <ul style="list-style-type: none"> • Determining the quantity of materials required. • Calculation of quantities, measurement of materials and selection of components. • Knowledge of properties of materials to be applied when designing and making. 	<p>NEA: Explore and take design risks to stretch the development of design proposals, avoiding clichéd or stereotypical responses. Consider the costs, commercial viability and marketing of products, demonstrate safe working practices in design and technology. Use of key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.</p> <p>Maths/Science Links:</p> <ul style="list-style-type: none"> • Classification of the types and properties of a range of materials. • Calculation of quantities, measurement of materials and selection of components. 	<p>understanding of designing and making principles at an advanced, secure level.</p> <p>NEA: Demonstrate the ability to conduct in-depth analysis and evaluation of prototypes and be able to reflect, responding to feedback when evaluating their own prototypes, suggest modifications to improve them through inception and manufacture and assess if prototypes are fit for purpose.</p> <p>Maths/Science Links:</p> <ul style="list-style-type: none"> • Understanding of properties of materials and how they need to be protected from corrosion through surface treatments and finishes. • Selection of materials and components based on ethical factors, taking into consideration the ecological and social footprint of materials 	<p>understanding of designing and making principles at an advanced, secure level.</p> <p>Maths/Science Links:</p> <ul style="list-style-type: none"> • The GCSE Exam is at least 15% of the exam will assess maths • at least 10% of the exam will assess science
	<p>Assessment: Baseline Assessment AO1 Identify, investigate and outline design possibilities Section A (10 marks) AO1 Identify, investigate and outline design possibilities Section B (10 marks)</p>	<p>Assessment: PPE Mock Exam</p> <p>A02 Design and make prototypes that are fit for purpose Section C – Generating design ideas (20 marks) Section D Developing Design Ideas (20 marks)</p>	<p>Assessment: A02 Design and make prototypes that are fit for purpose Section D Developing Design Ideas (20 marks) Section E A02 Realising design ideas (20 marks)</p>	<p>Assessment: A02 Design and make prototypes that are fit for purpose Section E A02 Realising design ideas (20 marks) A03 Analyse and Evaluate: Section F A03 – (20 marks) Analysis and Evaluation</p>	<p>Assessment: GCSE NEA Deadline – NEA Component Marked, moderated and submitted (50% of Final GCSE Grade) A01 Identify, investigate and outline design possibilities A02 Design and make prototypes that are fit for purpose A03 Analyse and Evaluate: Total 100 marks</p>	<p>Assessment: GCSE Design and Technology Exam component – 2hrs (50% of Final GCSE grading)</p>
Business	<p>3.2 Influences on Business: Globalisation, methods businesses use to compete internationally, exchange rates, interest rates, impact of business operating in a competitive market, risks and uncertainty faced by businesses, employment</p>	<p>3.6 Finance: Sources of finance, appropriateness of sources of finance, introduction to cash flow forecasts, how to create an interpret cash flow forecasts, interpret breakeven charts, evaluate the use of breakeven charts, interpret and complete</p>	<p>3.6 Finance: Income statements – gross profit margin and net profit margin, statements of financial position, how to evaluate financial documents</p> <p>3.5 Marketing:</p>	<p>3.5 Marketing: Why marketing research is carried out, primary and secondary marketing research methods, making marketing research designs, the marketing mix, product life cycle, Boston Matrix, pricing decisions, pricing strategies.</p>	<p>3.5 Marketing: Promotion – types of promotion, elements of the promotional mix, choosing promotion, place and distributions considerations</p> <p>Revision for Paper 1 and Paper 2</p>	<p>Revision for Paper 1 and Paper 2</p>

	law, health and safety law, consumer law End of Unit assessment 3.6 Finance: Sources of finance	income statements, average rate of return	Segmentation, targeting, positioning, market share, size and growth			
	Skill development 9- and 12-mark answers, interpreting case studies and external influences,	Skill development Accessing exam style questions, financial calculations, interpreting financial data, making recommendations based on data.	Skill development Accessing exam style questions, financial and marketing calculations, interpreting & recommendations based on data.	Skill development How to interpret case studies and access exam style questions	Skill development How to interpret case studies and access exam style questions	Skill development
