

Exam Board:	<i>WJEC Eduqas</i>
Qualification:	<i>English Literature & English Language</i>
Assessment Information:	<i>Literature Component 1 (2 hours) Literature Component 2 (2 hours 30 minutes) Language Component 1 (1 hour 45 minutes) Language Component 2 (2 hours)</i>
Link to official specification:	<u>Language</u> <u>Literature</u>

Department Information:
At GCSE, we follow the WJEC Eduqas specification for English Literature and Language. Students have 9 hourly lessons per fortnight where the successes of KS3 are built upon. Independence and exploratory thought continue to be developed as students study a range of stimulating non-fiction, prose, poetry and drama texts.

ACHIEVE in the curriculum:
Collaboration is used in abundance within English lessons at KS4, with oracy and dialogic discourse at the heart of teaching. Students are encouraged to talk to their peers and share their ideas, supporting the learning of all students. Ambition is built into our curriculum as students are faced with challenging, yet rewarding, texts. They are encouraged to stretch themselves and develop their skills throughout the two-year course.

Curriculum Aims & Intent:

Our chosen texts are:

*An Inspector Calls (Lit C2)
The Strange Case of Dr Jekyll and Mr Hyde (Lit C2)
Unseen Poetry (Lit C2)
Macbeth (Lit C1)
Poetry Anthology (Lit C1)
Reading comprehension (Lang C1 – SA)
Reading comprehension and comparison between non-fiction texts (Lang C2 – SA)
Narrative Writing (Lang C1 – SB)
Transactional Writing (Lang C2 – SB)*

English Literature:

“The WJEC Eduqas GCSE in English literature encourages learners to develop knowledge and skills in reading, writing and critical thinking. It provides learners with opportunities to read widely for pleasure across a range of high quality texts in the genres of prose, poetry and drama and to develop an understanding of how literature is both rich and influential. It enables learners to make connections across their reading and develop a clear understanding of literary works and also

Resources:

If parents wish to purchase books to help with their child's studying, here is a recommended list:

GCSE English Language Eduqas Guide (ISBN 1782943714) - £5.95

*GCSE English Language Workbook (ISBN 1782943722) - £5.95
Globe Education Shakespeare: Macbeth (ISBN 1471851559) - £7.99*

GCSE English Text Guide: An Inspector Calls (ISBN 1841461156) - £5.99

GCSE English Text Guide: Jekyll and Hyde (ISBN 1782943080) - £5.95

prepares them for the study of literature at a higher level. This GCSE in English literature enables students to:

- *read a wide range of classic literature fluently and with good understanding, and make connections across their reading*
- *read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas*
- *develop the habit of reading widely and often*
- *appreciate the depth and power of the English literary heritage*
- *write accurately, effectively and analytically about their reading, using Standard English*
- *acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.” – Eduqas Specification for English Literature*

English Language:

“In developing this specification, WJEC has been mindful to include the following features:

- opportunities for flexible teaching approaches
- questions and tasks designed to enable candidates to demonstrate what they know, understand and can do
- straightforward wording of questions
- accessibility of materials across the ability range
- opportunities for breadth of study
- use of ‘unseen’ material for analysis in external assessment
- focused assessment of specific language skills
- opportunities for producing extended writing
- high-quality examination and resource materials.

It enables learners to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

In addition, it enables learners to:

- listen to and understand spoken language, and use spoken Standard English effectively.
- Spoken language will be reported on as part of the qualification, but it will not form part of the final mark and grade.” ***Eduqas Specification for English Language***

Eduqas GCSE English Literature skills (ISBN 147183199X) - £13.99

Macbeth - ISBN 978-0-521-60686-8 (Cambridge School Shakespeare edition)

How parents can help their child:

Encouraging good study skills by:

- *Tracking home learning and assignments set on Class Charts and encouraging and supporting students in completing activities set.*
- *Having open dialogue with students about how well they are coping with the pressure of exams and keeping teachers informed of any challenges faced.*
- *Knowing when PPEs are scheduled and helping students prepare to sit these (revision timetables, for example, might help students stay focused).*
- *Engaging with course content themselves and discussing this with students.*

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Jekyll and Hyde	<ul style="list-style-type: none"> - Academic writing, explored through a source-based response. - knowledge and understanding of the 19th century prose novel, it's plot, characters and key themes. - Learners will be expected to comment upon the context of the prose text, the language, structure and form of the text and key themes, characters and ideas within the text. 	Integrity and ambition – Study of the novel requires deep discussion and understanding of the human condition and morality, encouraging students to consider what makes us human and how humans should function healthily within society.	In-class formative assessments throughout the unit. PPE: November PPE (part of full Lit 1 paper): March	
2	Narrative Writing	<ul style="list-style-type: none"> - This section will test creative prose writing through one 40-mark task. Candidates will be offered a choice of four titles giving opportunities for writing to describe and narrate, and imaginative and creative use of language 	Ambition and Endurance: extended writing tasks, exercising creative freedom in a narrative of their own.	In-class formative assessments throughout the unit. PPE (part of Full Lang 1 paper) February	
2	Remaining Poetry	<ul style="list-style-type: none"> - Knowledge and understanding of poetry from 1789 to the present day; students will explore the rich heritage of poetry across centuries as well as exploring how poets explore similar themes in different ways. - In the first question, learners will be asked to write about a 	Ambition: learning about the world and the way love and relationships have been explored throughout history.	In-class formative assessments throughout the unit. PPE (covering all poetry clusters studied): January PPE (part of full Lit 1 paper): March	

		<p>specified poem. In the second question, learners will be asked to write about a second poem chosen from the WJEC Eduqas Poetry Anthology and compare it to the first.</p> <ul style="list-style-type: none"> - Learners will be expected to consider the context of each poem, its content and key ideas, and the poets' use of language, structure and form. 			
3	Unseen Poetry	<ul style="list-style-type: none"> - Learners will consider two unseen poems from the 20th and/or 21st centuries. - In the first question, learners will be asked to write about a previously unseen poem. In the second question, learners will be asked to write about a second previously unseen poem and compare it to the first. - Learners will be expected to consider the content and key ideas of each poem, and the poets' use of language, structure and form. 	Endurance – building confidence by encountering and unpicking unseen poems.	In-class formative assessments throughout the unit.	
4	Revision				
4	Revision & Exams				

Other PPEs Scheduled: April - Language Component 2 (full)

Exam Board: *Eduqas*
Qualification: *C300U*
Assessment Information: *2 exams, (non-calculator/calculator) each 2hrs 15 mins*

[Link to official specification](#)

Department Information:

Students have 7-8 one hour lessons every fortnight. They are taught in ability groups, with sets 1 and 2 following the Higher tier GCSE content. All students have online access to their class texts and a personalised learning platform to ensure they are suitably challenged and supported. Students have six scheduled PPE assessments during the year. Set 1 students are encouraged to study the AQA Level 2 Further Maths Course to support their GCSE and help transition to A-level.

ACHIEVE in the curriculum:

*Students are encouraged to work **collaboratively** on problems, to show **ambition** through the resources they opt to work on, to show **endurance** to master concepts and to demonstrate **integrity** in their personalised home learning. We strive for students to share in our love of maths and ultimately be **happy** in their lessons.*

Curriculum Aims & Intent:

Our curriculum encourages students to develop confidence in mathematics and to recognise the importance of mathematics in their own lives. Our aim is to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts*
- acquire, select and apply mathematical techniques to solve problems*
- reason mathematically, make deductions and inferences and draw conclusions*
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context. There is an emphasis on problem solving which provides a strong mathematical foundation for learners who go on to study mathematics post-16.*

Resources:

<https://www.pearsonactivelearn.com/app/home> - online (9-1) GCSE Maths textbooks (login as a student with school email and password: FurzePlatt1).
<https://www.sparxmaths.uk/> - (select school and then click 'Login using Microsoft')
<https://login.mymaths.co.uk/login> (School username: furze password: reflect. Students are given their own portal login details in September)
https://ukmt.org.uk/intermediate-challenges/intermediate-mathematical-challenge-UKMT_past_papers.
<https://www.mathsgenie.co.uk/gcse.html> - Revision resources and past papers

Students should bring to all Maths lessons: Pen, Pencil, Ruler, Eraser, Scientific Calculator (we recommend the Casio fx-83GT CW / fx-85GT CW) and laptops.

How we keep parents informed:

Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:

Please check that your child regularly completes their personalised SparxMaths home learning, which is set every Monday, and due the following Monday. Encourage them to seek help if they are struggling, but do not answer questions for them as the questions could quickly become too challenging. Please also ensure your child brings the appropriate equipment, including a calculator and laptop, to every maths lesson. Maths workshop is run after school in M1/2 every Monday or Wednesday. Please advise your child to attend at least one of these sessions.

HIGHER TIER: What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Circle Theorems	Radii – Chords – Tangents – Angles in circles	All lessons offer opportunities for students to demonstrate our ACHIEVE values.	PPE 1 (September)	
	More algebra	Manipulation of algebra - Algebraic fractions - Surds - Functions - Proof			
2	Vectors and geometric proof.	Introduction to vectors - Solving geometric problems using vectors		PPE 2 (November)	
	Proportion & graphs	Direct & inverse proportion – Exponential functions – Non-linear graphs – Translating graphs – Reflecting graphs		PPE 3 (January) PPE 4 (February)	
PPE 5 (March)					
4	L2 Further Maths / GCSE Revision schedule			PPE 6 (April)	
5					

FOUNDATION TIER: What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Quadratic equations & graphs	Expanding double brackets - Plotting quadratics - Factorising quadratics - Quadratic equations	All lessons offer opportunities for students to demonstrate our ACHIEVE values.	PPE 1 (September)	
	Perimeter, area & volume	Circles - Semi-circles – Sectors – Cylinders – Pyramids - Cones - Spheres			F1 Designer
2	Fractions, indices, Standard form	Multiplying and dividing fractions – Index laws – Standard index form		PPE 2 (November)	Chemist; Scientist
	Congruence, similarity & vectors	Similarity & enlargement – Proof of congruence – Calculating with vectors		PPE 3 (January)	
PPE 4 (February)					
4	GCSE Revision schedule			PPE 5 (March)	
5			PPE 6 (April)		

Exam Board: AQA
Qualification: GCSE Biology 8461
Assessment Information: 2 exams of 105 minutes each

[Link to official specification](#)

Department Information:

Physics, Biology and Chemistry are popular and successful subjects at Furze Platt. The Department aims to provide a supportive, stimulating, dynamic and academically challenging experience for all students. Over recent years, the Department has gone from strength to strength, and standards and students' results are high. In Year 10, those students studying the Separate Biology GCSE course will receive 4 hours of Biology per fortnight.

ACHIEVE in the curriculum:

*The curriculum has been designed with the ACHIEVE values at its core. Lessons have been written to encourage **ambition** and have also been written with the intent of being enjoyable and giving opportunities for students to celebrate their own successes. **Collaboration** is a key aspect of the scientific method and students will develop this and their **versatility** through the use of class practical activities, as well as through paired and group classwork. Students will develop **integrity** through their completion of independent home learning and through self-marking and peer-marking their work. Students will develop **endurance** through the completion of consolidatory activities such as past exam papers.*

Curriculum Aims and Intent:

The AQA GCSE Biology course is intended to:

- **Foster a deeper understanding of biology:** *By the end of the course, learners should have a comprehensive grasp of key biological principles and be able to explain how these relate to real-world applications in fields like medicine, agriculture, and environmental science.*
- **Promote scientific inquiry and investigation:** *The course encourages students to develop practical skills, such as using microscopes, conducting experiments, and analysing data. Through these activities, learners gain insight into scientific methods and how biological knowledge is constructed and validated.*
- **Prepare students for further study:** *The course lays the foundation for learners interested in pursuing further studies in biology, including A-levels or vocational qualifications, or careers in biology-related fields such as healthcare, biotechnology, and environmental science.*
- **Equip students with transferable skills:** *Learners are trained to think critically, solve problems, analyse information, and communicate scientific ideas effectively, all of which are key skills for future academic and professional success.*
- **Increase awareness of biology's impact on society:** *The course emphasizes the relevance of biology in daily life, from understanding how our bodies work to appreciating the challenges related to health, food security, and climate change.*

By the end of the AQA GCSE Biology course, students will:

- *Understand the structure and function of biological systems at molecular, cellular, and organism levels.*
- *Appreciate the processes and mechanisms that sustain life, such as respiration, photosynthesis, and homeostasis.*
- *Grasp the principles of genetics and evolution, including how variation leads to adaptation and biodiversity.*
- *Be able to explain how biological knowledge is applied in medicine, agriculture, and environmental management.*
- *Understand the importance of evidence and experimentation in building scientific knowledge.*
- *Recognise how human activity affects ecosystems and the steps we can take to mitigate negative impacts.*

Resources:

- Oxford University Press GCSE Textbook (available on Kerboodle or Amazon) <https://www.amazon.co.uk/AQA-GCSE-Biology-Student-Book/dp/0198359373>
- Revision guide for Separate Science: <https://www.amazon.co.uk/AQA-GCSE-Biology-Revision-Guide/dp/0198359403>
- Oxford University Press GCSE Biology workbook (Higher or Foundation)
- Kerboodle <https://kerboodle.com>
- BBC Bitesize <https://www.bbc.co.uk/bitesize>
- GCSEPod
- Focus eLearning (useful for practicals)
- PMT (for past paper questions) <https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/>

How we keep parents informed:

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How parents can help their child:

Regularly check Class Charts to keep track of homework that has been set and make sure that test dates are noted

Assist with homework where possible and make sure that students are revising for tests using revision guides, Kerboodle and BBC Bitesize

Purchase revision guides and workbooks (via Amazon or Parentmail)

Encourage the completion and marking of past paper questions

Liaise with teachers and attend Parents' evening

What we study and when:					
Term	Unit, Topic or Summary of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	B12: Homeostasis	<ul style="list-style-type: none"> • Simple Homeostasis Concepts: Comprehend the general idea of homeostasis and why it is crucial for maintaining stable internal conditions. • Temperature Regulation: Understand the simple mechanisms of how the body maintains a stable temperature, including sweating and shivering. • Fundamentals of Blood Glucose Control: Grasp the basic roles of insulin and glucagon in managing blood glucose levels. • Kidney Function Overview: Know the basic function of the kidneys in filtering blood and producing urine, and the role of ADH in water balance. • Kidney Transplants and Dialysis: An evaluation of both procedures. 	<p>Versatility: Application of theoretical concepts.</p> <p>Ambitious: Understanding negative feedback mechanisms and the process of ultrafiltration in the kidneys.</p> <p>Integrity: Discussion regarding kidney transplants and dialysis.</p>	<p>This chapter will be assessed in an end-of topic test.</p> <p>There will be a longer response question (6 marker) on kidney transplants vs. dialysis.</p>	<ul style="list-style-type: none"> • Endocrinologist • Biomedical Scientist • Neuroscientist • Kidney Specialist (Nephrologist) • Physiologist • Pharmacologist • Nutritionist/Dietitian • Medical Doctor
1 + 2	B13: Reproduction	<ul style="list-style-type: none"> • Understanding Types of Reproduction: Distinguishing between asexual reproduction (involving one parent and resulting in genetically identical offspring) and sexual reproduction (involving two parents and resulting in genetic variation). • Meiosis and Gamete Formation: Grasping the process of meiosis, which produces gametes (sperm and eggs) with half the number of chromosomes, and how this leads to genetic diversity. • DNA Structure and Function: Understanding the structure of DNA, how it encodes genetic information, and the role of chromosomes and genes in inheritance. • Gene Expression and Mutations: Comprehending how genes are expressed to produce proteins and 	<p>Versatility: Application of theoretical concepts.</p> <p>Ambitious: Completion of genetic diagrams to show inheritance of characteristics.</p> <p>Integrity: Discussion</p>	<p>This chapter will be assessed in an end-of topic test.</p> <p>There will be a longer response question (6 marker) on embryo screening.</p>	<ul style="list-style-type: none"> • Genetic Counsellor • Embryologist • Reproductive Health Specialist • Fertility Specialist • Pharmaceutical Researcher • Medical Geneticist • Public Health Educator • Reproductive Biologist • Forensic Biologist (DNA Analyst)

		<p>how mutations can alter genetic information, sometimes leading to variations or diseases</p> <ul style="list-style-type: none"> • Genetic Inheritance: Learning the basics of how traits are inherited through dominant and recessive alleles and using Punnett squares to predict genetic outcomes. • Embryo screening: Processes involved and concerns and issues associated with embryo screening. 	<p>regarding inheritance of disorders and embryo screening.</p>		
3	B14: Variation and Evolution	<ul style="list-style-type: none"> • Principles of inheritance and genetic variation. • Process of evolution by natural selection. • What selective breeding is and its benefits and risks. • Potential benefits and problems associated with genetic engineering and cloning • Ethical considerations for new genetic technologies 	<p>Versatility: Application of theoretical concepts.</p> <p>Ambitious: Understand the process of genetic engineering and cloning.</p> <p>Integrity: Ethical considerations of selective breeding and cloning.</p>	<p>This chapter will be assessed in an end-of topic test.</p> <p>There will be a longer response question (6 marker) on natural selection.</p>	<ul style="list-style-type: none"> • Evolutionary Biologist • Geneticist • Palaeontologist • Conservation Biologist • Biomedical Scientist • Bioinformatics Specialist • Field Biologist • Genetic Engineer • Ecologist • Forensic Scientist
4	B15: Genetics and Evolution	<ul style="list-style-type: none"> • Understand the History of Genetics: Students should be able to outline the key milestones in the history of genetics, including the work of early scientists such as Gregor Mendel and the development of modern genetic theory. • Explain Theories of Evolution: Students should be able to describe the major theories of evolution, including Darwin's theory of natural selection and other evolutionary ideas such as Lamarckism, and understand how these theories explain the diversity of life. • Evaluate the Acceptance of Darwin's Ideas: Students should be able to discuss how Darwin's ideas on 	<p>Versatility: Application of theoretical concepts.</p> <p>Ambitious + Integrity: Completion of ILT.</p>	<p>This chapter will be assessed in an end-of topic test.</p> <p>There will be a longer response question (6 marker) on isolation and genetic variation.</p>	<ul style="list-style-type: none"> • Evolutionary Biologist • Geneticist • Palaeontologist • Conservation Biologist • Biomedical Scientist • Bioinformatics Specialist • Field Biologist • Genetic Engineer • Ecologist • Forensic Scientist

		<p>evolution were initially received and later accepted by the scientific community.</p> <ul style="list-style-type: none"> • Understand Evolution and Speciation: Students should be able to explain the processes of evolution and speciation, including how new species arise through mechanisms such as natural selection, genetic drift, and geographical isolation. • Discuss Fossils and Extinction: Students should be able to explain the significance of fossils in understanding evolutionary history, how they provide evidence for past life forms, and the processes that lead to extinction. • Understand Antibiotic Resistance: Students should be able to describe how antibiotic-resistant bacteria develop through natural selection, the impact of antibiotic misuse and overuse, and strategies to manage and prevent the spread of antibiotic resistance. • Explore Classification Systems: Students should be able to explain the importance of classification in biology, understand the principles of taxonomic classification, and recognise how classification systems are used to organise and categorise living organisms based on their evolutionary relationships. 			
ILT	B16: Adaptations, Interdependence and Competition	<ul style="list-style-type: none"> • Adaptations: Learn how organisms are adapted to their environments through specific features and behaviours, such as camouflage, mimicry, and structural adaptations. • Interdependence in Ecosystems: Grasp the concept of interdependence among organisms within ecosystems, including food chains, webs, and the flow of energy. • Competition for Resources: Understand how competition for resources (e.g., food, water, space) affects populations, leading to adaptations and evolutionary changes. 	<p>Ambitious + Integrity: Completion of ILT.</p> <p>Collaboration: Completion of a required practical.</p> <p>Versatility: Application of theoretical concepts.</p>	<p>This chapter will be assessed in an end-of topic test.</p> <p>There will be a longer response question (6 marker) on the required practical (random sampling).</p>	<ul style="list-style-type: none"> • Ecologist • Environmental Scientist • Wildlife Biologist • Conservationist • Zoologist • Botanist • Environmental Educator - • Agricultural Scientist

		<ul style="list-style-type: none"> • Ecosystem Stability: Learn about the factors that contribute to the stability of ecosystems, being able to describe biotic and abiotic factors. • Distribution and abundance: How to measure the distribution and abundance of living things in their natural environment. 			
5	B17: Organising an Ecosystem	<ul style="list-style-type: none"> • Understand and describe various feeding relationships within an ecosystem, including producers, consumers, and decomposers. • Explain the processes and significance of material cycling, including the water, carbon, and nitrogen cycles. • Analyse the carbon cycle and its implications on life and the global environment. • Investigate factors influencing rates of decomposition and their impact on ecosystem health. • Apply knowledge of ecosystem dynamics to discuss human impact on natural cycles and propose sustainable solutions. 	<p>Versatility: Application of theoretical concepts.</p> <p>Collaboration: Completion of a required practical.</p>	<p>This chapter will be assessed in an end-of topic test.</p> <p>There will be a longer response question (6 marker) on the carbon cycle.</p>	<ul style="list-style-type: none"> • Ecologist • Environmental Scientist • Wildlife Biologist • Conservation Biologist • Marine Biologist • Forestry Technician • Environmental Consultant • Agricultural Scientist • Landscaper/Gardener • Ecosystem Manager
5 + 6	B18: Biodiversity and Ecosystems	<ul style="list-style-type: none"> • Comprehend the effects of the human population explosion on resources and the environment. • Analyse the causes and consequences of different types of pollution (land, water, and air) and global warming. • Evaluate the impact of human-induced changes on ecosystems and biodiversity. • Understand the ecological significance of trophic levels, biomass, and energy transfers within food webs. • Explore strategies for sustainable food production and enhancing food security globally. 	<p>Ambitious + Integrity: Completion of ILT.</p> <p>Endurance: Revision for exams.</p>	<p>This chapter will be assessed in an end-of topic test.</p>	<ul style="list-style-type: none"> • Ecologist • Environmental Scientist • Wildlife Biologist • Conservation Biologist • Marine Biologist • Forestry Technician • Environmental Consultant • Agricultural Scientist • Landscaper/Gardener • Ecosystem Manager • Parks and Recreation Manager

