



**QUEENS' STAR CURRICULUM:
KEY STAGE 4 GUIDE
2024-25**

Overview of the Queens' Key Stage 4 STAR Curriculum

At Queens' School, our whole school curriculum aims to instil our core values of Scholarship, Tenacity, Altruism and Respect; and to develop in students the lifelong learning associated with these values. In their teaching and learning, all of our students should experience, understand and develop:

- **Scholarship:** the ambitious pursuit of knowledge, achievement and independence across a broad and balanced range of subjects;
- **Tenacity:** the expectation of supported challenge for students of all abilities and talents; and of persevering in the face of that challenge;
- **Altruism:** the habits of working collaboratively and selflessly as part of a learning community;
- **Respect:** the importance of demonstrating kindness, tolerance and respect for others' views, abilities and contexts in learning.

Key Stage 4 is the second stage of students' secondary education. At Queens', it comprises the end of Y9 to the end of Y11. In terms of learning, the subjects, topics and content taught at Key Stage 4 are designed to develop students' character, knowledge, understanding and skills at an advanced level, in preparation for the imminent opportunities and experiences of further education, training or employment at the end of Y11. More specifically, students will be working towards the demands of GCSEs in the subjects they are taking. For all subjects, GCSE studies formally commence in the Autumn term of Y10; the Summer Term of Y9 is a GCSE induction and transition term, with key foundational GCSE concepts and terminology introduced and explored in all core and options subjects.

The National Curriculum (2014), directs schools to offer a 'broad and balanced curriculum' of subjects, promote the spiritual, moral, social, cultural and physical development of students and prepare them for the experiences and opportunities of life, learning and employment after school. As an aspirational school, Queens' not only follows the content requirements of the National Curriculum but also, in line with our *Dare to be Great* ethos, to take steps to make sure that all students will be enriched, challenged and supported in their academic and pastoral learning. At Key Stage 4, this enrichment is achieved through an emphatic focus on Queens' values of Scholarship, Tenacity, Altruism and Respect and lifelong learning; and through challenge, target-setting, subject coverage and setting procedures across subjects.

All students are entered for a core of GCSEs in English Language, English Literature, Mathematics and either Combined Science (2 GCSEs) or Triple Science (3 separate GCSEs in Biology, Chemistry and Physics). Beyond this core, our Y9 Options pathway system ensures that students are following GCSE options which provide an appropriate level of challenge and interest. A majority of students will be entered for the 'EBacc' (English Baccalaureate), a government-recognised set of facilitating GCSEs (English Language, Mathematics, Science, History/Geography and a language) and other options from a wide range including social sciences, technologies and arts. Some students are following a course in extra literacy, numeracy and study skills to replace one GCSE option. In total, the vast majority of students will be awarded either eight or nine GCSEs at the end of Y11. In addition to GCSE subjects, all Key Stage 4 students are also provided with Core PE per fortnight and taught Lifelong Learning in their timetables. Relationships, sex and health education, citizenship, careers personal development and Core RE are delivered through a combination of these devoted lessons, form times, our assembly programme and supplementary talks and visits.

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The Key Stage 4 Timetable:

The school operates a two-week timetable cycle. There are five one-hour teaching periods each day and therefore fifty periods in total per fortnight. A significant proportion of the teaching time at Key Stage 4 is devoted to the core GCSE subjects of English, Maths and Science, with all option subjects delivered in 5 hours/ fortnight teaching.

Classes and Setting:

A range of setting is used to meet students' learning needs or as appropriate to the particular subject. In some subjects, classes are mixed, maintaining a variety of student ability; in other subjects, students are set by ability to help the teaching staff differentiate the curriculum delivery.

Where subjects are set by ability there is usually the facility for students to move between sets if it becomes apparent that their performance is in-line with a different teaching group whether it be a higher or a lower bands. Core PE is taught in single gender groups. The setting arrangements by subject and year are as follows:

	Year 10	Year 11
Mixed ability	Option subjects Combined Science Triple Science Core PE LLL	Option subjects Combined Science Triple Science Core PE LLL
Ability bands	English Language English Literature Maths	English Language English Literature Maths

Key Stage 4 Home Learning:

Home learning refers to independent learning outside of the classroom environment that links to the curriculum aims. Written work will not necessarily be set on every occasion; home learning may also involve reading, revision, presentations or investigations. All home learning activities will be set on Class Charts, along with information about the due date and expected time to complete the task.

Students should be spending approximately 5 to 6 hours on home learning each week: this averages as 40-50 minutes of home learning per subject per week.

In addition to the work set on Class Charts, students are expected to complete self-directed independent study (revision) of at least 60 minutes per subject over the fortnight. This should be Recap, Retain and Recall tasks; for example: the form of wider reading of relevant topics, re-reading and re-learning classroom-based work, practice papers, research and skills development for examination preparedness. If additional work is needed or desired, students should complete additional self-directed independent study (revision).

Here are some of the top tips for ensuring that students make the best progress when working independently at home which we share with them:

1. Create a Home Learning Plan

-Check Class Charts every day to see what work is set and when it is due in. They should ask questions well before the due date if they are unclear on the instructions.

- It's normal for students to have a few hours of home learning a night. If it's heavy home learning day, they will need to devote more time to it.

-Try to come up with a home learning schedule, especially if a student is involved in extracurriculars.

2. Find a Good Place to Work

When students settle down to do home learning, where do they do it? Parked in front of the TV? In the kitchen, with other family members distracting?

Maybe these places worked when they were younger and home learning was simpler, but home learning is probably more complicated now.

Students will do best if they can find a place to get away from distractions, like a bedroom or study. If their home is noisy no matter where they go, they could try searching online for study music, anything relaxing or inspiring. This can help drown out noise in their environment — being mindful of the volume of course!

They should sit at a desk or table that's comfortable, or try spreading out on the floor. It's usually best for them to avoid their beds because they might get sleepy or have trouble sleeping later on. As long as they find a spot where they feel comfortable (and not tired), they'll be able to focus.

3. Get to Work

If students start working while they feel stressed out, anxious, or otherwise in a bad mood, they may not get much done. They could try practising a mindfulness or breathing exercise before getting started, even just for a few minutes in order to improve focus.

Avoid distractions. Students should put away their phones and other electronic distractions when starting home learning. They should turn off apps on their devices so they're only focused on academic work. Some people like to start with the easy assignments to get them out of the way, while others prefer to tackle the more challenging assignments first. They should consider which strategy will work better for them by trying both and seeing if they notice a difference. If they get stuck, they should try to figure out the problem, without spending too much time on it because they need time for other assignments. Taking a 15-minute break every hour is a good idea for most people.

4. Get Help When They Need It

Even when students pay attention in class, study for tests, and do your home learning, some subjects may still seem too hard. We advise them not to be afraid to ask for home learning help — from teachers, friends, or family members.

The table below illustrates likely frequency/ duration of home learning, though there will be flexibility:

Subjects	Frequency of home learning	Duration
English	Twice weekly (one literature and one language) plus daily reading for 15 minutes	Approximately 1 hour formally set depending on the nature of the task.
Maths	Weekly	
Science (Triple or Combined)	Weekly for each science	
Options subjects	Weekly	
All subjects	An expectation of at least an hour of independent recap, recall, retain (revision) activities for every subject each fortnight.	

The STAR Curriculum in each subject at Key Stage 4:

At Queens' School, our whole school curriculum aims to instil our core values of **Scholarship, Tenacity, Altruism** and **Respect**; and to develop in students the lifelong learning associated with these values. In their teaching and learning, all of our students should experience, understand and develop:

Scholarship: the ambitious pursuit of knowledge, achievement and independence across a broad and balanced range of subjects, by which we mean:

- the **understanding, retention and recall** of facts and information;
- the **ability to justify** beliefs and ideas;
- the **experience** and **creation** of sequences and structures for organising learning;
- an **awareness** of the cultural 'canon': ideas, people, works which are considered to be significant and stand the test of time;
- an **awareness** of space and body, a learnt perception of location and movement;
- the **experience** of 'flow', of being 'in the zone';
- the ability to **work independently** in a **sustained** way, **using** information, creativity and skill;
- the ability to **apply** facts, knowledge, perceptions and skills to new situations;
- the ability to **create connections** between subjects and to synthesise ideas.

Tenacity: the expectation of supported challenge for students of all abilities and talents; and of persevering in the face of that challenge.

Altruism: the habits of working collaboratively and selflessly as part of a learning community.

Respect: the importance of demonstrating kindness, tolerance and respect for others' views, abilities and contexts in learning.

The following pages provide information about the Key Stage 4 knowledge and skills studied in individual subjects in Years 9, 10 and 11 and also how our STAR values are developed and reflected in them. Each subject page(s) shows:

- the learning sequence of topics in each term in each year at Key stage 4 and in the GCSE transition period during the Summer Term of Year 9;
- the major timed or controlled conditions assessments which take place during both Year 10 and Year 11.
- the ways in which the value of **scholarship** will be attained in each year: **recall, retention, use, development, awareness, application, analysis, creation, connection**;
- the ways in which the value of **tenacity** will be attained in each year;
- the ways in which the value of **altruism** will be experienced in each year;
- the ways in which the value of **respect** will be experienced in each year

**GCSE English Language
Exam board: Eduqas**

		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	<p>(March-July)</p> <p>Developing skills in fiction and non-fiction writing tasks integrated into study of 'An Inspector Calls' for GCSE English Literature</p>	<p>Non-Fiction comprehension, analysis and comparison (21st Century and 19th Century articles): scanning, skimming, close reading, analysis, evaluation, cross-reference; writing answers to GCSE-style questions.</p> <p>Non-Fiction writing: compositional, organisational and technical writing skills; writing for audience and purpose in a range of set genres e.g. speech, articles.</p>	<p>Fiction comprehension (20th Century prose): scanning, skimming, close reading, analysis, evaluation, cross-reference; writing answers to GCSE-style questions.</p> <p>Fiction writing: compositional, organisational and technical writing skills; constructing and writing narrative, character and setting.</p>
	Term 2		<p>Non-Fiction comprehension, analysis and comparison (21st Century and 19th Century articles): scanning, skimming, close reading, analysis, evaluation, cross-reference; writing answers to GCSE-style questions.</p> <p>Non-Fiction writing: compositional, organisational and technical writing skills; writing for audience and purpose in a range of set genres: speech, article.</p>	<p>Fiction comprehension (20th Century prose): scanning, skimming, close reading, analysis, evaluation, cross-reference; writing answers to GCSE-style questions.</p> <p>Fiction writing: compositional, organisational and technical writing skills; constructing and writing narrative, character and setting.</p> <p>Revision</p>
	Term 3		<p>Spoken Language endorsement – a speech to be researched, planned and delivered on a topic of the students' choice.</p>	<p>Revision</p>
Scholarship:			<p>Pupils will attain scholarship through:</p> <ul style="list-style-type: none"> ● retaining and recalling advanced language terminology and relevant comprehension and writing skills and applying them at a higher level in KS4 and throughout the year through the use of past papers ● constructing and creating their own writing (involves developing researching skills; thinking and writing critically) - assesses their ability to retain and recall writing skills and techniques learnt throughout the year ● understanding and analysing the effects of writers' technical, linguistic and stylistic choices across a range of periods and non-fiction genres 	<p>Pupils will attain scholarship through:</p> <ul style="list-style-type: none"> ● retaining, recalling and expanding advanced language terminology and relevant comprehension and writing skills from Y10 and applying them throughout the year through the use of past papers ● constructing and creating their own writing (involves developing research skills; thinking and writing critically) - assesses their ability to retain and recall writing skills and techniques learnt throughout the year ● understanding and analysing the effects of writers' technical, linguistic and stylistic choices within fiction

