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| **Subject and Exam Board** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Art****Edexcel** | **Twisted Faces**Researching portraiture in Western Art. Portrait painting in acrylic paint. | **Twisted Faces**Researching portraiture in Western Art. Portrait painting in acrylic paint. | **Twisted Faces**Creating ceramic heads inspired by gargoyles and own photography. | **Twisted Faces**Creating ceramic heads inspired by gargoyles and own photography. | **Abstract Nature**Mixed media still life. Relief printing inspired by natural forms. | **Abstract Nature**Mixed media still life. Relief printing inspired by natural forms. |
| **Beauty Therapy NVQ****VTCT** | • G20 Health and safety• G4 Salon reception  | • G18 Promoting additional services and products • G8 Developing your personal effectiveness | B4 Provide facial skin care treatment | • B5 Enhance the appearance of eyebrows and eyelashes • B6 carry out waxing services  | * N2 Provide manicure services

• N3 Provide pedicure services | **Practical observation Written assessments****Written assignments Supplementary questions** |
| **Biology****AQA** | B4 Organising animals and plants Recap from Y9B9 RespirationB9.1 Aerobic respirationB9.2 The response to exerciseB9.3 Anaerobic respirationB9.4 Metabolism and the liver**Half term assessment** | B8 PhotosynthesisB8.1 PhotosynthesisB8.2 The rate of photosynthesisB8.3 How plants use glucoseB8.4 Making the most of photosynthesisRPA – Rates of Photosynthesis **End of Term Assessment** | B5 Communicable diseasesB5.1 Health and diseaseB5.2 Pathogens and diseaseB5.3 Growing bacteria in the labB5.4 Preventing bacterial growthB5.5 Preventing infectionsB5.6 Viral diseasesB5.7 Bacterial diseasesB5.8 Diseases caused by fungi and protistsB5.9 Human defence responsesB5.10 More about plant diseasesB5.11 Plant defence responses**Half term assessment** | B6 Preventing and treating diseaseB6.1 VaccinationB6.2 Antibiotics and painkillersB6.3 Discovering drugsB6.4 Developing drugsB6.5 Making monoclonal antibodies (H + T)B6.6 Uses of monoclonal antibodies (H + T)**Revision for end of term assessment****Easter Exams** | B7 Non-communicable diseasesB7.1 Non-communicable diseasesB7.2 CancerB7.3 Smoking and the risk of diseaseB7.4 Diet, exercise, and diseaseB7.5 Alcohol and other carcinogens**Half term assessment** | B10 The human nervous systemB10.1 Principles of homeostasisB10.2 The structure and function of the human nervous systemB10.3 Reflex actionsB10.4 The brain (Triple only)B10.5 The eye (Triple only)B10.6 Common problems of the eye (Triple only)RPA: Reaction Time**End of Year Assessment** |
| **Business****Edexcel** | Topic 2.1 Growing the business – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.**Assessment** End of unit assessment on 2.1. This will be a mixture of multiple choice, 1, 2 and 3 mark questions (explain, identify, state, calculate and outline). | Topic 2.2 Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.**Assessment** End of unit assessment on 2.2. This will be a mixture of multiple choice, 3 (explain) and 6 mark questions (discuss). | Topic 2.3 Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.**Assessment** End of unit assessment on 2.3. This will be a mixture of multiple choice, 3 and 6 mark questions (Discuss and analyse). | Topic 2.4 Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information. **Assessment** End of unit assessment on 2.4. This will be a mixture of multiple choice, 6 and 6 mark questions. | Topic 2.5 Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.**Assessment** End of unit assessment on 1.5. This will be a mixture of multiple choice, 9 (justify) and 12 mark questions (evaluate). | Theme 2 revision & key focus on exam technique. **Assessment** Year 10 mock exams – end of unit assessment. This will be part of a past paper.  |
| **Chemistry****AQA** | Review of Chemistry fundamentalsTriple groups to also do**C2.6: The transition elements (TS)****C3.10: Nanoparticles (TS)** **C3.11: Applications of nanoparticles (TS)** | C4: Chemical calculations C4.1: Relative masses and moles C4.2: Equations and calculations C4.3: From masses to balanced equations C4.4: The yield of a chemical reaction (TS) C4.5: Atom economy (TS) C4.6: Expressing concentrations **C4.7: Titrations (TS)** **C4.8: Titration calculations (TS)** **C4.9: Volumes of gases (TS)****Formative Assessment** | C5: Chemical changes C5.1: The reactivity series C5.2: Displacement reactions C5.3: Extracting metals C5.4: Salts from metals C5.5: Salts from insoluble bases C5.6: Making more salts C5.7: Neutralisation and the pH scale C5.8: Strong and weak acids **Formative Assessment**C6: Electrolysis C6.1: Introduction to electrolysis C6.2: Changes at electrodes C6.3: The extraction of aluminium C6.4: Electrolysis of aqueous solutions**Formative Assessment** | C7: Energy changes C7.1: Exothermic and endothermic reactions C7.2: Using energy transfers from reactions C7.3: Reaction profiles C7.4: Bond energy calculations **C7.5: Chemical cells and batteries (TS)** **C7.6: Fuel cells (TS)****Formative Assessment** | C8.1: Rate of reaction C8.2: Collision theory and surface area C8.3: The effect of temperature C8.4: The effect of concentration and pressure C8.5: The effect of catalysts C8.6: Reversible reactions C8.7: Energy and reversible reactions C8.8: Dynamic equilibrium C8.9: Altering conditions**Formative Assessment** | C9: Crude oil and fuels C9.1: Hydrocarbons C9.2: Fractional distillation of oil C9.3: Burning hydrocarbon fuels C9.4: Cracking hydrocarbons**Formative Assessment****C10: Organic reactions (TS)** **C10.1: Reactions of the alkenes (TS)** **C10.2: Structures of alcohols, carboxylic acids and esters (TS)** **C10.3: Reactions and uses of alcohols (TS)** **C10.4: Carboxylic acids and esters (TS)** **C11: Polymers (TS)** **C11.1: Additional polymerisation (TS)** **C11.2: Condensation polymerisation (TS)** **C11.3: Natural polymers (TS)** **C11.4: DNA (TS)****Formative Assessment** |
| **Computer Science****OCR** | CS:* 1. Systems architecture
	2. Memory
	3. Storage
 | CS:* 1. Wired and wireless networks