Exam Board:	AQA
Qualification:	GCSE Combined Science: Trilogy 8464
Assessment Information:	6 exams (2 biology, 2 chemistry, and 2 physics), each 75 minutes
Link to official specification	

Department Information:

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ACHIEVE in the curriculum:

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Curriculum Aims and Intent:

The AQA GCSE Biology course is intended to:

- **Foster a deeper understanding of biology:** *By the end of the course, learners should have a comprehensive grasp of key biological principles and be able to explain how these relate to real-world applications in fields like medicine, agriculture, and environmental science.*
- **Promote scientific inquiry and investigation:** *The course encourages students to develop practical skills, such as using microscopes, conducting experiments, and analysing data. Through these activities, learners gain insight into scientific methods and how biological knowledge is constructed and validated.*
- **Prepare students for further study:** *The course lays the foundation for learners interested in pursuing further studies in biology, including A-levels or vocational qualifications, or careers in biology-related fields such as healthcare, biotechnology, and environmental science.*
- **Equip students with transferable skills:** *Learners are trained to think critically, solve problems, analyse information, and communicate scientific ideas effectively, all of which are key skills for future academic and professional success.*
- **Increase awareness of biology's impact on society:** *The course emphasizes the relevance of biology in daily life, from understanding how our bodies work to appreciating the challenges related to health, food security, and climate change.*

By the end of the AQA GCSE Biology course, students will:

- *Understand the structure and function of biological systems at molecular, cellular, and organism levels.*
- *Appreciate the processes and mechanisms that sustain life, such as respiration, photosynthesis, and homeostasis.*
- *Grasp the principles of genetics and evolution, including how variation leads to adaptation and biodiversity.*
- *Be able to explain how biological knowledge is applied in medicine, agriculture, and environmental management.*
- *Understand the importance of evidence and experimentation in building scientific knowledge.*
- *Recognise how human activity affects ecosystems and the steps we can take to mitigate negative impacts.*

Resources:

- Oxford University Press GCSE Textbook (available on Kerboodle or Amazon) <https://www.amazon.co.uk/AQA-GCSE-Biology-Student-Book/dp/0198359373>
- Revision guide for Combined Science: <https://www.amazon.co.uk/AQA-Biology-GCSE-Combined-Science/dp/0198359306>
- Oxford University Press GCSE Trilogy Biology workbook (Higher or Foundation)
- Kerboodle <https://kerboodle.com>
- BBC Bitesize <https://www.bbc.co.uk/bitesize>
- GCSEPod
- Focus eLearning (useful for practicals)
- PMT (for past paper questions) <https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/>

How we keep parents informed:

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How parents can help their child:

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Term	Unit, Topic or Summary of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	B13: Reproduction	<ul style="list-style-type: none"> • Understanding Types of Reproduction: Distinguishing between asexual reproduction (involving one parent and resulting in genetically identical offspring) and sexual reproduction (involving two parents and resulting in genetic variation). • Meiosis and Gamete Formation: Grasping the process of meiosis, which produces gametes (sperm and eggs) with half the number of chromosomes, and how this leads to genetic diversity. • Genetic Inheritance: Learning the basics of how traits are inherited through dominant and recessive alleles and using Punnett squares to predict genetic outcomes. • Embryo screening: Processes involved and concerns and issues associated with embryo screening. 	<p>Versatility: Application of theoretical concepts.</p> <p>Ambitious: Completion of genetic diagrams to show inheritance of characteristics.</p> <p>Integrity: Discussion regarding inheritance of disorders and embryo screening.</p>	<p>This chapter will be assessed in an end-of topic test.</p> <p>There will be a longer response question (6 marker) on embryo screening.</p>	<ul style="list-style-type: none"> • Genetic Counsellor • Embryologist • Reproductive Health Specialist • Fertility Specialist • Pharmaceutical Researcher • Medical Geneticist • Public Health Educator • Reproductive Biologist • Forensic Biologist (DNA Analyst)
2	B14: Variation and Evolution	<ul style="list-style-type: none"> • Principles of inheritance and genetic variation. • Process of evolution by natural selection. • What selective breeding is and its benefits and risks. • Potential benefits and problems associated with genetic engineering. • Ethical considerations for new genetic technologies 	<p>Versatility: Application of theoretical concepts.</p> <p>Ambitious: Understand the process of genetic engineering.</p> <p>Integrity: Ethical considerations of selective breeding and cloning.</p>	<p>This chapter will be assessed in an end-of topic test.</p> <p>There will be a longer response question (6 marker) on natural selection.</p>	<ul style="list-style-type: none"> • Evolutionary Biologist • Geneticist • Palaeontologist • Conservation Biologist • Biomedical Scientist • Bioinformatics Specialist • Field Biologist • Genetic Engineer • Ecologist • Forensic Scientist

3	B15: Genetics and Evolution	<ul style="list-style-type: none"> • Discuss Fossils and Extinction: Students should be able to explain the significance of fossils in understanding evolutionary history, how they provide evidence for past life forms, and the processes that lead to extinction. • Understand Antibiotic Resistance: Students should be able to describe how antibiotic-resistant bacteria develop through natural selection, the impact of antibiotic misuse and overuse, and strategies to manage and prevent the spread of antibiotic resistance. • Explore Classification Systems: Students should be able to explain the importance of classification in biology, understand the principles of taxonomic classification, and recognise how classification systems are used to organise and categorise living organisms based on their evolutionary relationships. 	<p>Versatility: Application of theoretical concepts.</p>	<p>This chapter will be assessed in an end-of topic test.</p> <p>There will be a longer response question (6 marker) on antibiotic resistance.</p>	<ul style="list-style-type: none"> • Evolutionary Biologist • Geneticist • Palaeontologist • Conservation Biologist • Biomedical Scientist • Bioinformatics Specialist • Field Biologist • Genetic Engineer • Ecologist • Forensic Scientist
ILT	B16: Adaptations, Interdependence and Competition	<ul style="list-style-type: none"> • Adaptations: Learn how organisms are adapted to their environments through specific features and behaviours, such as camouflage, mimicry, and structural adaptations. • Interdependence in Ecosystems: Grasp the concept of interdependence among organisms within ecosystems, including food chains, webs, and the flow of energy. • Competition for Resources: Understand how competition for resources (e.g., food, water, space) affects populations, leading to adaptations and evolutionary changes. • Ecosystem Stability: Learn about the factors that contribute to the stability of ecosystems, being able to describe biotic and abiotic factors. • Distribution and abundance: How to measure the distribution and abundance of living things in their natural environment. 	<p>Ambitious + Integrity: Completion of ILT.</p> <p>Collaboration: Completion of a required practical.</p> <p>Versatility: Application of theoretical concepts.</p>	<p>This chapter will be assessed in an end-of topic test.</p> <p>There will be a longer response question (6 marker) on the required practical (random sampling).</p>	<ul style="list-style-type: none"> • Ecologist • Environmental Scientist • Wildlife Biologist • Conservationist • Zoologist • Botanist • Environmental Educator - • Agricultural Scientist

4 + 5	B17: Organising an Ecosystem	<ul style="list-style-type: none"> • Understand and describe various feeding relationships within an ecosystem, including producers, consumers, and decomposers. • Explain the processes and significance of material cycling, including the water, carbon, and nitrogen cycles. • Analyse the carbon cycle and its implications on life and the global environment. • Apply knowledge of ecosystem dynamics to discuss human impact on natural cycles and propose sustainable solutions. 	Versatility: Application of theoretical concepts.	<p>This chapter will be assessed in an end-of topic test.</p> <p>There will be a longer response question (6 marker) on the carbon cycle.</p>	<ul style="list-style-type: none"> • Ecologist • Environmental Scientist • Wildlife Biologist • Conservation Biologist • Marine Biologist • Forestry Technician • Environmental Consultant • Agricultural Scientist • Landscaper/Gardener • Ecosystem Manager
5 + 6	B18: Biodiversity and Ecosystems	<ul style="list-style-type: none"> • Comprehend the effects of the human population explosion on resources and the environment. • Analyse the causes and consequences of different types of pollution (land, water, and air) and global warming. • Evaluate the impact of human-induced changes on ecosystems and biodiversity. 	Endurance: Revision for exams.	<p>This chapter will be assessed in an end-of topic test.</p>	<ul style="list-style-type: none"> • Ecologist • Environmental Scientist • Wildlife Biologist • Conservation Biologist • Marine Biologist • Forestry Technician • Environmental Consultant • Agricultural Scientist • Landscaper/Gardener • Ecosystem Manager • Parks and Recreation Manager

Exam Board:	AQA
Qualification:	GCSE Chemistry 8462
Assessment Information:	2 exams, each 105 minutes
Link to official specification	

Department Information:

Physics, Biology and Chemistry are popular and successful subjects at Furze Platt. The Department aims to provide a supportive, stimulating, dynamic and academically challenging experience for all students. Over recent years, the Department has gone from strength to strength, and standards and students' results are high. In Year 11, those students studying the separate chemistry GCSE course will receive 4 hours of chemistry each fortnight. Students sit the AQA exam board for GCSE Science examinations.

ACHIEVE in the curriculum:

The curriculum has been designed with the ACHIEVE values at its core. Lessons have been written to encourage ambition through careers links and highlighting historic role models and pioneers in science. They have also been written with the intent of being enjoyable and giving opportunities for students to celebrate their own successes. Collaboration is a key aspect of the scientific method and students will develop this and their versatility through the use of class practical activities, as well as through paired and group theory work. Students will develop integrity through their completion of independent home learning and through self-marking and peer-marking their work.

Curriculum Aims & Intent:

The course is designed to develop students' appreciation and understanding of how chemistry and science underpin our everyday lives, with the aspiration of inspiring the next generation of chemists and innovators. Over the full course, students will learn things such as how the different types of chemical bonds and structures influence a material's properties and uses, how the speed of chemical reactions can be controlled to enable greater efficiencies and economical viability, and how chemical analysis enables forensic identification of unknown substances.

Resources:

*Textbooks and revision guides: Oxford University Press GCSE Chemistry textbook (available online via Kerboodle), Oxford University Press GCSE Chemistry revision guide, Oxford University Press GCSE Chemistry workbook (Foundation and higher tier editions available).
Websites: BBC Bitesize, GCSEPod, Focus eLearning, Physics and Maths Tutor*

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:

*Regularly check Class Charts to keep track of homework that has been set and make sure that test dates are noted.
Assist with homework where possible and make sure that students are revising for tests using revision guides, Kerboodle and BBC Bitesize.
Liaise with teachers and attend Parents' evening.
Secure copies of the Oxford University Press GCSE Chemistry revision guide and workbook, available through the school via parentmail.
Encourage students to create and use revision resources for their current and previous learning, such as flash cards, and to source and attempt past paper questions via the Physics and Maths Tutor website.*

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	<p>C15: Using our resources</p> <p>C7: Energy changes</p>	<p>The major aims of C15 are for students to understand:</p> <ul style="list-style-type: none"> Corrosion and methods to prevent it, such as galvanizing and sacrificial protection Thermosetting and thermosoftening polymers Composite materials and their advantages The Haber process, it's conditions and the compromise between yield and rate Fertilisers and how they are manufactures <p>The major aims of this unit are for students to:</p> <ul style="list-style-type: none"> Define and understand exothermic and endothermic reactions. Recalling examples of each. Draw and interpret energy profile diagrams. Explain activation energy and its role in reactions. Calculate the energy changes of a reaction using bond energy data. Describe the use of chemical cells and fuel cells to produce electricity through chemical reactions. 	<p>C15's pioneer is Yvonne Brill, whose ambition led to the development of new rocket and jet propulsion systems in a male dominated area of science. C7s pioneer is Akira Yoshino, Nobel prize winning developer of the lithium-ion battery. His ambition led to this highly versatile form of energy storage.</p>	<p>End of topic written assessment.</p> <p>Mid-topic 6 mark practice method question and end of topic assessment.</p>	<p>C15 has explicit links to agrochemistry, material science, and design.</p> <p>Electrical engineering is the example used in C7, though it underpins all areas of the energy network.</p>
2	C12: Chemical analysis	<p>The major aims of this unit are for students to understand:</p> <ul style="list-style-type: none"> The concept of pure substances and mixtures. Chromatography and how to perform it. The tests for hydrogen, oxygen, carbon dioxide, and chlorine gases. How to identify ions in compounds using flame tests and precipitation reactions. Qualitative and quantitative analysis techniques. 	<p>This topic's pioneers are Ada Yonarth & Venki Ramakrishnan whose collaboration won them the 2009 Nobel prize for the structure and function of ribosomes.</p>	<p>Mid-topic 6 mark practice method question and end of topic assessment.</p>	<p>The ability to identify substances is crucial to forensic science and quality assurance.</p>
3	C14: The Earth's resources	<p>The major aims of this unit are for students to understand:</p> <ul style="list-style-type: none"> The difference between renewable and finite resources The advantages and disadvantages of recycling, landfill, and incineration of waste How a life cycle assessment is used to evaluate sustainable practices The processes involved in treating and purifying water to make it suitable for human consumption The processes involved in treating wastewater so that it can be released back into the environment 	<p>This topic's pioneer is Erin Brockovich, whose integrity led her to take the largest case action in US history against PG&E for chromium contamination of drinking water.</p>	<p>Mid-topic 6 mark practice exam question and end of topic assessment.</p>	<p>Links to numerous careers linked to environmental sciences, the example given is sustainability consultancy.</p>

4	C13: The Earth's atmosphere	<p>The major aims of this unit are for students to understand:</p> <ul style="list-style-type: none"> • The composition of the earth's current and early atmosphere • The evolution of the earth's atmosphere • The greenhouse effect • Human impact on the atmosphere • Common atmospheric pollutants, their causes and impacts 	This topic's pioneer is Inge Lehmann, whose versatility led her to use her knowledge of physics and waves to discover the Earth's solid inner core.	Mid-topic 6 mark practice exam question and end of topic assessment.	The ability to understand and study the atmosphere underpins environmental science.
5	Revision and exam preparation	Content retrieval and practice of content from the course. Students will attempt practice of exam questions, and develop their exam technique and revision skills to maximise recollection and understanding of the course in preparation for their final examinations.	Students will require all the ACHIEVE values but most significantly ambition and endurance as pupils prepare for the final exams.	PPE	The study skills developed will be useful in any further education or career that involves further assessments.
6	n/a				

Exam Board:	AQA
Qualification:	GCSE Combined Science: Trilogy 8464
Assessment Information:	6 exams (2 biology, 2 chemistry, and 2 physics), each 75 minutes

[Link to official specification](#)

Department Information:

Physics, Biology and Chemistry are popular and successful subjects at Furze Platt. The Department aims to provide a supportive, stimulating, dynamic and academically challenging experience for all students. Over recent years, the Department has gone from strength to strength, and standards and students' results are high. In Year 11, those students studying the Combined Science Trilogy course will receive 9 hours of science each fortnight, 3 of which will be chemistry lessons. Students sit the AQA exam board for GCSE Science examinations.

ACHIEVE in the curriculum:

The curriculum has been designed with the ACHIEVE values at its core. Lessons have been written to encourage ambition through careers links and highlighting historic role models and pioneers in science. They have also been written with the intent of being enjoyable and giving opportunities for students to celebrate their own successes. Collaboration is a key aspect of the scientific method and students will develop this and their versatility through the use of class practical activities, as well as through paired and group theory work. Students will develop integrity through their completion of independent home learning and through self-marking and peer-marking their work.

Curriculum Aims & Intent:

The course is designed to develop students' appreciation and understanding of how chemistry and science underpin our everyday lives, with the aspiration of inspiring the next generation of chemists and innovators. Over the full course, students will learn things such as how the different types of chemical bonds and structures influence a material's properties and uses, how the speed of chemical reactions can be controlled to enable greater efficiencies and economical viability, and how chemical analysis enables forensic identification of unknown substances.

Resources:

Textbooks and revision guides: Oxford University Press GCSE Chemistry for Combined Science (Trilogy) textbook (available online via Kerboodle), Oxford University Press GCSE Chemistry for Combined Science (Trilogy) revision guide, Oxford University Press GCSE Chemistry for Combined Science (Trilogy) workbook (Foundation and higher tier editions available).

Websites: BBC Bitesize, GCSEPod, Focus eLearning, Physics and Maths Tutor

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:

Regularly check Class Charts to keep track of homework that has been set and make sure that test dates are noted.

Assist with homework where possible and make sure that students are revising for tests using revision guides, Kerboodle and BBC Bitesize.

Liaise with teachers and attend Parents' evening.

Secure copies of the Oxford University Press GCSE Chemistry for Combined Science (Trilogy) revision guide and workbook, available through the school via parentmail.

Encourage students to create and use revision resources for their current and previous learning, such as flash cards, and to source and attempt past paper questions via the Physics and Maths Tutor website.

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	C12: The Earth's resources	<p>The major aims of this unit are for students to understand:</p> <ul style="list-style-type: none"> • The difference between renewable and finite resources • The advantages and disadvantages of recycling, landfill, and incineration of waste • How a life cycle assessment is used to evaluate sustainable practices • The processes involved in treating and purifying water to make it suitable for human consumption • The processes involved in treating wastewater so that it can be released back into the environment 	This topic's pioneer is Erin Brockovich, whose integrity led her to take the largest case action in US history against PG&E for chromium contamination of drinking water.	Mid-topic 6 mark practice exam question and end of topic assessment.	Links to numerous careers linked to environmental sciences, the example given is sustainability consultancy.
2	C5: Chemical changes	<p>The major aims of this unit are for students to:</p> <ul style="list-style-type: none"> • Understand the reactivity series and use it predict how different metals will react. • Describe the extraction of metals from ores depending on the position of the metal in the reactivity series. • Describe how acids react with metals, bases, and carbonates using word and symbol equations. • Explain the concept of pH and ionisation with regards the neutralisation reactions of acids and alkalis. • Understand the process of making soluble and insoluble salts and how to purify these salts using crystallisation. 	This topic's pioneer is Jabir ibn Hayyan, whose ambition and versatility led him to develop the earliest known systematic classification system of chemical substances.	Mid-topic 6 mark practice method question and end of topic assessment.	The ability to design materials reactivity is essential to a career in chemical engineering.
3	C5: Chemical changes				
4	C6: Electrolysis	<p>The major aims of this unit are for students to:</p> <ul style="list-style-type: none"> • Describe electrolysis as the breakdown of an ionic compound using electricity. • Predict the products formed at the electrodes during the electrolysis of molten or aqueous ionic compounds. • Describe how electrolysis is used in the extraction of aluminium from aluminium oxide using cryolite. • Define the terms oxidation and reduction, applying these terms to electrolysis. • Describe the equipment and setup used for a simple electrolysis experiment. 	This topic's pioneer is Gregory L Hillhouse, whose integrity led him to become a LGBTQIA+ advocate and mentor with the scientific community..	Mid-topic 6 mark practice exam question and end of topic assessment.	Electrolysis is an important process to those working with metallurgy, it is how pure samples of metal can be extracted.
5	Revision and exam preparation	Content retrieval and practice of content from the course. Students will attempt practice of exam questions, and develop their exam technique and revision skills to	Students will require all the ACHIEVE values	PPE	The study skills developed will

		maximise recollection and understanding of the course in preparation for their final examinations.	but most significantly ambition and endurance as pupils prepare for the final exams.		be useful in any further education or career that involves further assessments.
6	n/a				

Exam Board: AQA
Qualification: 8463
Assessment Information: 2 exams, each 1h45
[Link to official specification](#)

Department Information:
Physics, Biology and Chemistry are popular and successful subjects at Furze Platt. The Department aims to provide a supportive, stimulating, dynamic and academically challenging experience for all students. Over recent years, the Department has gone from strength to strength, and standards and students' results are high. In Year 11, those students studying the separate Physics GCSE course will receive 4 hours of teaching each fortnight. Students sit the AQA exam board for GCSE Science examinations.

