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| **Subject and Exam Board** | **Half Term 1** | **Half Term 2** | **Half Term 3** | **Half Term 4** | **Half Term 5** | **Half Term 6** |
| **Art**  **AQA** | **Pop Art. (60% of overall grade)**  Researching artists for example: Warhol and Lichtenstein. Creating issues based Pop Art paintings. | **Pop Art. (60% of overall grade)**  Researching artists for example: Warhol and Lichtenstein. Creating issues based Pop Art paintings. | **Tattoo my Identity**  Investigate body decoration in different cultures. Researching tattoo styles for example: Mehndi | **Tattoo my Identity**  Investigate body decoration in different cultures. Researching tattoo styles for example: Mehndi | **Tattoo my identity**  Relief printing inspired by Maori Art | **Tattoo my identity**  Relief printing inspired by Maori Art |
| **Biology**  **AQA** | B16 Adaptation and interdependence B16.1 The importance of communities B16.2 Organisms in their environment B16.3 Distribution and abundance  B16.4 Competition in animals  B16.5 Competition in plants B16.6 Adapt and survive B16.7 Adaptation in animals B16.8 Adaptation in plants B17 Organisation of an ecosystem  B17.1 Feeding relationships  B17.2 Materials cycling B17.3 The carbon cycle B17.4 Rates of decomposition  RPA (Triple only) – Rates of Decomposition  **Half term Assessment** | B18 The effect of human interactions on ecosystems and biodiversity  B18.1 The human population explosion  B18.2 Land and water pollution  B18.3 Air pollution  B18.4 Deforestation and peat destruction  B18.5 Global warming  B18.6 The impact of change  B18.7 Maintaining biodiversity  B18.8 Trophic levels and biomass (Triple only)  B18.9 Biomass transfers (Triple only)  B18.10 Factors affecting food security (Triple only)  B18.11 Making food production efficient (Triple only)  B18.12 Sustainable food production (Triple only)  Interpreting Data & Graph Skills  Math Skills in Biology  Revision for End of term test  **End of Term Assessment** | B1 Cell Structure and Transport  B1.1 The world of the microscope B1.2 Animal and plant cells B1.3 Eukaryotic and prokaryotic cells  B1.4 Specialisation in animal cells B1.5 Specialisation in plant cells B1.6 Diffusion B1.7 Osmosis B1.8 Osmosis in plants B1.9 Active transport B1.10 Exchanging materials  RPA – Looking at cells (Microscopy) RPA – Investigating plant tissue in sugar solution B2 Cell Division  B2.1 Cell division B2.2 Growth and differentiation B2.3 Stem cells B2.4 Stem cell dilemmas  **Half term Assessment** | B3 Organisation and the digestive system B3.1 Tissues and organs B3.2 The human digestive system B3.3 The chemistry of food  B3.4 Catalysts and enzymes B3.5 Factors affecting enzyme action B3.6 How the digestive system works B3.7 Making digestion efficient  RPA – Food tests RPA – The effect of pH on enzyme rate of reaction.  **End of term exam** | B4 Organising animals and plants  B4.1 The blood B4.2 The blood vessels B4.3 The heart B4.4 Helping the heart B4.5 Breathing and gas exchange B4.6 Tissues and organs in plants B4.7 Transport systems in plants  B4.8 Evaporation and transpiration B4.9 Factors affecting transpiration  **Half term Assessment** | Interpreting Data & Graph Skills  Maths skills in Biology  Required Practical Catch ups  **End of Year Assessment** |
| **Business**  **Edexcel** | Content studied:  What is business? An introduction to **business studies, entrepreneurship and marketing.**  Key focus on ‘real life’ case studies and introducing the basics of these concepts (we will build on these in year 10).  **Assessment**  End of unit presentation of their own business idea. | Content studied:  **Operations and business location** – key decisions businesses make when setting up and as they expand.  **Assessment**  Multiple choice knowledge check (entrepreneurship, marketing and operations) | Content studied:  How do businesses **finance** their business? Key calculations/ concepts to assess success.  **Assessment**  Formula test – putting knowledge into formulas and the ability to recall key formulas. | Content studied:  The process of **human resources** and key aspects that are important in recruitment as well as legislation. Role play/simulation of the recruitment process.  **Assessment**  Multiple choice knowledge check (finance and human resources) | Peter Jones Tycoon Challenge – tying together everything we have learnt to a practical challenge.  **Assessment**  Ongoing assessment of key skills – teamwork, creativity, initiative, collaboration. | Peter Jones Tycoon Challenge – tying together everything we have learnt to a practical challenge.  **Assessment**  End of unit assessment including an introduction to 1, 2 and 3 mark questions and finance formula questions. |