	Assessment Globalisation, interest rates and exchange rates, legislation, end of unit assessment	Assessment Financial calculations, break even, cash flow forecasts, income statements, average rate of return	Assessment Income statements, statements of financial position, marketing data	Assessment Practice paper 1 and 2 questions, marketing research, marketing mix – product and price	Assessment Practice paper 1 and 2 questions, marketing mix – promotion and place	Assessment
Computing	Threats to CS and Networks, DDOS, DOS, Data interception, SQL injection, vulnerabilities and prevention (passwords, encryption and physical security), defensive design (anticipating misuse and authentication). Operating systems (user interfaces, memory management and multi-tasking), peripheral management, user and file management, utility software, encryption software, defragmentation and data compression	Ethical issues, legal issues and cultural issues, environmental issues, privacy issues. Legislation data protection, computer misuse act, copyright, open source vs proprietary. Testing – purpose, iterative and final, identifying syntax and logic errors, types of testing (normal, boundary and invalid / erroneous), refining algorithms Languages – high and low level languages, characters of, purpose of translators, characteristics of compilers and interpreter, IDEs (Editors, error diagnostics)	IDEs – Run time environment and translators Searing and sorting, bubble sort (performing and programming), merge sort (pseudocode) linear search, binary search	Revision: Systems architecture, embedded systems, memory, storage, binary, denary, hexadecimal conversions, binary shifts, images and sound, networks, topologies and hardware, transmission media and standards, protocols and layers, threats and prevention, operating systems and utility software, ethics and legislation, algorithms and computational thinking, functions and procedures.	Revision: Programming – file and string handling, robust programming, logic gates and truth tables, high- and low-level languages, IDEs	
	Skill development Implement validation on user inputs while programming, practice exam questions	Skill development Practice exam questions, focus on the explain element	Skill development Manually complete bubble sorts and trace tables, complete linear and binary search, use of algorithms.	Skill development Practice exam questions, programming skills, preparation for GCSE papers	Skill development Practice exam questions, programming skills, preparation for GCSE papers	Skill development
	Assessment Threats to CS and networks, systems security, operating systems, system software	Assessment Ethics, testing, languages,	Assessment Languages, merge sort, searing and sorting,	Assessment Practice exam papers / questions	Assessment Practice exam papers / questions	Assessment
ICT	Component 1 – Exploring user interface design principles and project planning techniques	Component 1 – Exploring user interface design principles and project planning techniques Learning Aim B:	Component 1 – Exploring user interface design principles and project planning techniques	Component 1 – Exploring user interface design principles and project planning techniques	Component 2: Collecting, presenting and interpreting data Learning Aim A:	Component 2: Collecting, presenting and interpreting data Learning Aim B:

	<p>Learning Aim A: Types of user interfaces, basic user interfaces, complex user interfaces, choosing a user interface, hardware and software influences, user accessibility needs, user skill, demographics, design principles.</p> <p>Learning Aim B: Basic planning project tools, project methodologies, creating a project plan.</p>	<p>Creating a project plan, defining the project requirements, project risk and constraints, project timescales, storyboard and sketches, hardware, software and testing strategies.</p> <p>Learning Aim C: Develop a functional user interface, reviewing and refining a user interface</p>	Practice Comp 1 – complete a practice assignment for Comp 1.	Complete external Component 1 Summative assessment	<p>Data v Information, data formats, preparing data for processing, data collection methods, data quality, data privacy.</p> <p>Learning Aim B: Importing data, formatting of data, using formulas, using functions, absolute cell referencing, sorting information, decision making functions</p>	<p>VLOOKUP, HLOOKUP, logical operators, filtering data, macros, data validation, graphs and charts, count functions, data summaries, creating the dashboard.</p> <p>Learning Aim C: Drawing conclusions and making recommendations</p>