ACHIEVE in the curriculum:
Ambitious – aiming for the highest grades possible, and giving opportunities for students to celebrate their own successes.
Regular inclusion of careers and higher education information in lessons
Collaboration – making use of the scientific method and grouped practical work.
Versatility - students will develop their versatility through the use of class practical activities, as well as through paired and group theory work.
Integrity – students develop integrity through their completion of independent home learning and through self-marking and peer-marking their work.
Endurance – students taught valuable revision strategies and repetition and a route to success at GCSE

Curriculum Aims & Intent:
The GCSE Physics curriculum is designed to foster an appreciation and understanding of the role of Physics in every aspect of our lives, and a sense of awe at the wider foundational ideas of Physics.
The curriculum aims to allow students to develop their scientific skills particularly through practical tasks, as well as enhancing their maths skills to allow them to complete the subject beyond GCSE.
The key aspects of the Year 11 curriculum are to allow students to understand Newton's laws and how they explain the motion of different objects, pressure on different surfaces, and how electromagnetism can be explained

Resources:
Textbooks and revision guides: Oxford University Press GCSE Chemistry textbook (available online via Kerboodle), Oxford University Press GCSE Chemistry revision guide, Oxford University Press GCSE Chemistry workbook (Foundation and higher tier editions available).
Websites: BBC Bitesize, GCSEPod, Focus eLearning, Physics and Maths Tutor

How we keep parents informed:
Delete as appropriate:
Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:
Regularly check Class Charts to keep track of homework that has been set and make sure that test dates are noted
Assist with homework where possible and make sure that students are revising for tests using revision guides, Kerboodle and BBC Bitesize
Encourage the completion and marking of past paper questions
Liaise with teachers and attend Parents' evening

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	P8 Forces in balance & P9 Forces in motion	<ul style="list-style-type: none"> Define vectors and scalars Identify scalar and vector quantities Use vectors to represent forces, in the same plane and at right angles Recall and apply Newton's first & third laws to different scenarios Define a moment, and make calculations involving moments in equilibrium Define centre of mass Describe the effect of gears Recall and use equations to calculate velocity and acceleration Draw and interpret features of distance-time graphs Draw and interpret features of velocity-time graphs 	Versatility – the focus of this topic is on applying laws of forces to a variety of different situations	P8 six-mark question P8&9 end of topic assessment	Civil engineers and architects regularly use ideas of forces to build and maintain important structures
2	P10 Forces and motion	<ul style="list-style-type: none"> Recall and apply Newton's first & third laws to different scenarios Explain why an object reaches constant speed – terminal velocity Identify and explain the effect of different factors on a vehicle's stopping distance Recall and use the equation for momentum Define conservation of momentum, and make calculations based on this involving collisions between moving objects Calculate impact forces between objects Describe the relationship between force applied and extension of elastic objects (Hooke's law) Recall and use Hooke's law equation 	Collaboration – complete required practical using group work	P10 six-mark question P10&11 end of topic assessment	Automotive engineers use crash test data to ensure cars are designed to reduce impact force on passengers as much as possible
3	P11 pressure	<ul style="list-style-type: none"> Define pressure on a surface Recall and use the equation for pressure exerted normal to a surface Explain why pressure increases with depth in a fluid Use an equation to calculate pressure in a fluid Explain why pressure decreases with altitude 	Ambitious – synoptic links between different topics explored in the pressure topic	P10&11 end of topic assessment	Oceanographer needs to use ideas about pressure in a liquid to make successful dives to explore ocean habitats

		<ul style="list-style-type: none"> • Explain the origins of upthrust in a fluid 			
4	P15 Electromagnetism	<ul style="list-style-type: none"> • Identify when permanent magnets will attract or repel each other • Draw magnetic fields around permanent magnets and electromagnets • Define induced magnetism • Explain uses of solenoids and electromagnets • Use Fleming's left hand rule • Describe factors affecting the size of the force experiences in the motor effect • Describe the generator effect, and its use in generators • Explain how loudspeakers and generators work • Explain how transformers work in the National grid • Use transformer equations to calculate p.d., current, or number of turns on a transformer 	Ambitious – students research complex uses of magnets	P15 six-mark question P15 end of topic assessment	Magnet engineer, using large electromagnets in MRI machines in hospitals
5	GCSE revision	Students will attempt practice of exam questions, and develop their exam technique and revision skills to maximise recollection and understanding of the course in preparation for their final examinations.	Endurance – focus on revision for assessments (inc. PPEs)	Paper 2 PPE sat in March	
6					

Exam Board: AQA
Qualification: 8464
Assessment Information: 2 exams, each 1h15
[Link to official specification](#)

Department Information:
Physics, Biology and Chemistry are popular and successful subjects at Furze Platt. The Department aims to provide a supportive, stimulating, dynamic and academically challenging experience for all students. Over recent years, the Department has gone from strength to strength, and standards and students' results are high. In Year 9, students begin the fundamental content that will build towards their GCSE. They will receive 9 hours of science each fortnight, 3 of which will be chemistry lessons, with all students studying content that will form part of the AQA exam board's GCSE Chemistry specification.

ACHIEVE in the curriculum:
Ambitious – aiming for the highest grades possible, and giving opportunities for students to celebrate their own successes.
Regular inclusion of careers and higher education information in lessons
Collaboration – making use of the scientific method and grouped practical work.
Versatility - students will develop their versatility through the use of class practical activities, as well as through paired and group theory work.
Integrity – students develop integrity through their completion of independent home learning and through self-marking and peer-marking their work.
Endurance – students taught valuable revision strategies and repetition and a route to success at GCSE

Curriculum Aims & Intent:
*The GCSE Physics curriculum is designed to foster an appreciation and understanding of the role of Physics in every aspect of our lives, and a sense of awe at the wider foundational ideas of Physics.
The curriculum aims to allow students to develop their scientific skills particularly through practical tasks, as well as enhancing their maths skills to allow them to complete the subject beyond GCSE.
The key aspects of the Year 11 curriculum are to allow students to understand Newton's laws and how they explain the motion of different objects, pressure on different surfaces*

Resources:
*Textbooks and revision guides: Oxford University Press GCSE Chemistry textbook (available online via Kerboodle), Oxford University Press GCSE Chemistry revision guide, Oxford University Press GCSE Chemistry workbook (Foundation and higher tier editions available).
Websites: BBC Bitesize, GCSEPod, Focus eLearning, Physics and Maths Tutor*

How we keep parents informed:
*Delete as appropriate:
Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.*

How parents can help their child:
*Regularly check Class Charts to keep track of homework that has been set and make sure that test dates are noted
Assist with homework where possible and make sure that students are revising for tests using revision guides, Kerboodle and BBC Bitesize
Encourage the completion and marking of past paper questions
Liaise with teachers and attend Parents' evening*

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	P8 Forces in balance P9 Forces in motion	<ul style="list-style-type: none"> • Define vectors and scalars • Identify scalar and vector quantities • Use vectors to represent forces, in the same plane and at right angles • Recall and apply Newton's first & third laws to different scenarios • Define centre of mass 	Versatility – the focus of this topic is on applying laws of forces to a variety of different situations	P8 six-mark question P8&9 end of topic assessment	Civil engineers and architects regularly use ideas of forces to build and maintain important structures
2	P9 Forces in motion	<ul style="list-style-type: none"> • Recall and use equations to calculate velocity and acceleration • Draw and interpret features of distance-time graphs • Draw and interpret features of velocity-time graphs 		P8&9 end of topic assessment	Automotive engineers use crash test data to ensure cars are designed to reduce impact force on passengers as much as possible
3	P10 Forces and motion	<ul style="list-style-type: none"> • Recall and apply Newton's first & third laws to different scenarios • Explain why an object reaches constant speed – terminal velocity • Identify and explain the effect of different factors on a vehicle's stopping distance • Recall and use the equation for momentum • Define conservation of momentum • Describe the relationship between force applied and extension of elastic objects (Hooke's law) • Recall and use Hooke's law equation 	Collaboration – complete required practical using group work	P10 six-mark question P10 end of topic assessment	Materials scientists use knowledge about different materials' properties to construct flexible structures to withstand natural disasters
4 / 5	GCSE revision	<ul style="list-style-type: none"> • Students will attempt practice of exam questions, and develop their exam technique and revision skills to maximise recollection and understanding of the course in preparation for their final examinations. 	Endurance – focus on revision for assessments (inc. PPEs)	Paper 2 PPE sat in March	
6					

Exam Board: AQA
Qualification: GCSE Computing
Assessment Information: 2 Exams, 2hours and 1hour 45minutes
[Link to official specification](#)

Department Information:
 Computing is taught to all KS3 students. Year 7 & 8 have one lesson a week and Year 9 have 3 lessons over a two-week period.
 Computing is chosen as an Option for both AQA GCSE and AQA A level.
 All lessons are taught by specialist teachers.

ACHIEVE in the curriculum:
 Students are expected to be ambitious during their GCSE course. They will have opportunities to collaborate on tasks with their peers. In addition, students can demonstrate their integrity, endurance and versatility particularly when it comes to challenging topics e.g. programming.
 Providing revision resources where needed.

Curriculum Aims & Intent:
 The aim is for students to understand and apply the fundamental principles and concepts of Computer Science, including analysing and solving problems through practical experience by designing, writing and debugging programs.

Resources:
 PG Online resources, AQA resources, the internet, GCSE Pods, laptops/computers.
<https://www.bbc.co.uk/bitesize/examspecs/zkwsjihv>
<https://studyrrocket.co.uk/revision/gcse-computer-science-aqa>
https://www.teach-ict.com/v/GCSE_Computing/AQA_8525/aqa_8525_home.html

How we keep parents informed:
 Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:
 Parents/carers can help students by supporting their child's learning and providing a suitable space to study as well as helping them develop good study skills and by encouraging students to be curious and explore topics and applications.

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	<ul style="list-style-type: none"> Robust Programs 	<ul style="list-style-type: none"> Writes simple data validation and authentication routines. Carries out testing and corrects errors within algorithms. Identifies test data as: Identifies syntax & logic error. 	Ambitious, Collaborative, Integrity, Versatility and Excellence. Endurance and Happy when problems are solved.	Review/Test after each topic.	IT Industry - Information Systems, Systems Development, Systems Analyst, Programmers, Developers, Database

	<ul style="list-style-type: none"> • High Level / Low Programming • Impacts of Digital Technology • Databases/SQL 	<ul style="list-style-type: none"> • Recognises high- and low-level programming languages and the differences between them. • Explains current ethical, legal, and environmental impacts and risks of technology on society. • Explains the concept of database and relational database. • Understands SQL commands and can carry out SQL queries. 	<p>Ambitious, Endurance, Versatility and Excellence.</p> <p>Ambitious, Collaboration Integrity, Endurance, Versatility and Excellence.</p>		Management, Media, Education. Safe Disposal of Technology.
2	<p>(i) Computer Systems</p> <p>(ii)Data Representation</p> <p>(iii)Programming</p>	<ul style="list-style-type: none"> • Computer Systems Revision Unit • Data Representation Revision Unit <p>Recap/Practice.</p>	Ambitious, Endurance, Versatility and Excellence.	Exam Question Practice	IT Industry
3	Revision	Revision Revisit Topics e.g. Network, Logic Gates, Data Representation, Programming.	Ambitious, Endurance, Versatility and Excellence.	Exam Question Practice	IT Industry
4	Exam Practice/Exams	Exam Practice/Exams	Ambitious, Endurance, Versatility and Excellence.		
5	Exams	Exams/Revision			
6	Exams	Exams/\revision			

Exam Board: *Edexcel*
Qualification: *1H10*
Assessment Information: *3 exams (1hr 15mins, 1hr 45mins, 1hr 20mins)*
[Link to official specification](#)

Department Information:
The History Department aims to ensure that students develop a passion for, and critical understanding of, the past. The Department has worked hard to ensure that students gain a diverse view of the past as this is crucial to having a well formed understanding of the present. We are immensely proud of the range of topics and voices that students will get to hear.

ACHIEVE in the curriculum:
Students will be ambitious in understanding a broad range of content.

Students will learn to be versatile in practicing different historical skills such as source evaluation, interpretation analysis and maintaining judgements.

Students will be experts at endurance – a two year history course is a lot of fun, but a lot of content. They will learn to manage the expectations of the course and become resilient in how to overcome this challenge.

Curriculum Aims & Intent:

Over the course of the two years, students will engage in three papers:

- 1) Paper One – Crime and Punishment through time
- 2) Paper Two – Early Elizabethan England + Superpower Relations and the Cold War
- 3) Paper Three – Weimar and Nazi Germany

Over these three units, students will become proficient at source analysis, evaluating interpretations of the past and explaining why events happened and change occurred. This will equip any students who wish to study History or Politics at A level with the necessary skills to be successful.

Resources:

- Resources from each lesson can be found on the FP Cloud (Year 10/Y11 History area – Edexcel).
- The history department has access to some GCSE textbooks that can be purchased as a set for £5.
- The following revision guides are recommended:
 - o <https://shorturl.at/SnhDN> (Elizabethans)
 - o <https://shorturl.at/kX3ly> (Weimar and Nazi Germany)
 - o <https://shorturl.at/Haw3W> (The Cold War)
 - o <https://shorturl.at/qXlLc> (Crime and Punishment)

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

If particular assessments are of a concern, the class teacher will be in contact with parents directly to inform them of this.

How parents can help their child:

- Please encourage your child to:
 - o Revise as they go along. This will help them to build up their long-term memory.
 - o Revise actively – revision should be more than just reading. Create mindmaps, Q&A flashcards, timelines etc.
 - o Practice exam questions – the more they practice (and bring these to their teacher for feedback!), the more confident they will feel.
- Engage in the supercurricular. Watch historical films, documentaries, listen to podcasts, visit sites.

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1 2a	Superpower Relations and the Cold War	<p>Students learn about three key topics to do with the Cold War:</p> <ul style="list-style-type: none"> - The origins of the Cold War, 1941–58 - Cold War crises, 1958–70 - The end of the Cold War, 1970–91. <p>Students will learn to explain the consequences of different decisions by the USA and USSR and explain the narrative of how different events unfolded.</p> <p>Students study a period of immense recent significance in the development of our modern world. It is a story of mistrust and nervous tension, spying and treachery, tragedy and new hope, destruction and rebuilding.</p> <p>The Cold War is over, but its legacy remains. This period study of twentieth-century international relations will help students to engage with new as well as familiar issues in the twenty-first century.</p>	<p>Ambition – establishing and setting high targets for the academic year.</p> <p>Happy – introduce historians to the supercurricular that is available to them that will help them enrich their understanding.</p> <p>Endurance – establishing the key revision and recall skills and deploying these to effectively develop long term memory.</p> <p>Versatility – develop skills in writing narrative accounts. Engaging with new concepts on international relations.</p>	<p>Students will complete an end of unit assessment at the end of each topic.</p> <p>This will include:</p> <ul style="list-style-type: none"> - Quick factual recall. - Writing clear summaries. - Explanation tasks. <p>In term 2, students will sit a PPE which assesses them on their Y10 and Y11 content (the Cold War and Weimar and Nazi Germany units)</p>	<p>Explaining links between learning the history of international relations and different roles within politics that students can get involved in.</p>
2b 3 4	Crime and Punishment through time	<p>This thematic study helps students to understand changes and continuities in crime and punishment in Britain from c.1000 to the present.</p> <p>Students will learn about the features of each period of history (Medieval, Early Modern, Industrial and Modern periods).</p> <p>The study will also help students to understand:</p> <ul style="list-style-type: none"> - The nature and extent of crime - The enforcement of law and order - The punishment of offenders. 	<p>Happy – identifying strengths and improvements in work as we get closer to the exams.</p> <p>Endurance – reflect and develop skills following on from PPE results. Take ownership of results where needed.</p>	<p>Students will complete an end of unit assessment at the end of each topic.</p> <p>This will include:</p> <ul style="list-style-type: none"> - Quick factual recall. - Explanation of change and continuity. - Judgement questions. 	<p>Law – issues to do with crime, punishment, law enforcement naturally link to careers in the legal system.</p> <p>Students will be introduced to the broad range of careers that history</p>

		<p>Students should be able to explain how the following factors influenced change or continuity in these three areas:</p> <ul style="list-style-type: none"> - Social attitudes - The role of the Government, Church and significant individuals - Wealth and poverty - Science and technology <p>They will learn to explain change and continuity within a period and across multiple periods of history.</p> <p>Many of the topics covered still have great relevance and interest for students today, whether it be the debate about the way we should punish or help criminals within society or the role of government and the community to help bring criminals to justice.</p>	<p>Versatility – develop skills in explaining history over longer periods of time (centuries).</p>		<p>can help them be successful in.</p>
<p>5</p>	<p>Whitechapel – Environment case study as part of Crime and Punishment through time unit</p>	<p>The historic environment of Whitechapel c1870–c1900 is linked to the thematic study on Crime and punishment and focuses on that site in its historical context.</p> <p>It examines the relationship between Whitechapel and historical events and developments in crime and policing. A study of Whitechapel highlights the problems associated with inner city living, policing at this time and the developments and challenges to investigative policing.</p> <p>Students will develop their ability to evaluate sources and explain how historians use sources to develop their research.</p>	<p>Versatility – develop skills in evaluating sources.</p> <p>Endurance – keeping motivated in the final stretch of the course!</p>	<p>Students will practice exam questions in preparation for their end of year exams.</p> <p>They will receive regular feedback on component parts of their assessments in their lessons.</p>	<p>The work of historians – how they research the past and use sources to develop lines of enquiry.</p>

Exam Board: WJEC Eduqas
Qualification: C111QS
Assessment Information: 3 exams all 1 hr 30 min
[Link to official specification](#)

Department Information:
The GCSE Geography classes follow the WJEC Eduqas A specification. This specification takes an enquiry approach to extend students' understanding of a range of geographical concepts, places and processes. Units 1 and 2 contain core themes that create a balance between contemporary and traditional, human and physical geography. Alongside the core, this course offers themes which include "Coastal Hazards and Management", which UK and global coastal hazards and the management of them, and Environmental Challenges', where issues such as consumerism, biofuels, carbon footprints and management of damaged ecosystems are investigated. In Year 10 and 11 we take the whole year group to Box Hill, Surrey and locally to Maidenhead Town Centre to develop their fieldwork skills in preparation for Unit 3.

ACHIEVE in the curriculum:
The Geography Department at Furze Platt fosters excellence by encouraging students to be ambitious, collaborative, and happy. It promotes integrity through ethical practices and environmental respect, while teaching endurance and versatility to navigate challenges. This holistic approach prepares students to achieve their best in both academics and life.

Curriculum Aims & Intent:
The WJEC Eduqas GCSE Geography course aims to deepen students' understanding of physical and human geography, develop critical thinking skills, and connect learning to real-world issues. It focuses on knowledge of global challenges, data analysis, and the use of geographical tools, preparing students for further study and informed citizenship.

Resources:
All lessons and resources are found in the Geography GCSE resources on Microsoft Teams and SharePoint
Main Textbook - WJEC GCSE Geography Second Edition
*ISBN-10 - 1510477551
ISBN-13 - 978-1510477551*
Revision guide - My Revision Notes: WJEC GCSE Geography Second Edition
*ISBN-10 - 1398322067
ISBN-13 - 978-1398322066*
GCSE Workbooks - WJEC GCSE Geography workbook
*ISBN-10 - 1510453512
ISBN-13 - 978-1510453517*

*BBC Bitesize - <https://www.bbc.co.uk/bitesize/examspecs/ztp2qty>
GCSE Pod - https://members.gcsepod.com/content?subject_id=6016&exam_board_id=1050*

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

Parental conversations as and when appropriate

How parents can help their child:

Parents can support their child in the WJEC Eduqas GCSE Geography course by encouraging regular study habits, helping them stay organized with assignments, and discussing real-world geographical issues to make learning relevant. They can also assist with revision by using resources like past papers, online tools, and ensuring their child practices key geographical skills such as map reading and data interpretation. Additionally, parents can foster a curiosity for geography by exploring documentaries, news articles, and local geography together.

What we study and when:

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1 and 2	Rural-urban Links	Learners should be given the opportunity to develop their understanding of the conceptual framework that supports the depth of study outlined below. They should have the opportunity to develop their understanding of cause and effect; cycles and flows; geographical futures; place/uniqueness; process and change; scale; spheres of influence; and sustainable communities when exploring this theme.	See info above	End of chapter Assessments, in class essay questions and exam practice questions.	Careers related to rural-urban links encompass various fields such as urban planning, rural development, transportation, and community development. Urban planners analyse the interaction between rural and urban areas to create sustainable growth strategies that accommodate population shifts and resource management. Rural development specialists focus on improving infrastructure, economic opportunities, and quality of life in rural communities, fostering connections to urban centres. Transportation planners develop efficient transit systems that facilitate movement between rural and urban areas, enhancing accessibility. Additionally, community development professionals work to strengthen ties between rural and urban populations through initiatives that promote cultural exchange, economic collaboration, and shared resources. These careers are essential for fostering balanced development and improving the resilience of both rural and urban communities.
3 and 4	Landscapes and Physical Processes	Learners should be given the opportunity to develop their understanding of the conceptual framework that supports the depth of study outlined below. They should have the opportunity to develop their understanding of cause and effect; cycles and flows; geographical	See info above	End of chapter Assessments, in class essay questions and exam practice questions.	Careers related to landscapes and physical processes include roles in geology, environmental science, landscape architecture, and geography. Geologists study the formation and evolution of landscapes, analysing processes such as erosion, sedimentation, and tectonic activity to understand Earth's history. Environmental scientists assess the impact of physical processes on ecosystems and develop strategies for conservation and sustainable land use. Landscape architects design outdoor spaces that harmonise with

		futures; inter-connectedness (between human and physical processes); place/uniqueness; process and change; and scale when exploring this theme			natural landscapes, considering ecological functions and aesthetic values. Additionally, geographers analyse spatial patterns and physical processes to inform land management and urban planning. These careers are vital for understanding our planet's dynamics and promoting sustainable interaction with the environment.
5		Learners should be given the opportunity to develop their understanding of the conceptual framework that supports the depth of study outlined below. They should have the opportunity to develop their understanding of geographical futures; interconnectedness (between human and physical environments); mitigating risk; process and change; scale; and sustainability when exploring this theme.	See info above	End of chapter Assessments, in class essay questions and exam practice questions.	Careers related to coastal hazards and their management encompass various fields such as coastal engineering, environmental science, disaster management, and urban planning. Coastal engineers design infrastructure, such as seawalls and breakwaters, to protect shorelines from erosion and flooding while ensuring the safety of coastal communities. Environmental scientists study the impacts of coastal hazards on ecosystems and develop strategies for habitat restoration and protection. Disaster management professionals prepare for and respond to coastal emergencies, coordinating relief efforts and community resilience initiatives. Urban planners focus on sustainable coastal development, incorporating hazard assessments into land-use planning. Together, these careers are essential for understanding and mitigating the risks associated with coastal hazards and enhancing the resilience of coastal communities.
6	Component 3: Applied Fieldwork Enquiry	Learners should have the opportunity to carry out all six of the stages of the enquiry process when conducting fieldwork. The stages of the enquiry process are described fully on page 22. It is recommended that learners spend about 18 guided learning hours preparing for and consolidating their understanding of their fieldwork experiences. Learners might prepare for their fieldwork enquiry by being given opportunities to: <ul style="list-style-type: none"> • pose geographical questions • research fieldwork methodologies • consider sampling strategies • design data collection sheets. 	See info above	End of chapter Assessments, in class essay questions and exam practice questions.	Careers related to geography fieldwork encompass a variety of roles in fields such as environmental science, urban planning, geography education, and research. Environmental scientists conduct field studies to assess ecosystems, monitor environmental changes, and gather data for conservation efforts. Urban planners utilise fieldwork to analyse land use, transportation, and community needs, informing the design of sustainable cities. Geography educators often engage students in fieldwork to enhance their understanding of spatial relationships and human-environment interactions. Additionally, researchers in geography use fieldwork to collect empirical data that contributes to academic studies and informs policy decisions. These careers are crucial for applying geographical knowledge to real-world challenges and fostering a deeper understanding of our surroundings.