| **Chemistry**  **AQA** | Introduction to Chemistry  C1.3: Separating mixtures  C1.4: Fractional distillation and paper chromatography | C13: The Earth’s atmosphere  C13.1: History of our atmosphere  C13.2: Our evolving atmosphere  C13.3: Greenhouse gases  C13.4: Global climate change  C13.5: Atmospheric pollutants  **Formative Assessment** | C14: The Earth’s resources  C14.1: Finite and renewable resources  C14.2: Water safe to drink  C14.4: Treating waste water  C14.5: Life cycle assessments  C14.6: Reduce, reuse and recycle  **Formative Assessment** | C1: Atomic structure  C1.1: Atoms  C1.2: Chemical equations  C1.5: History of the atom  C1.6: Structure of the atom  C1.7: Ions, atoms and isotopes  C1.8: Electronic structures  **Formative Assessment** | C2: The periodic table  C2.1: Development of the periodic table  C2.2: Electronic structures and the periodic table  C2.3: Group 1 - alkali metals  C2.4: Group 7 - the halogens  C2.5: Explaining trends  C2.6: The transition elements (TS)  **Formative Assessment** | C3: Structure and bonding  C3.1: States of matter  C3.2: Atoms into ions  C3.3: Ionic bonding  C3.4: Giant ionic structures  C3.5: Covalent bonding  C3.6: Structure of simple molecules  C3.7: Giant covalent structures  C3.8: Fullerenes and graphene  C3.9: Giant metallic structures  C3.10: Nanoparticles (TS)  C3.11: Applications of nanoparticles (TS)  **Formative Assessment** |
| **Computer Science**  **OCR** | What is a computer? Hardware and Software  iMedia:  Pre-production skills | Python Programming – An introduction to Python  iMedia:  Pre-production skills | Computational thinking and Algorithms  iMedia:  Multimedia | Programming Project in Python, using Algorithms  iMedia:  Multimedia | Networks and Security  iMedia:  Photoshop | Advanced Python Programming  iMedia:  Photoshop |
| **Dance**  **AQA** | **Introduction to Dance:**  Technical skills;   * Action * Space * Dynamics * Relationship * Timing content * Rhythmic content * Movement in a stylistically accurate way.   **Assessment:** Group choreography and performance  Written test consolidating technical skills.  **Technique dance classes** focusing on;   * Contemporary * Ballet * Street   **Dance Appreciation of a**  **professional dance work:** Emancipation of Expressionism   * Features of production * Choreographic approaches, content and intent | **Introduction to Dance:**  Choreographic Process; knowledge, understand and skills for choreography   * Choreographic process * Structuring devices * Choreographic devices   **Assessment:** Solo or group choreography and performance  Written test consolidating choreographic process  **Technique dance classes** focusing on;   * Contemporary * Lyrical * Ballet * Street   **Continuation of Dance Appreciation:** Emancipation of Expressionism | **Introduction to Dance:**  Safe working practice during performance and process.  **Technique dance classes** focusing on;   * Contemporary * Lyrical * Contact * Ballet * Street   **Dance Appreciation of a**  **professional dance work:** Shadows   * Features of production * Choreographic approaches, content and intent | **Introduction to Dance:**  Continuation of Safe working practice during performance and process.  **Technique dance classes** focusing on;   * Contemporary * Lyrical * Contact * Ballet * Street   **Assessment:** Written test consolidating safe working practice.  **Continuation of Dance Appreciation:** Shadows | **Introduction to Dance:**  Performance environments;   * Proscenium arch * End stage * In the round * Site-sensitive * Dance for camera   **Technique dance classes** focusing on;   * Contemporary * Lyrical * Contact * Ballet * Street   **Assessment:** Written test consolidating performance environments  **Dance Appreciation of a professional dance work:** A Linha Curva | **Site-sensitive summer project.**  Students working in small groups choreographing, performing, recording in non-theatre spaces.  **Assessment:** Choreography and performance skills assessed based on the recording of the site sensitive project.  **Continuation of Dance Appreciation:** A Linha Curva |