2.2 Programming techniques | CS:1.5 Network topologies, protocols and layers2.2 Programming techniques | CS:1.6 System security2.1 Algorithms | CS:1.7 Systems software2.3 Producing robust programs | CS:2.6 Data representation |
| **Dance****AQA** | Teacher lead and choreographic tasks to explore the solo performance: **Breathe**Focusing on Physical Skills **Assessment:** Solo choreographed and performed – Dance Criteria: solo choreography and performance skills.Dance Appreciation of the third professional dance work. | Teacher lead and choreographic tasks to explore the solo performance**: Shift**Focusing on Physical Skills **Assessment:** Group Dance choreographedand performed – Dance Criteria: Group choreography and performance skills.Dance Appreciation of the fourth professional dance work. | Teacher lead and choreographic tasks to explore the Duet and Trio phrase: **Flux**Focusing on expressive and mental skills**Assessment:** Duet or Trio Dancechoreographedand performed – Dance Criteria: Group choreography and Duet and or Trio performance skills.Dance Appreciation of the fifth professional dance work. | Teacher lead and choreographic tasks to explore the Duet and Trio phrase: **Scoop**Focusing on expressive and mental skills**Assessment:** Duet or Trio Dancechoreographedand performed – Dance Criteria: Group choreography and Duet and or Trio performance skills.Dance Appreciation of the sixth professional dance work. | Students to explore various types of stimuli in preparation for the prescribed stimuli task list set by AQA.Students to work Independently or in groups Exam questions based on critical appreciation of own work. | Students to demonstrate a creative response to a choice of **one** stimulus.Students to work in small groups.**Assessment Criteria:**Group choreography Skills.Exam questions based On the 6 set professional dance works* Features of