Exam Board: AQA
Qualification: 8658
Assessment Information: Paper 1 (Listening) - 35-45 minutes
 Paper 2 (Speaking) - 7-12 minutes
 Paper 3 (Reading) - 45-60 minutes
 Paper 4 (Writing) - 60-75 minutes

[Link to official specification](#)

Department Information:
Students who study French, German or Spanish to GCSE level have five hours of lessons per fortnight, which includes time with one of our Foreign Language Assistants.

ACHIEVE in the curriculum:
In MFL, students show excellence by ambitiously maximising their understanding and use of Target Language across all four skills, demonstrate versatility by manipulating language to demonstrate knowledge of grammar and linguistic structures and are happy when taking pride in their achievements, enjoying language learning and experiences of cultural knowledge.

Curriculum Aims & Intent:
Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Resources:
*Websites: ActiveLearn, Quizlet, GCSEPod
 Textbook: Studio AQA GCSE French Higher (ISBN:9781446927199)*

How we keep parents informed:
Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:
Support with regular vocabulary learning on Quizlet to consolidate content delivered in lessons, revision activities on ActiveLearn and encouraging students to say key words and longer phrases in the target language at home.

What we study and when:

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
Terms 1-2	Module 5: Holidays	Holidays in the past, present and the future, ideal holiday, booking and reviewing a holiday, ordering in a restaurant, travelling around, buying souvenirs, holiday disasters, use of	Ambitious: Maximising our understanding and use of Target Language across all four skills.	<i>Students are assessed throughout the</i>	Careers relating to roles within the travel and tourism,

		<p>present, past (perfect and imperfect), future, conditional and pluperfect tenses, reflexive verbs and justified opinions.</p> <p>Developing Reading, Writing, Listening and Speaking skills in the French language.</p>		<p><i>academic year using both formative and summative assessment methods to assess their progress in Listening, Speaking, Reading and Writing in the target language using examination styles which replicate that which they will see in their final exams.</i></p>	<p>retail and hospitality industries.</p>
Terms 2-3	Module 6: School	<p>School subjects and timetable, talking about school and comparing UK schools with those in French-speaking countries, school rules and a school exchange, healthy living and vices, use of present, past and future tenses, comparatives, the imperative and justified opinions with complex opinion phrases.</p> <p>Developing Reading, Writing, Listening and Speaking skills in the French language.</p>	<p>Collaborative: Positive and proactive interaction with language learning and cultural awareness.</p>		<p>Careers relating to roles within the education sector.</p>
Terms 3-4	Module 8: Social + Global Issues	<p>Problems facing the world, protecting the environment, ethical shopping, volunteering, discussing big events, giving arguments for and against, use of the present, past and future tenses, the passive, modal verbs in the conditional tense, comparatives, superlatives and justified opinions with a range of complex opinion phrases.</p> <p>Developing Reading, Writing, Listening and Speaking skills in the French language.</p>	<p>Happy: Taking pride in our achievements, having fun enjoying our language learning and experiences of cultural knowledge.</p> <p>Integrity: Taking ownership of and responsibility for our language learning, also broadening our cultural knowledge.</p>		<p><i>Housing developer, council worker, politician</i></p>
Terms 5-6	Module 7: Jobs	<p>Jobs and work preferences, career choices, plans, hopes and wishes, Education post-16, applying for a job, case studies of different jobs, use of the present, past, future and conditional tenses and the subjunctive, superlatives and justified opinions with a range of complex opinion phrases.</p> <p>Developing Reading, Writing, Listening and Speaking skills in the French language.</p>	<p>Endurance: Overcoming our personal challenges of language learning and celebrating life-long skills.</p> <p>Versatility: Manipulating language to demonstrate our knowledge of grammar and linguistic structures across all skills.</p>	<p><i>Translator, communicator, interpreter, teacher, journalist, customs officer, embassy worker, tour guide</i></p>	

Exam Board: AQA
Qualification: 8668
Assessment Information: Paper 1 (Listening) - 35-45 minutes
 Paper 2 (Speaking) - 7-12 minutes
 Paper 3 (Reading) - 45-60 minutes
 Paper 4 (Writing) - 60-75 minutes

[Link to official specification](#)

Department Information:
Students who study French, German or Spanish to GCSE level have five hours of lessons per fortnight, which includes time with one of our Foreign Language Assistants.

ACHIEVE in the curriculum:
In MFL, students show excellence by ambitiously maximising their understanding and use of Target Language across all four skills, demonstrate versatility by manipulating language to demonstrate knowledge of grammar and linguistic structures and are happy when taking pride in their achievements, enjoying language learning and experiences of cultural knowledge.

Curriculum Aims & Intent:
Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Resources:
 Websites: ActiveLearn, Quizlet, GCSEPod
 Textbook: Stimmt! AQA GCSE German Higher (ISBN: 9781292118185)

How we keep parents informed:
Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:
Support with regular vocabulary learning on Quizlet to consolidate content delivered in lessons, revision activities on ActiveLearn and encouraging students to say key words and longer phrases in the target language at home.

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
Terms 1-2	Module 5: Travel and tourism	Transport, making a hotel booking, modes of transport, buying train tickets, describing accommodation, travel problems, asking for directions, ordering at a restaurant, shopping for souvenirs	Ambitious: Maximising our understanding and use of Target Language across all four skills.	Students are assessed throughout the academic year using both	Careers relating to roles within the retail and hospitality industries.

		Developing Reading, Writing, Listening and Speaking skills in the German language.		formative and summative assessment methods to assess their progress in Listening, Speaking, Reading and Writing in the target language using examination styles which replicate that which they will see in their final exams.	
Terms 2-3	Module 6: Towns + Region	Holiday destinations, weather, past holiday experiences, future holiday plans, describing where people live, advantages or disadvantages or where you live Developing Reading, Writing, Listening and Speaking skills in the German language.	Collaborative: Positive and proactive interaction with language learning and cultural awareness.		Careers related to travel and tourism and town improvements.
Terms 3-4	Module 8: Social + Global Issues	Advantages and disadvantages of international festivals and events, social problems affecting young people, homelessness and poverty, being environmentally friendly, international and local campaigns Developing Reading, Writing, Listening and Speaking skills in the German language.	Happy: Taking pride in our achievements, having fun enjoying our language learning and experiences of cultural knowledge. Integrity: Taking ownership of and responsibility for our language learning, also broadening our cultural knowledge.		<i>Housing developer, council worker, politician</i>
Terms 5-6	Module 7: Jobs	Describing jobs and places of work, asking and answering questions about a job, understanding job descriptions, preparing a job application, talking about your dream job, discussing reasons for learning other languages Developing Reading, Writing, Listening and Speaking skills in the German language.	Endurance: Overcoming our personal challenges of language learning and celebrating life-long skills. Versatility: Manipulating language to demonstrate our knowledge of grammar and linguistic structures across all skills.	<i>Translator, communicator, interpreter, teacher, journalist, customs officer, embassy worker, tour guide</i>	

Exam Board: AQA
Qualification: 8698
Assessment Information: Paper 1 (Listening) - 35-45 minutes
 Paper 2 (Speaking) - 7-12 minutes
 Paper 3 (Reading) - 45-60 minutes
 Paper 4 (Writing) - 60-75 minutes

[Link to official specification](#)

Department Information:
Students who study French, German or Spanish to GCSE level have five hours of lessons per fortnight, which includes time with one of our Foreign Language Assistants.

ACHIEVE in the curriculum:
In MFL, students show excellence by ambitiously maximising their understanding and use of Target Language across all four skills, demonstrate versatility by manipulating language to demonstrate knowledge of grammar and linguistic structures and are happy when taking pride in their achievements, enjoying language learning and experiences of cultural knowledge.

Curriculum Aims & Intent:
Through studying a GCSE in a modern foreign language, students should develop their ability and ambition to communicate with native speakers in speech and writing. The study of a modern foreign language at GCSE should also broaden students' horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Resources:
*Websites: ActiveLearn, Quizlet, GCSEPod
 Textbook: Viva! AQA GCSE Spanish Higher (ISBN: 9781292118963)*

How we keep parents informed:
Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:
Support with regular vocabulary learning on Quizlet to consolidate content delivered in lessons, revision activities on ActiveLearn and encouraging students to say key words and longer phrases in the target language at home.

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
Terms 1-2	Module 5: Towns + Region	<i>places in town, directions, shops, souvenirs, future activity plans, shopping, problems in a town, a past visit</i> Developing Reading, Writing, Listening and Speaking skills in the Spanish language.	Ambitious: Maximising our understanding and use of Target Language across all four skills.	Students are assessed	<i>Travel and tourism</i>

<p>Terms 2-3</p>	<p>Module 6: Customs + Traditions</p>	<p><i>Traditional food, drink, festivals and celebrations</i> Developing Reading, Writing, Listening and Speaking skills in the Spanish language.</p>	<p>Collaborative: Positive and proactive interaction with language learning and cultural awareness.</p>	<p>throughout the academic year using both formative and summative assessment methods to assess their progress in Listening, Speaking, Reading and Writing in the target language using examination styles which replicate that which they will see in their final exams.</p>	<p><i>International Tour Guide, cruise excursion director, anthropologist</i></p>
<p>Terms 3-4</p>	<p>Module 8: Social + Global Issues</p>	<p><i>The environment, global issues, local actions, natural disasters, international events</i> Developing Reading, Writing, Listening and Speaking skills in the Spanish language.</p>	<p>Happy: Taking pride in our achievements, having fun enjoying our language learning and experiences of cultural knowledge. Integrity: Taking ownership of and responsibility for our language learning, also broadening our cultural knowledge.</p>	<p>throughout the academic year using both formative and summative assessment methods to assess their progress in Listening, Speaking, Reading and Writing in the target language using examination styles which replicate that which they will see in their final exams.</p>	<p><i>Housing developer, council worker, politician</i></p>
<p>Terms 5-6</p>	<p>Module 7: Jobs</p>	<p><i>Jobs, earning money / part time jobs, work experience, job applications, gap year, future employment plans</i> Developing Reading, Writing, Listening and Speaking skills in the Spanish language.</p>	<p>Endurance: Overcoming our personal challenges of language learning and celebrating life-long skills. Versatility: Manipulating language to demonstrate our knowledge of grammar and linguistic structures across all skills.</p>	<p>throughout the academic year using both formative and summative assessment methods to assess their progress in Listening, Speaking, Reading and Writing in the target language using examination styles which replicate that which they will see in their final exams.</p>	<p><i>Translator, communicator, interpreter, teacher, journalist, customs officer, embassy worker, tour guide</i></p>

Exam Board: Edexcel
Qualification: 9AD01/2
Assessment Information: 10-hour final exam, 10 % of overall mark & 25 % of component 2.
Exam unit starts in January.

[Link to official specification](#)

Department Information:

Students are taken through four different projects; this includes their exam unit.

Project 1 – Assessment objectives project.

Project 2 – Me, myself & I workshops.

Project 3 – Strange & Fantasy.

Project 4 – Exam unit, theme sent from Pearsons.

Projects have been structured to work towards full independence during the exam unit with a clear understanding of grading and assessment.

ACHIEVE in the curriculum:

Students will continuously refine their technical drawing skill through a range of base line and drawing workshops systemically planted throughout the two years.

Their medium exploration will encourage a collaborative environment due to the set-up of the classroom and resources. They will endure learning and responding to a new skill with a fresh medium.

Curriculum Aims & Intent:

Students are taken through four different projects; this includes their exam unit.

Project 1 – Assessment objectives project.

Students will go through each assessment objective and creatively respond to it as well as mind map all the tasks they will complete in the two years, seeing which objective they will fall under. Students are giving summer homework at the end of year 9, this will form part of their AO4.

Project 2 – Me, myself & I workshop.

Students will explore a range of media, techniques and processes, exploring artists through detailed analysis to help develop work towards an outcome. This project is extremely structured to help students become aware of the systematic process.

Project 3 – Strange & Fantasy.

Students are given a booklet which will look like their exam unit booklet, all pages will have checklists and layout, and tutorials to help build up their own personal theme. Students are given challenge tasks to help adapt to their own skill set.

Project 4 – Exam unit, theme sent from Pearsons.

Again, students are given a booklet with layouts and timelines to help structure their development leading towards their final assessment (10-hour exam). Students will be given tutorials and strict home learning deadlines to help them keep on track to completion.

Resources:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>

www.tate.org.uk

<https://www.nationalgallery.org.uk/>

<https://www.saatchiart.com/>

<https://theartling.com/en/>

<https://www.npg.org.uk/>

<https://www.barbican.org.uk/whats-on/art-design>

<https://www.studentartguide.com/resources/best-art-teacher-blogs>

Projects have been structured to work towards full independence during the exam unit with a clear understanding of grading and assessment.

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:

Get them drawing! We encourage parents to sit down with their children for an hour or two every weekend and draw! as well as it being a great activity that the whole family can join in, it helps students practice, refine and consolidate their skills being taught in school. Choose different subject matters so there is always challenge; landscape, portrait, still-life or even abstract/imaginative observations.

Challenge: Ask your child about the conceptual depth of their work. What did they draw? Why did they draw it? What does it mean? Does the subject matter they chose hold a deeper meaning?

Parents are also encouraged to take students to relevant gallery visits to help expose them to the culture of the art world and relevant artists. Let us know if you go, we can build this into their books.

*The booklets we will give out for *Strange & Fantasy* and *Me, Myself & I* are available online, ask us if you would like a copy. It's great way of keeping track of your child's work without too much hassle.*

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Artist Analysis	Analysis based on chosen artist. Full 4 theory and practical.	Complete two artist analyses. One contemporary and one historical. Present for home learning.		
1	Initial Idea Development	Initial idea development. Complete a merging sheet use 3 most successful outcomes.	Complete a merging sheet using 4 successful outcomes		
2	Further Idea Development	Further idea development exploring the chosen idea from the merging sheet.		Teacher feedback (WWW/EBI) and a working at grade.	
2	Media Experimentation	Media experimentation refining the tones, mark making and media for outcome.			
2	Mock-up	Mock up (evaluation & potential further development to UAB)			
2	Final outcome	Final outcome and evaluation of project.		Teacher feedback (WWW/EBI) and a working at grade.	
2	Refine	Refine & book polish lesson. Respond to feedback.	Complete all outstanding work for next lesson.		
3-5	Term 3 onwards will be the exam unit set by the exam board.				

Exam Board: *Edexcel*
Qualification: *1BS0/01, 1BS0/02*
Assessment: *2 exams at the end of Year 11, each 1 hour and 45 minutes*
Information:
[Link to official specification](#)

Department Information: *The GCSE Business Studies course, offered by Edexcel, is designed to give students a comprehensive understanding of the business world. It is structured around two key themes:*
Theme 1 (Year 10): *Investigating Small Business - This theme focuses on the fundamental aspects of starting and running a small business. It covers topics such as business enterprise, marketing, operations, and finance, as well as external influences that can impact business decisions.*
Theme 2 (Year 11): *Building a Business - This theme extends the knowledge from Theme 1 to the growth and development of a business. It includes topics on expanding a business, meeting customer needs, effective people management, and understanding business finance on a larger scale.*
*The course is assessed through **two exam papers**, each corresponding to one of the themes. The exams test students on their knowledge, understanding, and application of business concepts, preparing them for further studies or careers in business.*

ACHIEVE in the curriculum:

- **Ambitious:** *The course challenges students with real-world business scenarios and encourages them to explore innovative solutions and strategies. It pushes students to think critically about business success and their own potential within the field.*
- **Collaborative:** *Group projects and case studies require students to work together, share ideas, and solve problems collectively. This teamwork enhances their ability to collaborate effectively and communicate within a team.*
- **Happy:** *The course engages students with interactive learning methods and practical applications, making the learning experience more enjoyable and relevant. The satisfaction of understanding complex concepts and their real-world implications contributes to a positive learning experience.*
- **Integrity:** *Ethical considerations in business are discussed, including the importance of honesty, fairness, and social responsibility. This fosters a sense of integrity and helps students understand the value of ethical behaviour in business practices.*
- **Endurance:** *The course involves studying challenging concepts and managing multiple assessments and deadlines. This helps students develop resilience and persistence as they navigate through the complexities of business studies.*
- **Versatility:** *By covering various aspects of business, including marketing, finance, and operations, the course prepares students to apply their knowledge in different contexts and adapt to various business environments.*
- **Excellence:** *Through continuous assessment and feedback, students are encouraged to strive for high standards and improve their work. This emphasis on excellence drives them to achieve their best and understand the importance of quality and precision in business.*

Curriculum Aims & Intent:

*The GCSE Business Studies curriculum under the Edexcel exam board is designed with the intent to provide students with a **comprehensive understanding of the business world** and to equip them with **practical skills***

Resources:

- *CGP Edexcel GCSE Business. ISBN-13978-1782946908 + CGP GCSE Business Edexcel Exam*

for the future. The aims of the curriculum are multifaceted, focusing on both **academic knowledge and real-world application.**

- Firstly, the curriculum aims to develop students' **understanding of the business environment**, including how businesses operate, the challenges they face, and the strategies they employ to succeed. This includes studying various business types, from sole traders to multinational corporations, and exploring key concepts such as marketing, finance, operations, and human resource management.
- Moreover, the curriculum seeks to foster **critical thinking and analytical skills.** Students are encouraged to evaluate business decisions and strategies, considering the impacts on different stakeholders and the broader economic, social, and environmental context. This analytical approach helps students to develop a nuanced understanding of business dynamics and prepares them for further education or careers in business.
- Another key aim is to enhance students' **practical skills.** The curriculum includes opportunities for students to engage in project-based learning, simulations, and case studies, which help to bridge the gap between theoretical knowledge and practical application. This hands-on experience is vital for building problem-solving skills and fostering entrepreneurial thinking.
- Furthermore, the curriculum intends to instil **ethical awareness and corporate social responsibility.** Students learn about the ethical implications of business decisions and the importance of sustainability, preparing them to make responsible choices in their future professional lives.

Overall, the Edexcel GCSE Business Studies curriculum is designed to provide a robust **foundation in business principles**, encourage **critical and strategic thinking**, and **prepare students for the complexities of the business world.**

Practice Workbook. ISBN-13978-1782946939
OR...

- Pearson REVISE Edexcel GCSE Business. ISBN-13978-1292190716 + Pearson REVISE Edexcel GCSE Business Revision Workbook. ISBN-13978-1292190709
- Pearson REVISE Edexcel GCSE Business Model Answer Workbook ISBN-13978-1292296661
- <https://www.bbc.co.uk/bitesize/examspecs/z98snbk>
- <https://www.qcsepod.com>

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:

Support with RE-CALL of key words and points via Theme 1 and 2 RE-CALL PPT, available via share-point and hard copy provided to student.

Encourage and support with timed practice questions at home (students to apply exam structures taught in the classroom).