Tenacity:		<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> • developing resilience through repeated practice in writing under timed conditions and performing speeches to peers • consistently responding and reflecting upon their targets to improve their skills • learning the importance of drafting and editing through non-fiction and spoken tasks 	<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> • meeting the challenge of nuanced and subtle expectations in fiction writing-(moving away from melodramatic, plot based or unrealistic ideas); and of rigorous expectations for advanced grammar and vocabulary • consistently responding and reflecting upon their targets to improve their skills • learning the importance of drafting and editing though non-fiction and spoken tasks
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> • supporting peers’ speeches through supportive and constructive questioning and feedback • being exposed to and interrogating a range of texts that encourage empathy and understanding of societal issues such as homelessness, racism, feminism, the environment, social media, stereotypes, social prejudice 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> • the development of emotional intelligence, such as sympathy and empathy for the characters’ predicaments in fiction comprehension texts • analysing and creating texts which explore a range of issues that encourage a caring attitude, such as death, betrayal, love, inclusivity, family relationships
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> • understanding and absorbing the parameters surrounding the research, writing and delivery of sensitive and social content including sexual consent, the environment etc • practising orderly and constructive group and discussion work • exploring the conventions and traditions of a range of authors, styles, genres, opinions, perspectives, context, especially through the teaching of non-fiction comprehension texts 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> • exploring the thoughts and feelings of themselves and others maturely when constructing fictional characters. • listening to the composition of others politely and supportively. • exploring the conventions and traditions of a range of authors, styles, genres, opinions, perspectives, context, especially through the teaching of non-fiction comprehension texts.
Key timed or controlled assessments:		<p>October: Non-Fiction Comprehension November: Non-Fiction Writing assessment November: Non-Fiction Comprehension January: Non-Fiction Comprehension March: English Language Y10 exam May: Spoken Language - Spoken Language assessment</p>	<p>October: Fiction Writing assessment December: English Language Y11 mock GCSE exam February: Fiction Comprehension March: Fiction Comprehension March: Fiction Writing paper</p>

**GCSE English Literature
Exam board: Eduqas**

		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	(March-July) Study of the play 'An Inspector Calls' by J.B. Priestley	Study of the novella 'A Christmas Carol' by Charles Dickens: close stylistic analysis, text in context.	Study of the play 'Macbeth' by Shakespeare: close analysis of language, character and theme.
	Term 2		Completion of 'A Christmas Carol' Study of the EDUQAS Poetry Anthology (18 poems): close analysis, comparison and contrast, texts in context.	Study of Unseen Poetry : close analysis and comparison. Revision
	Term 3		Completion of the EDUQAS Poetry Anthology	Revision
Scholarship:			<p><i>Pupils will attain scholarship through:</i></p> <ul style="list-style-type: none"> ● retaining and recalling information about the set texts studied including contextual details and key quotations to employ within their responses ● gaining awareness of the cultural canon through studying a range of texts from different periods including the Victorian age and various perspectives ● creating connections between texts and understanding how thematic links can be made between poems from different periods ● identifying different elements of a writer's craft and employing appropriate literary terminology to analyse and comment on how writers create meaning 	<p><i>Pupils will attain scholarship through:</i></p> <ul style="list-style-type: none"> ● retaining and recalling information about Shakespeare's theatre and the set text studied including key quotations and specificities of plot ● gaining awareness of the foundations of theatrical performances and the nature of tragedy as a genre ● exploring how authors convey characters in terms of their authorial methods and linguistic choices ● employing literary terms effectively to analyse unseen material and deploy the skills learnt when studying set texts to material that is unfamiliar

Tenacity:		<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● learning how to read extended passages and make connections across lengthy texts concerning thematic issues and character development ● developing the resilience to engage with complex language and a range of different poems from across a 200-year time period ● developing the ability to write at length, in depth and from memory about a range of challenging texts 	<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● honing the skill of developing sustained responses that are focused on the task set and engage analytically with the material ● managing a range of texts and maintain knowledge of literature previously covered in order to respond to exam style questions ● learning how to respond to the complexities of Shakespeare’s language, stylistic devices and use of tragic genre
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● learning how to respond to other students’ work evaluatively and in a positive, critical manner ● considering issues surrounding poverty, disability and injustice in the literature explored in lessons ● contributing collaboratively to whole class and group discussions that explore sensitive issues raised by the texts covered such as PTSD, war and relationship breakdown 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● developing the ability to respond empathetically to characters and consider events and issues from a range of points of view ● considering issues raised in the literature studied concerning psychological turmoil, violence and ambition ● sharing their responses to a range of tasks with their peers and learning to respond in a positive and productive manner
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● studying poems written by a range of different voices including works by individuals of different ethnicities and backgrounds ● demonstrating sensitivity to issues related to social injustice, abuse of power and political protest as reflected in the texts studied ● considering others’ feelings and emotions when responding to the effect texts and language choices may have on the reader 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● listening and responding to feedback from their teacher and peers with sensitivity ● demonstrating maturity and consideration when responding to others’ reading of their own work and Shakespearean drama ● learning about the value of tolerance when exploring texts that examine violence, abuse and war
Key timed or controlled assessments:		<p>September: ‘An Inspector Calls’ assessment October: ‘A Christmas Carol’ extract assessment December: ‘A Christmas Carol’ whole text assessment February: ‘A Christmas Carol’ whole text assessment March: English Literature Y10 exam April: Poetry Anthology assessment July: Poetry Anthology assessment</p>	<p>October: ‘Macbeth’ extract assessment November: ‘Macbeth’ extract assessment December: English Literature mock GCSE exams February: ‘Macbeth’ extract and whole text assessment March: ‘Macbeth’ extract and whole text assessment March: Unseen poetry assessment</p>

GCSE Mathematics Exam board: Edexcel				
		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	GCSE level development of work on: Pythagoras	<p>HIGHER Congruence, similarity & enlargement; trigonometry; representing solutions of equations & inequalities; simultaneous equations</p> <p>FOUNDATION Congruence, similarity & enlargement; trigonometry; representing solutions of equations & inequalities; simultaneous equations</p>	<p>HIGHER Quadratic equations; sampling & statistical diagrams; combined events; properties of circles; variation; triangles</p> <p>FOUNDATION Ratio, proportion and rates of change; statistics: representation and interpretation; constructions and loci; curved shapes and pyramids; number & sequences; right-angled triangle including Pythagoras' theorem</p>
	Term 2	Enlargement & Similarity Ratio & Proportion Rates Probability	<p>HIGHER Angles & bearings; working with circles; vectors; ratio & fractions; percentages & interest; probability</p> <p>FOUNDATION Angles & bearings; working with circles; vectors; ratio & fractions; percentages & interest; probability</p>	<p>HIGHER Graphs; algebraic fractions and functions; vector geometry; revision Further topics for Level 2 Further Mathematics (selected Band 1 students): complex algebra; co-ordinate geometry involving circles; Pythagoras' and proof; sine, cosine & tangent graphs; differentiation; matrices</p> <p>FOUNDATION Congruency and similarity; probability: combined events; powers and standard form; simultaneous equations and linear inequalities; non-linear graphs; revision</p>
	Term 3	Algebraic Representation	<p>HIGHER Collecting, representing & interpreting data; non-calculator methods; types of numbers & sequences; indices & roots; manipulating expressions</p> <p>FOUNDATION Collecting, representing & interpreting data; non-calculator methods; types of numbers & sequences; indices & roots; manipulating expressions</p>	Revision for all
Scholarship:			<p>Pupils will attain scholarship through:</p> <ul style="list-style-type: none"> ● retaining and recalling key terms, formulae and processes though recall-based lesson starters, 'rich' plenaries and frequent mini assessment. ● making connections between equations and graphic representation; between ratio and fractions, between factors and expansions. ● applying theoretical examples to real life mathematical situations e.g. personal finance, statistical analyses. 	<p>Pupils will attain scholarship through:</p> <ul style="list-style-type: none"> ● retaining, recalling and applying key terms, formulae and processes though recall-based lesson starters, 'rich' plenaries and frequent mini assessment. ● making connections between equations and graphs; between ration and fractions, between factors and expansions, between mathematical topics e.g. shape and space. ● applying theoretical examples to real life mathematical situations e.g. personal finance, statistical analyses and to exam question skills.

Tenacity:		<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> • working independently on challenging starters and timed questions • learning from mistakes when responding to targets for improvement in mini-assessments • challenging themselves through incrementally more complex and advanced choices of task and volunteering responses. 	<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> • working independently on challenging starters and timed questions • learning from mistakes when responding to targets for improvement in mini-assessments • challenging themselves through incrementally more complex and advanced choices of task
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> • demonstrating kindness when supporting and helping peers who may find the exercises hard • understanding how to contribute effectively and constructively to group work/discussion when solving problems • evaluating the work of others being support when peer marking starters or critiquing peer solutions to help them improve. 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> • demonstrating kindness when supporting and helping peers who may find the exercises hard • understanding how to contribute effectively and constructively to group work/discussion when solving problems • evaluating the work of others being support when peer marking starters or critiquing peer solutions to help them improve.
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> • learning about alternative cultural or historical traditions of approaching mathematical problems • recognising the importance of following rules and instructions where particular problems, questions or tasks have specific methodologies • demonstrating tolerance and patience when peers are explaining complex steps and sequences 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> • learning about alternative cultural or historical traditions of approaching mathematical problems • recognising the importance of following rules and instructions where particular problems, questions or tasks have specific methodologies • demonstrating tolerance and patience when peers are explaining complex steps and sequences
Key timed or controlled assessments:		<p>October: Progress Test February: Progress Test: term 1 content March: Year 10 mock exams- calculator and non-calculator paper June: End of Year Assessment – calculator and non-calculator paper</p>	<p>December: GCSE Mock exams- 3 papers including calculator and non-calculator March: calculator and non-calculator trial papers</p>

GCSE Sciences: Triple Science (separate Biology, Chemistry, Physics GCSEs) and Combined Science (two GCSEs)

Exam board: AQA

		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	<p>Introduction to foundational GCSE content:</p> <p>Atmosphere</p>	<p>Combined GCSE: Cells, Atomic Structure, Energy Biology GCSE: Cells, the digestive system, organising animals & plants Chemistry GCSE: Atomic structure and the periodic table; Chemical Changes Physics GCSE: Conservation & Dissipation of Energy, Energy Transfer by Heating</p>	<p>Combined GCSE: Reproduction, The rate and extent of chemical change, Forces Biology GCSE: Reproduction, Variation, Genetics & evolution Chemistry GCSE: The rate and extent of chemical change; Organic chemistry Physics GCSE: Forces & motion, Pressure & surfaces, Waves</p>
	Term 2	<p>Energy & Resources</p> <p>Adaptations</p> <p>Interdependence & Competition</p> <p>Organising an Ecosystem</p>	<p>Combined GCSE: Respiration, Chemical Changes, Electricity Biology GCSE: Disease, Respiration and Photosynthesis Chemistry GCSE: Chemical Calculations; Bonding, structure, and the properties of matter Physics GCSE: Electric circuits, Electricity in the home, Molecules and Matter</p>	<p>Combined GCSE: Ecology, Using resources, Waves Biology GCSE: Ecology Chemistry GCSE: Chemical analysis; Using the Earth's resources and obtaining potable water Physics GCSE: Light, Electromagnetism, Space</p>
	Term 3		<p>Combined GCSE: Hormones, Chemical Calculations, Radioactivity Biology GCSE: Human nervous system; hormonal coordination, homeostasis Chemistry GCSE: Electrolysis; Energy Changes Physics GCSE: Radioactivity, Forces in balance, Motion</p>	<p>Revision for all</p>
Scholarship:			<p>Pupils will attain scholarship through:</p> <ul style="list-style-type: none"> ● retaining and recalling information about atomic structure, bonding, chemical reactions and calculations of reacting quantities ● describing experimental methods for making salts, how atoms change when they react and how particles are arranged within elements and compounds ● explaining the properties of materials, why reactions occur, the order of reactivity, how elements are isolated ● analysing experimental and graphical data ● making connections within and between different scientific topics e.g. particles, reactions and enzymes; between light energy, energy transfer and photosynthesis. 	<p>Pupils will attain scholarship through:</p> <ul style="list-style-type: none"> ● retaining and recalling fundamentals about reaction mechanics and rate, organic chemistry and chemical analysis ● describing experimental methods with independent variables, sequences of water treatment and purification, and the history of the atmosphere using graphical data ● analysing graphical data to calculate rates of reaction, to predict the effect of changing a variable on a rate. Using estimation to predict the lifetime of resources ● evaluating new data to compare different materials, resources and methodologies and to make a justified conclusion