Production* Choreographic

Approaches.* Content and

intent |
| **Design Technology****AQA** | **Contextual Assessment Hand held product**Research, design and develop a hand held device for a client of your choice.**Assessment - Folder and success of model.** | **Contextual Assessment Merchandise**Research, design and develop a piece of merchandise for ZSL to help raise awareness of animals.**Assessment – Folder and success of model.** | **Wider issues and Critical Analysis**A range of higher marked exam questions.  | **Mock NEA**Design and develop a piece of merchandise that raises awareness of animals for ZSL.**Assessment – Folder and model against exam board requirements.** | **Mock NEA**Design and develop a piece of merchandise that raises awareness of animals for ZSL.**Assessment – Folder and model against exam board requirements.** | **NEA**Begin NEA 1st June after exam board release. |
| **Digital Art****Edexcel** | **Photography foundation**Introduction to 35mm DSLR cameras. Formal elements of Photography. Researching 20th century artists/photographers for example: Bresson | **Photography foundation**Introduction to 35mm DSLR cameras. Formal elements of Photography. Researching 20th century artists/photographers for example: Bresson | **Fear**Photography and graphics – designing a movie poster based on ‘Fear’ using own photography.Researching artists for example: Saul Bass | **Fear**Photography and graphics – designing a movie poster based on ‘Fear’ using own photography.Researching artists for example: Saul Bass | **GCSE Exam paper practice**Working through a GCSE title theme. Developing and experimenting to create a personal outcome. | **GCSE Exam paper practice**Working through a GCSE title theme. Developing and experimenting to create a personal outcome. |
| **Drama****OCR** | **Semiotics, Proxemics and Acting Styles**Students will begin this year discovering the detail directors/actors and designers apply to their work. They will explore acting skills, analysing shapes, distance and sign systems in performance and how they can apply this understanding into their own performance work. **Assessment:*** Applying proxemics
* Applying semiotics
* Ongoing practical workshops of practitioners
 | **Performing Texts Mock**This half term students will bring a text to life, directing and performing the text: **Bang, Bang, You’re Dead** by William Mastrosimone.Students will explore the text as a whole class and perform to an invited audience in preparation for their performance examination. **PARENT PERFORMANCE (DEC)****Assessment:*** Coursework – 4 questions
* Performance
 | **Unit 1: Devising Begins & Technical Theatre Design** Students will begin to explore their first official unit for GCSE Drama;**Unit 1: Devising**Students will be given a stimulus (provided by OCR) and they will use research and workshops to explore many possibilities as a response to the stimuli. They will need to consider technical aspects of performance too.**Assessment:*** Section 1: Coursework
* Practical workshops participation
 | **Unit 1: Devising**This half term will focus on building the performance of their devised exam. Students will need to apply;1. A variety of dramatic techniques
2. Multi-role characters
3. Design elements of set, costume, props.
4. Context & Communication
5. Research – from page to stage.

**Assessment:*** Ongoing rehearsals
* Log Book
 | **Unit 1: Devising Exam**Students will perform their devised piece to an invited audience. They will have sourced their set, costume and props. Designed their lighting and sound requirements and completed a cue sheet for the technical crew. Students will complete all their coursework for the final submission date.**PARENT PERFORMANCE (MAY)****Assessment:*** ACTUAL Unit 1 EXAM
* Section 2: Log Books DEADLINE
* Section 3: Evaluation DEADLINE
 | **Unit 4: Written Exam mock**In this last half term students will revise over Section A of the written exam. They will watch a production and analyse it for the Section B of the paper. Students will learn the structure and the content required for the exam to ensure they are prepared for a complete mock exam practice. **Assessment:*** Completion of whole mock exam Section A & Section B
 |
| **Drama****OCR** | Devising MockSemioticsProxemics | Performing Texts MockTechnical TheatreAnalysing Theatre | Unit 01: BeginsDevisingUnit 01: CourseworkSection OneSubmit Section One | Unit 01: ContinueUnit 01: CourseworkSection Two | Unit 01: ExamSubmit Section TwoSubmit Section Three | Written Exam Preparation & RevisionSection A & B |
| **Engineering****EAL** | **Practical – Compass**Advanced drilling skills. | **Working in Industry**Unit 1 theory part 1. | **Unit 1 P/F**Manual handling assessment. Plan and complete a lift as per the manual handling operations regulations 1992. | **Unit 2 P/F**Drawing techniques. Complete a third angle orthographic drawing of an isometric object given by the exam board. | **Unit 17 P/F**Manufacturing techniques. Complete four practical tasks and reports set by the exam board. | **Unit 17 P/F**Manufacturing techniques. Complete four practical tasks and reports set by the exam board. |
| **English****AQA** | **Literature Poetry*** ***Remains***
* ***Bayonet Charge***
* ***Poppies***
* ***Checking out me History***
* ***London***
* ***Extract from, The Prelude***
* ***Tissue***
* **The Emigree**
* ***The Charge of the Light Brigade***