| **Design Technology**  **AQA** | 1 Wooden Train Project  Theory – Topic test  **Practical assessment** | 2 Wooden Train Project/  Pewter Key Ring Project  Theory – Topic test  **Practical assessment** | 3 Pewter Key Ring/  Textiles Baseball Cap Theory -Topic test  **Practical assessment** | 4 Textiles Baseball Cap Theory – Topic test  Practical assessment | 5 Sellotape Dispenser Theory – Topic test  **Practical assessment** | 6 Sellotape Dispenser Theory – Topic test  **Practical assessment** |
| **Digital Art**  **AQA** | **Pop Art. (60% of overall grade)**  Using Photoshop to create Digital Art pieces inspired by Peter Blake and Andy Warhol. | **Pop Art. (60% of overall grade)**  Using Photoshop to create Digital Art pieces inspired by Peter Blake and Andy Warhol. | **Tattoo my Identity**  Using Photoshop to create Digital Art pieces inspired Maori tattoos. | **Tattoo my Identity**  Using Photoshop to create Digital Art pieces inspired Maori tattoos. | **Introduction to Photography and Graphics**  Creating a book cover design influenced by contemporary book covers, using own photographs. | **Introduction to Photography and Graphics**  Creating a book cover design influenced by contemporary book covers, using own photographs. |
| **Drama**  **OCR** | **The Development of Drama**  Introducing students to the GCSE drama curriculum begins with a look at drama throughout history.  Theatre has evolved over many, many years and built to become an overarching term for many performance forms.  Students will learn how to create a devised performance for GCSE.  **Assessment:**   * Terminology from Greek and Shakespearean theatre. * Teacher-led Devising Mock | **Staging Styles & Stanislavski**  We will explore staging styles of modern performance spaces.  Students will be introduced to the approach of Konstantin Stanislavski and the ‘art’ of naturalistic acting.  The term will culminate in a mock devising task. Where students will create their own drama work from either a piece of instrumental music or a picture.  **Assessment:**   * Student-led Devising Mock * Terminology Quiz | **ACT ONE – Blood Brothers**  Using a variety of mediums such as watching excerpts, listening to music, acting out scenes and setting musical numbers, students will explore the text, using practical tasks and exercises as you would explore within a rehearsal process.  Students will build character profiles, demonstrate understanding of context, motif and story-telling devices.  **Assessment:**  Ongoing assessment of approach to rehearsals | **ACT TWO – Blood Brothers**  Using a variety of mediums such as watching excerpts, listening to music, acting out scenes and setting musical numbers, students will explore the text, using practical tasks and exercises as you would explore within a rehearsal process.  Students will build approaches to rehearsals, understanding stage directions, context and creating mood/atmosphere.  **Assessment:**  Ongoing assessment of approach to rehearsals | **Directing Blood Brothers Project**  In groups students will direct a section of the play. They will create designs for set, lights, costumes and props.  Students will then have to rehearse the same section and perform it to an audience.  **Assessment:**  Ongoing preparation of;  Presentation of production design elements & understanding of context  Performance 1 – working as a group  Performance 2 – independent student work. | **Performing Text Performance and Presentations**  Applying all the knowledge learned this year to complete a mock of Section A of the exam.  Section A includes 8 questions on Blood Brothers – so utilizing all of the material produced for their previous assessment.  Finishing the year exploring practitioners such as;   * Artaud & Boal * Site-Specific Performance   **PARENT PERFORMANCE (JUNE)**  **Assessment:**  Written Exam Mock  Section A |