	<p>Skill development Identifying types of user interface and analysing the effectiveness of these. How to justify design choices</p>	<p>Skill development How to plan projects using a range of planning techniques, how to design and create an interactive user interface</p>	<p>Skill development How to complete the Pearson set assignment for Comp 1 by completing a mock up</p>	<p>Skill development Completing component 1 – summative assessment</p>	<p>Skill development Identifying and explaining the role of information for different stakeholders, how to analyse and manipulate data using a spreadsheet</p>	<p>Skill development How to use a range of manipulation tools to analyse data within a spreadsheet. How to draw conclusions and make recommendations using data manipulation tools</p>
	<p>Assessment User interfaces, project planning tools.</p>	<p>Assessment Project planning tools, designing, reviewing and refining user interfaces</p>	<p>Assessment Mock Component 1 assignment in preparation for summative Comp 1</p>	<p>Assessment Complete component 1</p>	<p>Assessment Data and information, use of spreadsheet skills to manipulate data</p>	<p>Assessment Data manipulation tools, drawing conclusions and making recommendations</p>
Photography	<p>Content Abstract & Minimal Students given suggested starting points but will be required to research and select their own artists linked to the theme.</p> <p>Plan a shoot, create a contact sheet x 20 photographs minimum, select best photographs, create three edits and a comparison slide.</p>	<p>Content Final coursework presentation and refinement</p> <p>Students should select and present the best work from all coursework projects. Icing on the cake!</p>	<p>Content Exam preparation Students are given an exam paper with several suggested starting points from the exam board but will be required to research and select their own artists linked to the theme.</p> <p>XThree Plan a shoot, create a contact sheet x 20 photographs minimum, select best photographs, create three edits and a comparison slide.</p> <p>Final shoot</p>	<p>Content Exam Presentation Students continue to work on their exam prep.</p> <p>Complete a 10 hour exam.</p>	11	<p>Content Abstract & Minimal Students given suggested starting points but will be required to research and select their own artists linked to the theme.</p> <p>Plan a shoot, create a contact sheet x 20 photographs minimum, select best photographs, create three edits and a comparison slide.</p>
	<p>Skill development Developing advanced final idea (rather than a single image/series of images); Using a combination of artists and personal sources so create an individual response;</p>	<p>Skill development Selection and refinement according to AOs; Refining rather than building projects;</p>	<p>Skill development Developing advanced final idea (rather than a single image/series of images); Using a combination of artists and personal sources so create an individual response;</p>	<p>Skill development Developing advanced final idea (rather than a single image/series of images); Using a combination of artists and personal sources so create an individual response;</p>		<p>Skill development Developing advanced final idea (rather than a single image/series of images); Using a combination of artists and personal sources so create an individual response;</p>
	<p>Assessment</p>	<p>Assessment A01 -4</p>	<p>Assessment</p>	<p>Assessment</p>		<p>Assessment</p>

	AO4 focus - Final idea development and presentation Full project assessment for Portraits project Wholistic assessment of all projects so far according to course spec	Holistic assessment of entire Unit 1 (c/w)	Photography skills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others. Photoshop skills.	Internally marked and externally moderated using the marking criteria. This component is marked out of 96 marks and contributes 40% to the overall grade.		AO4 focus - Final idea development and presentation Full project assessment for Portraits project Wholistic assessment of all projects so far according to course spec
Art	Content Portraits Final piece development Refine final idea based on final piece experiments and practice piece Final piece completion	Content Final coursework presentation and refinement Students should select and present the best work from all coursework projects.	Content Exam Prep Collect and present research on theme and related artists Produce studies related to artists and theme in appropriate media	Content Exam Prep & 10hr Exam Advanced development of personal final idea Planning and preparation for exam 10hr independent work		