**Assessment: Analytical essay comparing two poems.** | **Reading and analysing a Shakespeare play.** Students should develop an understanding of the significance of context and closely analyse language, structure and form.Students should be prepared for a closed book exam.**Assessment: Analytical paragraphs based on an extract from the play** | **Reading and analysing a Shakespeare play.** Students should develop an understanding of the significance of context and closely analyse language, structure and form.Students should be prepared for a closed book exam.**Assessment:** **Analytical essay – closed book** | **Reading and analysing a modern text.** Students should develop an understanding of the significance of context and closely analyse language, structure and form.**Assessment:** **Analytical essay – closed book**  | **Reading and analysing a modern text.** Students should develop an understanding of the significance of context and closely analyse language, structure and form.**Assessment:** **Analytical essay – closed book** | In preparation for exam:Revise modern text and poetry. Post Exam: Complete analysis of the remaining power and conflict poems:* ***Ozymandias***
* ***Exposure***
* ***Storm on the Island***
* ***War Photographer***
* ***Kamikaze***
* ***My Last Duchess***

**Assessment: Year 10 exam Modern text/ Power and conflict poems** |
| **Food and Nutrition** **AQA** | **Functional and chemical properties of food.**Theory test | **Functional and chemical properties of food.**Raising agent question | **Mock NEA – Task 1**Task 1 practical investigation marked according to exam board. | **Food and environment**Theory test using exam questions | **Mock NEA - Task 2**Task 2 – Research and analysis of the chosen task based on exam board requirements. | **Revision**Mock exam and mock practical assessment based on Task 2 research.  |
| **French****Edexcel** | **M4 De la ville à la campagne (From the city to the countryside**)*Describing where we live and the weather* | **M4 De la ville à la campagne (From the city to the countryside**)*Describing where we live and the weather*End of module assessment L R W | **M5 Le grand large (Holidays)***Holidays and travelling*  | **M5 Le grand large (Holidays)***Holidays and travelling* End of module assessment L R W | **Introduction to M6 – Au collège (At school)***Describing our school experiences, exchanges and studying the French school system*Preparation for speaking exam and revision for Yr10 mock exams | **M6 – Au collège (At school)** *Describing our school experiences, exchanges and studying the French school system*Yr10 exams – L R W SExam feedback |
| **German****Edexcel** | **Module 5**Stimmt 9-1TRAVEL VISITING VIENNA | **Module 5**-Stimmt 9-1TRAVEL | **Module 6**STIMMT 9-1HOLIDAY AND TOWN | **Module 6**-Stimmt 9-1HOLIDAY AND TOWN | **Module 7**-Stimmt 9-1WORK  | **Module 7**-Stimmt 9-1WORK |
| **Geography****Edexcel** | **Forests Under Threat** - Equatorial Climates - Taiga Biome: Threats & Protection- Tropical Rainforests: Threats & Protection **Assessment**Decision making exercise | **People and the Biosphere**- Global Ecosystems- Biomes- Goods and Services of Biomes- Exploitation of Biomes | **Consuming Energy Resources**- Different Energy Resources - Extraction of Energy Resources - Demand & Exploitation of Oil - Efficient Energy - Alternatives to Fossil Fuels **Assessment** Decision Making Exercise | **Rivers - Field work**- Geology of the UK -The Drainage Basin - Erosion, Transpiration & Deposition- River Flooding- Fieldwork (Amersham)**Assessment** Rivers Assessment | **The UK Human Landscape**- Urban Core and Rural Areas of the UK - Migration - North / South Divide - Globalisation, Trade and Investment  | **The UK Human Landscape**- London: Site & Situation, Migration, Decline, Regeneration & Sustainability- Devon and Cornwall - **Fieldwork (London)****Assessment** End of Topic Assessment |
| **History****Edexcel** | **Anglo Saxon and Norman England Norman England** c1060 – 88 – crime, punishment and law enforcement in medieval England.The feudal system and role of the ChurchSummative assessment: the Saxon justice system was harsh and primitive.” How far do you agree? (16 marks) | **Crime and Punishment:**C1000 – c1500 – crime, punishment and law enforcement in early modern England.Formative assessment: explain one way in which policing in the later Middle ages was similar to policing in 1000AD (4 marks) | **Crime and Punishment:**C1500 – c1700 – crime, punishment and law enforcement in the 18th and 19th centuryFormative assessment: “the most important factor in explaining witch hunts in the years 1500 – 1700 was religion. How far do you agree? (16 marks) | **Crime and Punishment:**C1700 –c1900– crime, punishment and law enforcement in recent timesSummative assessment:Between 1700 and 1900 the Tolpuddle martyrs were the greatest threat to the authorities.” How far do you agree? (16 marks) | **Crime and Punishment**C1900 - presentFormative assessment:How useful are sources A and B for an enquiry into the effectiveness of the police in Whitechapel? (8 marks) | **Crime and Punishment:** Crime, policing and the inner city – Whitechapel.Mock exam on Crime and Punishment and Whitechapel – whole GCSE paper |
| **Hospitality and Catering****AQA** | **Controlled assessment continued.**Research to be assessed to exam board requirements. | **Controlled assessment continued.**Research to be assessed to exam board requirements. | **Controlled assessment** Internal controlled assessment to be completed under examination conditions. | **Roles and responsibilities of environmental officers. Food safety legislation.**End of topic test using exam questions. | **Food poisoning and bacteria**.Group oral presentation | **Revision**End of year exam |
| **ICT** **iMedia / Certificate in Digital Applications****OCR** | R082: Creating Digital Graphics | R082: Creating Digital Graphics | R091: Designing a game concept | R091: Designing a game concept | R082: Creating Digital Graphics Improvements | R082: Creating Digital Graphics Improvements |
| **Maths****AQA** | **Higher** * Section 18 - Functions
* Section 19 - Sets
* Section 20 - Angles & 2D Shapes