Tenacity:		<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> • working independently and under time pressure during recall starter and practice exam questions and assessments • challenging themselves to attempt the challenge questions in every lesson • learning from mistakes when using REACT feedback to self- assess and when responding to targets from assessment 	<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> • working independently and under time pressure during recall starter and practice exam questions and assessments • challenging themselves to attempt the challenge questions in every lesson • learning from mistakes when using REACT feedback to self- assess and when responding to assessment
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> • working constructively and collaboratively with others to undertake complex practical work and experiments and group research • thinking about others when producing resources and presentations for peer teaching activities. • evaluating other’s work supportively and maturely when undertaking peer assessment. • volunteering and sharing own work for class examples and answers. 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> • working constructively and collaboratively with others to undertake complex practical work and experiments and group research • thinking about others when producing resources and presentations for peer teaching activities • evaluating other’s work supportively and maturely when undertaking peer assessment. • volunteering and sharing own work for class examples and model answers.
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> • understanding the importance and seriousness of following rules and instructions particularly in terms of practicals and using fragile equipment. • justifying or listening to alternative historical ideas and beliefs about science e.g. religious beliefs • demonstrating sensitivity, tolerance and self-discipline when expressing opinions about sensitive or ethical topics e.g. genetic engineering, abortion, animal experimentation, cancer, obesity 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> • understanding the importance and seriousness of following rules and instructions particularly in terms of practicals and using fragile equipment. • learning about different cultural and historical ideas and beliefs about science e.g. religious beliefs • demonstrating sensitivity, tolerance and self-discipline when expressing opinions about sensitive or ethical topics e.g. genetic engineering, abortion, animal experimentation, cancer, obesity
Key timed or controlled assessments:		<p style="text-align: center;"><u>Combined Science:</u></p> <p><u>Physics</u> October: P1 + P3 January: P2, P4 + P5 March: Y10 mock exam June: P6 + P7</p>	<p style="text-align: center;"><u>Combined Science:</u></p> <p><u>Physics</u> October: P8- P9 December: GCSE mock exams March: second mock</p>

	<p><u>Chemistry</u> December: Atomic structure and the periodic table; Chemical Change March: Y10 mock exams June: Electrolysis and; Energy Change</p> <p><u>Biology</u> October: B1/B2, B16, B17 February: B3/B4 March: Y10 mock exams June: B5/B6/B7 July: B8/B9</p> <p style="text-align: center;"><u>Triple Science</u></p> <p><u>Biology:</u> October: B1/B2, B16, B17 February: B3/B4 March: Y10 mock exams June: B5/B6/B7 July: B8/B9</p> <p><u>Chemistry:</u> December: Atomic structure and the periodic table; Chemical Change March: Y10 mock exams June: Electrolysis and; Energy Change</p> <p><u>Physics:</u> October: P1 + P3 January: P2, P4 + P5 March: Y10 mock exams June: P6 + P7</p>	<p><u>Chemistry</u> December: GCSE mock exams March: second mock</p> <p><u>Biology</u> October: B8/B9/B10 December: GCSE mock exams March: B13/14/15 March: second mock</p> <p style="text-align: center;"><u>Triple Science</u></p> <p><u>Biology:</u> October: B8/B9/B10 December: Y11 GCSE mock exams March: B13/14/15 March: second mock exams</p> <p><u>Chemistry:</u> December: Y11 GCSE mock exams March: second mock exams</p> <p><u>Physics:</u> October: P8- P10 December: Y11 GCSE mock exams March: second mock exams</p>
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GCSE Modern Foreign Languages (French & Spanish)
Exam board: AQA

*Students study the same topics for vocabulary and grammar across French and Spanish, and develop GCSE level skills across the four fundamental areas of Speaking, Listening, Reading & Writing.

		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	Identity and culture - Myself, my friends, my family	French: Travel and Tourism Healthy Living Life at school/college Spanish Travel and Tourism My town and neighbourhood Healthy Living Life at school/college	Spanish and French: Global issues Social issues
	Term 2	Local, national, international and global areas of interest	Spanish and French: Family and Relationships Free time and leisure + Technology in everyday life Customs and festivals	Spanish and French: Career choices and ambitions Revision and preparation for exams
	Term 3		Spanish and French: Marriage and Partnership Education Post 16 Revision	Revision and preparation for exams
Scholarship:			<i>Pupils will attain scholarship through:</i> <ul style="list-style-type: none"> ● retaining and recalling vocabulary and grammatical structures in another language ● developing increased fluency in another language ● justifying and explaining a range of connected ideas in another language ● appreciating the literature and culture of another language 	<i>Pupils will attain scholarship through:</i> <ul style="list-style-type: none"> ● retaining and recalling vocabulary and grammatical structures in another language ● developing increased fluency in another language ● justifying and explaining a range of connected ideas in another language ● appreciating the literature and culture of another language

Tenacity:		<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● challenging themselves to speak and narrate in an extended way in another language in a variety of classroom and examined situations ● persevering in understanding and using advanced linguistic structures ● learning to revise effectively for examinations in four different communication modes 	<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● challenging themselves to speak and narrate in an extended way in another language in a variety of classroom and examined situations ● persevering in understanding and using advanced linguistic structures ● learning to revise effectively for examinations in four different communication modes
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● using peer assessment to identify and support areas for improvement in others ● sharing and comparing work during activities such as ‘speed dating’ or ‘live write’ 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● using peer assessment to identify and support areas for improvement in others ● sharing and comparing work during activities such as ‘speed dating’ or ‘live write’
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● demonstrating sensitivity when learning about the culture, customs and values of other countries, both European and global ● understanding and using linguistic forms and registers appropriate to context and formality within another language 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● demonstrating sensitivity when learning about the culture, customs and values of other countries, both European and global ● understanding and using linguistic forms and registers appropriate to context and formality within another language
Key timed or controlled assessments:		<p>October: Reading December- Listening February- Writing & Translation March: Y10 mock exams July: Speaking</p>	<p>October: mock GCSE Speaking exams December: Y11 GCSE mock exams February: second mock exams April: real GCSE Speaking exams</p>

GCSE History Exam board: Edexcel				
		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	Holocaust studies- A Key Stage 3 topic studied in further depth which also provides foundation for the first GCSE topic in Y10: understanding key facts and events; interpretation and comparison of sources.	Nazi Germany- Weimar Government, Rise of Hitler, Nazi Social and Economic policies	Elizabeth I, Medicine thematic study - 1000 years
	Term 2		Cold War- Beginnings of the Cold War 1945-1960 (Cuban Missile Crisis, Berlin Wall)	Medicine thematic study - 1000 years
	Term 3		Cold War- 1970-1991 (Soviet invasion of Afghanistan, Fall of the Berlin Wall, Collapse of the Soviet Union, Elizabeth I	Medicine thematic study Revision
Scholarship:			<i>Pupils will attain scholarship through:</i> <ul style="list-style-type: none"> ● retaining and recalling information about key mid-late 20th century history facts and events ● inferring and deducing implicit and complex messaging and arguments in historical sources ● analysing cause, consequence and connection between events and movements ● appreciating historical moments and traditions which shape British values 	<i>Pupils will attain scholarship through:</i> <ul style="list-style-type: none"> ● retaining and recalling information about key historical developments and figures across time ● inferring and deducing implicit and complex messaging and arguments in historical sources ● analysing cause, consequence and connection between events and movements ● appreciating historical moments and traditions which shape British values

Tenacity:		<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● writing advanced and cogent essays and responses both in class and under timed conditions ● conducting disciplined, focused and robust research independently, both from books and online ● learning from mistakes when reacting to feedback 	<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● writing advanced and cogent essays and responses both in class and under timed conditions ● conducting disciplined, focused and robust research independently, both from books and online ● learning from mistakes when reacting to feedback
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● creating and sharing revision resources between classmates ● peer-assessing the robustness of others' written work constructively ● understanding the role of individual self-sacrifice in 20th century historical events 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● creating and sharing revision resources between classmates ● peer-assessing the robustness of others' written work constructively ● understanding the role of individual self-sacrifice in the pursuit of scientific and medical advancement
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● debating and discussing sensitive or controversial topics maturely and constructively ● considering alternative perspectives and interpretations of historical sources ● understanding the importance of international diplomacy and conflict resolution 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● debating and discussing sensitive or controversial topics maturely and constructively ● considering alternative perspectives and interpretations of historical sources ● understanding the importance of international diplomacy and conflict resolution ● exploring the impact of societal inequalities on history
Key timed or controlled assessments:		<p>September, November, December: Weimar & Nazi Germany February: Weimar & Nazi Germany March: Cold War March: Year 10 mock exams May: Cold War</p>	<p>September, November: Elizabethan England December: Y11 mock GCSE exams January, March: Medicine through Time March: second mock exams</p>

GCSE Geography Exam board: Edexcel				
		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	GCSE concepts introduced: <ul style="list-style-type: none"> Fieldwork 	Ecosystems, Biodiversity and Management <ul style="list-style-type: none"> Global biomes, UK terrestrial ecosystems, marine ecosystems In depth study of tropical rainforests including The Amazon rainforest case study In depth study of deciduous woodlands including New Forest case study 	Global Development <ul style="list-style-type: none"> Historical view of development both globally and within UK Spatial variations In depth case study of India
	Term 2		Changing Cities <ul style="list-style-type: none"> Historical view of urbanisation both globally and within the UK (scale) In depth case study of Birmingham (developed) and Mexico City (developing) 	Weather Hazards and Climate Change <ul style="list-style-type: none"> UK's climate Evidence of past change Causes of climate change Case studies on tropical storms and droughts in contrasting locations
	Term 3		Changing Landscapes of the UK – Coasts and Rivers <ul style="list-style-type: none"> Overview of UK geology Physical processes and their effects on coasts and rivers Human impacts, use and management of coasts and rivers 	Resource Management <ul style="list-style-type: none"> The use of resources and management Future issues regarding resources In depth study of water usage
Scholarship:			Pupils will attain scholarship through: <ul style="list-style-type: none"> understanding, retaining and recalling advanced facts about physical and human geography applying theory and skills learnt in the classroom to a field work setting. gaining an awareness of cultural diversity e.g. comparisons between developed and emerging nations 	Pupils will attain scholarship through: <ul style="list-style-type: none"> understanding, retaining and recalling advanced facts about physical and human geography applying theory and skills learnt in the classroom to a field work setting. gaining an awareness of cultural diversity e.g. comparisons between developed and emerging nations making connections across units e.g. rapid urbanisation in Mexico City and rapid development in India
Tenacity:				