	Skill development Refining ideas; Producing final outcome from original idea; Skillful use of materials	Skill development Selection and refinement according to AOs; Refining rather than building projects;	Skill development Developing a project/theme from an choice of starting points; Selecting and presenting sources; Experimenting with techniques and processes in a range of appropriate media;	Skill development Experimenting with techniques and processes; Developing a personal response;		
	Assessment AO4 focus Assessment of personal, informed and meaningful response with links to research, experiments and ideas from throughout the project	Assessment AO1 -4 Holistic assessment of entire Unit 1 (c/w)	Assessment AO1,2 focus Assessment of appropriate artists, craftspeople, and sources Assessment of media, techniques and processes	Assessment AO1-4 Wholistic assessment of entire Unit 2 (exam preparation and 10hr independent work) including development of own ideas towards a personal outcome		
Drama	Component Two: Developing skills and techniques in the Performing Arts. Develop skills and techniques during the rehearsal process and workshops. Application of skills and techniques learnt during workshops to the developing piece of repertoire.	Component Two: Developing skills and techniques in the Performing Arts. Developing skills and techniques through exploratory workshops. Develop and refinement of skills and techniques during the rehearsal process. Application of skills and techniques during rehearsal.	Component Two: Developing skills and techniques in the Performing Arts. Finalising acting skills (vocal, physical and interpretive) that will portray a clear character for performance. Finalising performance, continuing to develop skills and techniques during the final stages of the rehearsal process.	Possible resit of Component Three	Possible resit of Component Three	

<p>Review own development and contribution to the performance.</p>	<p>Review own development and contribution to the performance.</p>	<p>Completion of the Working logbook (essay).</p>			
<p>Skill development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> working on the progression of chosen skills based on physical, vocal, performance and interpretative skills. <input type="checkbox"/> Develop teamwork skills such as cooperation and negotiation <input type="checkbox"/> Applying chosen skills within rehearsals. <input type="checkbox"/> Reviewing and recording individual development of skills, techniques and progress in logbook 	<p>Skill development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> working on the progression of chosen skills based on physical, vocal, performance and interpretative skills. <ul style="list-style-type: none"> <input type="checkbox"/> Develop teamwork skills such as cooperation and negotiation <input type="checkbox"/> Applying chosen skills within rehearsals. <input type="checkbox"/> Reviewing and recording individual development of skills, techniques and progress in logbook 	<p>Skill development:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choosing and applying a range of technical skills, such as facial expression, gesture, movement, pace, pause and vocal expression to a consistently high standard <input type="checkbox"/> Applying stylistic and interpretative skills, such as interaction with performers, communication to the audience, clear elements of the performance style, and commitment in performance. <input type="checkbox"/> Demonstrating and successfully communicating intention, such as conveying humour during an extract from a piece of physical comedy. <input type="checkbox"/> Reviewing and recording individual development of skills, techniques and progress in logbook <input type="checkbox"/> Analysing own skills and techniques in dress rehearsal and performance. 			
<p>Assessment: B.2 Select and apply technical skills during rehearsal when reproducing repertoire as a performer C.4 Review own development of skills and techniques, using examples to demonstrate strengths and areas for improvement. C.5 Review own application of skills and techniques in performance, using relevant examples to demonstrate strengths and areas for improvement.</p>	<p>Assessment: B.2 Select and apply technical skills during rehearsal when reproducing repertoire as a performer C.4 Review own development of skills and techniques, using examples to demonstrate strengths and areas for improvement. C.5 Review own application of skills and techniques in performance, using relevant examples to demonstrate strengths and areas for improvement.</p>	<p>Assessment: B.2 Select and apply technical skills during rehearsal when reproducing repertoire as a performer B.3 Demonstrate application of technical, stylistic and interpretative skills appropriate to the performance of existing repertoire as a performer. C.3&4 Review own development of skills and techniques, using examples to demonstrate strengths and areas for improvement. C.5 Review own application of skills and techniques in performance, using relevant examples to demonstrate strengths and areas for improvement.</p>			

