



ST IGNATIUS COLLEGE

Key Stage 4 CURRICULUM BOOKLET



Contents:

1. How we will be reporting your son's progress this year.
2. Keeping track of homework.
3. How to support your son.
4. The Ignatian Curriculum.



How we will be reporting your son's progress this year.

Numerical minimum expected grades (MEGs) have been generated based on your son's prior attainment at Key Stage 2 (Year 6). Such minimum expected grades represent the minimum grades that your son should achieve at the end of Key Stage 4 (Year 11). Three times during the academic year, teachers will report the grade your son has achieved. These grades may be a PPE (mock exam) grade or a grade based on an assessment. This will be clearly explained in the report.

If your son is on target to achieve his MEG then he should be congratulated and supported to maintain these levels of effort and achievement.

If your son is not on target to achieve his MEGs then it is important to have a conversation with him as to why this is not the case. As a school we will support you in identifying areas that your son can improve upon and will keep you informed of these through parent consultation evenings and contacting home where necessary.

To help understand the new numerical system, below is a table that converts your son's numerical grade into the equivalent older letter grades.

9, 8, 7 = A* and A	5 = High C and B	3 = High E and D	1 = G and Low F
6 = B	4 = Low C	2 = High F and E	



Keeping track of Homework:

As a college, we know that home learning underpins the development of independent learning skills and allows students to take full ownership of their learning. Developing good home learning skills at helps to prepare students for the demands of GCSEs and in turn aids progression and development beyond St Ignatius College. Therefore, we place great emphasis on home learning. Homework is set on Google classroom. Google classroom makes it easy for you to track and monitor your son's homework.

Tips to support your son with Homework:

- At St Ignatius we ask that you regularly check your son's homework. Homework is often the area students struggle with the most. Please make sure you are familiar with the google classroom system to support your son.
- Make sure your child has a quiet, well-lit place to complete home learning tasks.
- Avoid having your child work with the television on or in places with other distractions.
- Be positive about home learning. Tell your child how important school is. The attitude you express about home learning will be the attitude your child acquires.
- Help your child with time management. Establish a set time each day for completing home learning tasks. Don't let your child leave work until just before bedtime. Think about using a weekend morning or afternoon for working on big projects.

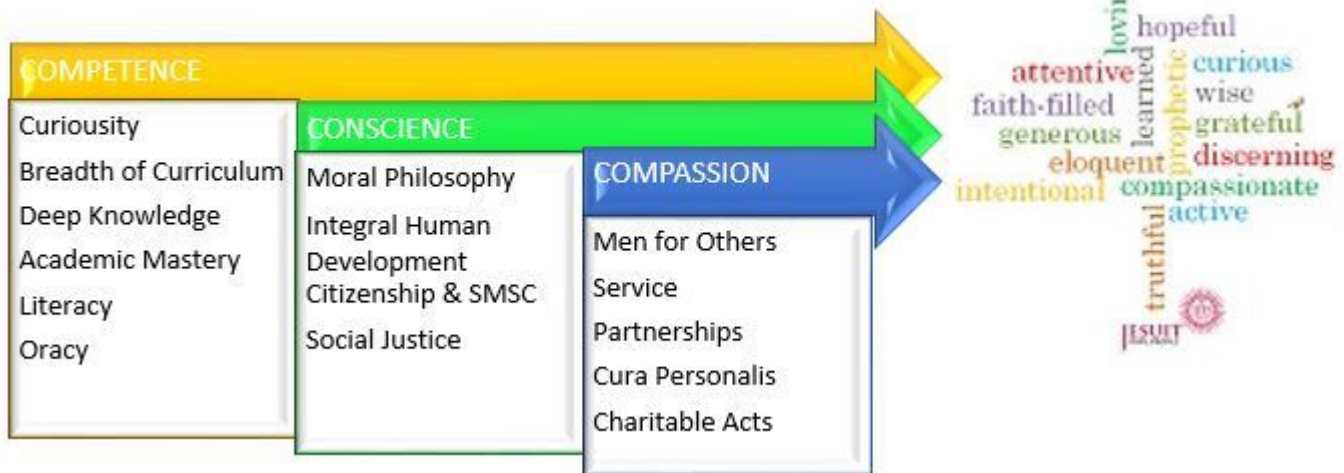


The Ignatian Curriculum.

Our Purpose:

As a Jesuit School, St Ignatius College is charged with the Intellectual Formation, Spiritual Nourishment and Pastoral Care of all members of our community. The principles of Jesuit Education are embedded into every aspect of our curriculum, which is designed for the formation of young men and women of ‘**Competence, Conscience and Committed Compassion**’ who will, in the words of Ignatius, “*go forth and set the world on fire*”.