		<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● independent analysis of field work data ● understanding how to revise independently for longer questions ● persevering with the most challenging geographical processes e.g. formation of tropical storms ● learning from mistakes when responding to feedback 	<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● independent analysis of field work data ● understanding how to revise independently for longer questions ● persevering with the most challenging geographical processes e.g. formation of tropical storms ● learning from mistakes when responding to feedback
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● showing ethical considerations towards the public and environment when collecting field work data. ● sharing responsibility and working within a team during field work trips ● evaluating the work of others to help them improve when peer marking exam questions 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● evaluating the work of others to help them improve when peer marking exam questions ● working in groups during revision sessions to help others improve on areas of weakness ● showing awareness of ethical considerations in written responses to fieldwork
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● learning how to manage finite resources e.g. woodlands and rainforests, sustainably and respecting our natural environment. ● sensitive awareness of challenges faced in rapidly developing societies ● being aware of inequality and cultural differences within and between societies 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● learning how to manage finite resources e.g. woodlands and rainforests, sustainably and respecting our natural environment. ● sensitive awareness of challenges faced in rapidly developing societies ● being aware of inequality and cultural differences within and between societies
Key timed or controlled assessments:		<p>November: Ecosystems, Biodiversity and Management February: Changing City March: Year 10 Geography Exam June: Fieldwork</p>	<p>December: Global Development and Y11 GCSE mock exams March: Weather Hazards and Climate Change March: Second mock exams</p>

GCSE Religious Studies
Exam board: Edexcel

		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	In commitment to delivering Core RE at GCSE, all students will recap the most important concepts for the six major world faiths: Buddhism Christianity Hinduism Islam Judaism Sikhism	Are there essential values and beliefs that all Christian groups share? Do different values on marriage and the family matter within society?	How does science and religion differ in theories about the origins of life? Why are issues about matters of life and death important within society?
	Term 2		Can Buddhism be termed more as a philosophy than as a religion? Is there one most important reason for the punishment of criminals?	Can important lessons be learnt from historical wars and conflicts? Revision of all 8 topics covered throughout the GCSE course
	Term 3		Should all Christians live a certain way based on their key beliefs? Should all Buddhists live a certain way based on their key beliefs?	Targeted revision – exam technique, sample and practice answers
Scholarship:			<i>Pupils will attain scholarship through:</i> <ul style="list-style-type: none"> ● retaining and recalling key information and concepts about Christianity, Buddhism and ethics on a regular basis ● gaining an awareness of the cultural ‘canon’ in terms of Western Christian traditions which inform the past and the post-Christian life that many of the students will experience in their own communities and families ● gaining an awareness of space when considering alternative views such as that shown in the different schools of Buddhism ● justifying arguments and opinions with evidence to support the logical chains of comprehension necessary in religious and philosophical debate ● comparing and contrasting different religious and philosophical approaches to ethical issues 	<i>Pupils will attain scholarship through:</i> <ul style="list-style-type: none"> ● retaining and recalling key information and concepts about Christianity, Buddhism and ethics on a regular basis ● gaining an awareness of the cultural ‘canon’ in terms of Western Christian traditions which inform the past and the post-Christian life that many of the students will experience in their own communities and families ● justifying arguments and opinions with evidence to support the logical chains of comprehension necessary in religious and philosophical debate ● comparing and contrasting different religious and philosophical approaches to ethical issues

Tenacity:		<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● sustaining independent effort and focus when writing extended discussions and arguments ● challenging themselves through moving onto extension tasks, particularly those which evaluate and synthesise ethical topics ● learning from mistakes when completing React tasks after feedback on their end of unit assessments ● learning how to revise effectively when going through the content specification, the materials on google classroom and using specific websites to aid revision of the key topics 	<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● sustaining independent effort and focus when writing extended discussions and arguments ● challenging themselves through moving onto extension tasks, particularly those which evaluate and synthesise ethical topics ● learning from mistakes when completing React tasks after feedback on their end of unit assessments ● learning how to revise effectively when going through the content specification, the materials on google classroom and using specific websites to aid revision of the key topics
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● evaluating the work of others to help them improve, by sharing best practice, and encouraging others to see their own positive response to a piece of work ● sharing work when collaborating with other pupils such as when exploring different arguments for a particular topic ● understanding how to contribute effectively to group work/discussion when alternative voices are heard ● demonstrating kindness when a peer might be unsure of speaking up about a specific issue, being sensitive and considerate of other people’s feelings ● learning about key figures and concepts from Christianity and Buddhism which involved self-sacrifice 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● evaluating the work of others to help them improve, by sharing best practice, and encouraging others to see their own positive response to a piece of work ● sharing work when collaborating with other pupils such as when exploring different arguments for a particular topic ● understanding how to contribute effectively to group work/discussion when alternative voices are heard ● demonstrating kindness when a peer might be unsure of speaking up about a specific issue, being sensitive and considerate of other people’s feelings ● learning about key figures and concepts from Christianity and Buddhism which involved self-sacrifice
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● learning about the value of tolerance when they hear different religious and ethical perspectives in a group discussion ● understanding the value of equality through learning about the impact of ethical and religious issues in practice ● creating carefully written classroom notes, filed and stored for recall while ensuring reference is made to key terms, key teachings and making use of relevant quotations 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● learning about the value of tolerance when they reflect on the deeper appraisal of arguments which often shows them the opposite view to the view they believe to be true/right ● understanding the value of equality through learning about the impact of ethical and religious issues in practice ● creating carefully written classroom notes, filed and stored for recall while ensuring reference is made to key terms, key teachings and making use of relevant quotations
Key timed or controlled assessments:		<p>October: Christian Beliefs December: Marriage and the family February: Buddhist Beliefs March: Year 10 mock exams June: Living the Christian life</p>	<p>September: Living the Buddhist life November: Matters of life and death December: Y11 GCSE mock exams February: Peace and Conflict March: second mock exams</p>

GCSE Classical Civilisation				
Exam board: OCR				
		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	Myth and Religion: Gods and Goddesses – an introduction to the key gods and goddesses in Greek and Roman mythology and their representation in art and architecture	The Universal Hero: Heracles/ Hercules including his birth, death, labours and adventures Religion and the City: Temples and their uses Myth and the City: Myths associated with Athens and Rome	The Roman Home and Family: The patronage system, education and coming of age, dinner parties Roman Society: Senators, Equites, slavery and freedmen Leisure and Entertainment: The Roman Colosseum, gladiators, the Circus Maximus, chariot racing, the Roman theatre, the Roman baths including the Central Baths at Herculaneum
	Term 2		Festivals: The origins and rituals associated with ancient festivals Myth and Symbols of Power: Exploring links between mythological representations and power Death and Burial: Beliefs surrounding death and burial	Horace: The nature of satire, Horace’s satires 2.2, 2.6 and 2.8 Juvenal: Satire 3 Petronius: Extracts from the ‘Satyricon’ Pliny: Letters 1.9, 2.6, 3.14, 4.19, 5.19 and 9.6
	Term 3		Journeys to the Underworld: Attitudes and myths associated with the Underworld Roman Housing: Exploring the design, layout and living conditions of different groups of individuals within the city	Revision
Scholarship:			Pupils will attain scholarship through: <ul style="list-style-type: none"> retaining and recalling information about the set sources studied including new subject specific vocabulary, a range of narratives and factual details about monuments, works of art and historical events. gaining awareness of different cultures, beliefs and how these were practised and reflected ancient societies learning the skills of analysis and evaluation in relation to visual and literary sources created by a range of individuals over 2000 years ago creating connections between cultures and developing an understanding of how Roman civilisation was influenced by Greek civilisation 	Pupils will attain scholarship through: <ul style="list-style-type: none"> retaining and recalling information about the set sources studied including new subject specific vocabulary, a range of factual details about set sources including literary works, ancient graffiti and buildings. gaining awareness of different cultures, beliefs and how these were practised and reflected ancient societies learning the skills of analysis and evaluation in relation to visual and literary sources created by a range of individuals over 2000 years ago creating connections between literary and archaeological sources and how these reflect societal and culture beliefs the use of the departmental website that includes stretch and challenge resources including podcasts, additional literary sources and further reading activities

		<ul style="list-style-type: none"> the use of the departmental website that includes stretch and challenge resources including podcasts, additional literary sources and further reading activities 	
Tenacity:		<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> learning a range of facts and details about a diverse number of sources literary, architectural and related to art undertaking regular practice assessments where they will need to respond to the demands of different question types including longer 15 mark answers responding to feedback and reviewing their responses to quizzes and assessments on a regular basis familiarising themselves with the heavy content of the Classical Civilisation course 	<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> learning a range of facts and details about a diverse number of sources literary, architectural and related to art undertaking regular practice assessments where they will need to respond to the demands of different question types including longer 15 mark answers responding to feedback and reviewing their responses to quizzes and assessments on a regular basis familiarising themselves with the heavy content of the Classical Civilisation course
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> learning how to respond to other students' work evaluatively and in a positive, critical manner considering moral issues about the behaviour of individuals featured in mythological narratives including the treatment of women, heroic (and unheroic) behaviour and cruelty including the behaviour of the gods contributing collaboratively to whole class and group discussions that explore sensitive issues raised by the material covered such as death and funerals, relationships, religious beliefs and slavery 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> learning how to respond to other students' work evaluatively and in a positive, critical manner considering moral and ethical issues including those associated with the status of women, slavery and the treatment of different groups of people including those deemed infamis contributing collaboratively to whole class and group discussions that explore sensitive issues raised by the material covered such as death in the arena, slavery, execution and the treatment of women and children
Respect:		<p><i>Pupils will learn to be respectful through:</i> exploring different religious beliefs and cultures</p> <ul style="list-style-type: none"> recognising different perspectives including different ways of interpreting texts and the manner in which individuals from different periods, classes and cultures treated others Learning to respond to different situations and stories with empathy and sensitivity Listening to the views of others in the class and discussing their own views thoughtfully 	<p><i>Pupils will learn to be respectful through:</i> exploring different religious beliefs and cultures</p> <ul style="list-style-type: none"> recognising different perspectives including different ways of interpreting texts and the manner in which individuals from different periods, classes and cultures treated others Understanding the significance and purpose of satire and how this can be used to constructively critique societal and political values and institutions Learning to respond to different situations and stories with empathy and sensitivity Listening to the views of others in the class and discussing their own views thoughtfully
Key timed or controlled assessments:		<p>September: Gods and goddesses October: Universal hero</p>	<p>September: Roman home and family November: Roman society</p>

	<p>November: Religion and the city January: Myth and the city February: Festivals March: Y10 Classical Civilisation Y10 exam June: Journeys to the Underworld</p>	<p>December: Mock exam - Myth and religion paper and Roman City Life paper February: Horace and Juvenal March: Roman City Life Literature April: Pliny and Petronius</p>
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GCSE Computer Science Exam board: OCR				
		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	<p>GCSE:</p> <p>Advanced data representation: how computers generate and represent text, character, sound, image</p>	<p>Data representation Binary and hexadecimal, representing text, images, sound, compression.</p> <p>Logic and languages Algorithms, flowcharts, pseudocode, Python programming</p> <p>Systems Architecture Systems architecture, memory and storage, Wired and wireless networks Ethical, cultural and environmental concerns</p>	<p>Computer network communications and protocols</p>
	Term 2		<p>Computational Thinking, Algorithms and Programming Algorithms, Programming Techniques, Python programming</p>	<p>Network security and Systems</p>
	Term 3		<p>Computational Thinking, Algorithms, and Programming Continued</p>	<p>Ethical, Legal, Cultural, and Environmental Impact</p>
Scholarship:			<p><i>Pupils will attain scholarship through:</i></p> <ul style="list-style-type: none"> ● recalling and retaining how computers hold information - text, numbers, images and sound and common CPU components and functions ● converting numbers into different bases (base 2, 10, 16 etc) and binary arithmetic ● understanding what a logic gate is and how it is used work through a logic diagram into a truth table 	<p><i>Pupils will attain scholarship through:</i></p> <ul style="list-style-type: none"> ● defining, recapping and recalling networks, physically and logically plus Internet/www ● explaining how data is transferred and possible problems. ● understanding vulnerabilities and precautions/protection needed for computers and networks ● understanding of legal requirements connecting to computing in general and understanding of the digital divide