Dance	<p><u>Content</u> → Component 1: Exploring the Performing Arts - Dance (Practitioners' roles, responsibilities & Skills)</p>	<p><u>Content</u> → Component 1: Exploring the Performing Arts - Dance (Explore the interrelationship between constituent features of existing performance material)</p>	<p><u>Content</u> → Component 1: Exploring the Performing Arts - Dance (Explore the interrelationship between constituent features of existing performance material)</p> <p>→ Component 3 RESITS if required (See comp 3 details)</p>	→ Component 3 RESITS if required (See comp 3 details)	→ Component 3 RESITS if required (See comp 3 details)		
	<p><u>Skill Development</u></p> <ul style="list-style-type: none"> * Examine the roles, responsibilities & skills of practitioners * Develop knowledge and understanding of how they contribute to performance * Roles - Dancer, choreographer, costume designer, lighting, sound, set design * Responsibilities - Rehearsing, performing, choreographing, refining material, managing * Skills - physical, interpretive, managing & directing, creative skills, communication, organisational skills 	<p><u>Skill Development</u></p> <ul style="list-style-type: none"> * Develop knowledge & understanding of the interrelationships between processes, techniques & approaches that contribute to the performance repertoire * Processes - Responding to a stimulus, exploring & developing ideas to develop material, discussion with performers, setting tasks, sharing ideas, teaching material, organising & running rehearsals, refining & adjusting to make improvements, providing notes and feedback * Techniques - Rehearsal, production, technical rehearsal, dress rehearsal, performance, post-performance evaluation / review 	<p><u>Skill Development</u></p> <p><i>Continue with skills from Half Term 2:</i></p> <ul style="list-style-type: none"> * Develop knowledge & understanding of the interrelationships between processes, techniques & approaches that contribute to the performance repertoire * Processes - Responding to a stimulus, exploring & developing ideas to develop material, discussion with performers, setting tasks, sharing ideas, teaching material, organising & running rehearsals, refining & adjusting to make improvements, providing notes and feedback * Techniques - Rehearsal, production, technical rehearsal, dress rehearsal, performance, post-performance evaluation / review 				
	<p><u>Assessment</u> COMP 1 - CONTINUOUS LA: A2: Practical Workshops - Video Evidence & Research Journal. Practitioners' roles, responsibilities and skills</p>	<p><u>Assessment</u> COMP 1 - CONTINUOUS LA: B1 & B2: Practical Workshops - Video Evidence & Written Report. Processes, techniques and approaches used in Performance</p>	<p><u>Assessment</u> COMP 1 - CONTINUOUS LA: B1 & B2: Practical Workshops - Video Evidence & Written Report. Processes, techniques and approaches used in Performance</p>				
Music	<p><u>Content</u> BTEC Component 2 (LAB) Development of Skills (continued) Applying and developing individual</p>	<p><u>Content</u> BTEC Component 3 Prep Develop and present music in response to a given commercial musical brief.</p>	<p><u>Content</u> BTEC Component 3 Prep & EXAM Develop and present music in response to a given commercial musical brief.</p>	<p><u>Content</u> BTEC Component 3 EXAM 23 hours of formal and informal supervision 4 hours – Activity 1 prep 2 hours – Activity 1</p>	COURSE FINISHED	COURSE FINISHED	

	<p>musical skills and techniques Analysing and evaluating own skills in performance, creation and production Creating a development plan to improve skills Keeping a progress log of skills Recording evidence for progress log</p>	<p>Work to strengths and interests and apply the skills that they have learnt during the BTEC course. Focus on a particular area of the music industry that appeals to the student and respond as a composer, performer or producer.</p>	<p>Work to strengths and interests and apply the skills that they have learnt during the BTEC course. Focus on a particular area of the music industry that appeals to the student and respond as a composer, performer or producer.</p>	<p>16 hours – Activity 2 – Creation of a music product 1 hour – Activity 3</p>		