Our Vision:



The following pages will go through what your son will be learning this year in accordance with our purpose.

Art Curriculum 2020-2021:

Exam Board: Edexcel

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	<p>introduction to the course Drawing, painting skills. Critical studies.</p> <p>Students will experiment with a range of drawing and painting media focusing on working from primary sources. (AO3 - Recording)</p> <p>Students will be introduced to contextual analysis through studying the work of different artists. (AO1 - Develop)</p>	<p>Coursework project 1- Wild.</p> <p>AO1 - Develop and AO3 - Record</p> <p>Students will develop their project looking at the theme of Wild. They will learn different print making techniques.</p>	<p>Coursework project 1- Wild</p> <p>AO2 - Refine and AO3 - Record</p> <p>Students will further develop ideas for their Wild project focusing on experimentation with a range of materials and techniques.</p>	<p>Coursework project 1- Wild</p> <p>AO1 - Develop AO2 - Refine and AO3 - Record</p> <p>Students will further develop ideas for their Wild project focusing on experimentation with a range of materials and techniques.</p>	<p>Coursework project 1 - Wild</p> <p>AO2 - Refine and AO4 - Present</p> <p>Students will finalise and complete their final outcome for this project.</p>	<p>Coursework project 2 - Identity</p> <p>O1 - Develop and AO3 - Record</p> <p>Students will develop their project looking at the theme of Identity. They will learn different 3D construction techniques.</p>
Year 11	<p>Coursework project 2- Identity</p> <p>AO2 - Refine and AO3 - Record</p> <p>Students will further develop ideas for their Identity project focusing on experimentation with a range of materials and techniques.</p>	<p>Coursework project 2- Identity</p> <p>AO2 - Refine and AO4 - Present</p> <p>Students will finalise and complete their final outcome for this project.</p>	<p>Exam project</p> <p>Students receive their exam theme set by exam board.</p> <p>AO1 - Develop and AO3 - Record</p> <p>Students will develop their project looking at the ESA (externally set assignment) theme.</p> <p>They will learn different 3D construction techniques.</p>	<p>Exam project</p> <p>AO2 - Refine and AO4 - Present</p> <p>Students will finalise and complete their final outcome during 10hr exam.</p>	<p>Students review and improve coursework projects.</p>	<p>Exams</p>



Business Studies Curriculum 2020-2021:

Exam Board: Edexcel

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	1.1.1: The dynamic nature of Business 1.1.2: Risk and reward 1.1.3: The role of business Enterprise 1.2.1: Customer needs 1.2.2: Market research 1.2.3: Market segmentation	1.2.4: The competitive Environment 1.3.1: Business aims and Objectives 1.3.2: Business revenues, costs and profits 1.3.3: Cash and cash-flow 1.3.4: Sources of business finance	1.4.1: The options for start-up and small businesses 1.4.2: Business location 1.4.3: The marketing mix 1.4.4: Business plans 1.5.1: Business stakeholders	1.5.2: Technology and business 1.5.3: Legislation and business 1.5.4: The economy and business	1.5.5: External influences. Revision. Students preparing for Theme 1 PPE through revision and past paper practice.	2.1.1: Business growth 2.1.2: Changes in business aims and objectives 2.1.3: Business and globalisation
Year 11	2.1.4: Ethics, the environment and business 2.2.1 – 2.2.4: Making Marketing Decisions – Product, Price, Place, Promotion 2.2.5: Using the marketing mix to make business decisions	2.3.1: Business operations 2.3.2: Working with suppliers 2.3.3: Managing quality 2.3.4: The sales process 2.4.1: Business calculations	2.4.2: Understanding business Performance 2.5.1: Organisational structures 2.5.2: Effective recruitment 2.5.3: Effective training and Development 2.5.4: Motivation	Revision. Students preparing for Theme 1 and Theme 2 examinations through revision and past paper practice.	Revision. Students preparing for Theme 1 and Theme 2 examinations through revision and past paper practice.	Exams



Computer Science Curriculum 2020-2021:

Exam Board: AQA

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	<p>Data representation Understand how to convert between the 3 number bases (Binary, Denary & Hexadecimal). Apply Binary arithmetic. Understand how to convert between characters & their codes. Explain how images & sound are represented within a computer system. Explain, apply & demonstrate different compression methods.</p>	<p>Computer System Construct & interpret the results of logic circuit & truth table. Understand the difference between Hardware & Software. Know the difference between system software & application software as well as the need for & functions of an Operating System. Underpinning the fundamentals of Von Neumann's architecture.</p>	<p>Network Define what a computer network is and the benefits of networking. Describing the different types of computer networks and how they can be connected. Explaining the purpose of the common network protocols as well as explaining how this links in with the TCP/IP model.</p>	<p>Algorithms Understand the term algorithm & develop a systematic approach to problem solving. Determine the purpose of a particular algorithm through the use of Trace Table. Explain their inputs, processing & outputs. Compare and contrast how efficient searching & sorting algorithms.</p>	<p>Revision Students will be doing an assessment of everything learnt over the course of the year. This term will be used to prepare them for this assessment.</p>	<p>NEA Opportunity for the students to demonstrate their programming skills. The exam board will send down task which they will be expected to complete. This term will be used in preparing them for what previous tasks consisted of and how students will approach in completing the assessment.</p>
Year 11	<p>NEA Students will be undertaking the 20-hour assessment. Support & guidance is provided through lessons on how to complete the assessment. Each week, we will be looking at completing section of the documentation.</p>	<p>NEA Students will be undertaking the 20-hour assessment. The students will be expected to hand in their document & program for submission to the exam board. Students will also be preparing for their PPE's after Christmas.</p>	<p>Cyber Security Understand the processes, practices and technologies designed to protect networks, computers, programs and data from attack, damage or unauthorised access. Exploring the different types of malicious code & prevention methods of human control.</p>	<p>Ethical, Legal & Environmental impacts Explain the current ethical, legal, social & environmental impacts and risks of digital technologies on society. Students will be expected to understand & explain principles behind the issues specific issues such as; cloud storage, hacking, computer-based implants & issues around copyright of algorithms.</p>	<p>Revision Preparing students for the actual exam. Lessons will be tailored for individual needs & we will be going through past-papers.</p>	<p>Exams</p>



Drama Curriculum 2020-2021:

Exam Board: AQA

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	Introduction to Drama Component 1, Section A Component 1, Section B: Set Play Blood brothers Explore Characters Themes Class through text and Group performances	Theory and Performance Develop and contextualise Character /Roles Representations. Start to explore the importance of form, style, content, Design costumes/sets and effective lighting. Stage direction. For a character they have devised.	Theory Re-cap Testing skills of stage direction and technical lighting. Performance Introduce design skills and mock shared performance Monologue Mock exam questions	Theory Component 1 Section C Live Theatre Performance Re-cap performance and identify intertextual references from actual practitioner's theory to be linked to their own Devised piece Compare contrast Mock exam questions	Component 2 Devising Skills. Researching into scripts, characters, plots and drama techniques, to adapt and produce their own production. Technical and performance base. Mock /exam	Component 2 Develop their filmed performances Peer-peer assessment Monologue Consolidation
Year 11	Component 2: Filmed performances and devising logs Component 3: Rehearsals and work-in progress performance Component 1: Live theatre performance	Component 3: Rehearsals and work-in progress performance Exam mock questions Essay style responses	Component 3: Rehearsals and work-in progress performance Component 1: Live theatre performance Exam mock questions Essay style responses	Exam mock questions Performance External Moderation	Component 1: Mock examination Component 1: Summer examination Exam	Exams



English Curriculum 2020-2021: Exam Board: AQA English Language (8700) and Literature (8702)

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	An Inspector Calls Students will continue their study of this modern drama and develop their skills of inference, in particular, analysing Priestley's message to readers of the past, present and future.	Dr Jekyll and Mr Hyde Students study a Pre 19 th Century text in preparation for their Literature Paper one exam. They will explore key and challenging themes and contextual links to the text.	Dr Jekyll and Mr Hyde Students study a Pre 19 th Century text in preparation for their Literature Paper one exam. They will develop their analytical skills focusing on language, structure and form.	Language Paper 1 Students will analyse the language and structure in a range of short fictional texts in preparation for their Language Paper 1 exam.	Language Paper 1 Students will focus on Section B of Language Paper 1 with a key focus on narrative writing.	Unseen Poetry A study of a range of previously unseen poems in preparation for Literature Paper 2.
Year 11	Language Paper 2 Students will analyse a range of non-fiction texts in preparation for the Language Paper 2 exam.	Macbeth Students will study Shakespeare's context and universal themes and messages.	Macbeth Students will examine Shakespeare's use of language, structure and form, focusing on characters, themes and plot.	Poetry Anthology Study of the Relationship Cluster poems from the AQA anthology.	Revision Final preparation for GCSE examinations.	Exams



Food Technology Curriculum 2020-2021:

Exam Board: AQA Food Preparation and Nutrition

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	<p>Food, Nutrition and Health Proteins To understand; low and high biological value proteins/protein complementation/protein alternatives The functions, main sources effects of deficiency and excess related dietary reference values. Modify recipes for vegetarian diets. Knife skills – meat, fish or their alternatives (S2). How acids denature and coagulate protein (S9). Make a bolognese sauce using meat or a meat alternative such as soya (S8).</p>	<p>Food, Nutrition and Health Fats To understand the difference between; Saturated fats, unsaturated fats The functions, main sources, effects of deficiency and excess related dietary reference values. Make a pastry, shape and finish a pastry (S10). Use food processor to make pastry (S5). Adapt methods of cooking to reduce fat, eg grilling instead of frying, baking instead of roasting (S4). Modify a recipe to reduce total fat.</p>	<p>Food Science - To know; The reasons why food is cooked the different methods of heat transfer. How preparation and cooking affect the appearance, colour, flavour, texture, smell and overall palatability of food. How heat is transferred to food. For sauce making: How conduction and convection work to cook a sauce and the need for agitation (S6) How radiation works using the grill.</p>	<p>Food Science - Be able to; When selecting recipes students could explain and justify their reasons for choice. When preparing recipes and meals consider lifestyle, consumer choice etc. When planning recipes and dishes carry out costing of the dishes.</p>	<p>Food Safety - To understand; Growth conditions for microorganisms. Control of microorganism growth. High risk foods: Control of enzymic action: blanching of vegetables before freezing, use of acids to prevent enzymic browning</p>	<p>Food Safety To know; the growth conditions for microorganisms and enzymes and the control of food spoilage bacteria, yeasts and moulds are microorganisms high risk foods enzymes are biological catalysts usually made from protein.</p>
Year 11	<p>Food Choice To know and understand the factors which may influence food choice; physical activity level (PAL) celebration/occasion cost of food/ preferences enjoyment/ food availability healthy eating/ income lifestyles/ seasonality time of day/ time available to prepare,cook. Students must be able to cost recipes and make modifications.</p>	<p>Food Choice To know and understand factors; Related to religion, culture, ethical and moral beliefs and medical conditions. Food choice linked to the following ethical and moral beliefs: animal welfare, fairtrade, local produce, organic, Genetically Modified (GM) foods Food choice linked to food intolerances (gluten and lactose) .When selecting some recipes students should explain and justify their reasons for choice. Select, modify and make recipes for different religions, cultures and dietary groups.</p>	<p>Food Provenance To know and understand how; grown ingredients: caught ingredients: organic and conventional farming free range production intensive farming sustainable fishing advantages and disadvantages of local produced foods, seasonal foods and Genetically Modified (GM) foods. Students must have an awareness of: climate change/ global warming/sustainability of food sources/ insufficient land for growing food/ availability of food /Fairtrade/problems of drought and flooding /Genetically Modified (GM) foods/ food waste.</p>	<p>Food Provenance To know and understand; primary processing related to the: rearing, fishing, growing, harvesting and cleaning of the raw food material secondary processing related to: how the raw primary processed ingredients are processed to produce a food product loss of vitamins through heating and drying the effect of heating and drying on the sensory characteristics of milk.</p>	<p>Food Preparation Skills To be able to; Weigh and measure/ Prepare ingredients and equipment Select and adjust cooking times/ Test for readiness Accurate measurement of liquids and solids. Select and adjust the cooking process and length of time to suit the ingredient, Use a temperature probe, knife, skewer, finger or poke test, bite, visual colour check or sound to establish whether an ingredient or recipe is ready.</p>	<p>Exam</p>



French Curriculum 2020-2021:

Exam Board: Edexcel GCSE

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	<p>Family and Relationships Students will study how to introduce themselves, describe family members and friends accurately, learn how to refuse and accept invitations to go out and talk about their past and present experiences at home. They will further develop their knowledge of the Present, Near Future and Imperfect Tense and revise possessives and emphatic pronouns.</p>	<p>Leisure Students will study how to talk and discuss the kind of sports, films, music and books they like and dislike. They will discuss the pros and cons of modern technology and social media. They will also be able to narrate a past outing in the past tense and will further their knowledge of the use of irregular verbs, the past tense, the imperfect tense and the simple future tense.</p>	<p>Festivals and Celebrations Students will revise vocabulary related to food, clothes and daily routine. They will be comfortable learning about special celebrations such as Eid and Christmas and will learn about famous French festivities and festivals. They will gain confidence using question words and will learn demonstratives and the use of the pronoun 'on'.</p>	<p>Festivals and Celebrations Students will revise vocabulary related to food, clothes and daily routine. They will be comfortable learning about special celebrations such as Eid and Christmas and will learn about famous French festivities and festivals.</p>	<p>My City Students will study places in town and things one can do in the place where they live. They will be able to describe a region and be familiar with weather and the activities we can do under different weather conditions. They will be comfortable use comparatives and superlatives, and the 'si' clause. In addition to this, they will be able to use the conditional tense with ease.</p>	<p>Holidays In this topic, students will become familiar with holiday destinations and those activities one does on holidays. They will revise means of transport and they will be confident with vocabulary related to booking a hotel, ordering at a restaurant and complaining when things don't go according to plan. Regarding Grammar, they will further their knowledge of past and imperfect tenses, and start to become familiar with the imperative. They will be able to use some 'avoir' expressions.</p>
Year 11	<p>Education In this topic, students revise school subjects, parts of a school, and after school activities. They will also be able to discuss school rules and their life post-16. They will become increasingly confident using the conditional and impersonal expressions such as 'il faut/il ne faut pas' when discussing school rules. They will be more confident using all pronouns.</p>	<p>Work and Future Careers Students will have the opportunity to revise jobs and qualities needed to do certain jobs, they will also learn vocabulary related to student jobs and household chores. They will further develop their knowledge of Future Tense, Subjunctive, Past Tense, Near future tense, Imperfect and Pluperfect.</p>	<p>Environment and Social Problems Students will be able to learn and discuss about grave environmental issues, such as global warming, deforestation, etc, as well as social issues such as homelessness and poverty. They will become more confident in the use of the imperative form and certain impersonal verbs, such as 'on doit/on pourrait'.</p>	<p>Revision Students will be preparing for their oral exam and revising for the other three skills' exams.</p>	<p>Revision Further revision of grammar and vocabulary will be carried out this term.</p>	<p>Exams</p>



	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	<p>Challenges in the Human environment - The Urban World. Students study: the global pattern of urban change; Case study of Rio de Janeiro: How urban growth has created opportunities and challenges; Managing urban growth Managing environmental</p>	<p>Challenges in the Human environment - The Urban World. UK distribution of population and the major cities in the UK. A case study of a major city in the UK (Bristol) Impacts of national and international migration Urban change social and economic: urban deprivation, The impact of urban sprawl. Example of an urban regeneration project. Features of sustainable urban living:</p>	<p>Physical Landscapes in the UK - Coasts. Location of major upland/ lowland areas and river systems. Wave types and characteristics. Coastal processes: weathering processes How geological structure and rock type influence coastal forms. An example of a section of coastline in the UK. The costs and benefits of management strategies: An example of a coastal management scheme in the UK.</p>	<p>Physical Landscapes in the UK - cold environments Ice cover across the UK during the last ice age. Glacial processes. Characteristics and formation of landforms resulting from erosion. Characteristics and formation of landforms resulting from transportation and deposition. An example of an upland area in the UK. An overview of economic activities in glaciated upland areas Conflicts between different land uses. An example of a glaciated upland area in the UK.</p>	<p>The Changing Economic World - the changing UK economy Economic futures in the UK: causes of economic change. Moving towards a post-industrial economy. An example of how modern industrial development can be more environmentally sustainable. Social and economic changes in the rural landscape. Improvements and new developments in transport infrastructure. The north-south divide. The place of the UK in the wider world.</p>	<p>Fieldwork. Students undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. Fieldwork and subsequent write ups will take place in the final half of the summer term.</p> <p>Revision and exams.</p>
Year 11	<p>The Changing economic world - The Development Gap Different ways of classifying parts of the world according to their level of economic development. Different measures of development. Causes and Consequences of uneven development. Strategies used to reduce the development gap. A case study of one LIC or NEE. How manufacturing industry can stimulate economic development</p>	<p>Natural Hazards Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk. Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin that lead to earthquakes and volcanic activity. Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard. Reasons why people continue to live in areas at risk from a tectonic hazard. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</p>	<p>Weather hazards. General atmospheric circulation model. Global distribution of tropical storms. Causes of tropical storms. The structure and features of a tropical storm. How climate change might affect tropical storms. Primary and secondary effects of tropical storms. Immediate and long-term responses to tropical storms. How monitoring, prediction, protection and planning can reduce the effects of tropical storms. An overview of types of weather hazard experienced in the UK. An example of a recent extreme weather event in the UK. Climate change.</p>	<p>The challenge of resource management The significance of food, water and energy to economic and social well-being. Global inequalities in the supply and consumption of resources.</p> <p>The Living world An example of a small scale UK ecosystem. The impact on the ecosystem of changing one component. An overview of the distribution and characteristics of large scale natural global ecosystems. Tropical Rainforests A case study of a tropical rainforest. Strategies used to manage the rainforest sustainably .</p>	<p>The Living world Cold environments The physical characteristics of a cold environment. Adaptation to the physical conditions. Issues related to biodiversity. A case study of a cold environment The value of cold environments as wilderness areas.</p> <p>Issue Evaluation / revision This assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding.</p>	<p>Exams</p>