		<ul style="list-style-type: none"> ● creating both flowcharts and pseudocode ● explaining the operation of CPU registers in Von Neumann architecture 	<ul style="list-style-type: none"> ● mastering all aspects of analysis, design, testing, coding and evaluation
Tenacity:		<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● not giving up when the topic seems confusing. ● debugging their own programmes and practising algorithms e.g. search & sort, trace tables, flowcharts & pseudocode ● learning to break a problem into component parts and being able to design and code each part and test thoroughly 	<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● working through challenge booklet, ensuring there is evidence for each challenge and ensuring there is sufficient systems testing ● re-working essays to ensure marks can be allotted correctly ● researching selectively and using findings (not copy and paste) ● solving a problem by using systems lifecycle researching different aspects of IT e.g. use of limited precious metals used for chips, medical procedures both clinical & surgical being done using AI ● making sure a correct final outcome is produced in several steps- re-doing, annotating, adding to their existing answers on worksheets and homework
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● being kind to others and assisting others who may not see the patterns as quickly or understand the topic as easily ● sharing work to demonstrate answers ● learning from others' programming mistakes ● peer marking 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● sharing ideas during class discussions and pair work ● helping to correct problems in other students' code ● learning from others' programming mistakes ● peer marking
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● ensuring all work is undertaken and examples completed without copying ● ensuring that correct answers are presented methodically recorded to be used for later reference ● being respectful of limited resources - manufacture, disposal, upgrade, replace, e-waste ● being mindful of the cultural, environmental and legal aspects of Computer Science in line with technological advances 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● ensuring all work is undertaken and examples completed without copying ● ensuring that correct answers are presented methodically recorded to be used for later reference ● being respectful of limited resources - manufacture, disposal, upgrade, replace, e-waste ● being mindful of the cultural, environmental and legal aspects of Computer Science in line with technological advances

Key timed or controlled assessments:		October: Data Representation November: Logic & Languages December: Systems Architecture February: Algorithms March: Y10 mock exams May: Programming June: Making Resource Decisions July: all Y10 content	October: Networks, Communications & Protocols December: Y11 GCSE mock exams January: Network Security & Systems March: Ethical, Legal & Cultural Considerations March: Y11 second mock exams
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GCSE Design Technology (Resistant Materials, Graphics, Textiles) Exam board: Edexcel				
		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	<u>GCSE:</u> Developing advanced drawing skills: third angle orthographic; isometric; single/two-point perspective	<u>Graphics:</u> Re- styling a drinks container Skills - Orthographic, isometric & Rendering Techniques. What's on a pack – net developments, hand drawn graphics and the environment <u>Resistant Materials:</u> Making a Chair Skills: joint making, drilling jigs, properties of woods. Orthographic/ isometric projection. <u>Textiles:</u> Making skills Fibres and fabrics fabric construction and properties, tools and equipment and components	All courses: Controlled assessment NEA Unit A,B & C,D Identify & Investigate Clients wants & needs Design Brief & Specification Generating design Ideas Developing design ideas Product development and modelling prototypes.
	Term 2		<u>Graphics:</u> 1 x live brief - industry links Skills - Working with industrial methods and practices Packaging Project- Board games or food products. Manufacturing in industry and using laser cutter 2D Design. <u>Resistant Materials:</u> Making a Torch Skills: CAD/CAM, joining dissimilar materials, properties of plastics, exploded drawing, electrical systems.	All courses: Controlled assessment NEA Unit E & F Realising design ideas Making product – practical Technical drawings Manufacturing Specification Analysing and Evaluating

		<p>Textiles: Making skills Materials and components, Finishing processes, Design and market influence, Product analysis, SCM & E Issues, Processes and manufacture, production planning and IT.</p>	<p>The NEA makes 50% of the GCSE 30-35 hours 100 marks.</p>
	Term 3	<p>Graphics: Point of sale displays , Pop-up party invitations Skills- Corporate ID for a live opening, hand cutting schematic maps designers. Resistant Materials: CAM Toy Skills: mechanisms (CAMS), drilling jigs, assembling and accuracy, batch production, orthographic/ isometric projection.</p> <p>Textiles: Making skills Materials and components, Finishing processes, Design and market influence, Product analysis, SCM & E Issues, Processes and manufacture, production planning and IT</p>	<p>Revision for the Exam -Paper 1: 2 h paper 100 marks 50% of the GCSE</p>
Scholarship:		<p>Pupils will attain scholarship through:</p> <ul style="list-style-type: none"> ● retaining and recalling information about key design terms and concepts ● experiencing ‘flow’, or being ‘in the zone’ by showing evidence of their knowledge through a practical outcome which is delivered with accuracy, focus and skill with safe working practice. ● creating connections between the theory learnt and the an independent practical application ● justifying beliefs and ideas in D&T relating to the environment and how product life cycles have an impact the world ● gaining an understanding of technological development and communicating this in their ideas 	<p>Pupils will attain scholarship through:</p> <ul style="list-style-type: none"> ● retaining and recalling information about key design terms and concepts ● experiencing ‘flow’, or being ‘in the zone’ by showing initiative and independence within their NEA task ● justifying beliefs and ideas in D&T relating to people’s culture and how this influences outcome. Including the work of others and a range of cultures. ● creating appropriate and creative solutions to the target market related to the contextual challenge ● gaining an understanding of technological development and communicating this through a variety of techniques
Tenacity:		<p>Pupils will learn to be tenacious through:</p>	<p>Pupils will learn to be tenacious through:</p>

		<ul style="list-style-type: none"> ● learning from mistakes and challenges when completing practical tasks ● working independently on developing ideas over a period of time ● sustaining focus and effort whilst creating and providing evidence of ongoing research 	<ul style="list-style-type: none"> ● challenging themselves to produce complex and creative designs throughout an ongoing sustained project ● learning how to revise effectively when preparing for exams ● working and independently on their NEA task over a sustained period of time.
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● evaluating the work of others to help them improve critical thinking and empathy in their approach ● Understanding how to contribute effectively to group work/discussion when opinions differ ● sharing work when collaborating on design ideas 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● demonstrating kindness through peer assessment and understanding others' opinions in the NEA ● contributing to a community when answering the contextual challenge and meeting the needs of others and a real target demographic ● understanding how to contribute effectively to group work/discussion when giving feedback throughout the NEA project
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● demonstrating understanding of rules and instructions when using new tools and machinery in the relevant working environment ● learning about the value of tolerance during group work and discussion ● demonstrating awareness of and sensitivity to different contexts and cultures when completing the core designing principles 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● learning about how to work responsibly with clients, customer and user groups ● demonstrating awareness of and sensitivity to different contexts and cultures when gaining an understanding of the contextual challenge ● demonstrating understanding of rules and instructions when using new tools and machinery in the relevant working environment especially as this may differ from any other students in the group
Key timed or controlled assessments:		<p>September: Baseline tests End of module practical tests at the end of a project (3 projects completed throughout the year) End of unit theory tests on completion (throughout year) March: Y10 mock exams Y10 into Y11 summer research project to prepare students for upcoming NEA project.</p>	<p>September-December: NEA project, comprises portfolio of work: 1. Investigation of needs and research - to be completed by the end of Sept. 2. Design brief and specification - to be completed by 2nd week of Oct. 3. Design ideas - completed by 3rd week of Oct. 4. Review of ideas - completed by the 1st week of Nov. 5. Development of design ideas - completed by 1st week of Dec. 6. Review of chosen ideas - completed by 2nd week of Dec. December: Y11 mock GCSE exams January-February: NEA project, comprises portfolio of work: 7. Manufacture and selection of materials - completed by 2nd week of Jan. 8. Testing and evaluating - completed by the end of Feb. 9. Final submission - 1st week of Mar. March: Y11 second mock exams</p>

GCSE Food & Nutrition
Exam board: Eduqas

		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	<p>GCSE:</p> <p>Subject knowledge audit check of KS3 content with overviews of the following GCSE content: Hygiene and safety; Nutrition; Food provenance; Functional properties of food</p>	<p>Food commodities focus: Fruit and Veg, Dairy products, Topics relating to food commodities: Provenance, processing, nutritional values, dietary considerations, Food hygiene and safety, storage and food science. Students will complete a variety of recipes in practical lessons to link with the storage, preparation, and cooking of each food commodity.</p>	<p>Non-Examined Assessment (NEA 1): Food Investigation Task 1 Written report 1,500-2,000 words</p>
	Term 2	<p>Practical skills lessons will involve targeted recipes that correspond to and support the application of theoretical knowledge.</p>	<p>Food commodities focus: Cereals, Meat/fish/poultry and eggs Topics relating to food commodities: Provenance, processing, nutritional values, dietary considerations, Food hygiene and safety, storage and food science. Students will complete a variety of recipes in practical lessons to link with the storage, preparation, and cooking of each food commodity.</p>	<p>Non-Examined Assessment (NEA 2): Food preparation Task 2 Preparation and completion of 3-hour practical exam and portfolio 10 sides A3 (20 pages A4)</p>
	Term 3		<p>Food commodities focus: Butter/oils/margarine/sugar and syrup and soya/tofu/beans/nuts/seeds Topics relating to food commodities: Provenance, processing, nutritional values, dietary considerations, Food hygiene and safety, storage and food science. Students will complete a variety of recipes in practical lessons to link with the storage, preparation, and cooking of each food commodity.</p>	<p>Revision for Written exam</p>
Scholarship:			<p>Pupils will attain scholarship through:</p> <ul style="list-style-type: none"> ● retaining and recalling information about nutrition, food commodity groups, food safety, functions of ingredients etc 	<p>Pupils will attain scholarship through:</p> <ul style="list-style-type: none"> ● retaining and recalling information about nutrition, food commodity groups, food safety, functions of ingredients etc ● application of knowledge about functions of ingredients and food science principles to complete a food science investigative NEA task.