What we study and when:

Term	Knowledge, Understanding & Skills Developed ACHIEVE / Personal Development Focus How The Work Is Assessed	Careers Links
1	<p>2.1 Growing the Business</p> <p>This section covers strategies for expanding a business, including organic growth through increasing sales and market share, as well as external growth through mergers, acquisitions, and partnerships. It explores how businesses can scale operations, enter new markets, and diversify their product offerings to drive growth.</p> <p>Students develop skills in strategic thinking and planning as they explore methods for expanding a business, such as market development, diversification, and scaling operations. They learn to evaluate growth opportunities and the associated risks, enhancing their ability to make informed decisions about business expansion.</p> <ul style="list-style-type: none"> • Ambitious: Growing the business requires setting high goals and striving for expansion. Students learn about strategies like market penetration, market development, product development, and diversification, which involve ambitious planning and vision. • Collaborative: Successful business growth often involves collaboration within the organisation and with external partners. Students will explore how teamwork and partnerships can drive growth and how businesses must work together internally and with stakeholders. • Happy: A positive workplace culture contributes to growth. By focusing on employee satisfaction and motivation, businesses can increase productivity and retain talent, reflecting the value of creating a happy and supportive work environment. • Integrity: Ethical considerations are important in growth strategies. Students will learn how maintaining honesty and transparency in business practices supports sustainable growth and builds trust with customers and partners. • Endurance: Growing a business involves overcoming challenges and persisting through difficulties. The value of endurance is reflected in how businesses adapt and persevere through market fluctuations and competitive pressures. • Versatility: Adapting to changing market conditions and exploring new opportunities demonstrate versatility. Students will see how businesses need to be flexible in their strategies to achieve growth. • Excellence: Achieving growth often requires striving for excellence in product quality, customer service, and business processes. Students learn that excellence in these areas can lead to better market positioning and success. <p>How The Work Is Assessed: Unit assessments/ timed exam questions in lesson followed by reflection lessons on assessments.</p>	<p>Business Development Manager: Focuses on strategies to increase revenue and expand market presence. They work on identifying new business opportunities and building relationships with potential clients.</p> <p>Entrepreneur: Starts and grows their own business, using skills in market analysis, innovation, and strategic planning to scale operations and increase profitability.</p> <p>Corporate Strategist: Develops and implements long-term strategies for business growth, including market expansion and product diversification.</p> <p>Explanation: These roles involve planning and executing strategies to increase a business's market share and profitability. They require skills in market research, strategic thinking, and understanding business dynamics.</p>

<p>2</p>	<p>2.2 Making Marketing Decisions</p> <p>This topic focuses on the process of making effective marketing decisions. It includes market research to understand customer needs, segmentation, targeting, positioning, and the development of marketing strategies. Key elements like the marketing mix (4Ps) and digital marketing tactics are also examined.</p> <p>This focuses on students' ability to analyse market data and consumer behaviour to make strategic marketing decisions. They learn to identify target markets, develop effective marketing strategies, and use marketing mix elements to address consumer needs and preferences, improving their problem-solving and creative thinking skills.</p> <ul style="list-style-type: none"> • Ambitious: Marketing decisions often involve setting ambitious goals for brand recognition, market share, and customer engagement. Students learn how businesses use market research and strategic planning to achieve these goals. • Collaborative: Marketing often requires collaboration between different departments and external agencies. Students understand how teamwork and communication are essential in developing and executing marketing strategies. • Happy: Marketing strategies that focus on customer satisfaction and creating positive brand experiences contribute to a happier customer base. Students see how aligning marketing with customer needs can enhance satisfaction. • Integrity: Ethical marketing practices are crucial. Students learn the importance of honesty in advertising and how misleading information can damage a brand's reputation and customer trust. • Endurance: Successful marketing requires long-term commitment and the ability to adapt to changing trends. Students will explore how persistence and ongoing efforts contribute to building a strong brand. • Versatility: Effective marketing involves using various channels and adapting strategies to different target audiences. Students learn about the need for versatility in marketing approaches to reach diverse customer segments. • Excellence: Striving for excellence in marketing campaigns ensures high-quality, impactful communication. Students see how well-executed marketing strategies can differentiate a business from its competitors. <p>How The Work Is Assessed: Unit assessments/ timed exam questions in lesson followed by reflection lessons on assessments.</p>	<p>Marketing Manager: Develops and oversees marketing strategies, including campaigns, promotions, and market research to drive sales and brand awareness.</p> <p>Brand Manager: Focuses on maintaining and growing the brand's image, ensuring that marketing efforts align with brand values and market expectations.</p> <p>Digital Marketing Specialist: Implements online marketing strategies, such as social media campaigns, SEO, and content marketing, to engage customers and drive online traffic.</p> <p>Explanation: Marketing roles involve making decisions about how to position products or services, how to reach target audiences, and how to respond to market trends. These decisions are crucial for achieving competitive advantage and customer engagement.</p>
<p>3</p>	<p>2.3 Making Operational Decisions</p> <p>Here, students learn about the operational aspects of running a business, including production processes, supply chain management, and quality control. It covers how businesses can improve efficiency, manage resources, and ensure smooth day-to-day operations to meet customer demands.</p> <p>Students gain skills in optimizing business operations by studying supply chain management, production processes, and quality control. They learn to make decisions that improve efficiency, reduce costs, and enhance product or service delivery, fostering their analytical and organisational abilities.</p>	<p>Operations Manager: Oversees the day-to-day operations of a business, ensuring efficient processes and resource management to meet organisational goals.</p> <p>Supply Chain Manager: Manages the supply chain from procurement to distribution,</p>

- **Ambitious:** Operational decisions involve optimising processes to achieve ambitious efficiency and productivity goals. Students learn how effective operations management can drive overall business success.
- **Collaborative:** Operations often require collaboration among various departments and teams to ensure smooth production and delivery. Students see the importance of teamwork in operational efficiency.
- **Happy:** Streamlined and effective operations contribute to a positive work environment. Students understand how operational decisions that improve workplace conditions can enhance employee satisfaction.
- **Integrity:** Ethical considerations in operations, such as fair labour practices and sustainable sourcing, reflect integrity. Students learn how maintaining ethical standards in operations is crucial for long-term success.
- **Endurance:** Efficient operations involve managing and overcoming ongoing challenges. Students learn about the importance of resilience and continuous improvement in operational management.
- **Versatility:** Operations management requires adaptability to changing demands and technologies. Students see how businesses must be versatile in their processes to stay competitive.
- **Excellence:** Striving for excellence in operational processes ensures high-quality products and services. Students learn how operational excellence can lead to better performance and customer satisfaction.

2.4 Making Financial Decisions

This section deals with financial decision-making, including budgeting, financial planning, and managing cash flow. Students explore financial statements, investment appraisal methods, and the importance of financial health in making informed business decisions.

This area develops students' financial literacy and decision-making skills. They learn to analyse financial statements, manage budgets, and assess financial performance. The focus is on understanding financial metrics to make informed decisions about investments, cost control, and profitability, strengthening their quantitative and evaluative skills.

- **Ambitious:** Financial decisions involve setting and pursuing ambitious financial goals, such as growth targets or profitability. Students learn how to make strategic financial choices to achieve these goals.
- **Collaborative:** Financial planning and decision-making often require input from various stakeholders, including finance teams, management, and investors. Students understand the value of collaboration in financial planning.
- **Happy:** Sound financial management can lead to a stable and rewarding work environment. Students learn how financial health impacts employee satisfaction and business sustainability.
- **Integrity:** Ethical financial practices, such as honest reporting and transparent budgeting, are essential. Students learn the importance of integrity in maintaining trust and compliance.

optimising processes to reduce costs and improve efficiency.

Production Manager: Focuses on overseeing the production process, ensuring products are manufactured efficiently, on time, and to quality standards.

Explanation: Operational roles are about ensuring that the internal workings of a business are efficient and effective. They involve decisions related to resource allocation, process optimisation, and maintaining operational quality.

Financial Analyst: Analyses financial data to help businesses make informed investment decisions, budget planning, and financial forecasting.

Accountant: Manages financial records, prepares financial statements, and ensures compliance with financial regulations and standards.

Chief Financial Officer (CFO): Oversees all financial aspects of a company, including financial planning, risk management, and reporting.

Explanation: Financial roles involve managing a business's finances, from budgeting and financial reporting to investment decisions and risk management. Effective financial

	<ul style="list-style-type: none"> • Endurance: Financial decision-making involves navigating economic fluctuations and long-term planning. Students see how perseverance and careful planning contribute to financial stability and growth. • Versatility: Financial strategies must adapt to changing market conditions and business needs. Students learn how versatility in financial planning helps businesses respond to unexpected challenges. • Excellence: Achieving financial excellence involves effective budgeting, forecasting, and investment strategies. Students learn how excellence in financial management contributes to overall business success. <p>How The Work Is Assessed: Unit assessments/ timed exam questions in lesson followed by reflection lessons on assessments.</p>	<p>decision-making is critical for the stability and growth of a business.</p>
4	<p>2.5 Making Human Resource Decisions This topic involves managing a business's workforce, including recruitment, training, performance management, and employee relations. It covers how to align human resource practices with business goals, foster a productive work environment, and address legal and ethical considerations in HR.</p> <p>Students focus on managing people effectively, including recruitment, training, and performance management. They learn to address human resource challenges, such as staff motivation and development, improving their leadership, interpersonal, and decision-making skills in a business context.</p> <ul style="list-style-type: none"> • Ambitious: HR decisions often involve setting ambitious goals for talent acquisition, development, and retention. Students learn how strategic HR planning supports business objectives. • Collaborative: HR functions require collaboration between managers and employees to address needs and resolve issues. Students see how effective HR practices involve working together to build a positive work environment. • Happy: Ensuring employee well-being and job satisfaction is a key HR responsibility. Students learn how HR decisions that focus on creating a happy workplace contribute to productivity and retention. • Integrity: Ethical HR practices, such as fair hiring processes and respectful treatment of employees, reflect integrity. Students learn the importance of fairness and transparency in HR decisions. • Endurance: Managing human resources involves addressing ongoing challenges such as employee turnover and skill development. Students see how enduring commitment to HR practices supports long-term business success. • Versatility: HR decisions must adapt to changes in workforce needs and employment laws. Students learn about the need for versatility in HR strategies to respond to evolving business requirements. • Excellence: Striving for excellence in HR practices ensures effective recruitment, development, and management of talent. Students learn how high-quality HR practices contribute to overall business performance. <p>How The Work Is Assessed: Unit assessments/ timed exam questions in lesson followed by reflection lessons on assessments.</p>	<p>Human Resources Manager: Oversees HR functions, including recruitment, employee relations, and performance management, ensuring the workforce aligns with business goals.</p> <p>Recruitment Consultant: Specializes in finding and placing candidates in suitable roles, often focusing on specific industries or job types.</p> <p>Training and Development Specialist: Develops and implements training programs to enhance employee skills and support career development within the organisation.</p> <p>Explanation: HR roles involve making decisions about staffing, employee development, and workplace culture. These decisions are key to ensuring that a business has the right people in the right roles and that employees are motivated and productive.</p>

<p>5</p>	<p>Revision: Theme 1 and 2</p> <ul style="list-style-type: none"> - RE-CALL testing - Refinement of exam skills <ul style="list-style-type: none"> • Ambitious: During revision, ambitious students aim to not only pass their exams but to achieve top grades by thoroughly understanding the syllabus, practicing past papers, and seeking additional resources or support when needed. They set clear, challenging goals for their learning outcomes and work persistently towards achieving them. • Collaborative: In revision, collaborative students form study groups to share knowledge, discuss challenging concepts, and support each other’s learning. They engage in peer reviews, collaborative exercises, and group study sessions to enhance their understanding and preparation. • Happy: Happy students approach revision with enthusiasm and curiosity. They find joy in discovering how different business theories apply to real-life situations and celebrate their progress and achievements, which fosters a positive and effective study environment. • Integrity: During revision, students demonstrate integrity by honestly assessing their strengths and weaknesses, avoiding dishonest practices like plagiarism, and using credible sources for their study materials. They also practice integrity by preparing thoroughly and fairly for their exams. • Endurance: Enduring students approach their revision with perseverance, dedicating consistent time and effort to understanding difficult concepts and solving complex problems. They keep a steady pace in their study routine, even when faced with challenging material. • Versatility: Versatile students practice a range of revision techniques and adapt their study strategies to fit different types of business questions and scenarios. They are flexible in their approach, adapting to changes in exam formats or new topics as required. • Excellence: Students aiming for excellence set high standards for their revision and exam preparation. They thoroughly review and refine their knowledge, use feedback constructively, and strive to excel in every aspect of their study and exam performance. 	<p>By embodying these ACHIEVE values, students in GCSE Business Studies not only enhance their academic performance but also develop skills and attributes that are valuable in both their educational journey and future careers.</p>
<p>6</p>		

Exam Board: OCR
Qualification: J809
Assessment Information: 1 x 1hour 30 minute external exam (40%)
2 x Coursework (60%)
[Link to official specification](#)

Department Information:
We follow the OCR Cambridge nationals Level 1/Level 2 course. The qualification is split into theory (40%) and coursework (60%). Year 11 students are working on their coursework units about the development of children from one to five years, and creating a safe environment for children. A child will visit for the first coursework unit (R059) for students to have active, hands on practice at creating a play activity for a child of a given age.

ACHIEVE in the curriculum:
***Integrity and Endurance** whilst completing long written pieces of coursework.*

***Happy** when interacting with children.*

***Versatility** when completing play activity with children.*

***Collaboration** with peers when evaluating plans and providing valuable feedback.*

Curriculum Aims & Intent:

Students in year 11 will complete two pieces of coursework. These are:

R058 – Create a safe environment and understand the nutritional needs of children from birth to five years. *In this coursework, students will choose essential equipment for a childcare setting and identify and prevent accidents in an area within that setting. The type of equipment and the area of the setting will change each year.*

In the second part of this coursework, students will research the nutritional needs of children of a selected age. Students will then plan, prepare and evaluate a meal for these children.

R059 – Understand the development of a child from one to five years. *In this coursework, students will research the developmental norms expected for a child of a given age, in the areas of physical, intellectual and social development. The age of the child will change each year. They will then observe a child and evaluate how they meet these developmental norms.*

In the second part of the coursework, students will plan, execute and evaluate a play activity for this child and the specific area of development they are investigating.

Resources:

*Cambridge National in Child Development Revision guide
ISBN: 978-1009129145*

Child development area of FP Cloud/SharePoint

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:

- *Ensure students bring in a fully charged laptop for theory and coursework lessons*
- *Aid students in organisation of revision notes and questions to help prepare for the end of year exam*

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1 &2	R059 Understand the development of a child from one to five years	In this unit, students will start by outlining the developmental norms expected for a child of a given age between one a five years old, in terms of physical, intellectual and social development. They will then undertake an observation of a child of that age to evaluate how that child compares to these developmental norms. The second part of the unit asks students to plan a play activity to develop that child in a specific area of development. They will plan, execute and evaluate this activity.	Being happy and engaging when playing with visiting children. Showing integrity when evaluating their own play activity. Being collaborative and providing helpful feedback to peers on their planned play activity.	A written piece of coursework is produced, 60 marks in total (30% of overall grade).	Child minder/nursery nurse, health visitor, social worker, paediatrician
3&4	R058 Create a safe environment and understand the nutritional needs of children from birth to five years	This unit is split into three main parts. In the first part of the unit, students will research the utility and safety of equipment for a child orientated business (the equipment and the setting change each year). They will evaluate each piece of equipment and make a recommendation of which is best. In the second part of the unit, students will research potential hazards in an area of a childcare setting. They will then design a child safe area and justify their decisions. In the thir part of this unit, students will research the nutritional needs of children of a given age. They will then plan, prepare and evaluate a meal for this age group.	Showing versatility when evaluating multiple pieces of play equipment. Being collaborative and providing helpful feedback to peers on their planned meal.	A written piece of coursework is produced, 60 marks in total (30% of overall grade).	Child minder/nursery nurse, health visitor, social worker,
5&6	Preparation for written examination	In these terms, students will be preparing for their written examination (worth 40% of the course) which covers theory learned in year 10.	Ambition and endurance to achieve the best they can during exam season.	External written assessment worth 70 marks (40% of overall grade)	

Exam Board:	AQA
Qualification:	8552 - GCSE Design and Technology
Assessment Information:	50% NEA (Coursework) 50% Written Exam
Link to official specification	

Department Information:
The Design Technology department empowers students to explore creativity and innovation through hands-on learning. Our curriculum covers product design, engineering, and Textiles, emphasizing sustainability and real-world applications. With good facilities, we cultivate technical skills and critical thinking, preparing students for future careers in the dynamic field of design.

By integrating these values into the curriculum and classroom culture, we can cultivate well-rounded students who excel not only in Design Technology but in their overall personal development.

ACHIEVE in the curriculum:
Ambitious: We encourage students to tackle complex design challenges that push their creative boundaries. We support students in setting personal and team goals for projects, fostering a growth mindset. Happy: We create a collaborative and supportive classroom atmosphere where students feel comfortable sharing ideas. We regularly recognize and celebrate individual and group successes, big or small. Integrity: We teach students the importance of ethical practices in design, including sustainability and fair sourcing of materials. We encourage students to take responsibility for their work and decisions, promoting honesty in all aspects of the design process. Endurance: We instil a mindset of perseverance by emphasizing the importance of learning from failure and iterating on designs. By implementing projects that require sustained effort and commitment, helping students understand the value of endurance in achieving their goals. Versatility: We encourage students to learn and apply a variety of techniques and tools, from digital modelling to hands-on fabrication. We present problems that can be approached in multiple ways, promoting creative thinking and adaptability.

Curriculum Aims & Intent:
GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Resources:
<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/specification-at-a-glance>
<https://www.bbc.co.uk/bitesize/examspecs/zby2bdm>
<https://www.technologystudent.com/>

How we keep parents informed:
*Delete as appropriate:
Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.*

How parents can help their child:
Talk about design at home, encourage student to think creatively. Go to exhibitions/museums focussed on design - the design museum, the Victoria and Albert Museum, the Science Museum.

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	NEA - - Producing a design brief and specification - Generating design ideas	Students will need to use the research they have created in Year 10 to produce a design brief and specification. This will be done on the laptops. Students will then move onto generating design ideas, student will need to avoid design fixation and demonstrate originality and flair in their work. Ideas will be communicated through a variety of methods including sketching, card modelling and CAD.	Ambitious, Integrity. Endurance and Versatility.	The work will be assessed at the end of the project as part of the GCSE. Students are given the mark scheme to gauge their level.	Links to problem solving and creative thinking.
2	NEA - Developing design ideas	Students will choose their best ideas to develop, they will further investigate these ideas in line with client feedback. Students are expected to be experimental at this stage and try a number of iterations for their idea. They should communicate their developments using card modelling, material experimentation and CAD.	Ambitious, Integrity. Endurance and Versatility.	The work will be assessed at the end of the project as part of the GCSE. Students are given the mark scheme to gauge their level.	Links to modelmaking and the iterative design process.
3	NEA - Realising design ideas	Students will choose their best idea in line with the comments from the client and the link to the specification. The students will make a final model of their design idea. The model will be made from a variety of materials including wood, fabric and plastic. The students can fabricate their design ideas or produce a CAM model using the laser cutter and/or 3D printer.	Ambitious, Integrity. and Versatility.	The work will be assessed at the end of the project as part of the GCSE. Students are given the mark scheme to gauge their level.	Links to CAD and CAM. Links to manufacturing.
4	NEA - Analysing and Evaluation.	Students will analyse and evaluate their final idea, this will form part of their digital presentation and will be created on the computer. Students should get feedback from their client and their target audience. Students should discuss ways they could improve their design.	Endurance	The work will be assessed at the end of the project as part of the GCSE. Students are given the mark scheme to gauge their level.	Links to critical thinking.

		Exam Prep - half of this term will be spent on the theory exam preparation. Students will be asked to try questions from each section of past exam papers.			
5	Exam Prep	Revision using past papers.	Ambitious and Endurance	Feedback will be given on the exam papers.	
6					

Exam Board: AQA
Qualification: Drama GCSE
Assessment Information: 1 written examination- 1hr 45mins
2 practical examinations
1 piece of course work, 2500 words

[Link to official specification](#)

Department Information:

The Drama Department is a thriving department that is well regarded in the school and wider community. Drama is taught from Year 7 to Year 13 with a strong up take and consistently excellent GCSE results. The department prides itself in, not only teaching the examination curriculum to an excellent standard, but also inspiring students to engage in a rich range of drama and theatre experiences. The department offers a wide extra-curricular provision and encourages students to engage in the clubs on offer. Students are expected to attend a range of trips to ensure they experience a range of Live Theatre. The department arranges for workshops from practising theatre makers allowing students to engage in current theatre practice.

ACHIEVE in the curriculum:

*The Drama course embodies all the ACHIEVE values through its mixture of learning approaches. Students apply their **versatility** and **collaboration** through their practical work and working as a group. Their **endurance** is tested through their application of a range of styles of theatre to a range of text. Their work is expected to be **ambitious**. A safe and **happy** working environment is created for students to be able to achieve their potential in this subject.*

Curriculum Aims & Intent:

We want students to have an inspiring experience of Drama GCSE. This qualification emphasises practical creativity alongside developing students understanding of dramatic theory. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Students learn through experience, seeing theatre and making theatre for themselves.

Students choose to develop as a:

- performer
- designer (lighting, sound, set, costume, puppets)
- combination of these.

Whichever option they choose, students will gain many invaluable skills linking to a wide range of careers. The hope is that students will engage with Drama at A Level.