History Curriculum 2020-2021:

Exam Board: Edexcel

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	<p>Paper 1: Thematic study and historic environment-</p> <p>10: Crime and punishment in Britain, c1000–present</p>	<p>Paper 1: Thematic study and historic environment-</p> <p>10: Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.</p>	<p>Paper 3: Modern depth study- 31: Weimar and Nazi Germany, 1918–39</p>	<p>Paper 3: Modern depth study- 31: Weimar and Nazi Germany, 1918–39</p> <p>Paper 2: Period study and British depth study P4: Superpower relations and the Cold War, 1941–91</p>	<p>Paper 2: Period study and British depth study P4: Superpower relations and the Cold War, 1941–91</p>	<p>Paper 2: Period study and British depth study B4: Early Elizabethan England, 1558–88.</p>
Year 11	<p>Paper 1: Thematic study and historic environment- 10: Crime and punishment in Britain, c1000–present</p>	<p>Paper 1: Thematic study and historic environment- 10: Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city.</p>	<p>Paper 2: Period study and British depth study B4: Early Elizabethan England, 1558–88</p>	<p>Paper 2: Period study and British depth study B4: Early Elizabethan England, 1558–88 P4: Superpower relations and the Cold War, 1941–91</p>	<p>Paper 2: Period study and British depth study P4: Superpower relations and the Cold War, 1941–91 Paper 3: Modern depth study- 31: Weimar and Nazi Germany, 1918–39</p>	<p>Paper 3: Modern depth study- 31: Weimar and Nazi Germany, 1918–39</p>



ICT Curriculum 2020-2021:

Exam Board: OCR

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	<p>LO1 - Tools & Techniques Understand the difference phases of the project life cycle. How the different stages of the project life cycle interact. The values inputted at each stage of the cycle and the output from a particular life cycle stage. They will also need to give considerations around other ideas when initiating a project.</p>	<p>LO3 - Data & Information Understand how data and information can be collected, stored and used. Explain the different methods used to collect and store data and information. Critically analyse the use of data within different applications and drawing advantages & disadvantages from findings.</p>	<p>LO4 - Factors Define the term threat and understand the different types of threats. Understand the vulnerabilities that can be exploited in a cyber-attack. The impact and consequences of a cyber-attack. Prevention mechanisms and the IT legislations that protect organisations from becoming victims.</p>	<p>LO2 – Initiate & plan Initiate a project by analysing the requirements and how to mitigate risks through the planning process. Create and use a planning documentation and undertake iterative testing.</p>	<p>LO5 – Create, import and manipulate data to develop a solution to meet an identified need. Understand how to develop, edit and delete data from various different software's.</p>	<p>Revision Students will be doing an assessment of everything learnt over the course of the year. This term will be used to prepare them for this assessment.</p>
Year 11	<p>Coursework Students will be undertaking the 20-hour assessment. Support & guidance is provided through lessons on how to complete the assessment. Each week, we will be looking at completing section of the documentation.</p>	<p>Coursework Students will be undertaking the 20-hour assessment. The students will be expected to hand in their document & program for submission to the exam board. Students will also be preparing for their PPE's after Christmas.</p>	<p>LO6 Understand the different methods of processing data and presenting this in a meaningful way. Justify the appropriate tools and techniques and format the process data to meet the needs identified. Explain the purpose and suitability of the methods available.</p>	<p>LO7 & LO8 Students will need to understand how to present and selection information. Critically analyse, review and evaluate the developed solutions. To undertake iterative testing by implementing different testing strategies.</p>	<p>Revision Preparing students for the actual exam. Lessons will be tailored for individual needs & we will be going through past-papers.</p>	<p>Exam</p>



Maths Curriculum 2020-2021:

Exam Board: Edexcel

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	GCSE – Equalities and Inequalities; Probability	GCSE – Multiplicative reasoning.	GCSE – Similarities and congruence; Trigonometry	GCSE – Data handling and statistics	GCSE – Equations and graphs, Circle Theorems	GCSE – Circle Theorems continued, Further Algebra
Year 11	GCSE – Vectors and Geometric proofs	GCSE – Proportions and graphs	GCSE – review, consolidation and revision of topics in preparation for the exam	GCSE – review, consolidation and revision of topics in preparation for the exam	GCSE – review, consolidation and revision of topics in preparation for the exam / START OF THE EXAMS	GCSE – exams are ongoing.