		<ul style="list-style-type: none"> ● creating dishes and recipes based on multicultural cuisine, seasonal produce and taking into consideration lifestyle sources (veganism) ● developing of new and high-level food skills and techniques. ● gaining awareness of food provenance, seasonality of food, sustainability and food security and how these influence our decisions as consumers and determine our individual impact on the environment 	<ul style="list-style-type: none"> ● analysing sensory attributes of food products during NEA 1 and 2 tasks ● justifying beliefs and ideas about choices of food and techniques for NEA
Tenacity:		<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● working independently to follow recipes carefully and accurately in order to produce high quality food products ● challenging themselves through opportunities to select own choice recipes relating to a particular task or brief ● sustaining focus and effort whilst learning how to apply a new skill; making pasta, jointing a chicken, filleting a fish etc 	<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● challenging themselves to select and make a variety of recipes that showcase a range of technical skills to an excellent standard. ● learning from mistakes when certain processes/techniques don't go to plan (i.e. making mayonnaise, choux pastry etc) and understanding when and how to ask for help and act on it ● learning how to revise effectively in preparation for examined content
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● evaluating their own and the work of others to help them improve skills and sensory attributes of recipes ● understanding how to contribute effectively during group work (Food science investigations) and discussions when opinions differ ● demonstrating kindness when collaborating with a partner during practical lessons 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● evaluating their own and the work of others to help them improve/enhance sensory attributes of recipes for NEA 2 task ● demonstrating kindness when providing constructive feedback during the tasting and analysis of NEA 2 practical exams ● contributing to a community when selecting and adapting recipes to meet the needs of others
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● learning about rules and instructions during practical lessons, i.e. how to use certain equipment safely and effectively such as a pressure cooker ● learning about how to work responsibly when handling high-risk foods and dangerous equipment ● demonstrating awareness of and sensitivity to different contexts and cultures when learning about different lifestyle choices, multicultural foods and religions 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● demonstrating awareness of and sensitivity to different contexts and cultures when applying the learning of different lifestyle choices, multicultural foods and religions to respond to an NEA 2 task ● learning about how to work responsibly when finalising recipe choices and what the impact on cost and food provenance/seasonality is ● delivering constructive peer sensory analysis reviews of exam dishes
Key timed or controlled assessments:		<p>Half term tests corresponding to the food commodity groups - completed during lesson time (towards the end of the half term to ensure as much content has been covered) as per the format below -</p> <p>October: Fruit and veg December: Dairy February: Cereals</p>	<p>September-October: NEA 1 - completed in lesson time, to exam board time recommendation of approx. 8 hours. Comprises a 1,500-2,000 word report which ALL must be written up in school under supervision. Students will conduct at least 2 hours/lessons of practical experiments corresponding to a choice of two set task titles.</p> <p>December: Y11 GCSE mock exams</p>

		<p>March: Y10 mock exams April: Soya, tofu, beans, nuts and seeds May: Sugar/syrups, fats and oils July: Meat. fish and eggs</p> <p>Over the course, students will also complete a series of food science mock investigations relating to the relevant food commodity group (normally fruit and veg, sugar in cakes/biscuits, flour in bread-making).</p>	<p>November-February: NEA 2: Exam board time recommendation approx. 12 hours. Comprises a portfolio of written work (research, recipe options and final choice, dove-tailed time plan, practical exam photos, evaluation and conclusion) which all must be written up in school under supervision. Students complete up to 3 recipe trials before having a 3 hour mock practical exam at the earliest towards the end of January, followed by a final 3 hour practical exam at least 2 weeks afterwards. March: Y11 second mock exams</p>
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GCSE Physical Education Exam board: Edexcel				
		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	<p>GCSE: Students who have chosen GCSE PE as one of their options will explore in a practical setting fitness testing, components of fitness and methods of training as part of the GCSE specification. Students will collect data as part of the initial stage of their Personal Exercise programme.</p>	<p>Theory – anatomy and physiological effect of exercise on the body. Functions of the skeleton Classification of bones Classification of Joints Muscular system</p>	<p>Theory – students study anatomy and physiological effect of exercise on the body. Adaptations to the cardiovascular, respiratory and muscular system Injury Prevention Health fitness and well being Sports psychology</p>
	Term 2		<p>Theory: Cardiovascular system Respiratory system Short- and long-term effects of exercise Graphical representations of heart rate, SV and CO(Q)</p>	<p>Theory: Performance enhancing drugs Socio-cultural influences Behaviour in sport</p> <p>Completion of practical NEA assessments</p>
	Term 3		<p>Theory: Levers Planes and Axes Health fitness and exercise Components of fitness Reasons for limitations of fitness testing Fitness testing data Principles of training</p>	<p>Revision for the examination and exam technique</p>
Scholarship:			<p><i>Pupils will attain scholarship through:</i></p>	<p><i>Pupils will attain scholarship through:</i></p>

		<ul style="list-style-type: none"> ● retaining and recalling terminology, facts and theories about human anatomy and sports mechanisms ● making connections between theoretical knowledge and practical applications in a sports environment ● understanding how to research, debate and discuss a range of interpretations and concepts about sport ● gaining expert understanding of space and position 	<ul style="list-style-type: none"> ● retaining and recalling terminology, facts and theories about human anatomy and sports mechanisms ● making connections between theoretical knowledge and practical applications in a sports environment ● understanding how to research, debate and discuss a range of interpretations and concepts about sport ● gaining expert understanding of space and position ● experiencing a personal flow state in completion of practical work
Tenacity:		<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● experiencing a competitive environment during assessed practical tasks ● learning from mistakes through feedback on tests/ assessments ● working independently to gain and consolidate knowledge e.g. through the use of the everlearner ● sustaining focus and attention whilst completing extended theory and practical tasks 	<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● experiencing a competitive environment during assessed practical tasks ● learning from mistakes through feedback received on tests and assessments; in particular in working to improve practical skills for the assessed NEA. ● working independently to gain and consolidate knowledge e.g. through the use of the everlearner ● sustaining focus and attention whilst completing extended theory and practical tasks
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● sharing findings of a topic from their independent research to aid other students' understanding. ● demonstrating sensitivity when critically evaluating other students' practical performance and end of topic test answers ● contributing to group support and class discussion by sharing model answers to enable other students to access a deeper understanding of a topic ● learning about and demonstrating teamwork through team- based activities and concepts 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● evaluating the performance of others in relation to the practical assessment criteria to improve their mark in time for the internal and external moderation assessment. ● sharing work when faced with difficult topic areas to help other students understand through peer teaching, sharing model answers and group discussion. ● learning about and demonstrating teamwork through team-based activities and concepts
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● learning, understanding and demonstrating the rules and instructions for a variety of sporting activities ● understanding the value of equality through a practical lens, in order to work as a team to work cohesively and take different roles within it. ● learning about how to work responsibly with people/ equipment. 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● understanding the damage of inappropriate sporting behaviours e.g. gamesmanship and deviance ● learning, understanding and demonstrating the rules and instructions for a variety of sporting activities ● understanding the value of equality through a practical lens, in order to work as a team to work cohesively and take different roles within it.

		<ul style="list-style-type: none"> demonstrating awareness of and sensibility of different contexts and physical abilities when giving practical examples e.g. study of Paralympians. 	
Key timed or controlled assessments:		October: Skeletal and muscular system December: Health, fitness and wellbeing February: Movement analysis March: Year 10 Mock exams June: Sports Psychology	September: Physical training November: Sport, Society and culture end of topic test December: Year 11 mock exam February: Using data timed exam March: second mock exams

GCSE Art Exam board: Edexcel				
		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	GCSE: Experimental drawing and mixed media workshops exploring cityscapes inspired by the artist John Virtue	Natural world – mixed media Artists; Jon Shaw, Nicola Hicks, Maggi Hambling, Turner, Frink	Independent project (Mock exam including 5-hour timed test) 1. Refining all NEA from the beginning of the course 1. External exam preparation 2. 10-hour timed test
	Term 2		Natural world – mixed media Natural forms – sculpture	
	Term 3		Natural forms – sculpture Artists; Moore, Randall-Page, Hicks, Goldsworthy	
Scholarship:			<i>Pupils will attain scholarship through:</i> <ul style="list-style-type: none"> retaining and recalling information about the formal elements an awareness of people and works from the modern art era, in particular, post-war twentieth century artists and the broad theme of the natural world 	<i>Pupils will attain scholarship through:</i> <ul style="list-style-type: none"> retaining and recalling information about the formal elements an awareness of people and works from the modern art era, in particular, post-war twentieth century artists and the broad theme of the natural world

		<ul style="list-style-type: none"> ● demonstrating creativity when composing artistic responses and pieces ● demonstrating an analytical and cultural understanding of contextual sources 	<ul style="list-style-type: none"> ● demonstrating creativity when composing artistic responses and pieces ● demonstrating an analytical and cultural understanding of contextual sources
Tenacity:		<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● working independently in a sustained way across a significant period of time ● applying patience and focus when drafting and refining pieces ● experimenting with unfamiliar materials, techniques and processes 	<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● working independently in a sustained way across a significant period of time ● applying patience and focus when drafting and refining pieces ● experimenting with unfamiliar materials, techniques and processes
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● giving peer feedback in a constructive and sensitive manner ● sharing art materials maturely with other students 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● giving peer feedback in a constructive and sensitive manner ● sharing art materials maturely with other students
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● learning about the relationships between, and appreciating the diverse cultural, social and political individuals and traditions and their artistic productions ● demonstrating the ability to work responsibly with art materials and equipment and within a more flexible classroom environment 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● learning about the relationships between, and appreciating the diverse cultural, social and political individuals and traditions and their artistic productions ● demonstrating the ability to work responsibly with art materials and equipment and within a more flexible classroom environment
Key timed or controlled assessments:		May: mock NEA of 5 hours, on Natural Forms	November: mock NEA of 5 hours, on Fragments May: real GCSE NEA assessments

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GCSE Drama Exam board: OCR				
		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	GCSE: Building and creating a character - introducing techniques and skills to portray characters on stage so students are prepared for the practical components of the GCSE.	Advanced skills in Drama and working with others: -Performance assessment -Evaluating own work -Learning to write critically about drama including Live Theatre Evaluation. -Learning to create character development work (written) in prep for portfolio work later on. -Exploring a theatre practitioner: Frantic Assembly	Component 2 preparation - evaluating plays and selecting extracts. (Curious Incident of the Dog in The Night-time, DNA, Girls Like That, Bouncers) Component 3 Preparation including Live Theatre Evaluation. (Theatre trip during this term)
	Term 2		Component 3 Exploration of set text (practical and theory) 'Missing Dan Nolan' from point of view of actor, director, designer. Understanding of genre (verbatim theatre) Component 1 preparation Exploring theatre practitioners - Artaud, Brecht, Paper Birds	Component 2 - Text in Performance Students choose, rehearse and perform two extracts from a play. This is externally assessed.
	Term 3		Component 1 - Devising Students create their own piece of theatre from a range of stimuli. Internally assessed and externally moderated. Students complete an accompanying written portfolio.	Component 3 - Exam preparation Section A - Missing Dan Nolan Section B - Live Theatre evaluation
Scholarship:			Pupils will attain scholarship through: <ul style="list-style-type: none"> ● retaining and recalling terminology on a weekly basis about Drama and theatre 	Pupils will attain scholarship through: <ul style="list-style-type: none"> ● retaining and recalling terminology on a weekly basis about Drama, theatre and set texts

		<ul style="list-style-type: none"> ● analysing and applying the concepts and approaches of theatre companies and practitioner methods ● gaining an awareness of the history of theatre and its place in the cultural canon ● creating imaginative and thought-provoking drama pieces through performance or design 	<ul style="list-style-type: none"> ● analysing and applying the concepts and approaches of theatre companies and practitioner methods ● gaining an awareness of the history of theatre and its place in the cultural canon ● experiencing live, professional theatre performance ● creating imaginative and thought-provoking drama pieces through performance or design
Tenacity:		<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● demonstrating ambition and patience in developing, rehearsing and refining drama pieces over a sustained period of time, both in and outside of lessons ● responding to peer and teacher feedback in order to improve without defensiveness or pride ● performing and sharing original ideas in front of an audience ● challenging themselves to apply conceptually complex theatre practitioners or theories in their work 	<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● demonstrating ambition and patience in developing, rehearsing and refining drama pieces over a sustained period of time, both in and outside of lessons ● responding to peer and teacher feedback in order to improve without defensiveness or pride ● performing and sharing original ideas in front of an audience ● challenging themselves to apply conceptually complex theatre practitioners or theories in their work
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● giving constructive and sensitive peer feedback to help improve others' performance/written skills. ● working maturely and selflessly in groups with a range of students with different skills profiles, abilities, ideas and opinions. ● developing empathy through use of character work on set texts and stimuli e.g. for depression, peer pressure in DNA, Missing Dan Nolan/ 'Text' by Carol Ann Duffy. 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● giving constructive and sensitive peer feedback to help improve others' performance/written skills. ● working maturely and selflessly in groups with a range of students with different skills profiles, abilities, ideas and opinions. ● developing empathy through use of character work on set texts and stimuli e.g. for autism, victims of abuse in Curious incident of the Dog in the Night-time/Girls Like That etc.
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● conducting themselves safely, responsibly and maturely with Drama equipment and rehearsal/performance spaces -and as audience members in school and on theatre trips. ● demonstrating sensitivity and awareness of diverse views and opinions when engaging with sensitive material 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● conducting themselves safely, responsibly and maturely with Drama equipment and rehearsal/performance spaces -and as audience members in school and on theatre trips. ● demonstrating sensitivity and awareness of diverse views and opinions when engaging with sensitive material