| **Engineering**  **EAL** | 1 Health and Safety  Practical - Skills  Theory – Exam questions.  **Practical assessment** | 2 Health and Safety  Practical – Basket Bracket  Theory – Topic Test  **Practical assessment** | 3 Materials and properties  Practical – Bottle opener  Theory -Topic test  **Practical assessment** | 4 Manufacturing Processes  Practical - Aeroplane  Theory – Topic test  **Practical assessment** | 5 Drawing theory  Complete an isometric drawing and show understanding of third angle orthographic views. | **6 Practical Assessment**  **Using the lathe – tapping handle.** |
| **English**  **AQA** | Prose – Of Mice and Men  Students will read and analyse the novella: ‘Of Mice and Men’.  They will develop their understanding of language, structure, context and form.  **Assessment:**  **The students are required to write an analytical essay based on the presentation of a theme or character in the novella.** | Shakespeare  ( Romeo & Juliet)  Students will read and analyse the play: ‘Romeo and Juliet’.  They will develop their understanding of language, structure, context and form.  **Assessment:**  **The students will write an analytical essay based on the presentation of a theme/emotion/**  **attitude/character in the play.** | Spoken Language  Students will write and deliver their GCSE spoken language presentation.  **Assessment:**  **Students will deliver their speech.**  **They will be awarded either a Pass, Merit or Distinction based on the GCSE criteria.** | Poetry - Moon on the Tides  Students will develop understanding of a range of poems from the Moon on the Tide anthology.  They will develop their understanding of language, structure, context and form.  **Assessment:**  **Students will write an analytical essay comparing two of the poems they have studied.** | Drama – A Taste of Honey  Students will read and analyse the play: ‘A Taste of Honey’.  They will develop their understanding of language, structure, context and form.  **Assessment:**  **Students will write an analytical essay on the play.** | Exam Prep  Students will be taught Language Paper 2 – ‘Writers’ viewpoints and perspectives.’  **Assessment:**  **Students will complete a GCSE language paper two exam.** |
| **Food and Nutrition**  **AQA** | 1 Nutrients and Nutritional needs and health.  **Assessment: Theory test based on exam questions.** | 2 Diet and Health with  cooking methods.  **Assessment: Theory test based on exam questions.** | 3 Food science and  Heat transfer in food.  **Practical assessment** | 4 Raising agents  **Group oral presentation** | 5 Micro-organisms  **Group oral presentation** – How micro-organisms are used in food production.  **Theory test based on exam questions.** | 6 Revision  **Summer exam** |
| **French**  **Edexcel** | M1 Qui suis-je?  (Who am I?)  Family, friends and going out | M1 Qui suis-je?  (Who am I?)  Family, friends and going out  **End of module assessment L R W** | M2 Le temps des loisirs (Leisure time)  Sport, music, technology films and TV | M2 Le temps des loisirs (Leisure time)  Sport, music, technology films and TV  **End of module assessment L R W** | M3 Jours ordinaires, jours de fête (Ordinary days, days of celebrations)  Daily life and special occasions | M3 Jours ordinaires, jours de fête (Ordinary days, days of celebrations)  Daily life and special occasions  **EOY 9 exams**  **L R W + speaking** |
| **Geography**  **Edexcel** | **Is there a sustainable future for our planet?**  -The global distribution of Biomes  -Investigating a local ecosystem - Fieldwork  -How do Humans use the biosphere?  -What is sustainable management?  **Assessment**  Decision making assessment | **Is there a sustainable future for our planet?**  -What are the characteristics of the Taiga biome?  -What are the Threats to the Taiga biome?  -Is there a sustainable future?  **Assessment**  Beautiful work – Poster Activity to answer the question  Is there a sustainable future for our planet? | **Why is the Middle East an important World Region?**  -Where is the Middle East?  -What is the physical geography of the -Middle East?  -What is the world distribution of energy resources?  -Energy use in the Middle East? | **Why is the Middle East an important World Region?**  -What are the costs and benefits of fossil fuel use?  -Why does the price of oil vary?  -Are renewables the solution?  -Can our energy use be sustainable?  **Assessment**  Decision making paper. | **Is the Geography of Africa a curse or a blessing?**  -What do we know about Africa?  -What factors affect the distribution of biomes in Africa? | **Is the Geography of Africa a curse or a blessing?**  -Is Climate change a threat for Africa?  -Can global biomes be protected?  -Energy use in Africa  -HEP case study |
| **History**  **Edexcel** | Introduction to GCSE:  Migration enquiry – what does it mean to be British?  **Summative assessment: baseline test.**  **End of unit formative assessment: how far have stories of migration to Britain been the same from the Middle Ages to the present?** | American West –  The early settlement of the West, c1835 –c1862  Explain the importance questions  **Formative assessment: explain the importance of … (8 marks)**  **Summative assessment:**  **Write a narrative account analysing …** | American west -  Development of the plains, c1862-1876  Explain 2 consequence questions  **Formative assessment: explain 2 consequences of…( 8 marks)**  **Summative assessment: explain two consequences of … (8 marks)** | American West -  Conflict and Conquest, c1876 – c1895  Explain the importance questions  **Formative assessment: explain the importance of the …**  **(8 marks)**  **Summative assessment: explain the importance of the Johnson County War (18920 in the west (8 marks)**  **End of unit exam** | Anglo Saxons and Normans  Anglos Saxon England and the Norman Conquest, 1060 - 1066  **Summative assessment: describe 2 features of…. (4 marks)**  **Summative assessment: describe 2 features of…** | Anglo Saxons and Normans  William I in power: securing the kingdom, 1066 - 87  **Formative assessment:**  **Explain why … (12 marks)**  **“The main reason for the … (16 marks)**  **End of unit exam** |
| **Hospitality and Catering**  **AQA** | 1 Structure of the  hospitality and catering industry  High skill practical assessment.  End of topic test. | 2 Job titles and requirements  Written presentation | 3 Working in industry  Oral presentation | 4 Personal safety and  responsibilities in the  work place.  End of topic test | End of topic test | 6 Controlled assessment  research  Research to be assessed to exam board requirements.  End of year exam. |
| **ICT**  **iMedia / Certificate in Digital Applications**  **OCR** | CS:  Basic of inside a computer and the hardware components  iMedia:  Pre-production skills | CS:  Python Programming  iMedia:  Pre-production skills | CS:  Python Programming and Project  iMedia:  Multimedia | CS:  Computational Thinking  iMedia:  Multimedia | CS:  iMedia:  Photoshop | CS:  iMedia:  Photoshop |
| **Maths**  **AQA** | **Higher**   * Section 1 - Arithmetic, Multiples & Factors * Section 2 - Approximations * Section 3 - Fractions   **Foundation**   * Section 1 - Non-Calculator Arithmetic * Section 2 - Approximations * Section 3 - Powers & Roots   **Assessment**  **Topic tests – 50 mins**  **End of term Assessment – 50 mins** | **Higher**   * Section 4 - Ratio & Proportion * Section 5 - Percentages * Section 10 - Direct & Inverse Proportion   **Foundation**   * Section 4 - Multiples & Factors * Section 5 - Fractions * Section 6 - Ratios   **Assessment**  **Topic tests – 50 mins**  **End of term Assessment – 50 mins** | **Higher**   * Section 6 - Expressions * Section 7 - Powers & Roots   **Foundation**   * Section 7 - Percentages * Section 8 - Algebraic Expressions   **Assessment**  **Topic tests – 50 mins**  **End of term Assessment – 50 mins** | **Higher**   * Section 8 - Formulas * Section 9 - Equations * Section 11 - Quadratics Equations   **Foundation**   * Section 9 - Equations, Identities & Inequalities * Section 10 - Formulas & Functions * Section 11 – Sequences   **Assessment**  **Topic tests – 50 mins**  **End of term Assessment – 50 mins** | **Higher**   * Section 12 - Simultaneous Equations * Section 13 - Inequalities   **Foundation**   * Section 12 - Graphs & Equations * Section 13 - Real-Life Graphs   **Assessment**  **Topic tests – 50 mins**  **End of term Assessment – 50 mins** | **Higher**   * Section 14 - Sequences * Section 15 - Straight Line Graphs   **Foundation**   * Section 14 - Proportion * Section 15 - Angles & 2D Shapes * Section 16 - Units, Measuring & Estimating   **Assessment**  **Topic tests – 50 mins**  **End of term Assessment – 50 mins**  **End of Year Exams** |