Resources:

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

Blood Brothers play guide- [https://www.illuminatepublishing.com/wp-content/uploads/samples/Blood Brothers Play Guide for AQA GCSE Drama/22/GCSE study guide- https://www.illuminatepublishing.com/product/aqa-gcse-drama-student-book-revised-edition](https://www.illuminatepublishing.com/wp-content/uploads/samples/Blood_Brothers_Play_Guide_for_AQA_GCSE_Drama/22/GCSE_study_guide-https://www.illuminatepublishing.com/product/aqa-gcse-drama-student-book-revised-edition)

Design guide- <https://www.aqabookshop.co.uk/product/aqa-gcse-drama-designing-drama-lighting-sound-set-costume-puppet-design/>

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:

Attend as much live theatre as possible

Testing students on key terminology and the meaning for both performance and design

Support your child in learning lines
 Allow and encourage your child to attend extra rehearsals and Monday intervention
 Encourage your child to attend extra-curricular drama provision either in school or out of school.
 If possible, sign up your child to LAMDA lesson.
 Discuss and talk through the set text and scripted plays to support your child to gain a clear understanding of the plays

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1 and 2	<p>NEA written work</p> <p>Component 1: Section A Section B Section C</p> <p>Component 3- Scripted examination</p>	<p>The first 3 weeks of term are spent finalising, refining and improving students NEA work. Students develop their skills in analysis and evaluation. They are expected to detail key examples within the devising process they completed in Year 10. This coursework amounts to 30% of their grade.</p> <p>Students will consolidate their understanding of the set text, Blood Brothers and the live theatre section of the written examination. Students will revise the work completed in term 1-4 of Year 10. Students will not only develop their understanding of the play but also how they structure an answer, decode questions and analyse a text under timed conditions.</p> <p>Towards the end of term 2 students will embark on their final component, the scripted examination. Students will be given a play by the teacher which suits their style. Students will develop their understanding of the play, the characters and the</p>	<p>Students will develop their endurance as they critique and improve their work.</p> <p>Students will work with integrity as they hone their skills for the written examination.</p> <p>Students will collaborate in their groups for the scripted piece.</p>	<p>Final marks of NEA work 40% of GCSE</p> <p>PPEs</p>	<p>Contemporary theatre companies</p> <p>Playwriters</p> <p>Dramaturg</p> <p>Theatre education</p> <p>Box office and theatre managers.</p> <p>Designers- lighting, sound, set and costume.</p>

		context in order to begin staging the extract for performance.			
3 and 4	Component 3- Scripted examination	<p>Students will continue to work on their first scripted extract from the chosen play. They will perform a mock performance of extract 1 and then response to the feedback given in order to improve the piece.</p> <p>Students will then move onto the second extract from the same play. Students will work practically to block the pieces, develop character, enhance their vocal and physical skills to create dynamic and skilful performances .</p> <p>Both extract will be performed to an external examiner at the end of term 4.</p>	Teachers will push students to be ambitious in their practical choices and test their endurance when tacking texts. Students will strive for excellence in their work through the high standards set.	Mock performances of scripted pieces	Final scripted examination- 20% of GCSE
5	Component 1 Section A Section B Section C	The focus this term is on revision for the written examination. Students will revise all sections of the written paper developing the complexity of the terminology used, ensuring their structures are sound and they have a solid understanding of the meaning of the text and how that meaning can be communicated in performance. For live theatre they will consolidate their descriptions, analysis and evaluation of the performance, ensuring they have an excellent grasp on decoding questions.		Written examination	40% of GCSE

Exam Board: WJEC
Qualification: Level 1/2 Vocational Award in Engineering (Technical Award)
Assessment Information: 2 controlled assessments: total 30 hours, 60% 1 exam 1h 30 min, 40%

[Link to official specification](#)

Department Information:
The Design Technology department empowers students to explore creativity and innovation through hands-on learning. Our curriculum covers product design, engineering, and Textiles, emphasizing sustainability and real-world applications. With good facilities, we cultivate technical skills and critical thinking, preparing students for future careers in the dynamic field of design.

By integrating these values into the curriculum and classroom culture, we can cultivate well-rounded students who excel not only in Design Technology but in their overall personal development.

ACHIEVE in the curriculum:
AMBITION: Students are encouraged show ambition throughout the course, tasks are offered at a variety of difficulty levels providing students with the opportunity to stretch and challenge themselves. Students are taught to behave with integrity, particularly when using tools and machinery.

Curriculum Aims & Intent:
*The aim of this course is to provide students with a solid grounding in basic engineering skills, including (but not limited to) the use of hand tools and machinery, project planning (materials, time, budget, H&S), technical drawing (hand drawing and CAD).
This vocational course is an excellent first step to a career in Engineering and/or provides learners with a wide range of valuable transferrable skills for other career paths, including: practical, organisational, and teamwork skills, among others.*

Resources:
WJEC.co.uk
Textbook: Level 1/2 Vocational Award – Engineering. Author: Matthew Wrigley. ISBN: 978-1-86085-751-5

How we keep parents informed:
Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:
*Support with good attendance.
Support with homework completion and timely submission.
Attend parents' evenings.
Communicate concerns at earliest opportunity.*

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1 (Sept – Oct HT)	<i>Continuation of controlled assessment 1 set by exam board. Completion of planning phase started at the end of Yr.10, moving into and completing the practical element of the assessment.</i>	<i>Application of previous knowledge learnt in Yr10, including project planning and a range of practical skills including using CAD, working with metals and using the lathe.</i>	<i>Ambition – inspiring students to complete the task to the best of their ability.</i>	<i>The completed assignment is assessed by the teacher then moderated by the exam board.</i>	<i>After summer, students rewatch the careers video from Yr.10 to inspire/remind them of where the course could take them.</i>
2 (Oct HT – Christmas)	<i>Completion of controlled assessment 1 followed by preparation for cont.amt 2 starting after Christmas.</i>	<i>Application of previous knowledge, as above, to complete the practical element of the assessment.</i>	<i>Versatility – drawing on a range of skills to complete tasks.</i>	<i>As above.</i>	<i>As above</i>
3 (Jan – Feb HT)	<i>Introduction of controlled assessment 2 (designing engineering products) set by exam board.</i>	<i>Application of previous knowledge learnt in Yr10, how to use CAD for Engineering.</i>	<i>Endurance – students move onto the second of two assessment tasks, requiring the endurance to maintain focus throughout.</i>	<i>As above.</i>	<i>As above.</i>
4 (Feb – Easter)	<i>Completion of controlled assessment 2 followed by exam revision in preparation for final exam.</i>	<i>Application of previous knowledge learnt in Yr10, how to use CAD for Engineering. Recall and application of previous knowledge learnt for exam revision.</i>	<i>Endurance – to maintain focus throughout revision and into final exam.</i>	<i>As above.</i>	<i>Periodic links to engineering careers provided, relevant to term tasks.</i>
5 (Easter – May HT)	<i>Revision for final exam – solving Engineering Problems.</i>	<i>Further revision revisiting topics and completing practise exam questions.</i>	<i>Endurance – as above.</i>	<i>Final exam marked by exam board.</i>	<i>As above.</i>
6 (May HT – Summer)	<i>Students on study leave.</i>	<i>Revision.</i>	<i>Integrity – to revise.</i>	<i>As above.</i>	<i>N/A.</i>



Exam Board: WJEC
Qualification: C560P1
Assessment Information: 2 Hour Practical Exam + 2 hour written paper
[Link to official specification](#)

Department Information:
The Design Technology department empowers students to explore creativity and innovation through hands-on learning. Our curriculum covers product design, engineering, and Textiles, emphasizing sustainability and real-world applications. With good facilities, we cultivate technical skills and critical thinking, preparing students for future careers in the dynamic field of design.

By integrating these values into the curriculum and classroom culture, we can cultivate well-rounded students who excel not only in Design Technology but in their overall personal development.

ACHIEVE in the curriculum:
Ambitious: We encourage students to tackle complex design challenges that push their creative boundaries. We support students in setting personal and team goals for projects, fostering a growth mindset. Happy: We create a collaborative and supportive classroom atmosphere where students feel comfortable sharing ideas. We regularly recognize and celebrate individual and group successes, big or small. Integrity: We teach students the importance of ethical practices in design, including sustainability and fair sourcing of materials. We encourage students to take responsibility for their work and decisions, promoting honesty in all aspects of the design process. Endurance: We instil a mindset of perseverance by emphasizing the importance of learning from failure and iterating on designs. By implementing projects that require sustained effort and commitment, helping students understand the value of endurance in achieving their goals. Versatility: We encourage students to learn and apply a variety of techniques and tools, from digital modelling to hands-on fabrication. We present problems that can be approached in multiple ways, promoting creative thinking and adaptability.

Curriculum Aims & Intent:
Students will be creative and experiment with a range of different skills, techniques and resources throughout their projects. They will complete 2 coursework units – 1 science investigation and 1 where they will plan and cook their own meal made up of 2 courses in timed condition

Resources:
<https://www.bbc.co.uk/bitesize/subjects/zdn9jhw>
Watch Masterchef

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:

Allow students to cook at home, try different foods and where possible, go out to eat.

What we study and when:

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	NEA 1 Science Investigation: Brief set by the exam board.	Investigation skills, research testing and evaluation – link to science experiments	Ambition, Endurance and Versatility	NEA 1 – will be assessed in line with the exam board	Recipes, looking at how chefs construct food
2					
3	NEA 2 Planning of 2 course meal – bief set by exam board	Research, design and plan dishes to make in timed exam	Ambition, Endurance and Versatility	NEA 2 – will be assessed in line with the exam board	Links to chefs and recipes
4					
5	Exam theory	Preparation for written paper	Integrity and Endurance	Exam component of the course	Links to chefs and recipes
6					

Department Information:

Our principal aim is to develop the sporting abilities, health and well-being of every student at Furze Platt. We strive for our students to adopt sporting values and develop a life-long love of sport and physical activity. Whether it be embracing competition in the numerous sports teams or developing an understanding of exercise that will benefit health for life, PE at Furze Platt is accessible to all.

Extra-curricular

We are proud to offer a broad extra-curricular provision that enables students to participate in traditional sports and more alternative sports such as fitness, table tennis and volleyball. Extra-curricular offerings change each term to provide students with variety throughout the year. In addition to our termly inter-house sporting competitions, the school also enters all sports teams into both league and cup competitions so that competitive fixtures are regular throughout the year. We also enter teams into regional athletics meets in the summer term. These fixtures enable many of our students to gain recognition at district and county level.

Leadership Opportunities

For students in Year 9 to Year 13, there is the yearly opportunity to apply to become a Furze Platt Sports Leader. This popular role allows students to develop essential life skills such as leadership, teamwork, planning and organisation, coaching and officiating all while supporting the PE department. Recent events led by our Sports Leaders include the whole school Sport Relief Mile, a Primary School netball festival that was attended by 10 local Primary Schools and the introduction of the Furze Platt Sport Review termly newsletter.

ACHIEVE in the curriculum:

ACHIEVE is embedded in all of our activities within PE. For example, students are given the opportunity to show integrity by being gracious in defeat and victory, demonstrating a respect for the rules of a sport and showing respect towards opposition and teammates.

Curriculum Aims & Intent:

Our aim is for students to develop competence and confidence in a range of physical activities that will enable them to lead healthy, active lifestyles.

Students should develop an attitude to competition that includes displaying sportsmanship, integrity, teamwork, resilience and leadership.

At KS4, we understand that students have experienced a broad range of sports and will have those that they enjoy. We have developed a 'choice' based system for KS4 Games where students are given 6 sports/activities each half term and they then choose the activity that they wish to study for that term. The intent is that students will then continue to develop their confidence in that sport/activity and pursue it either recreationally or competitively post education.

Resources:

Furze Platt PE kit as per school [uniform policy](#)

N.B. Students are allowed to wear sports leggings and tracksuit bottoms.

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:

The best way to develop confidence and physical literacy within sport is to regularly get active! Children should be getting '60 active minutes a day'. Could you go on a family bike ride? Could you go swimming at the weekends. Could you go on a long bike ride together?

Parents can also help support students in preparing for the lesson by ensuring they have their full PE kit for each lesson and any special sport specific equipment required e.g. gumshields for hockey and rugby.

We ask that parents also make staff aware of any medical/personal information that they feel may impacts a students' ability to take part in their lessons such as injuries to allow staff to adapt activities/lesson to meet the needs of all students.

What we study and when:

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	<i>Students are offered a choice of 6 activities each half term and select one activity (and one reserve) that they wish to study for that half term.</i>	Students will advance their knowledge, understanding and performance within their choice of activity. Within this, they will be given the opportunity and encouraged to adopt various roles including but not limited to performer, coach, official, captain and performance analyst. Choices: Rugby, Netball, Hockey, OAA, Fitness and Badminton.	Students will be encouraged to display all of our ACHIEVE values throughout all activities for example demonstrating integrity by respecting the rules of the sport(s) and showing collaboration by working within a team/group.	Students' practical performances are assessed by ongoing staff observations and student demonstrations.	<ul style="list-style-type: none"> • Officiating • Coaching • Performance Analysis • Leadership • Personal Training • Sports Scientist • Professional Performer
2		Students will advance their knowledge, understanding and performance within their choice of activity. Within this, they will be given the opportunity and encouraged to adopt various roles including but not limited to performer, coach, official, captain and performance analyst. Choices: Football, Fitness, Table Tennis, Just Dance, Indoor Basketball and Flag Football *		Students' knowledge and understanding are assessed using Q&A and group discussions embedded within lessons.	
3		Students will advance their knowledge, understanding and performance within their choice of activity. Within this, they will be given the		Students are also judged on their	

	<p>opportunity and encouraged to adopt various roles including but not limited to performer, coach, official, captain and performance analyst.</p> <p>Choices: Football, Dodgeball, Fitness, Ultimate Frisbee, Just Dance and Table Tennis *</p>	<p>Students will develop an appreciation and understanding of equality in sport, and all should develop confidence and respect in a fully inclusive environment.</p>	<p>approach to their learning within Games (these scores will feature on reports).</p>	
4	<p>Students will advance their knowledge, understanding and performance within their choice of activity. Within this, they will be given the opportunity and encouraged to adopt various roles including but not limited to performer, coach, official, captain and performance analyst.</p> <p>Choices: Basketball, Handball, Softball, Fitness, Benchball, Fitness Classes (Zumba, Spinning etc.).*</p>			
5	<p>Students will advance their knowledge, understanding and performance within their choice of activity. Within this, they will be given the opportunity and encouraged to adopt various roles including but not limited to performer, coach, official, captain and performance analyst.</p> <p>Choices: Rounders, Cricket, Athletics, Fitness, Tennis*</p>			
6	<p>Students will advance their knowledge, understanding and performance within their choice of activity. Within this, they will be given the opportunity and encouraged to adopt various roles including but not limited to performer, coach, official, captain and performance analyst.</p> <p>Choices: Rounders, Tennis, Softball, Pair Cricket, Fitness*</p>			

**Offerings may change as student feedback is gathered regarding the sporting activities they would like to be available.*

Exam Board:	NCFE
Qualification:	Level 1/2 Technical Award in Health and Fitness
Assessment Information:	1x written examination = 90 minutes (40% of final grade) 1 piece of coursework (60% of final grade)
Link to official specification	

Department Information:
Our principal aim is to develop the sporting abilities, health and well-being of every student at Furze Platt. We strive for our students to adopt sporting values and develop a life-long love of sport and physical activity. Whether it be embracing competition in the numerous sports teams or developing an understanding of exercise that will benefit health for life, PE at Furze Platt is accessible to all.

Extra-curricular
We are proud to offer a broad extra-curricular provision that enables students to participate in traditional sports and more alternative sports such as fitness, table tennis and volleyball. Extra-curricular offerings change each term to provide students with variety throughout the year. In addition to our termly inter-house sporting competitions, the school also enters all sports teams into both league and cup competitions so that competitive fixtures are regular throughout the year. We also enter teams into regional athletics meets in the summer term. These fixtures enable many of our students to gain recognition at district and county level.

Leadership Opportunities
For students in Year 9 to Year 13, there is the yearly opportunity to apply to become a Furze Platt Sports Leader. This popular role allows students to develop essential life skills such as leadership, teamwork, planning and organisation, coaching and officiating all while supporting the PE department. Recent events led by our Sports Leaders include the whole school Sport Relief Mile, a Primary School netball festival that was attended by 10 local Primary Schools and the introduction of the Furze Platt Sport Review termly newsletter.

ACHIEVE in the curriculum:
The Health and Fitness course embodies all the ACHIEVE values through its content and learning approaches. Some examples include:

Ambition - Developing written exam skills and producing high quality written work. Developing their coaching performance to its highest standard.

Versatility - Applying their theoretical knowledge to a broad range of sporting activities and scenarios. Utilising prior knowledge they have from biology to support their studies within Health and Fitness.

Collaboration - Demonstrated through group work in theory lessons and when conducting their fitness tests for their coursework.

Curriculum Aims & Intent:
Health and Fitness offers breadth and depth of study within the health and fitness sector. By studying this qualification students will:

- *Develop a broad understanding of the structure and function of body systems.*
- *Identify the effects of health and fitness activities on the body*
- *Understand health and fitness and the components of fitness*
- *Apply the principles of training*
- *Understand the impact of lifestyle on health and fitness*

Resources:
Textbook: NCFE Level 1/2 Technical Award in Health and Fitness, Second Edition - ISBN 9781398369016

EverLearner: <https://theeverlearner.com/>

- Test and develop components of fitness
- Apply health and fitness analysis and set goals
- Plan, develop and take part in a health and fitness programme and understand how to prepare safely.

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:

By supporting your child with independent revision at home and practicing timed questions to increase your child(s) confidence with the examination techniques required for success in this qualification.

What we study and when:

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Structure of a health and fitness programme and how to prepare safely.	<ul style="list-style-type: none"> • The structure of a health and fitness programme • Components of a health and fitness programme • Health and safety • The session plan • Warm up & cool downs • Main activity section • Reviewing the activity sessions • Timescales and goal setting <p>Students will learn to apply this knowledge to a range of individual needs and circumstances.</p>	Versatility - Students will show versatility by applying their subject knowledge to a range of individual scenarios.	Combination of practice exam questions completed in class and for home learning and an end of unit test.	Personal Trainer Gym Manager
2	Introduction to synoptic project	<ul style="list-style-type: none"> • Begin to plan synoptic - including completing the allocated research and unpicking the assignment brief. 	Ambitious - Students will demonstrate ambition by producing an extended piece of written coursework to the highest standard.	Ongoing marking and feedback of synoptic project. 90 minute examination for PPE.	Personal Trainer
3	Completion of synoptic project	<ul style="list-style-type: none"> • Continue to complete the synoptic project and demonstrate extended writing skills. All theoretical knowledge will need to be applied to the assignment brief. 	Ambitious - Students will demonstrate ambition by producing an extended piece of written coursework to the highest standard.	Ongoing marking and feedback of synoptic project.	Personal Trainer

4	<p>Completion of synoptic project</p> <p>Exam preparation & revision</p>	<ul style="list-style-type: none"> Continue to complete the synoptic project and demonstrate extended writing skills. All theoretical knowledge will need to be applied to the assignment brief. Revision of all content in preparation for GCSE examinations. 	<p>Ambitious - Students will demonstrate ambition by producing an extended piece of written coursework to the highest standard.</p> <p>Students will show endurance by revising all previous content and maintaining motivation.</p>	<p>Ongoing marking and feedback of synoptic project.</p>	<p>Personal Trainer</p>
5	<p>Exam preparation & revision</p>	<ul style="list-style-type: none"> Revision of all content in preparation for GCSE examinations. 	<p>Students will show endurance by revising all previous content and maintaining motivation.</p>	<p>Practice exam questions and past papers.</p>	
6	<p>N/A - Year 11 exam period</p>				

Exam Board: WJEC Level 1:2
Technical award

Qualification: 5409

Assessment Information: 2 Hour Practical Exam
+ 2 hour written paper

[Link to official specification](#)

Department Information:

The Design Technology department empowers students to explore creativity and innovation through hands-on learning. Our curriculum covers product design, engineering, and Textiles, emphasizing sustainability and real-world applications. With good facilities, we cultivate technical skills and critical thinking, preparing students for future careers in the dynamic field of design.

By integrating these values into the curriculum and classroom culture, we can cultivate well-rounded students who excel not only in Design Technology but in their overall personal development.

ACHIEVE in the curriculum:

*Ambitious: Highest standards of organisation, health & safety.
Challenged to learn the highest skills awarded at this level
Collaborative: Teamwork in practicals, supporting peers
Happy: Sharing a love of the international world of food
Integrity: Respect the environmental impact of food production and waste, impact of energy and budget constraints, child poverty.
Endurance: Never giving up, learning to problem solve independently
Versatility: Cross-curricular links with biology, chemistry, physics, geography, maths, health & fitness. Understand ethical, religious, medical adaptations to diets and foods
Excellence: Whatever you do – do your best!*

Curriculum Aims & Intent:

Aims to equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages students to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Resources:

Student Textbook: Eduqas GCSE 'Food Preparation & Nutrition' – Alison Clough-Halstead, Fiona Dowling, Victoria Ellis, Jayne Hill, Bethan Jones; Illuminate publishing; ISBN 9781908682857

Student Revision guide: Eduqas GCSE 'Food Preparation & Nutrition' Revision guide – Jayne Hill; Illuminate publishing; ISBN 9781908682871

Student Revision guide: GCSE 'Food Preparation & Nutrition' Exam Practice Workbook for WJEC Eduqas (Grade 9-1)

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:

*Sensory feedback on students dishes/outcomes
Encourage practising at home
Visiting food /farmers markets*

Where applicable encouraging DofE students to learn food as one of their skills (we're often asked to be an assessor)
 Watching food programmes such as 'food unwrapped', 'masterchef', bakeoff,

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Technological developments Food security, food waste NEA 1: Actual: Science investigation	Plan, complete & analyse a science based food investigation	Ambition, Endurance and Versatility	NEA 1: Actual: Written report 1,500 – 2,000 words, evidence & photos – No feedback given	
2	NEA 1: Actual: Science investigation PPE Revision	Plan, complete & analyse a science based food investigation		PPE NEA 1: Actual: Written report 1,500 – 2,000 words, evidence & photos – No feedback given	
3	NEA 2: Actual: Food Preparation assessment	Plan, prepare, cook, present & evaluate 3 dishes in 3 hours		Folio of evidence, 30 sides of A4 to include photos, charts & graphs – No feedback given	
4	NEA 2: Actual: Food Preparation assessment	Plan, prepare, cook, present & evaluate 3 dishes in 3 hours	Integrity and Endurance	Folio of evidence, 30 sides of A4 to include photos, charts & graphs – No feedback given	Links to chefs and recipes
5	Revision written/theory exam				
6					

Exam Board: OCR
Qualification: Level 1/2 iMedia
Assessment Information: 1 Exams, 2 x pieces of coursework (10-12 hours each)
[Link to official specification](#)

Department Information:
 Computing is taught to all KS3 students. Year 7 & 8 have one lesson a week and Year 9 have 3 lessons over a two-week period.
 iMedia is chosen as an Option for OCR Level 1/2 for GCSE.