**Foundation*** Section 19 - Pythagoras & Trigonometry
* Section 22 - Area & Perimeter
* Section 23 - 3D Shapes

Topic tests – 50 minsEnd of term Assessment – 50 mins | **Higher** * Section 21 - Circle Geometry
* Section 25 - Pythagoras & Trigonometry
* Section 22 - Units, Measuring & Estimating

**Foundation*** Section 25 - Collecting Data
* Section 26 - Analysing Data
* Section 27 - Probability

Topic tests – 50 minsEnd of term Assessment – 50 mins | **Higher** * Section 31 - Collecting Data
* Section 32 - Averages & Ranges
* Section 33 - Displaying Data

**Foundation*** Section 20 - Vectors
* Section 24 - Transformation
* Section 21 - Constructions

Topic tests – 50 minsEnd of term Assessment – 50 mins | **Higher** * Section 29 - Transformations
* Section 24 - Constructions
* Section 30 - Congruence & Similarity

**Foundation*** Section 17 - Speed, Density & Pressure
* Section 18 - Scale Drawings & Bearings
* Section 3 - Powers & Roots

Topic tests – 50 minsEnd of term Assessment – 50 mins | **Higher** * Section 34 - Probability
* Section 35 - Probability for Combined Events
* Section 26 - Vectors

**Foundation*** Section 7 - Percentages
* Section 8 - Algebraic Expressions

Topic tests – 50 minsEnd of term Assessment – 50 mins | **Higher** * Section 27 - Perimeter & Area
* Section 28 - 3D Shapes