		<ul style="list-style-type: none"> appreciating the impact of inequality and prejudice related to gender and ethnicity in set texts/stimuli 	<ul style="list-style-type: none"> appreciating the impact of inequality and prejudice related to gender, ethnicity and disability in set texts/stimuli
Key timed or controlled assessments:		October: Halloween Theatre in Education project November: 'Chicken' assessment March: Y10 mock exams June: Devising exam (30% of GCSE)	December: Y11 GCSE mock exams March: Performance exam (30% of GCSE)

GCSE Music				
Exam board: Eduqas				
		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	GCSE: Developing understanding of advanced expectations in three core components: appraisal, composition and performance	Area of Study 4 AOS 1 - Musical Devices Badinerie - J.S. Bach Performance Composition - Free	Area of Study 2 + 3 AOS 2 - Ensemble Concerto, Baroque, Blues, Jazz, Rock 'n' Roll AOS 3 - Film Music Ensemble Performance Composition Brief
	Term 2		Area of Study 1: AOS 4 - Pop Music Africa - Toto Performance Composition - Free	Continuation of above
	Term 3		Area of Study 1 and 4 Badinerie - J.S Bach; Africa - Toto Performance Finish Composition - Free	Revision
Scholarship:			Pupils will attain scholarship through: <ul style="list-style-type: none"> retaining and recalling terminology to do with musical notation, pitch, rhythm and movements becoming aware of a wider range of musical genres and history 	Pupils will attain scholarship through: <ul style="list-style-type: none"> retaining and recalling terminology to do with musical notation, pitch, rhythm and movements becoming aware of a wider range of musical genres and history

		<ul style="list-style-type: none"> ● developing advanced composition and performance skills ● creating their own musical works ● critically analysing compositions and performances 	<ul style="list-style-type: none"> ● developing advanced composition and performance skills ● creating their own musical works ● critically analysing compositions and performances
Tenacity:		<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● maintaining sustained focus and effort in improving composition and performance over time ● understanding the importance of regular practice and rehearsal for solo and ensemble pieces ● performing in front of a range of audiences and reacting positively to their feedback 	<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● understanding the importance of regular practice and rehearsal for solo and ensemble pieces including ‘practice to polish’ for examined performances ● demonstrating patience and ambition in fully completing two compositions and checking every little detail and completing all necessary paperwork, including proper formatting and checks ● performing in front of a range of audiences and reacting positively to their feedback
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● dedicating time to other performance group members to plan and implement on repertoire and rehearsal schedule outside lessons ● attending co-curricular activities to widen the horizon and improve understanding of musicianship in general ● sharing ideas for compositions and joining forces to overcome any challenges of using new software/writing down 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● dedicating time to other performance group members to plan and implement on repertoire and rehearsal schedule outside lessons ● attending co-curricular activities to widen the horizon and improve understanding of musicianship in general ● sharing ideas for compositions and joining forces to overcome any challenges of using new software/writing down
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● mature and responsible use of specialist classrooms and equipment and wider music department resources both in and outside lessons ● offering polite and constructive feedback or criticism to others’ musical output while maintaining positive relationships within the classroom 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● mature and responsible use of specialist classrooms and equipment and wider music department resources both in and outside lessons ● offering polite and constructive feedback or criticism to others’ musical output while maintaining positive relationships within the classroom

		<ul style="list-style-type: none"> understanding and appreciating a range of diverse cultures and traditions through the study of their music e.g. the influence of black American and Irish music on popular music 	<ul style="list-style-type: none"> understanding and appreciating a range of diverse cultures and traditions through the study of their music e.g. the influence of black American and Irish music on popular music
Key timed or controlled assessments:		January: Performance progress assessment March: Year 10 mock exams June: - Free Composition work due June: - Performance progress assessment	November: - Free Composition FINAL December: Year 11 mock GCSE exams February: - Solo/Ensemble Performances FINAL March: - Brief Composition FINAL

GCSE Business Exam board: Edexcel				
		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	GCSE: Defining a Business	Unit 1: Enterprise and Entrepreneurship Risk and Reward, Business Enterprise, Spotting a Business Opportunity, Customer Needs, Market Research, Market Segmentation, The Competitive Environment, Putting a business idea into practice, Business Aims and Objectives	Unit 2: Growing the Business Growth, Changes in Business Aims and Objective, Business and Globalisation, Ethics, the Environment and Business, Making Marketing Decisions, Product, Price, Promotion, Place, Using the Marketing Mix to make Business Decisions, Making Operational Decisions, Business Operations, Working with Suppliers
	Term 2	The dynamic nature of a Business Brand awareness	Unit 1 continued: Business Revenues, Costs and Profits, Cash and Cash-flow, Importance of cash to a business, Sources of Business Finance, Making the Business Effective, Options for Start-up and Small Businesses, Business Location, Marketing Mix, Business Plans, Understanding External Influences on business, Business Stakeholders, Putting a Business Idea into Practice, Making the Start-up Effective	Unit 2 continued: Managing Quality, The Sales Process, Making Financial Decisions, Business Calculations, Understanding Business Performance, Making Human Resource Decisions, Organisational Structures, Effective Recruitment, Effective Training and development, Motivation Revision and practice assessments
	Term 3		Unit 1 continued: Technology and Business, Legislation and Business Revision of Unit 1	Revision and practice assessments
Scholarship:			<i>Pupils will attain scholarship through:</i>	<i>Pupils will attain scholarship through:</i>

		<ul style="list-style-type: none"> ● recalling and retaining key terminology and information about business, finance and enterprise ● identifying and analysing the contextual forces which affect and influence business success and failure ● understanding the role of the markets and how they work and fail 	<ul style="list-style-type: none"> ● recalling and retaining key terminology and information about business, finance and enterprise ● identifying and analysing different types of business structure and strategy ● gaining an awareness of the role and impact of financial and human resources in global history and culture
Tenacity:		<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● delivering regular presentations to an audience of peers ● responding constructively to teacher and peer feedback on how to improve ● conducting research selectively and rigorously 	<p><i>Pupils will learn to be tenacious through:</i></p> <ul style="list-style-type: none"> ● delivering regular presentations to an audience of peers ● responding constructively to teacher and peer feedback on how to improve ● practising long-form analytical written responses
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● demonstrating kindness and a supportive atmosphere when helping and working with peers on joint work and be encouraging with study buddies ● contributing effectively, giving constructive feedback to peers and class discussion ● peer assessment and study champions, supporting peers and self-assessing the quality of their own work constructively 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● demonstrating kindness and a supportive atmosphere when helping and working with peers on joint work and be encouraging with study buddies ● contributing effectively, giving constructive feedback to peers and class discussion ● peer assessment and study champions, supporting peers and self-assessing the quality of their own work constructively

Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● understanding the ethical problems of business production and consumption of goods and services. ● being aware of the legal and moral responsibilities on businesses when delivering the marketing mix. ● demonstrating tolerance and patience for themselves and their peers when tackling complex ideas and concepts. 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● understanding the ethical problems of business production and consumption of goods and services and the effect that this has on a global scale and the consequences to the planet on a number of levels ● being aware of the legal and moral responsibilities on businesses when firms are engaged in the hiring and training of staff during the recruitment process. ● demonstrating tolerance and patience for themselves and their peers when tackling complex ideas and concepts.
Key timed or controlled assessments:		<p>October: Enterprise & Entrepreneurship December: Spotting a Business Opportunity February: Putting a Business Idea into Practice March: Y10 mock exams April: Making the Business Effective June: Understanding External Influences on Business</p>	<p>October: Growing the Business November: Making Marketing Decisions December: Y11 GCSE mock exams February: Making Operational Decisions March: Making Financial Decisions March: Y11 second mocks April: Making Resource Decisions</p>

GCSE Sociology Exam board: Eduqas				
		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	<p>GCSE:</p> <p>Culture and Socialisation: how children are taught culture, norms, values, roles and identity through the agents of socialisation; identities children learn: class, gender and ethnic and religious identities; cultural diversity in</p>	<p>Component 1: Understanding Social Processes</p> <p>Topic 1: Key sociological concepts and processes of cultural transmission: Key sociological concepts, Debates over the acquisition of identity, The process of socialisation</p>	<p>Component 2: Understanding Social Structures</p> <p>Topic 1. Social differentiation and stratification: Sociological theories of stratification, Different forms and sources of power and authority, Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality, Factors which may influence access to life chances and power, Poverty as a social issue</p>
	Term 2		<p>Topic 2. Families: Family diversity and different family forms in the UK and within a global context, Social changes and family structures, Social changes and family relationships, Sociological theories of the role of the family, Criticisms of family</p>	<p>Topic 2. Crime and Deviance Social construction of concepts of crime and deviance, Social control, Patterns of criminal and deviant behaviour, Sociological theories and explanations of deviance and criminal behaviour (structural, subcultural, interactionist and feminist), Sources of data on crime</p>

		the UK and around the world.	Topic 3. Education: Sociological theories of the role of education, Processes inside schools, Patterns of educational achievement, Factors affecting educational achievement	Revision and exam preparation
	Term 3		Topic 4. Sociological research methods: Usefulness of different types of data, Methods of research, Sampling processes, Practical issues affecting research, Ethical issues affecting research	Revision and exam preparation
Scholarship:			<i>Pupils will attain scholarship through:</i> <ul style="list-style-type: none"> ● retaining and recalling new terminology and concepts relating to functionalist, feminist, Marxist theories of the family and education; and to Parsons, Oakley, Bourdieu and Murray. ● analysing and applying examples of sociological research and theories to a variety of different scenarios in order to demonstrate understanding. ● connecting key ideas and concepts with different sociological theories e.g. connecting feminist theories of socialisation with gender attainment in education or gender inequality in society. ● awareness of common ethical issues common to all forms of sociological research such as issues of researcher bias and correlation and causation. 	<i>Pupils will attain scholarship through:</i> <ul style="list-style-type: none"> ● retaining and recalling new terminology and concepts relating to functionalist, feminist, Marxist theories of Stratification and inequality and crime and deviance; and to different sociologists such as Pollack, Hall, Young. ● analysing and applying examples of sociological research and theories to a variety of different scenarios in order to demonstrate understanding. ● connecting key ideas and concepts with different sociological theories e.g. connecting Marxist theories of inequality with crime levels in society, connecting labelling theory in school to ethnicity and criminal justice. ● awareness of common ethical issues common to all forms of sociological research such as issues of researcher bias and correlation and causation
Tenacity:			<i>Pupils will learn to be tenacious through:</i> <ul style="list-style-type: none"> ● seeking and embracing constructive feedback provided by peers and teachers on their work, particularly extended writing ● completing REACT tasks to demonstrate that they are learning from mistakes on and developing their skills ● independent sourcing and collation of sociological data 	<i>Pupils will learn to be tenacious through:</i> <ul style="list-style-type: none"> ● seeking and embracing constructive feedback provided by peers and teachers on their work, particularly extended writing ● completing REACT tasks to demonstrate that they are learning from mistakes on and developing their skills ● independent sourcing and collation of sociological data
Altruism:			<i>Pupils will learn to be altruistic through:</i>	<i>Pupils will learn to be altruistic through:</i>