ACHIEVE in the curriculum:
 Students are expected to be ambitious during their course. They will have opportunities to collaborate on tasks with their peers. In addition, students can demonstrate their integrity, endurance and versatility particularly when it comes to creating innovative publications for a specified scenario and understanding what is needed for that industry and target audience.
 Providing revision resources where needed.

Curriculum Aims & Intent:
 The aim is for students to understand and apply the fundamental principles and concepts of iMedia. To research, design and create a range of products for a given scenario and for a particular target audience.

Resources:
 PG Online iMedia teaching resources. OCR sample material, OCR release, Level 1/2 past papers.

How we keep parents informed:
 Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:
 Parents/carers can help students by supporting their child's learning and providing a suitable space to study as well as helping them develop good study skills and by encouraging students to be curious, explore and practice their skills in a variety of applications to develop media publications.

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Unit R094: Visual Identity and digital graphics Topic Area 1: Develop visual identity	1.1 Purpose, elements and design of visual identity. To understand what is meant by visual identity and the purpose of visual identity. To understand the features and elements of visual identity. To understand visual identity design style, including branding. 2.1 Graphic Design and conventions. To understand the concepts of graphic design.	Ambitious, Collaborative, Integrity, Versatility and Excellence.	NEA	Media Industry, TV/radio/social media/graphic design.

	<p>Topic Area 2: Plan digital graphics for products</p>	<p>To understand layout conventions for different graphic products and purposes.</p> <p>2.2 Properties of digital graphics and use of assets. To understand technical properties of images and graphics. To understand licences and permissions to use assets sourced from.</p> <p>2.3 Techniques to plan visual identity and digital graphics. To create pre-production and planning documentation used to generate ideas and concepts for visual identity and digital graphics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mood board <input type="checkbox"/> Mind map <input type="checkbox"/> Concept sketch <input type="checkbox"/> Visualisation diagram 			
2	<p>Unit R094: Visual Identity and digital graphics</p> <p>Topic Area 3: Create visual identity and digital graph.</p>	<p>3.1 Tools and techniques of imaging editing software used to create digital graphics. To understand software tools and techniques used to create digital graphics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Image/canvas size <input type="checkbox"/> Layout tools <input type="checkbox"/> Drawing tools <input type="checkbox"/> Adjustments to brightness/contrast and colour <input type="checkbox"/> Use of selections <input type="checkbox"/> Use of layers and layer styles <input type="checkbox"/> Retouching <input type="checkbox"/> Typography <input type="checkbox"/> Filters and effects <p>3.2 Technical skills to source, create and prepare assets for use within digital graphics: To source assets for use in digital graphics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Images <input type="checkbox"/> Graphics <p>To create assets for use in digital graphics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Editing sourced assets to create a derivative asset <input type="checkbox"/> Creating assets using drawing tools <p>To modify images and other assets to make sure the technical compatibility for use within print graphics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resize and resample 	<p>Ambitious, Endurance, Versatility and Excellence.</p>	<p>NEA</p>	<p>Media Industry, TV/radio/social media/graphic design.</p>

	<p>Unit R095: Characters and comics.</p> <p>Topic Area 1: Plan characters and comics</p>	<ul style="list-style-type: none"> □ Modifying image properties <p>To store assets for use:</p> <ul style="list-style-type: none"> □ Storage location □ Changing the file format <p>3.3 Techniques to save and export visual identity and digital graphics.</p> <p>To save and export</p> <ul style="list-style-type: none"> □ Proprietary format master files □ Repurpose and export in appropriate file formats <p>1.1 Character features and conventions.</p> <p>To understand the types of characters:</p> <ul style="list-style-type: none"> □ Cartoon □ Doodle □ Photorealistic □ Geometric shapes □ Minimalist / simplification <p>To understand the features of characters.</p> <p>To understand characteristics and conventions:</p> <ul style="list-style-type: none"> □ Digital characters' physical and non-physical characteristics. □ Digital characters' facial characteristics and how they are used to convey emotion. □ Use of visual styles to create distinctive and recognisable characters. <p>1.2 Conventions of comics.</p> <p>Conventions of comic design and layout:</p> <ul style="list-style-type: none"> □ Colour □ Typography □ Text styling for narration and captions □ Text styling for onomatopoeia □ Text styling for communication □ Focal points within panels □ Environment/backgrounds <p>Conventions for story telling within comics:</p> <ul style="list-style-type: none"> □ Comic panel shape/size □ Comic panel layout 	<p>Ambitious, Endurance, Versatility and Excellence.</p>	<p>NEA</p>	<p>Media Industry, TV/radio/social media/graphic design.</p>
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		<ul style="list-style-type: none"> <input type="checkbox"/> Comic panel story flow <input type="checkbox"/> Communication bubbles <input type="checkbox"/> Narration/captions <input type="checkbox"/> Onomatopoeia use <input type="checkbox"/> Originality <input type="checkbox"/> Imaginative design <input type="checkbox"/> Derivative design <p>1.3 Resources required to create characters and comics. Resources used to create characters and comics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Graphics tablet <input type="checkbox"/> Stylus <input type="checkbox"/> Touchscreen <input type="checkbox"/> Mouse/track pad <input type="checkbox"/> Digital camera <input type="checkbox"/> Scanner <input type="checkbox"/> Computer system <input type="checkbox"/> Physical modelling materials <p>The positive and negative impacts resource choice has on final products Software used to create characters:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Digital graphics software <input type="checkbox"/> Modelling software <p>Software used to create comics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> DTP software <input type="checkbox"/> Specialist comic creation software <p>1.4 Pre-production and planning documentation and techniques for characters and comics. To create pre-production and planning for characters:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Character design (aesthetics) <input type="checkbox"/> Character profiles <p>To create pre-production and planning for comics <input type="checkbox"/> Plot structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> The story arc <input type="checkbox"/> Story script <input type="checkbox"/> Storyboard <input type="checkbox"/> Panel shape/styling and placement to create effective story flow <ul style="list-style-type: none"> <input type="checkbox"/> Panel shot types and their meaning <input type="checkbox"/> Panel content 			
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<p>3</p>	<p>Unit R095: Characters and comics.</p> <p>Topic Area 2: Create characters and comics</p>	<p>2.1 Techniques to obtain and create components for use within comics. Technical skills to create characters for use as components within comics: <input type="checkbox"/> Tools within digital character creation (graphics editing/modelling) software. Techniques for creating assets for use as components within comics: <input type="checkbox"/> Sourcing assets <input type="checkbox"/> Editing assets <input type="checkbox"/> Saving/exporting assets</p> <p>2.2 Technical skills to create comics. Techniques for combining assets into comic panels: <input type="checkbox"/> Panel layouts <input type="checkbox"/> Typographical styles <input type="checkbox"/> Graphical assets <input type="checkbox"/> Focal points <input type="checkbox"/> Story flow</p> <p>Techniques and skills to transfer a script, storyline or storyboard into a comic strip: <input type="checkbox"/> Integrating the script/story flow using</p> <p>2.3 Techniques to save and publish characters and comics. Techniques used to save and publish characters in suitable formats: <input type="checkbox"/> Native file formats in character creation (graphics editing/modelling) software <input type="checkbox"/> Techniques for exporting</p> <p>Technical skills to save and export/ publish comics: <input type="checkbox"/> Comic strip native file formats <input type="checkbox"/> Techniques for exporting</p> <p>3.1 Techniques to check and review characters and comics. Techniques to check the technical properties of characters and comics: <input type="checkbox"/> Methods of checking <input type="checkbox"/> Elements of character and comics to check</p> <p>Techniques to review characters and comics: <input type="checkbox"/> Suitability for client requirements</p>	<p>Ambitious, Endurance, Versatility and Excellence.</p>	<p>NEA</p>	<p>Media Industry, TV/radio/social media/graphic design.</p>
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	Topic Area 3: Review characters and comics	<input type="checkbox"/> Suitability for target audience <input type="checkbox"/> Review of visual steal quality, aesthetics, appeal and reader engagement 3.2 Improvements and further developments. Constraints which limit the effectiveness of characters and comics: <input type="checkbox"/> Character and comic constraints <input type="checkbox"/> Character improvements <input type="checkbox"/> Comic improvements Further development opportunities for characters and comics: <input type="checkbox"/> Further developments	Ambitious, Endurance, Versatility and Excellence.	NEA	Media Industry, TV/radio/social media/graphic design.
4	Exam Practice/Exams	Exam Practice/Exams	Ambitious, Endurance, Versatility and Excellence.	Exams	Media Industry, TV/radio/social media/graphic design.
5	Exams	Exams/Revision			
6	Exams	Exams/\revision			

Exam Board: *Eduqas*
Qualification: *C660QS*
Assessment Information: *2 x performance, 2 x compositions, 1 x exam (90 mins)*

[Link to official specification](#)

Department Information:

The Music Department works alongside Drama and Dance as a Performing Arts Faculty. It is an extremely busy and vibrant space with students not just in their lessons but spending free time in rehearsals, working in the recording studio or simply jamming!

Music has a high profile within the school with healthy numbers opting for GCSE Music. There is a large number of students who take instrumental lessons with specialist teachers from the local music hub and employed casual staff forming Furze Platt Instrumental Tuition.

We aim to help our students realise their own musical potential and harness their creativity to develop a lifelong interest in music of all kinds.

Accommodation, Resources and Facilities

*2 music classrooms, each with a suite of computers
 6 practice rooms
 A rehearsal room
 High quality digital recording studio facility.*

Staffing

We currently have two classroom music teachers and specialist peripatetic teachers, covering a range of instruments, such as:

*Strings
 Woodwind – clarinet, flute, saxophone etc.
 Brass – trumpet, trombone etc.
 Vocal
 Drum kit
 Guitar – electric, acoustic and bass
 Piano and keyboard*

ACHIEVE in the curriculum:

A – Students are **ambitious** in moving away from their personal preferences and exploring a wide range taking them out of their comfort zone.

C – In music lessons student **collaborate** extensively within performance and composition.

H – With the extensive range of extra-curricular activities students who take part are generally **happier** after the rehearsal. This is evident in the large numbers attending morning rehearsals.

I – Students are expected to enter the music department with **integrity**. Students should show a good attitude to learning and respect for the instruments and facilities available to them.

E – Due to the fast pace of the department students show true **endurance** to support the many concerts and events that take place throughout the year. They are exposed to new concepts which they may find challenging but show **endurance** with the calm and efficient way they approach different challenges.

V - Due to the nature of the music curriculum students are required to show **versatility** in understanding the techniques and are required to alternate between styles, instruments and listening analysis in all lessons.

E – Within the department we pride ourselves on the outcomes of all students no matter of background, race or gender. We believe all students can achieve **excellence** within the music curriculum and take these transferable skills into the world of work.

Curriculum Aims & Intent:

The Eduqas GCSE in Music offers a broad and coherent course of study which encourages learners to:

- Engage actively in the process of music study
- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop knowledge, understanding and skills needed to communicate effectively as musicians
- Develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- Develop as effective and independent learners with enquiring minds
- Reflect upon and evaluate their own and others' music
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

The Eduqas music GCSE course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion. This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study [A level music](#).

Resources:

Eduqas GCSE Music – Student Book:

<https://www.illuminatepublishing.com/product/wjec-eduqas-gcse-music-student-book>

Eduqas GCSE Music – Revision Book:

<https://www.illuminatepublishing.com/product/wjec-eduqas-gcse-music-revision-guide-revised-edition>

Eduqas Music – Digital Resources:

<https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=21&lvlId=2>

Listening Activities:

<https://tonedear.com/>

BBC Bitesize:

<https://www.bbc.co.uk/bitesize/examspecs/zbmct39>

Listening:

Spotify, Apple Music or YouTube can be used to find specific pieces of music for appraisal practise.

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:

Listening is a key part of the course. Please encourage students to listen to a range of different music related to the course this will include Baroque, Classical, Romantic, Chamber, Jazz, Musicals, Film and Popular music from the 1950's to present day. Ask them questions about the music and ask them to elaborate on any musical terms they use to support their use of musical language.

What we study and when:

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Theory Blitz Composing to a brief Performing	Baseline assessment based on AoS1 and AoS2 to check understanding of work completed in Yr10 Students will begin to work on the composition brief. They will listen to a range of pieces for inspiration based on the briefs and will make a decision based on their personal skills with a 1-2-1 discussion with the teacher Students will complete a full performance PPE with both a solo and ensemble piece. Assessed inline with the marking criteria. (possibility to use as final performance)	Being ambitious in the choices made for composition.	Baseline test Teacher marked portfolio Teacher assesses to the exam board requirements.	
2	Composing to a brief Performing	Students will use this term to develop ideas and work towards the final version of their brief composition. Students will also return to the free choice composition to finalise all composition elements. Students will complete a full performance exam with both a solo and ensemble piece. Assessed inline with the marking criteria. (final examined performance)	Having endurance to develop their musical ideas for composition and during performance practise. Having integrity when feedback is offered to develop their work.	Regular teacher feedback will be provided on their composition. Teacher marked performances	Musicologist Arranger Composer Performer
3	AoS3 – Film Music	Students will work through AoS3 by listening and evaluating film music. They will relate all previous learning from AoS1 and 2 to support the development of the long question answer.	Having integrity to continue to study musical styles.	End of unit tests	Arranger Composer Musicologist Performer

	<p>Aos4 – Rock and Pop</p> <p>Composition/Performance</p>	<p>Student to use analysis skills from AoS1 to look at the second set work for popular music. They will be introduced to a range of different pop music styles. To support wider listening questions</p> <p>Any additional recordings/composition developments to be completed here</p>	<p>Have endurance to continue to work toward excellence in the performances and composition submission.</p>	<p>Teacher marked in accordance with the exam board requirements.</p>	
4	AoS1-4 REVISION	<p>Students will use a range of different revision tools to support preparation for the final exam. This will include all key terms and learning from Yr10 and Yr11</p>	Final Exam		
5					
6					

Exam Board: AQA
Qualification: 8062 Religious Studies A
Assessment Information: 2 exams, each 1 hour 45 minutes
[Link to official specification](#)

Department Information:
We follow the AQA A exam board at GCSE. The GCSE is split into Religions and Thematic Studies. The two religions we have chosen to study are Christianity and Buddhism. The Thematic studies are very interesting and cover philosophical and ethical themes, these are: Crime and Punishment, Peace and conflict, Human rights and social justice, and Religion and Life covering ethical issues such as abortion, euthanasia and animal testing. This is an exciting options subject that allows students to deepen their knowledge both of religion and worldwide events and issues.

ACHIEVE in the curriculum:

Ambition – this year focuses on developing written exam skills and producing high quality essays, in timed conditions and without the use of plans for support.
Versatility – being able to understand complex religious beliefs, and exploring the differences between Christianity and Buddhism.

Curriculum Aims & Intent:

Students should be aware that Buddhism is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. This knowledge may be applied throughout the assessment of the specified content.

Students should study the beliefs, teachings and practices of Buddhism and Christianity, including reference to scripture and/or sacred texts where appropriate.

By gaining more in depth of knowledge of the various Buddhist and Christian beliefs, this will in turn support pupils to extend their knowledge of the content learned in year 10.

Resources:

<https://kerboodle.com>
<https://www.bbc.co.uk/bitesize/examspecs/zigx47h>
<https://www.gcsepod.com/>
<https://www.biblegateway.com/>

AQA GCSE Religious Studies A: Christianity and Buddhism Revision Guide. ISBN-13: 9780198422853. ISBN-10: 0198422857.

GCSE Religious Studies for AQA A: Buddhism. ISBN-13: 9780198370321. ISBN-10: 0198370326.

GCSE Religious Studies for AQA A: Christianity. ISBN-13: 9780198370338. ISBN-10: 0198370334.

How we keep parents informed:

Delete as appropriate:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:

Supporting with development of writing – practice exam questions must be in full sentences and paragraphs, there are marks awarded for Spelling, Punctuation and Grammar in each exam paper.

As we progress through the year encouraging and supporting your child to complete timed practice exam questions, they can speak to their teacher if they are unsure of the timing.

Completing detailed revision notes at the end of each topic that will be ready to use when they are sitting the year 11 exams.

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Christianity Beliefs and Teachings Buddhism Beliefs and Teachings	<u>Christianity Beliefs and Teachings content:</u> Sin, salvation and the role of Christ in Salvation <u>Buddhism Beliefs and Teachings content:</u> The Buddha's birth, early life, 4 sights, ascetic life and enlightenment <u>Skills:</u> Timed exam questions with less support and structure to develop independence with these. Revision and recall of year 10 content.	Versatility and endurance as pupils start to develop their knowledge of contrasts between Christianity and Buddhism	Combination of practice exam questions at home and in lesson. End of unit test in timed conditions on Christianity Beliefs and Teachings.	
2	Buddhism Beliefs and Teachings	<u>Content:</u> The four noble truths, the three marks of existence, Theravada Buddhism, Mahayana Buddhism, Pure Land Buddhism <u>Skills:</u> Timed exam questions with less support and structure to develop independence with these. PPE revision and recall of year 10 content to complete a full exam paper.	Ambition as students study some tricky content for Buddhism.	Combination of practice exam questions at home and in lesson. End of unit test in timed conditions. Full Paper 2 for PPE.	Studying the eightfold path – an aspect is right livelihood and the impact this has on careers for Buddhists.
3	Christianity Practices	<u>Content:</u> Types of worship and prayer, The Lord's Prayer, Baptism, Holy Communion, The role of the Church in the local community: street pastors and food banks, pilgrimage, festivals, mission and evangelism, The role of the worldwide Church: reconciliation and persecution, Church response to poverty <u>Skills:</u> Timed exam practice in lesson. Completing full Christianity paper to support timing practice.	Integrity and empathy whilst looking at issues like religious persecution and poverty.	Combination of practice exam questions at home and in lesson. Full Christianity Paper in timed conditions.	Roles in local community e.g. working and supporting food banks and street pastors (volunteering careers)
4	Buddhism Practices	<u>Content:</u> Worship, meditation, visualisation, death ceremonies and funerals, festivals, karma and rebirth, karuna, metta, the five moral precepts and the six perfections <u>Skills:</u> Timed exam practice in lesson. Completing full Buddhism paper to support timing practice.	Ambition as students apply knowledge from the beliefs and teachings to the practices of Buddhism.	Combination of practice exam questions at home and in lesson. Full Buddhism Paper in timed conditions.	
5	Revision	Content retrieval for Paper 2 and thematic studies. Practice of exam skills with timed practice. Covering key aspects of the Paper 1 Religion content, ensuring good knowledge of religious scripture and applying to exam questions	Versatility and endurance as pupils prepare for the final exam.	Timed exam question practice.	

6	Year 11 off for exams				
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Exam Board: AQA
Qualification: 8206/C 8206/X
Assessment Information: 10-hour final exam, 10 % of overall mark & 25 % of component 2. Exam unit starts in January.

[Link to official specification](#)

Department Information:
Students will be completing their final (main) project for their component 1. This will be a mirror of the work that is produced in Art & Design. The theme will be Strange & Fantasy.

Once this unit is complete, students will work through a booklet for their exam component. This booklet will dictate deadlines, layouts and checklists.

ACHIEVE in the curriculum:
Students will continuously refine their technical drawing skill through a range of base line and drawing workshops systemically planted throughout the year.

Their medium exploration will encourage a collaborative environment due to the set-up of the classroom and resources. They will endure learning and responding to a new skill with a fresh medium.

Curriculum Aims & Intent:
The aim for the final project is to help create a sense of diversity in the photography GCSE. Moving forward with photoshop and simple photoshoots, students will be given a range of workshops both exploring art and photography to help develop their work towards an outcome.

The Aim of the project is to create enough independence within our photography students so they can follow the exam unit with more confidence and self-direction.

Resources:
www.tate.org.uk
<https://www.nationalgallery.org.uk/>
<https://www.saatchiart.com/>
<https://theartling.com/en/>
<https://www.npg.org.uk/>
<https://www.barbican.org.uk/whats-on/art-design>
<https://www.studentartguide.com/resources/best-art-teacher-blogs>

How we keep parents informed:
Delete as appropriate:
Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:
Get them taking photos! We encourage parents to push their children to photograph relevant subject matter to their theme at least once a weekend. It helps students practice, refine and consolidate their skills being taught in school. Choose different subject matters so there is always challenge; landscape, portrait, still-life or even abstract/imaginative photography.

Challenge: Ask your child about the conceptual depth of their work. What did they draw? Why did they draw it? What does it mean? Does the subject matter they chose hold a deeper meaning?

Parents are also encouraged to take students to relevant gallery visits to help expose them to the culture of the art world and relevant artists. Let us know if you go, we can build this into their books.

The booklets we will give out for *Strange & Fantasy* and *Me, Myself & I* are available online, ask us if you would like a copy. It's great way of keeping track of your child's work without too much hassle.

What we study and when:

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Mind map	S&F overall mind map - then leads on to personal mind map, mind map on techniques they would like to explore.	Visual mood board linking to personal theme.		
	Mood Board	Teachers to give tutorials to add students.	Complete a mood board exploring current/historical news stories linking to theme. Strange selfie homework linking to artist Robert Arneson.		Robert Arneson
	Subject matter photoshoot	3 photoshoots linking to 3 different subject matters. Present contact sheet, best edits and final best image. Each subject matter should explore a different photography technique.	Find a new story headline linking to your theme and create a response inspired by it. Complete for home learning.	WWW/EBI self-assessment on mark sheets.	Photography subject matter
	Photoshop development	Response 1 using photoshop: Using your 3 best edits, create a photomontage linking to your theme.	Develop a series of outcomes to help show your narrative. Complete for home learning.		Editor/post-production
	Photographer mood board	Create a mood board of different photographers that link to your theme.	Print off work from your S&F photoshoots and link visually/conceptually to photographers.		
	Photographer analysis	Research two different photographers. They should be contrasting and link to theme.			Photography artist research

	Photoshoots	Complete one photoshoot inspired by your chosen photographer, or both. Present contact sheet, best edits and final images.			
	Workshop 1: Mono printing	Experimentation workshop 1: Mono printing on your photos.			Mono printing
2	Workshop 2: Textiles	Experimentation workshop 2: Stitching on to your acetate.			Textiles
	Workshop 3: Layers	Experimentation workshop 3: Building layers into your work. Digitally or physically.			PHotoshop
	Idea Development	Idea development mind map and sketches.			
	Final photoshoot	Final photoshoot inspired by narrative. Can also use photos from previous shoots.			
	Experimentations	Editing and experimentation leading to final outcome.			
	Outcome & Evaluation	Final outcome and evaluation.			