**Foundation*** Section 4 - Multiples & Factors
* Section 5 - Fractions
* Section 6 - Ratios

Topic tests – 50 mins.End of term Assessment – 50 minsEnd of Year Exams |
| **Media****WJEC** | Media LanguageRepresentationContextPrint Advertising (A)**Assessment:**Component 01 mock question | Media LanguageRepresentationContextMagazines (A)**Assessment:**Component 01 mock question | Media LanguageRepresentationAudienceIndustryNewspapers (A & B)**Assessment:**Component 01 mock question | Media LanguageRepresentationAudienceIndustryRadio & Film marketing (B)**Assessment:**Component 01 mock question*NEA brief given out* | NEAResearchPlanningSOACreation of product | NEA**Assessment:**NEA – 30% of final GCSE level |
| **Music****OCR** | GCSE AoS 5 Conventions of pop;Rock and RollRock AnthemsPop Ballads(end of topic test after each topic) | GCSE AoS 5 Conventions of pop;Solo artists(end of topic test after each topic)Solo Assessment Ensemble assessment (December) | GCSE AoS 4Film Music 1Music and the moving image: Film composition exercisesGCSE composition 1 begins*Composition 1 after school extra sessions*  | GCSE AoS 4Film Music Leitmotif: Video Game musicFilm music listening test and written essayGCSE composition 1 continues*Composition 1 after school extra sessions*  | GCSE composition 1 continues.Solo Assessment 2Ensemble Assessment 2AoS Listening revision for Y10 exam*Composition 1 after school extra sessions*  | **GCSE composition 1 DEADLINE July 3rd 2020**End of year Listening exam*Composition 1 after school extra sessions*  |
| **PE****Core PE** | “Winter Sports”Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.Lessons may include i) the improvement of practical ability ii) the improvement of knowledge and understanding within sportiii) understanding of the requirements of a healthy, active lifestyleiv) leadership and officiating in sport | “Winter Sports”Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.Lessons may include i) the improvement of practical ability ii) the improvement of knowledge and understanding within sportiii) understanding of the requirements of a healthy, active lifestyleiv) leadership and officiating in sport | “Winter Sports”Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.Lessons may include i) the improvement of practical ability ii) the improvement of knowledge and understanding within sportiii) understanding of the requirements of a healthy, active lifestyleiv) leadership and officiating in sport | “Winter Sports”Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.Lessons may include i) the improvement of practical ability ii) the improvement of knowledge and understanding within sportiii) understanding of the requirements of a healthy, active lifestyleiv) leadership and officiating in sport | “Summer Sports”Generally, students will follow any sport/activity from cricket, athletics, rounders and tennis.Lessons may include i) the improvement of practical ability ii) the improvement of knowledge and understanding within sportiii) understanding of the requirements of a healthy, active lifestyleiv) leadership and officiating in sport | “Summer Sports”Generally, students will follow any sport/activity from cricket, athletics, rounders and tennis.Lessons may include i) the improvement of practical ability ii) the improvement of knowledge and understanding within sportiii) understanding of the requirements of a healthy, active lifestyleiv) leadership and officiating in sport |
| **PE****BTEC Sport****Edexcel** | **BTEC Sport**Students begin Unit 1 – Fitness for Sport and Exercise. This is an exam based Unit and lessons will take the form of revision, revision exercises, and exam practice.Assessment is based on the successful completion of an exam within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. | **BTEC Sport**Students work through Unit 1 – Fitness for Sport and Exercise. This is an exam based Unit and lessons will take the form of revision, revision exercises, and exam practice.Assessment is based on the successful completion of an exam within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. | **BTEC Sport**Students work through Unit 1 – Fitness for Sport and Exercise. This is an exam based Unit and lessons will take the form of revision, revision exercises, and exam practice.Assessment is based on the successful completion of an exam within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. | **BTEC Sport**Students begin Unit 2 – The Practical Sports Performer.Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. | **BTEC Sport**Students work through Unit 2 – The Practical Sports Performer.Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. | **BTEC Sport**Students work through Unit 2 – The Practical Sports Performer.Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. |