	<p><u>Skill development</u> Skills audit Development Plan Develop performance, creation and production skills linking to development Respond to and act upon feedback Music Industry skills - time management, self-discipline, working with others, correct and safe use of equipment, resources required, how to audit your skills and plan for development, how to respond appropriately to, and act on, feedback given, methods of capturing musical development, approaches to clear and organised communication, how to share and comment on work professionally.</p>	<p><u>Skill development</u> Research Use of DAW software to create a music product Composition Performance Analysis Respond to and act upon feedback</p>	<p><u>Skill development</u> Research Use of DAW software to create a music product Composition Performance Analysis Respond to and act upon feedback</p>	<p><u>Skill development</u> Research Production using DAW software Performance Composition Analysis</p>		
	<p><u>Assessment</u> Component 2 Learning Aim B – Skills audit & Evaluation; Progress log; Evidence</p>	<p><u>Assessment</u> Mock Exam based on Component 3 Includes: Activity 1 – Initial ideas to the brief Activity 2 – Music product</p>	<p><u>Assessment</u> Mock Exam based on Component 3 Includes: Activity 1 – Initial ideas to the brief Activity 2 – Music product</p>	<p><u>Assessment</u> <u>EXAM</u> Activity 1 – Initial ideas to the brief Activity 2 – Music product Activity 3 – Written conclusion</p>		

		Activity 3 – Written conclusion	Activity 3 – Written conclusion			
Biology Separates	<p>Theoretical Content:</p> <p>Should we clone endangered animals?</p> <p>Selective breeding, genetic engineering, cloning, adult cell cloning, ethics of gene technologies, the history of genetics, theories of evolution, accepting Darwin's ideas, evolution and speciation, Fossils and extinction,</p>	<p>Theoretical Content:</p> <p>More about extinction, antibiotic resistance, Classification, New systems of classification</p> <p>Can we speed up reaction time?</p> <p>Principles of homeostasis, Structure and function of nervous system, Reflex Actions, The Brain, The Eye, Common problems with the eye,</p>	<p>Theoretical Content:</p> <p>How do chemicals control us?</p> <p>Principles of hormonal control, Control of blood glucose levels, Treating diabetes The role of negative feedback (H), Human Reproductive, Hormones and the menstrual cycle (H), The artificial control of fertility, Infertility treatments (H),</p>	<p>Theoretical Content:</p> <p>How do chemicals control plants?</p> <p>Plant hormones and responses, Using plant hormones, Controlling body temperature, Removing waste products, The human kidney, Dialysis - an artificial kidney, Kidney transplants</p>	Theoretical Content:	Theoretical Content:
	<p>Skill development</p> <p>Development of scientific thinking</p>	<p>Skill development</p> <p>Development of scientific thinking</p>	<p>Skill development</p> <p>Development of scientific thinking and Analysis and evaluation</p>	<p>Skill development</p> <p>Development of scientific thinking</p>	<p>Skill development</p> <p>Maths/Science Links:</p>	<p>Skill development</p> <p>Maths/Science Links:</p>
	<p>Assessment:</p> <p>10 mark assessment</p>	<p>Assessment</p> <p>November PPE</p>	<p>Assessment:</p> <p>10 mark assessment Feb PPE</p>	<p>Assessment:</p>	<p>Assessment:</p>	<p>Assessment:</p>
Physics Separates	<p>Content:</p> <p>Why can a freediver only go so deep?</p> <p>Pressure and Surfaces, Pressure in a liquid at rest, Atmospheric Pressure, Upthrust and flotation</p> <p>Why do ducks bob up down on the water?</p> <p>The Nature of Waves, The Properties of Waves, Ripple Tank Required Practical, Reflection and Refraction (Higher Only), More about Waves, Sound Waves, The Use of ultrasound, Seismic Waves,</p>	<p>Content:</p> <p>Why do ducks bob up down on the water?</p> <p>Seismic Waves,</p> <p>Could we live without the electromagnetic spectrum?</p> <p>Electromagnetic Spectrum, Light, infrared and microwaves, Communication, Infrared Required Practical, radio waves, UV waves, X-rays and Gamma rays, X-Rays in medicine,</p>	<p>Content:</p> <p>How do glasses correct vision?</p> <p>Reflection of Light, Refraction of light, Light and colour, Lenses, Using Lenses</p>	<p>Content:</p> <p>Mechanics How does a compass work?</p> <p>Magnetic Fields, Magnetic fields of current, Electromagnets in devices, The Motor Effect, The Generator Effect, The Alternating - current generator,</p> <p>Transformers, Transformers in action,</p>	<p>Content:</p> <p>Mechanics How does a compass work?</p> <p>The Alternating - current generator, Transformers, Transformers in action,</p> <p>How did it all start and how will it all end?</p> <p>Formation of the Solar System, The History of a star, Planets, Satellites and orbits, The expanding universe, The beginning and future of the universe</p>	<p>Content:</p>