Exam Board: *Edexcel*
Qualification: *Physical Education*
Assessment Information: *2 written examinations worth 60% of final grade (Paper 1 = 90 minutes. Paper 2 = 75 minutes.)*

1 piece of coursework (PEP), 1500 words in length worth 10% of final grade.

Assessment in 3 practical activities worth 30% of final grade (10% for each activity).

[Link to official specification](#)

Department Information:

Our principal aim is to develop the sporting abilities, health and well-being of every student at Furze Platt. We strive for our students to adopt sporting values and develop a life-long love of sport and physical activity. Whether it be embracing competition in the numerous sports teams or developing an understanding of exercise that will benefit health for life, PE at Furze Platt is accessible to all.

Extra-curricular

We are proud to offer a broad extra-curricular provision that enables students to participate in traditional sports and more alternative sports such as fitness, table tennis and volleyball. Extra-curricular offerings change each term to provide students with variety throughout the year. In addition to our termly inter-house sporting competitions, the school also enters all sports teams into both league and cup competitions so that competitive fixtures are regular throughout the year. We also enter teams into regional athletics meets in the summer term. These fixtures enable many of our students to gain recognition at district and county level.

Leadership Opportunities

For students in Year 9 to Year 13, there is the yearly opportunity to apply to become a Furze Platt Sports Leader. This popular role allows students to develop essential life skills such as leadership, teamwork, planning and organisation, coaching and officiating all while supporting the PE department. Recent events led by our Sports Leaders include the whole school Sport Relief Mile, a Primary School netball festival that was attended by 10 local Primary Schools and the introduction of the Furze Platt Sport Review termly newsletter.

ACHIEVE in the curriculum:

The PE course embodies all the ACHIEVE values through its content and learning approaches. Some examples include:

Ambition - Developing written exam skills and producing high quality written work. Developing their practical performance to its highest standard within both skills and competition.

Versatility - Applying their theoretical knowledge to a broad range of sporting activities and scenarios. Participating in new sports and activities. Utilising prior knowledge they have from biology and PSHE to support their studies within PE.

Collaboration - Demonstrated through their practical performances and working in groups/teams.

Integrity – Students will be expected to show integrity, empathy and respect when discussing socio-cultural issues faced in sport including stereotypes, racism, sexism and disability.

Curriculum Aims & Intent:

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and wellbeing.

In their second year of study, students will develop their theoretical knowledge and understanding of movement analysis and their understanding of the contribution that physical activity and sport make to health, fitness and wellbeing and how these can impact on their own performance. Sports psychology will be introduced, with a focus on skill development, through relevant practice, guidance and feedback, as well as knowledge that learners can then apply to their own learning in practical situations in order to improve their performance. Key socio-cultural influences that can affect people's involvement in physical activity and sport will also be considered.

Resources:

*Revision Guide: Revise Edexcel GCSE (9-1) - ISBN 13: 9781292135120
Textbook: Edexcel GCSE (9-1) PE Student Book - ISBN:9781292129884*

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

EverLearner: <https://theeverlearner.com/>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zxbq39q>

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

Regular contact home with regards to practical submission and extra-curricular activities to support practical assessments.

How parents can help their child:

Parents can support students in preparing for practical lessons by ensuring they have their full PE kit for each lesson and any special sport specific equipment required e.g. gumshields for hockey and rugby.

In order to complete the practical assessment, students are required to gather video footage of themselves competing in 3 sports. For students who compete outside of school, we ask that parents take responsibility for gathering the video evidence and ensuring it meets submission standards as detailed in the practical specification.

As we progress through the course, parents can encourage and support students with regular revision and reflection on feedback provided.

What we study and when:

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Movement Analysis Optimising Training and Preventing Injury <i>Moderation of practical activities*</i>	<ul style="list-style-type: none"> • First, second and third class lever systems • Mechanical advantage and disadvantage of the lever systems • Movement patterns using body planes and axes 	<p>Ambition when studying complex physics topics and applying them to a range of sporting situations.</p> <p>Integrity will be displayed when learning about PEDs</p>	<p>Combination of practice exam questions completed in class and for home learning and an end of unit test.</p>	<ul style="list-style-type: none"> • Physicist • Physiotherapist • Sports Rehabilitation • Paramedic • Sports Coach • Sports Scientist

		<p>Students will be able to use this knowledge to biomechanically analyse a range of sporting skills.</p> <ul style="list-style-type: none"> • Injury Prevention • Injuries in sport • RICE • Performance-enhancing drugs • Warm ups and cool downs <p>Students will be able to discuss the application of the above content to a range of sporting situations and begin developing their evaluative skills when understanding the advantages and disadvantage of PEDs.</p>	and debating their use in sport.	Ongoing assessment of practical performance throughout.	<ul style="list-style-type: none"> • Biomechanics
2	<p>Health, fitness and wellbeing.</p> <p><i>Moderation of practical activities*</i></p>	<ul style="list-style-type: none"> • Physical, emotional and social health benefits • Impact of fitness on wellbeing • Lifestyle choices (diet, activity levels, work/rest/sleep balance and recreational drugs). • Positive and negative impact of lifestyle choices on health, fitness and wellbeing. <p>Revision of all content in preparation for PPE.</p>	<p>Students will demonstrate integrity, empathy and respect when discussing emotional and social benefits.</p> <p>Students will create a happy classroom climate where all feel comfortable in contributing answers to sensitive topics.</p>	<p>Combination of practice exam questions completed in class and for home learning and an end of unit test.</p> <p>Ongoing assessment of practical performance throughout.</p> <p>90 minute Paper 1 examination for PPE.</p>	<ul style="list-style-type: none"> • Doctor • Teacher
3	<p>Health, fitness and wellbeing.</p> <p>Sports Psychology</p> <p><i>Moderation of practical activities*</i></p> <p><i>First draft of coursework section 3 & 4</i></p>	<ul style="list-style-type: none"> • A sedentary lifestyle and its consequences • A balanced diet to maintain a healthy lifestyle • The role and importance of macronutrients • The role and importance of micronutrients • The factors affecting optimum weight • Energy balance equations • Hydration for physical activity and sport • Carbohydrate loading and protein intake • Classifications of skills 	<p>Integrity will be shown when discussing sensitive issues such as weight issues, eating disorders and body shapes.</p> <p>Versatility when applying theoretical concepts to a range of sporting activities.</p>	<p>Combination of practice exam questions completed in class and for home learning and an end of unit test.</p> <p>Ongoing assessment of practical performance throughout.</p> <p>Coursework marked and returned with</p>	<ul style="list-style-type: none"> • Sports Psychologist • Nutritionist • Sports Scientist • Sports Coach • Personal Trainer

				feedback for final improvements.	
4	Sports Psychology Socio-cultural influences <i>Component 3 External Moderation Visit</i>	<ul style="list-style-type: none"> Types of guidance to optimise performance Types of feedback to optimise performance Mental preparation for performance <p>Students will develop their evaluative and debate skills but discussing the advantages and disadvantages of the above content in reference to its application to a variety of sports and abilities.</p> <ul style="list-style-type: none"> Engagement patterns of different social groups in physical activity and sport Commercialisation of sport The advantages and disadvantages of commercialisation Sporting behaviours Practice structures <p>Students will also have some additional practical sessions to rehearse for the moderation day.</p>	<p>Endurance will be displayed with ongoing practical rehearsals.</p> <p>Integrity will be shown from mature, respectful and considered debates around sensitive issues such as disability, ethnicity, gender and socio-economic status.</p> <p>Ambition will be displayed during high standard, well-structured debates.</p>	<p>Combination of practice exam questions completed in class and for home learning and an end of unit test.</p> <p>Paper 2 PPE - 75 minutes.</p>	<ul style="list-style-type: none"> Sports Psychologist Sports Coach Teacher Professional Athlete Business Marketing Sports Development Officer Officiating
5	Final draft of coursework. Last submission. Revision	Revision of all content in preparation for GCSE examinations.	<p>Students will show endurance by revising all previous content and maintaining motivation.</p> <p>Ambition will be shown through commitment to revision, responding to feedback and high level written answers.</p>	Practice exam questions and past papers.	
6	N/A - Year 11 exam period				

*Practical activity not specified due to activities being selected based on the needs/expertise of the cohort.

Exam Board: N/A
Qualification: N/A
Assessment Information: N/A
Link to official specification: N/A

Department Information:
PSHE is taught to all students in years 7 to 13 weekly as part of the tutor programme and includes Personal, Social, Health and Economic Education (PSHE), Relationships and Sex Education (RSE), Citizenship, and Careers Education. RSE became compulsory for all schools as of September 2020.

ACHIEVE in the curriculum:
Students are expected to be ambitious in their studies as they collaborate with their peers through a variety of topics throughout the curriculum. This course enables students to demonstrate their integrity, endurance and versatility when it comes to difficult topics or various viewpoints throughout each module.

Curriculum Aims & Intent:
The aim is to broaden students' Spiritual, Moral, Social and Cultural development throughout each topic. Some topics may have specific skills being learnt. Year 11 will spend a lot of time exploring Careers and future choices,

Resources:
*Students will need access to a laptop at various points throughout the course.
 All resources are on FPcloud for staff*

How we keep parents informed:
Year 11 - Progress reports are published 4 times per year, in October, December, February and March, students will have an A2L grade for PSHE.

How parents can help their child:
Support with attending college and Sixth Form open days/evenings – linked to careers education.

What we study and when:

Term	Unit	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Mental Wellbeing	This topic is part of the statutory guidance for health education. Pages 35-8 outlines how physical and mental wellbeing should be taught in Secondary school. Students wellbeing education should focus on “enabling pupils to make well-informed, positive choices for themselves” – this topic will look at treatment and support for different mental illnesses. This will link to students being given the steps to “protect and support their own health and wellbeing”. This topic will build on the work on physical and mental wellbeing taught in year 10 – in year 10 students looked at the link between physical and mental wellbeing as well as the benefits of sufficient sleep and good nutrition. This again builds on the work from KS3 where students have looked at the relationship between good physical health and good mental wellbeing as well as strategies for building resilience. Students will be taught how to “judge when they, or someone they know, needs support and where they can seek help if	Happy – Students will look at the link between happiness and good mental health, and how happiness is linked to being connected to others. Integrity – important throughout this topic.	AfL in lessons.	Mental wellbeing jobs, NHS, charity work etc.

		they have concerns". As part of this topic students will be taught each bullet point in the mental wellbeing table.			
2	Careers Education	<p>This topic is a continuation from year 10 and allows students to do the following across the two years:</p> <ul style="list-style-type: none"> • Options available after Year 11 (FPSS Sixth Form, college, apprenticeships) • Individual research into options available • Looking ahead – university research • Applications for post-16 options • Careers research, Labour Market Information • Financial aspects – salaries, deductions, budgeting • CVs and personal statements <p>This topic allows students the independence to research their post-16 options. Moreover, with the support from staff in their application to Sixth Form, college or apprenticeships. Students will research via a range of websites, including but not limited to, unifrog, National Careers Service and Eclips. Students will be prepped ahead of FP's Sixth Form open evening.</p>	Ambitious, collaborative, integrity, excellence – independent research, working with staff, applying for post-16 options.	Students will have applied somewhere for post-16 studies.	This is a careers module
3	Relationships and Sex Education	<p>"All schools will be required to teach RSE and have regard to the statutory guidance from September 2020" (DFE 2018)</p> <p>Students will explore relationships and consent (linking to the teaching of consent over the past 5 years), they will explore fertility, then the law and sending images/videos, including revenge porn. Students will also have DASH (Domestic Abuse Stops Here) in.</p>	Integrity	AfL	DASH workers discuss their role
4	Life skills and revision techniques	<p>This topic will run as we head into exam season. Students will explore procrastination and how to tackle this, the importance of not plagiarising, how to problem solve, and explore the legality and issues of online gambling.</p> <p>We will have a visit from the Youth Substance Misuse Team during this topic – they will explore substance misuse and vaping.</p>	Integrity and endurance	AfL	

Exam Board: AQA
Qualification: 8204
Assessment Information: 10 Hour Practical Exam
[Link to official specification](#)

Department Information:
The Design Technology department empowers students to explore creativity and innovation through hands-on learning. Our curriculum covers product design, engineering, and Textiles, emphasizing sustainability and real-world applications. With good facilities, we cultivate technical skills and critical thinking, preparing students for future careers in the dynamic field of design.

By integrating these values into the curriculum and classroom culture, we can cultivate well-rounded students who excel not only in Design Technology but in their overall personal development.

ACHIEVE in the curriculum:
Ambitious: We encourage students to tackle complex design challenges that push their creative boundaries. We support students in setting personal and team goals for projects, fostering a growth mindset. Happy: We create a collaborative and supportive classroom atmosphere where students feel comfortable sharing ideas. We regularly recognize and celebrate individual and group successes, big or small. Integrity: We teach students the importance of ethical practices in design, including sustainability and fair sourcing of materials. We encourage students to take responsibility for their work and decisions, promoting honesty in all aspects of the design process. Endurance: We instil a mindset of perseverance by emphasizing the importance of learning from failure and iterating on designs. By implement projects that require sustained effort and commitment, helping students understand the value of endurance in achieving their goals. Versatility: We encourage students to learn and apply a variety of techniques and tools, from digital modelling to hands-on fabrication. We present problems that can be approached in multiple ways, promoting creative thinking and adaptability.

Curriculum Aims & Intent:

Students will be creative and experiment with a range of different skills, techniques and resources throughout their projects. They will record their ideas and thought processes through their sketchbooks and produce a quality outcome to each project.

Resources:

https://furzeplatt.sharepoint.com/:p:/r/sites/FP_Subjects_TE/_layouts/15/Doc.aspx?sourcedoc=%7B9DC5BFC6-5B40-47D0-8A86-F6F1B474948B%7D&file=Sketchbook%20guide%20with%20marks.pptx&action=edit&mobileredirect=true

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

How parents can help their child:

Extend their knowledge of Fashion and Textiles – take to Galleries, Exhibitions, high end shops like Liberty/Selfridges etc to look at garments

What we study and when:					
Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1	Dress Project	Experiment with different techniques and combine previous skills into making a dress	Ambition, Endurance and Versatility	Sketchbook and outcome (this was started in 5+6 in Year 10)	Links to Designers
2	Will be a 7 hour PPE as part of the project				
3	Exam Prep	Exam papers will be issued on 1/1/25 will have 10 weeks of prep time	Integrity and Endurance	Assessed at the end of the Exam	Links to designers and Artists
4	Exam Prep				
5	Practical exam + Tidy up projects	10 hour practical exam – then time to tidy up previous projects	Integrity and Endurance	Exam component of the course	Links to designers and Artists
6					

Exam Board: Pearson Edexcel
Qualification: 603/7048/8
Assessment Information: 2 Pearson Set Assignments (PSAs), 1 Exam 90 minutes

[Link to official specification](#)

Department Information:

The BTEC Travel and Tourism classes follow the Pearson BTEC Level 1 / Level 2 Tech Award in Travel and Tourism. The course comprises of 3 components:

Component 1: *Travel and Tourism Organisations and Destinations. This includes the investigation of the aims of UK travel and tourism organisations and exploring travel and tourism destinations.*

Component 2: *Customer needs in Travel and Tourism. This component looks at how organisations use market research to identify travel and tourism trends and culminates in students planning a holiday to meet customer needs.*

Component 3: *Influences on Global Travel and Tourism. Here students will explore the different factors influencing global travel and tourism and how organisations need to respond to them, as well as looking at the impact of tourism and sustainable tourism.*

ACHIEVE in the curriculum:

The Travel and Tourism Department at Furze Platt fosters excellence by encouraging students to be ambitious, collaborative, and happy. It encourages ambition by making links to future career opportunities, promotes integrity through the study of sustainability, while developing endurance during the PSAs.

Curriculum Aims & Intent:

Students explore some of the key areas within the T&T sector, including: the contribution of travel and tourism to the UK economy; tourism development; trends in travel and tourism; how organisations meet customer needs; the location and appeal of different types of travel and tourism destinations; and the impact of travel and tourism on the local community, environment and economy. Students prepare a holiday plan to meet customer needs, understand the different factors that influence global travel and tourism, and learn how travel and tourism organisations and destinations respond to these factors. This Tech Award complements the learning in GCSE programmes such as GCSE Geography and GCSE Business by broadening learners' experience and skills participation in different contexts, with the opportunity for them to practically apply their knowledge and skills through the areas mentioned above.

Resources:

In lessons students will use the 'BTEC Tech Award Travel and Tourism' student book and will also be given access to the e-Book version to support them with home learning and revision.
<https://www.pearsonactivelearn.com/app/home>
ISBN:9781292444635

Travel & Tourism area of FP Cloud/SharePoint

How we keep parents informed:

Year 11 - Progress reports are published 4 times per year, in October, December, February and March, with a face-to-face parents' evening in October.

Parental conversations as and when appropriate

How parents can help their child:

Parents can discuss topics covered in lessons that week and engage them in discussions about real world issues affecting the Travel & Tourism industry and ethical consumerism. They can encourage students to complete home learning using the resources provided on class charts and aid them in organisation of revision notes and practice questions which will be needed for revision in year 11. It would also be beneficial to include them in the planning of trips and visits be it family holidays or visit to friends and relatives.

What we study and when:

Term	Unit, Topic Or Summary Of Work Covered	Knowledge, Understanding & Skills Developed	ACHIEVE / Personal Development Focus	How The Work Is Assessed	Careers Links
1 & 2	Component 2: Pearson Set Assignment	Pearson sets the assignments for the assessment of this component. The PSA is released at the start of September and consists of 5 tasks. The PSA is marked internally by class teachers with students being allowed to make improvements following feedback.	See above	Work is the moderated internally before being submitted for external verification. Opportunities for students to practice tasks based on previous PSAs is built in to lessons through term 5 & 6 of Year 10	Visit from external provider – Independent Travel Agent
3, 4 & 5	Component 3: Influences on Global Travel and Tourism Assessment objectives A Factors that influence global travel and tourism	Component Overview: Learners will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Learners will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism. A Factors that influence global travel and tourism A1 Factors influencing global travel and tourism Learners will <ul style="list-style-type: none"> • understand that travel and tourism organisations and destinations are influenced by many factors, many of which are beyond their control. 	See above	End of Learning Aim Assessments In class essay questions Exam practice questions set as Home Learning and Do It Now tasks. End of Component Terminal Exam to be taken in January of Yr 11	

	<p>B Impact of travel and tourism and sustainability</p> <p>C Destination management</p>	<ul style="list-style-type: none"> • learn that some factors can have a positive effect, while others have a negative effect. • understand the factors that can influence visitors, including their choice of global destination and will know the meaning of key terms. <p>A2 Response to factors Learners will:</p> <ul style="list-style-type: none"> • understand the different types of organisation that might respond to these influencing factors. • know the names of key organisations involved in global travel and tourism and will understand the ways in which these organisations respond. <p>B Impact of travel and tourism and sustainability B1 Possible impacts of tourism Learners will</p> <ul style="list-style-type: none"> • understand the possible positive and negative impacts of tourism on destinations. Some global destinations may be more vulnerable to these impacts than others for a variety of reasons including the impact of incoming visitors on the local community, the contribution of tourism to the local economy and how tourism can both help to protect and threaten the environment. <p>B2 Sustainable tourism Sustainable tourism is a relatively new concept in global travel and tourism. Learners will:</p> <ul style="list-style-type: none"> • discover there is a range of differing explanations and definitions with similar themes. <p>B3 Managing sociocultural impacts Learners will</p> <ul style="list-style-type: none"> • understand the benefits of managing sociocultural impacts and the methods used <p>B4 Managing economic impacts Learners will</p>		<p>with an opportunity to retake in May.</p> <p>The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.</p>	
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		<ul style="list-style-type: none"> • understand the benefits of managing economic impacts and the methods used <p>B5 Managing environmental impacts Learners will</p> <ul style="list-style-type: none"> • understand the benefits of managing environmental impacts and the methods used <p>C Destination management C1 Tourism development Learners will:</p> <ul style="list-style-type: none"> • understand that the appeal and characteristics of some global destinations may change over time. • understand that increased numbers of visitors and the development of tourism facilities, amenities and infrastructure may influence destinations negatively or positively. • learn the different stages of the Tourist Area Life Cycle (TALC) model. • understand the suitability of emerging and mature destinations for different holidays, tourist activities and visitor types. <p>C2 The role of local and national governments in tourism development Learners will:</p> <ul style="list-style-type: none"> • understand the reasons that governments may have for developing tourism. • understand the important role of governments in developing and encouraging tourism. <p>C3 The importance of partnerships in destination management Learners will:</p> <ul style="list-style-type: none"> • understand that partnerships between organisations can help ensure destinations are managed effectively for the benefit of visitors, local communities and environments, and for the future. • learn about partnerships between different organisations and sectors within travel and tourism, the reasons organisations form partnerships and the advantages and disadvantages of partnership working. 			
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