| **Physics****AQA** | P4.1 Electrical Charges and Fields (Triple Only)P4.2 Current and ChargeP4.3 Potential Difference and ResistanceP4.4 RPA 3a/15a – Resistance of a Length of WireP4.5 RPA 3a/15a – Resistance of a Length of Wire- AssessmentP4.6 Component Characteristics | P4.7 RPA 4/16 – IV CharacteristicsP4.8 RPA 4/16 – IV Characteristics - AssessmentP4.9 Series CircuitsP4.10 Parallel CircuitsP4.11 RPA 3b/15b – Resistors in Series & ParallelP4.12 RPA 3b/15b – Resistors in Series & Parallel – AssessmentP4.13 FORMATIVE ASESSMENT | P5.1 Alternating CurrentP5.2 Cables and PlugsP5.3 Electrical Power and Potential DifferenceP5.4 Electrical Currents and Energy TransferP5.5 Appliances and EfficiencyP5.6 FORMATIVE ASSESSMENT | P6.1 DensityP6.2 RPA 5/17 – DensityP6.3 RPA 5/17 – Density - AssessmentP6.4 States of MatterP6.5 Changes of StateP6.6 Internal EnergyP6.7 Specific Latent HeatP6.8 Gas Pressure and TemperatureP6.9 Gas Pressure and VolumeP6.10 FORMATIVE ASESSMENT | P7.1 Atoms and RadiationP7.2 The Discovery of the NucleusP7.3 Changes in the NucleusP7.4 More about Alpha, Beta and Gamma RadiationP7.5 Activity and Half LifeP7.6 FORMATIVE ASSESSMENTP7.7 Nuclear Radiation in Medicine (Triple Only)P7.8 Nuclear Fission (Triple Only)P7.9 Nuclear Fusion (Triple Only)P7.10 Nuclear Issues (Triple Only)P7.11 FORMATIVE ASSESSMENT | P8.1 Vectors and ScalarsP8.2 Forces Between ObjectsP8.4 Resultant ForcesP8.5 FORMATIVE ASSESSMENTP8.6 Moments at Work (Triple Only)P8.7 More about Levers and Gears (Triple Only)P8.8 Centre of MassP8.9 Moments and Equilibrium (Triple Only)P8.10 The Parallelogram of ForcesP8.11 Resolution of ForcesP8.12 FORMATIVE ASSESSMENT |
| **RE****AQA** | Religion and LifeMid Unit Test and End of Unit Written Assessment | Religion and LifeMid Unit Test and End of Unit Written Assessment | Crime and PunishmentMid Unit Test and End of Unit Written Assessment | Religion and WarMid Unit Test and End of Unit Written Assessment | Religion and WarMid Unit Test and End of Unit Written Assessment | Religious viewpoint on Human Rights and moneyMid Unit Test and End of Unit Written Assessment |
| **Spanish****Edexcel** | **VIVAGCSE****Module 4 – *Intereses e influencias*** (free-time activities, stem changing verbs, TV programmes and films, nationality, soler + infinitive, talking about sports, imperfect tense to say what you used to do, talking about trends, perfect tense, entertainment, using ‘otros/demasiados/todos/ciertos’ etc, talking about role models, past tenses.’ | **VIVAGCSE****Module 4 – *Intereses e influencias*** (free-time activities, stem changing verbs, TV programmes and films, nationality, soler + infinitive, talking about sports, imperfect tense to say what you used to do, talking about trends, perfect tense, entertainment, using ‘otros/demasiados/todos/ciertos’ etc, talking about role models, past tenses.’End of Module 4 Assessment | **VIVAGCSE****Module 5 – *Cuidades*** (places in a town, directions, shops, souvenirs, features of a region, using ‘se puede(n)’, future plans, using the future tense, geography of Spain, shopping for clothes, demonstrative adjectives, problems in a town, conditional tense, using synonyms and antonyms, idioms.) | **VIVAGCSE****Module 5 – *Cuidades*** (places in a town, directions, shops, souvenirs, features of a region, using ‘se puede(n)’, future plans, using the future tense, geography of Spain, shopping for clothes, demonstrative adjectives, problems in a town, conditional tense, using synonyms and antonyms, idioms.)End of Module 5 Assessment | **VIVAGCSE****Module 6 – *De costumbre***(mealtimes, daily routines, illness & injuries, asking for help at the pharmacy, typical foods, passive tense, festivals, avoiding the passive, question words, describing a special day, reflexive verbs in the preterite, ordering in a restaurant, absolute superlatives, music festivals, expressions followed by the infinitive.) | **VIVAGCSE****Module 6 – D*e costumbre***(mealtimes, daily routines, illness & injuries, asking for help at the pharmacy, typical foods, passive tense, festivals, avoiding the passive, question words, describing a special day, reflexive verbs in the preterite, ordering in a restaurant, absolute superlatives, music festivals, expressions followed by the infinitive.) End of Year 10 Mock Exam (Mod1-6) |