	<p>Skill development: AT f, g, c, d, e</p> <p>Maths/Science Links: Use calculators to find and use power, exponential and logarithmic functions, Make order of magnitude calculations</p>	<p>Skill development AT d,e</p> <p>Maths/Science Links: Use ratios, fractions and percentages, Make order of magnitude calculations, Plot two variables from experimental or other data, Determine the intercept of a graph</p>	<p>Skill development AT j, d, b, d, i</p> <p>Maths/Science Links: Calculate the circumferences, surface areas and volumes of regular shapes, Change the subject of an equation, Use calculators to find and use power, exponential and logarithmic functions, Use logarithms in relation to quantities that range over several orders of magnitude</p>	<p>Skill development AT h, j, b, k</p> <p>Maths/Science Links: Substitute numerical values into algebraic equations using appropriate units for physical quantities Change the subject of an equation, Find arithmetic means, Understand measures of dispersion, including standard deviation and range</p>	<p>Skill development AT a</p> <p>Maths/Science Links: Recognise and make use of appropriate units in calculations, Solve algebraic equations, Use ratios, fractions and percentages</p>	<p>Skill development Maths/Science Links:</p>
	<p>Assessment Required Practical 1 - Investigation into the effect of a named variable on the rate of an enzyme-controlled reaction. Suitability test Teacher B assessment</p>	<p>Assessment Required practical 2: Preparation of stained squashes of cells from plant root tips; set-up and use of an optical microscope to identify the stages of mitosis in these stained squashes and calculation of a mitotic index Required practical 3: Production of a dilution series of a solute to produce a calibration curve with which to identify the water potential of plant tissue. Required practical 4: Investigation into the effect of a named variable on the permeability of cell-surface membranes. 2 x Teacher A assessments 2 x teacher B assessments</p>	<p>Assessment: Required practical 6: Use of aseptic techniques to investigate the effect of antimicrobial substances on microbial growth. Jan PPE 1 x Teacher A assessments 1 x teacher B assessments</p>	<p>Assessment: Required practical 5: Dissection of animal or plant gas exchange system or mass transport system or of organ within such a system. 2 x Teacher A assessments 2 x teacher B assessments</p>	<p>Assessment: 2 x Teacher A assessments 2 x teacher B assessments</p>	<p>Assessment Required practical 12: Investigation into the effect of a named environmental factor on the distribution of a given species. End of year 12 PPE</p>
Chemistry Separates	<p>Theoretical Content: Crude oil - hero or villain? Hydrocarbons, Fractional distillation of oil, Properties of hydrocarbons, Burning hydrocarbon fuels, Cracking hydrocarbon,</p>	<p>Theoretical Content: DNA vs plastics - same or different? Addition Polymers, Condensation polymers, Natural polymers, DNA,</p>	<p>Theoretical Content: Life on Earth - how did we get here and how long have we got? Climate change, Global climate change, Atmospheric pollutants,</p>	<p>Theoretical Content: How did Haber and Bosch save the world and cause devastation all at once? Rusting, Useful alloys, The properties of polymers, Glass, ceramics, and composites, Making ammonia - the Haber process, The economics of</p>	<p>Theoretical Content:</p>	<p>Theoretical Content:</p>

	<p>DNA vs plastics - same or different?</p> <p>Reactions of the alkenes, Structures of alcohols, carboxylic acids and esters, Reactions and uses of alcohols, Carboxylic acids and esters</p>	<p>Life on Earth - how did we get here and how long have we got?</p> <p>History of our atmosphere, Our evolving atmosphere, Greenhouse gases</p>	<p>Desert island dilemma - how could you make enough safe drinking water to survive?</p> <p>Finite and renewable resources, Water safe to drink, Treating wastewater, Life cycle assessments, Reduce, Reuse and Recycle</p>	<p>the Haber process, Making fertilisers in the lab, Making fertilisers in industry</p>		