| **Media**  **WJEC** | Representation  Genre  Film advertising  **Assessment: Photoshop - film poster** | Media language  Audience  TV advertising  **Assessment:**  **Premiere - TV advert** | Audience  Industry  Magazine  **Assessment:**  **Photoshop - magazine cover** | Media forms  NEA brief  Magazine  **Assessment:**  **Photoshop - magazine article** | Online media  Marketing  Regulation  Context  e-safety | Create a blog  Analytics  **Assessment:**  **Online blog**  ***Blog awards*** |
| **Music**  **OCR** | Music theory 1  (Sharp Scales: Keys: chords: Notation)  Blues – listening and performing:  Ensemble skills 1  **Assessment**  **On-going theory and listening Topic tests** | Music theory 2  (Flat scales: Harmony: Rhythm)  Reggae – Listening and performing:  Ensemble skills 2 and first assessment.  Group Christmas composition  Whole school Carol concert  **Assessment**  **On-going theory and listening topic tests** | Rhythms of the World – African –Calypso – Bhangra  End of year Rhythms of the World exam.  **Assessment**  **Topic tests on each**  **Ensemble practice sessions** | Rhythms of the World – Samba – Indian Classical –- Topic tests on each:  **Assessment**  **Ensemble assessment 2**  **Solo Assessment 1** | Rhythms of the World – Greek – Palestinian – Israeli  **Assessment**  **Topic tests on each:**  **Introducing Composition 1** | Ensemble Live concert  Introducing composition  **Assessment**  **End of year Rhythms of the World exam.** |
| **PE**  **Core PE** | “Winter Sports”  Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.  Lesson focuses may include i) the improvement of practical ability, ii) the improvement of knowledge and understanding within sport, iii) understanding of the requirements of a healthy, active lifestyle and iv) 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.  Lesson focuses may include i) the improvement of practical ability, ii) the improvement of knowledge and understanding within sport, iii) understanding of the requirements of a healthy, active lifestyle and iv) 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.  Lesson focuses may include i) the improvement of practical ability, ii) the improvement of knowledge and understanding within sport, iii) understanding of the requirements of a healthy, active lifestyle and iv) 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.  Lesson focuses may include i) the improvement of practical ability, ii) the improvement of knowledge and understanding within sport, iii) understanding of the requirements of a healthy, active lifestyle and iv) leadership and officiating in sport. | “Summer Sports”  Generally, students will follow any sport/activity from cricket, athletics, rounders and tennis.  Lesson focuses may include i) the improvement of practical ability, ii) the improvement of knowledge and understanding within sport, iii) understanding of the requirements of a healthy, active lifestyle and iv) leadership and officiating in sport. | “Summer Sports”  Generally, students will follow any sport/activity from cricket, athletics, rounders and tennis.  Lesson focuses may include i) the improvement of practical ability, ii) the improvement of knowledge and understanding within sport, iii) understanding of the requirements of a healthy, active lifestyle and iv) leadership and officiating in sport. |