		<ul style="list-style-type: none"> • supporting other students by planning essays together • providing valuable and thoughtful feedback during peer marking and be open to helping their peers with revision and in class tasks in group work • demonstrating kindness and sensitivity when listening to others' opinions during class discussions on topics which may be controversial. For example, the lone parent debate 	<ul style="list-style-type: none"> • supporting other students by planning essays together • providing valuable and thoughtful feedback during peer marking and be open to helping their peers with revision and in class tasks in group work • demonstrating kindness and sensitivity when listening to others' opinions during class discussions on topics which may be controversial. For example, racism and policing
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> • contributing to a respectful class environment, listening to both teacher and student speakers • showing maturity when debating and discussing topics that cover sensitive issues such as domestic abuse • demonstrating awareness of and sensitivity to different religious, ethnic and cultural contexts and cultures when studying cultural diversity e.g. polygamy 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> • contributing to a respectful class environment, listening to both teacher and student speakers • showing maturity when debating and discussing topics that cover sensitive issues such as hate crimes • demonstrating awareness of and sensitivity to different religious, ethnic and cultural contexts and cultures when studying cultural diversity and issues of equality e.g. issues related to sexuality and disability
Key assessments:		<p>October: Key Concepts December: Family March: Education March: Y10 mock exams June: Research Methods</p>	<p>October: Social Stratification December: Y11 mock GCSE exams February: Crime and Deviance March: second mock exams March: Research Methods</p>

GCSE Psychology Exam board: Edexcel				
		Year 9 Summer Term	Year 10	Year 11
Learning sequence	Term 1	What is Psychology? An introduction to psychological approaches	<p><u>Cognition and Behaviour:</u></p> <p>Research Methods Formulation of testable hypotheses, Types of variable, Sampling methods, Designing research, Correlation, Research procedures, Planning and conducting research, Ethical considerations, Quantitative and</p>	<p><u>Social Context and Behaviour</u></p> <p>Social Influence Conformity, Obedience, Prosocial behaviour, Crowd and collective behaviour</p> <p>Language, Thought and Communication</p>

		and psychological research	<p>qualitative data, Primary and secondary data, Computation, Descriptive statistics, Interpretation and display of quantitative data, Normal distributions</p> <p>Memory: Processes of memory: encoding (input) storage and retrieval (output), Structures of memory, Memory as an active process</p>	The possible relationship between language and thought The effect of language and thought on our view of the world, Differences between human and animal communication, Non-verbal communication, Explanations of non-verbal behaviour
	Term 2		<p>Cognition and Behaviour:</p> <p>Perception Sensation and perception, Visual cues and constancies, Gibson's direct theory of perception – the influence of nature, Visual illusions, Gregory's constructivist theory of perception – the influence of nurture, Factors affecting perception</p>	<p>Social Context and Behaviour</p> <p>Brain and Neuropsychology Structure and function of the nervous system, Neuron structure and function, Structure and function of the brain, An introduction to neuropsychology</p> <p>Psychological Problems An introduction to mental health How the incidence of significant mental health problems changes over time, Effects of significant mental health problems on individuals and society, Characteristics of clinical depression, Theories of depression Interventions or therapies for depression, Characteristics of addiction, Theories of addiction Interventions or therapies for addiction</p>
	Term 3		<p>Cognition and Behaviour:</p> <p>Development Early brain development, Piaget's stage theory and the development of intelligence The role of Piaget's theory in education, The effects of learning on development</p>	<p>Revision and Exam preparation</p>
Scholarship:			<p>Pupils will attain scholarship through:</p> <ul style="list-style-type: none"> ● retaining and recalling new terminology related to models of memory, perception and development. ● analysing and applying knowledge of memory, perception and development to psychological case studies. ● having an awareness of the importance of research methods and the effect that this has on the quality of psychological research. ● identifying and analysing problems with key research in memory, perception and development. 	<p>Pupils will attain scholarship through:</p> <ul style="list-style-type: none"> ● retaining and recalling new terminology related to models of Language ● analysing and applying knowledge of social influence and language to psychological case studies. ● having an awareness of the importance of research methods and the effect that this has on the quality of psychological research in informing us about the brain ● identifying and analysing problems with key research in Social influence, language, neuropsychology and psychological problems
Tenacity:			<p>Pupils will learn to be tenacious through:</p>	<p>Pupils will learn to be tenacious through:</p> <ul style="list-style-type: none"> ● seeking and embracing constructive feedback provided by peers and teachers on their work, particularly extended writing

		<ul style="list-style-type: none"> ● seeking and embracing constructive feedback provided by peers and teachers on their work, particularly extended writing ● completing REACT tasks to demonstrate that they are learning from mistakes on and developing their skills 	<ul style="list-style-type: none"> ● completing REACT tasks to demonstrate that they are learning from mistakes on and developing their skills
Altruism:		<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● supporting other students by planning essays together ● providing valuable and thoughtful feedback during peer marking and be open to helping their peers with revision and in class tasks in group work ● working with each other to carry out their own piece of psychological research 	<p><i>Pupils will learn to be altruistic through:</i></p> <ul style="list-style-type: none"> ● supporting other students by planning essays together ● providing valuable and thoughtful feedback during peer marking and be open to helping their peers with revision and in class tasks in group work ● working with each other to carry out their own piece of psychological research
Respect:		<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● understanding ethical issues associated with key pieces of research ● demonstrating an awareness of cultural differences on our understanding of psychological theory ● listening to their peers when taking part in debates surrounding the importance of different pieces of psychological research 	<p><i>Pupils will learn to be respectful through:</i></p> <ul style="list-style-type: none"> ● understanding ethical issues associated with key pieces of research ● demonstrating an awareness of cultural differences on our understanding of psychological theory ● listening to their peers when taking part in debates surrounding the importance of different pieces of psychological research
Key assessments:		<p>October: Research Methods December: Memory February: Perception March: Year 10 mock exams May: Development</p>	<p>October: Social Influence December: Y11 Mock GCSE exam January: Language February: Brain and Neuropsychology March: Psychological Problems May: Exams</p>

Lifelong Learning		
	Year 10	Year 11
Queens' 5 LLL themes:	<p>Across Year 10-11, pupils will learn about our Queens' 5 Lifelong Learning themes and their associated topics: Health & Well-Being: Physical (e.g. healthy eating, alcohol, vaping, smoking, drugs, addiction, sleep); Mental (anxiety, mental illness, resilience) Relationships & Sex: (e.g. consent, healthy relationships, sexting, representations of sex in media, pornography, intimacy, harassment) Empathy and Ethics: kindness and harm, Core Religious Studies, British Values, prejudice and discrimination, anti-bullying, service leadership Ambition & Aspiration: study and revision skills, Careers and Higher Education guidance, target-setting, concentration Life in Modern Britain: e.g. county lines, gangs, radicalisation, extremism, finance for life, political literacy and citizenship</p> <p>Both year groups have 1 hour/ week taught by the form tutor or specialist teacher which rotates through different periods each week. In addition,, Year 11 have one taught period/fortnight. Assemblies and visiting speakers will be used to supplement these lessons</p>	
Learning sequence	Term 1	<p>Relationships & Sex (form tutor and specialist teachers): consent, sexual harassment, the law and dangers of pornography, online blackmail and sextortion, dangers of sharing images online, self-harm, misogyny and toxic masculinity.</p> <p>Health & Well-Being (form tutor)</p> <p>Ethics & Empathy: Core RS (specialist teachers)</p>
	Term 2	<p>Ethics & Empathy including British Values (form tutor) and Core RS (specialist teachers)</p> <p>Ambition & Aspiration including revision skills (form tutor)</p> <p>Y10 exams</p>
	Term 3	<p>Life in Modern Britain (form tutor)</p> <p>Ethics & Empathy: Core RS (specialist teachers)</p> <p>Ambition & Aspiration including preparation and completion of work experience (form tutors)</p>
		<p>Health & Well-Being including exam anxiety (form tutor): mental health stigma, drug addiction, binge drinking and alcohol poisoning, self harm</p> <p>Ambition & Aspiration including revision skills and options (form tutors)</p> <p>Ethics & Empathy: Core RS (specialist teachers)</p>
		<p>Ambition & Aspiration including options and futures (form tutors)</p> <p>Relationships & Sex (form tutor and specialist teachers): managing and maintaining healthy relationships, conflict resolutions, consent, sexual health, the law and dangers of pornography, self-harm, misogyny and toxic masculinity, incels.</p> <p>Ethics & Empathy: Core RS (specialist teachers)</p> <p>Life in Modern Britain including preparing to move on from KS4 (form tutors)</p>
		<p>Ambition & Aspiration: GCSE revision</p> <p>GCSE exams</p>

Scholarship:	<p>Pupils will attain <i>scholarship</i> by:</p> <ul style="list-style-type: none"> ● recapping and recalling terms and concepts to do with living in modern Britain: politics, finance etc ● understanding the core principles of the six major world faiths and their role in British society ● creating connections between the detail and ramifications of British law and their own real lived experiences ● justifying and probing beliefs and attitudes to social issues ● applying the 5 key themes to unfamiliar scenarios ● developing an awareness of sexual health and healthy relationships
Tenacity:	<p>Pupils will learn to be <i>tenacious</i> by:</p> <ul style="list-style-type: none"> ● being mature and resilient when uncomfortable topics are discussed and taught ● understanding the importance of resilience and how to use strategies to overcome challenge and failure ● practising study and revision skills ● developing aspiration through use of information platforms related to Careers and Higher Education (and work experience KS4) ● to recognise how to withstand the pressure and dangers associated with exploitation such as county lines
Altruism:	<p>Pupils will learn to be <i>altruistic</i> by:</p> <ul style="list-style-type: none"> ● recognising the role they play in both the the Queens' and wider community and how they can contribute to them ● recognising how to keep themselves and others safe ● understanding how to challenge inequality and discrimination ● practising active kindness towards others in the school and wider community
Respect:	<p>Pupils will learn to be <i>respectful</i> by:</p> <ul style="list-style-type: none"> ● understanding and appreciating the key British values of democracy, respect for the rule of law, tolerance and liberty ● understanding how to keep themselves physically healthy ● appreciating the role of Queens' conduct routines and expectations ● articulating, debating and questioning diverse opinions in a mature manner

Key Stage 4 Assessment & Reporting:

At Key Stage 4, students' learning will be continually assessed and fed back on in lessons, through such strategies as questioning, testing, peer and self-assessment, and of course, home learning tasks. Students will frequently be given opportunities to act on advice from teachers by completing the process of REACT marking, in which they are given lesson time to use a red pen to respond to misconceptions or weaker understanding identified by their teachers' green pen marking of tests, notes or home learning tasks. This REACT process enables students to act quickly and relevantly to teachers' advice on how to improve.

As you can see from the subject pages, in all subjects, timed written assessments and mock and real non-examined assessment practical tasks (coursework) are spread throughout the two years of the courses.

In terms of reporting attainment and progress to students and parents, subject departments will use key assessments throughout the year to identify the level at which a student is working, then:

in Year 10: reports will be issued for students and parents three times during the year. Reports will share whether students are, at the point of reporting, working at, above or below their target grade.

in Years 11: reports will be issued for students and parents twice. Reports will highlight whether students are working at, above or below their target based on their starting points and will also indicate teacher predictions of final GCSE grades, based on current levels of progress and attitude to learning.

There are three main sets of 'trial' exams which students will take during their GCSE courses, all of which are designed to give students an opportunity to recap, consolidate and revise material learnt over a period of terms; and to give them a realistic experience of formalised exams before the 'real' GCSEs in the summer of Y11.

In 2024-2025, the dates for these examinations are provisionally planned for:

Year 11 mock examination window: December

Year 11 second mock examination window (not all subjects): March

Year 10 mock examination window: April/May