	<p>Skill development</p> <p>AT a, g, b, i, h</p> <p>Maths/Science Links:</p> <p>Change the subject of an equation, Recognise and use expressions in decimal and standard form</p>	<p>Skill development</p> <p>AT b, c, h, d</p> <p>Maths/Science Links:</p> <p>Change the subject of an equation, Recognise and use expressions in decimal and standard form</p>	<p>Skill development</p> <p>AT h, k, i,</p> <p>Maths/Science Links:</p> <p>Use ratios, fractions and percentages, Understand simple probability, Select and use a statistical test, Solve algebraic equations</p>	<p>Skill development</p> <p>AT l, k, h, i, g</p> <p>Maths/Science Links:</p> <p>Understand the principles of sampling as applied to scientific data, Use logarithms in relation to quantities that range over several orders of magnitude</p>	<p>Skill development</p> <p>Maths/Science Links:</p>	
	<p>Assessment</p> <p>Required practical 7: Use of chromatography to investigate the pigments isolated from leaves of different plants, eg, leaves from shade-tolerant and shade-intolerant plants or leaves of different colours.</p> <p>Required practical 8: Investigation into the effect of a named factor on the rate of dehydrogenase activity in extracts of chloroplasts.</p> <p>Required practical 10: Investigation into the effect of an environmental variable on the movement of an animal using either a choice chamber or a maze.</p> <p>Entry exam</p> <p>1 x Teacher A assessments 1 x teacher B assessments</p>	<p>Assessment:</p> <p>Required practical 11: Production of a dilution series of a glucose solution and use of colorimetric techniques to produce a calibration curve with which to identify the concentration of glucose in an unknown 'urine' sample.</p> <p>Required practical 9: Investigation into the effect of a named variable on the rate of respiration of cultures of single-celled organisms.</p> <p>2 x Teacher A assessments 2 x teacher B assessments</p>	<p>Assessment</p> <p>Jan PPE</p> <p>1 x Teacher A assessments 1 x teacher B assessments</p>	<p>Assessment</p> <p>2 x Teacher A assessments 2 x teacher B assessments</p>	<p>Assessment</p> <p>Summer external exams</p>	

11	<p>Revise: Number Fractions, Decimals & Percentages</p>	<p>Revise: Ratio and Proportion Algebra Linear Graphs</p>	<p>Revise: Quadratics Quadratic Graphs Statistics</p>	<p>Revise: Measures Angles Pythagoras & Trigonometry</p>	<p>Revise: Transformations Visualising & Drawing 2D & 3D Shapes</p>	<p>GCSE Examination</p>
----	---	---	---	--	---	-------------------------

			Probability			
	<p>Skill development:</p> <ul style="list-style-type: none"> -Solve exam style questions that include calculating wages, basic best buy problems and multi-step calculations. -Be able to identify outliers in data sets and give reasons for their exception. -Understand and explain the dangers of extrapolating data. -Be able to compare and contrast two data sets using measures of average and spread <i>including the interquartile range</i>. 	<p>Skill development:</p> <ul style="list-style-type: none"> -Explain why fractions, decimals and percentages are not equivalent. -Solve multi-step problems using a mix of fractions, decimals, percentages and ratio. -Solve real life exam questions using profit & loss, finance offers, BOGOF's and <i>income tax calculations</i>. -Combine ratio 	<p>Skill development:</p> <ul style="list-style-type: none"> -Set up and solve exam questions by choosing to use algebra and/or linear graphs appropriately and efficiently. -<i>Know and then use the equation of a circle to find the equations of tangents and radii.</i> -<i>Simplify and calculate using algebraic fractions.</i> -<i>Use algebraic proof to deduce if a statement is true or false.</i> 	<p>Skill development:</p> <ul style="list-style-type: none"> -Select the appropriate mathematical formulae to solve extended problems using perimeter, area and volume. -Work out the cost of a project using area or volume. -<i>Calculate rates of flow using volume.</i> -Find values of missing angles in regular polygons solely expressed in diagrammatic form. -Select the correct method to solve real life problems using Pythagoras and Trig <i>including those in three dimensions</i>. -<i>Solve multi-step exam questions using a combination of the sine and cosine rules.</i> 	<p>Skill development:</p> <ul style="list-style-type: none"> -Identify and accurately describe the transformation of a shape given the shape and its image <i>after multiple transformations</i>. -Be able to sketch and accurately draw 2D plans & elevations of 3D shapes and vice versa. 	Skill development
Assessment	Assessment Mock Exam x 3 papers	Assessment	Assessment Mock Exam x 3 papers	Assessment	Assessment	Assessment