| **PE**  **BTEC Sport**  **Edexcel** | Students follow a Sports Leadership Level 1 programme.  **Assessment is based on the successful planning and delivery of a teaching/leading session and on the detailed completion of a self-assessment booklet** | Students follow a Sports Leadership Level 1 programme.  **Assessment is based on the successful planning and delivery of a teaching/leading session and on the detailed completion of a self-assessment booklet** | Students follow a Sports Leadership Level 1 programme.  **Assessment is based on the successful planning and delivery of a teaching/leading session and on the detailed completion of a self-assessment booklet** | Students begin their BTEC Sport course, starting with Unit 6 – Leading Sports Activities.  **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.** | Students continue with their BTEC Sport course; Unit 6 – Leading Sports Activities.  **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.** | Students continue with their BTEC Sport course; Unit 6 – Leading Sports Activities.  **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** | P1.1 Changes in Energy Stores  P1.2 Conservation of Energy  P1.3 Energy and Work  P1.4 Gravitational Potential Energy Stores  P1.5 Kinetic and Elastic Stores | P1.7 Energy Dissipation  P1.8 Energy and Efficiency  P1.9 Electrical Appliances  P1.10 Energy and Power  **Assessment**  **P1.6 Formative assessment**  **P1.11 Formative assessment** | P2.1 Energy Transfer  P2.2 Infrared radiation (Triple Only)  P2.3 More About Infrared Radiation (Triple Only) | P2.4 Specific Heat Capacity  P2.5 RPA1/14 – Specific Heat Capacity  P2.6 RPA1/14 – Specific Heat  P2.7 Heating and Insulating Buildings  **Assessment**  **P2.8 End-of-Topic Test**  **Capacity Assessment** | P3.1 Revision Lesson for Triple  P3.2 RPA 2 – Thermal Insulation (Different Materials)  P3.2 RPA 2 – Thermal Insulation (Same Materials)  P3.3 RPA 2 –  **Assessment**  **Thermal Insulation** | P3.4 Energy Demands  P3.5 Energy from Wind and Water  P3.6 Power from the Sun and the Earth  P3.7 Energy and the Environment  P3.8 Big Energy Issues  **Assessment**  **P3.9 End-of-Topic Test** |
| **RE**  **AQA** | **Christianity Beliefs**  Mid Unit Test and End of Unit Written  **Assessment** | **Islamic Beliefs**  Mid Unit Test and End of Unit Written  **Assessment** | **Christian Practices**  Mid Unit Test and End of Unit Written  **Assessment** | **Islamic Practices**  Mid Unit Test and End of Unit Written  **Assessment** | **Religion and Families**  Mid Unit Test and End of Unit Written  **Assessment** | **Religion and Families**  Mid Unit Test and End of Unit Written  **Assessment** |
| **Spanish**  **Edexcel** | Module 1 – Desconectate  (holidays, weather, preterite tense, present tense, what you do in summer, holiday preferences, giving opinions, describing where you stayed, using the imperfect, booking accommodation, dealing with problems, using ‘usted’)  **Assessment**  **Year 9 Baseline test,**  **start of term** | Module 1 – Desconectate  (holidays, weather, preterite tense, present tense, what you do in summer, holiday preferences, giving opinions, describing where you stayed, using the imperfect, booking accommodation, dealing with problems, using ‘usted’)  **Assessment**  **End of Module 1 Assessment** | Module 2 – Mi vida en el insti  (school subjects, opinions, school facilities, school uniform and timetable, subjects and teachers, comparatives and superlatives, justifying opinions, describing your school, using negatives, school rules and problems, plans for a school exchange, the near future, activities and achievements, object pronouns.) | Module 2 – Mi vida en el insti  (school subjects, opinions, school facilities, school uniform and timetable, subjects and teachers, comparatives and superlatives, justifying opinions, describing your school, using negatives, school rules and problems, plans for a school exchange, the near future, activities and achievements, object pronouns.)  **Assessment**  **End of Module 2 Assessment** | Module 3 – Mi gente  (socialising and family, present tense, describing people, social networks, para + infinitives, present continuous tense, reading preferences, connectives, using ser and estar, using a range of relationship verbs, referring to past and present.) | Module 3 – Mi gente  (socialising and family, present tense, describing people, social networks, para + infinitives, present continuous tense, reading preferences, connectives, using ser and estar, using a range of relationship verbs, referring to past and present.)  **Assessment**  **End of Year 9 Mock exam (Mod1-3)** |