Music Curriculum 2020-2021:

Exam Board: Edexcel

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	Week 1 – Ensemble Performances (Assessment) Week 2 – Listening and Appraising Skills Week 3 – Solo Performance Preparation Week 4 – Solo Performances (Assessment) Week 5 – Composition Skills & Techniques Week 6 – Free Composition (Assessment)	Week 1 – Set Work ‘Afro Celt Sound System: Release’ Week 2 – ‘Release’ Assessment Week 3 – Set Work ‘Defying Gravity from Wicked’ Week 4 – ‘Defying Gravity’ Assessment Week 5 - Set Work ‘H Purcell: Music for a While’ Week 6 – ‘Music for a While’ Assessment Week 7 – Ensemble Performance Challenge	Week 1 – Set Work ‘Main Title from Star Wars’ Week 2 – ‘Star Wars’ Assessment Week 3 – Set Work ‘Queen: Killer Queen’ Week 4 – ‘Killer Queen’ Assessment Week 5 – Ensemble Coursework Week 6 – Ensemble Performance Draft	Week 1 – Set Work ‘Beethoven Piano Sonata No. 8’ Week 2 – ‘Beethoven’ Assessment Week 3 – Set Work ‘Bach: Brandenburg Concerto’ Week 4 – ‘Brandenburg Concerto’ Assessment Week 5 – Solo Coursework Week 6 – Solo Performance Draft	Week 1 – Unfamiliar Listening & Essay Questions Week 2 – Set Work Revision & Exam Practice Week 3 – Y10 PPE Week Week 4 – ‘Brandenburg Concerto’ Assessment Week 5 – Free Composition Coursework Week 6 – Free Composition Draft	Week 1 – Set Work ‘Samba em Preludio’ Week 2 – ‘Samba em Preludio’ Assessment Week 3 – Coursework Focus (Ensemble Deadline) Week 4 – Coursework Focus (Solo Deadline) Week 5 – Coursework Focus (Composition Deadline)
Year 11	Week 1 – Introduction to Brief Composition (Selection and Planning) Week 2 – Composition Coursework (Brief) Week 3 – Composition Coursework (Interim Assessment) Week 4 – Composition Coursework (Draft Submission) Week 5 – Set Work Revision ‘Afro Celt Sound System: Release’ Week 6 – Set Work Revision ‘Afro Celt Sound System: Release’ (Assessment)	Week 1 – Set Work Revision ‘Wicked: Defying Gravity’ Week 2 – Set Work Revision ‘Wicked: Defying Gravity’ (Assessment) Week 3 – Set Work Revision ‘Music for a While’ Week 4 – Set Work Revision ‘Music for a While’ (Assessment) Week 5 - Set Work Revision ‘Star Wars’ Week 6 – Set Work Revision ‘Star Wars’ (Assessment) Week 7 – Unfamiliar Listening Preparation	Week 1 – PPE Revision Week 2 – Y11 PPE Week Week 3 – Set Work Revision ‘Killer Queen’ Week 4 – Set Work Revision ‘Killer Queen’ (Assessment) Week 5 – Review of Mock Exam/Section A Question Practice Week 6 – Performance Coursework (Assessment)	Week 1 – Set Work Revision ‘Beethoven Sonata’ Week 2 – Set Work Revision ‘Beethoven Sonata’ (Assessment) Week 3 – Set Work Revision ‘Brandenburg Concerto’ Week 4 – Set Work Revision ‘Brandenburg Concerto’ (Assessment) Week 5 – Set Work Revision ‘Samba em Preludio’ (Composition Coursework) Week 6 – Set Work Revision ‘Samba em Preludio’ (Assessment)	Week 1 – Exam Practice/Revision (Any amended coursework due) Week 2 – Exam Practice/Revision Week 3 – Exam Practice/Revision Week 4 – Exam Practice/Revision Week 5 – Exam Practice/Revision Week 6 – GCSE Music Exam	Exams



Religious Education Curriculum 2020-2021:

Exam Board: Eduqas

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	<p>FOUNDATIONAL CATHOLIC THEOLOGY - Theme 1: Origin and Meaning Creation: Catholic, other Christian and non-religious views on the origin of the universe and of humans beings. Scientific explanations such as The Big Bang Theory Darwin and Dawkins views on evolution. How Catholic views on Creation and Science are compatible. Imago Dei and the sanctity of human life. Abortion from the view of Catholic, fundamental Christians, Jewish and non-religious viewpoints</p>	<p>FOUNDATIONAL CATHOLIC THEOLOGY - Theme 1: Origin and Meaning The Bible and how it is considered the Word of God; Catholic and Fundamental interpretations of the Bible; Jewish viewpoints about sacred scriptures Forms of expression in painting – a study of Michelangelo's 'Creation of Adam' Forms of expression and symbolism – a study of the 'tree of Life' mosaic Practices - How CST impacts on the work of such groups as the CAFOD and the SVP.</p>	<p>FOUNDATIONAL CATHOLIC THEOLOGY - Theme 2: Good and Evil The problem of Evil and suffering; divergent Christian and non-Christian, philosophical attempts to answer the problem of evil and suffering. Original Sin and Free will Jewish Views on evil and suffering The Trinity Incarnation</p>	<p>FOUNDATIONAL CATHOLIC THEOLOGY - Theme 2: Good and Evil Jesus and Moral Authority - beliefs about Natural Law and Conscience; details regarding Jesus' teaching in the Sermon on the Mount' Sculpture and Statuary - to evaluate the advantages and disadvantages of using statues in worship; Michelangelo's Pieta. Practices: pilgrimage, Lourdes, piety</p>	<p>JUDAISM: Beliefs and Teachings The Nature of God Messiah (Mashiach) Covenant Life on Earth The afterlife</p>	<p>JUDAISM: Practices Worship in Britain and elsewhere The Synagogue & Daily Life Rituals - Brit Milah; Bar/Bat Mitzvah; Marriage; Funerals Festivals - Rosh Hashannah; Yom Kippur; Sukkot; Pesach;</p>
Year 11	<p>APPLIED CATHOLIC THEOLOGY Theme 3: Life and Death Death and the Afterlife: Catholic teaching on death and dying well, Divergent views on palliative care, euthanasia, assisted suicide and the right to die. Catholic beliefs about the resurrection of the body. Eschatology: Beliefs about Heaven, Hell and purgatory. The Magisterium and the impact of the second Vatican Council.</p>	<p>APPLIED CATHOLIC THEOLOGY - Theme 3: Life and Death Artefacts: How Christian beliefs about eternal life and resurrection are expressed through the use of the Paschal candle at Easter and at a Catholic Baptism. Music and the funeral rite: Views regarding what music is appropriate for worship; ways in which Requiem conveys Catholic beliefs about eternal life. Practices: Prayer in Catholic communities including the Lord's Prayer.</p>	<p>APPLIED CATHOLIC THEOLOGY - Theme 4: Sin and Forgiveness Crime and Punishment - Difference between sin and crime, purpose of punishment, Christian teaching on forgiveness, Catholic views on Capital punishment. Redemption - Jesus as savior; freewill and unconditional love of God; grace. Church - Church as the body of Christ; Mary as a model of the Church.</p>	<p>APPLIED CATHOLIC THEOLOGY - Theme 3: Life and Death Buildings - architecture of a church, how church features facilitate worship and sacred objects. Sacraments - the meaning and effects of the seven sacraments; the meaning and significance of the Eucharist. Mission and Evangelisation - how the Church evangelises today - locally, nationally, globally. Divergent views regarding evangelisation in an increasingly secular and multi - faith society.</p>	<p>REVISION Preparation for GCSE's in May</p>	<p>EXAM</p>



Science Curriculum 2020-2021:

Exam Board: AQA

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	Biology units 4.2-4.4 Organisation	Biology units 4.2-4.4 Communicable diseases. Bioenergetics.	Chemistry units 5.2-5.4 Structure and bonding Quantitative chemistry Energy changes	Chemistry unit 5.5 Chemical changes.	Physics units 6.2-6.4 Energy Electricity Particle matter Atomic structure.	Preparations for PPE's. Biology unit 4.7. Ecology.
Year 11	Biology units 4.5-4.6 Homeostasis Reproduction and inheritance.	PPE for paper 1. Physics Units 6.5 Forces part 1 6.6 Waves	. Physics units 6.5 Forces part 2. 6.7 Electromagnets. 6.5 Forces part 3.	Chemistry units 5.6 - 5.10 Rates of reaction Organic chemistry Chemical analysis. The atmosphere. Using resources.	Revision and exam preparation	Exams



Sociology Curriculum 2020-2021:

Exam Board: Edexcel

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	<p>Introducing Sociology Debates within sociology including conflict versus consensus. How sociological knowledge and ideas change over time The work of key classical sociologists Durkheim, Marx and Weber. Different sociological perspectives on social structures, social processes and social issues. Key sociological terms and concepts</p>	<p>Research methods Research design Describe and explain the processes involved in research design: Qualitative and quantitative methods Assess the usefulness of the mixed methods approach. Different types of data Primary and secondary sources. Interpretation of data Practical issues Ethical issues</p>	<p>Families Differing views of the functions of families. Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities. How family forms differ in the UK and within a global context. The work of the Rapoport on family diversity. Changing relationships within families. How relationships within families have changed over time. The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young.</p>	<p>Families Different criticisms of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the status and role of women within families, marital breakdown, dysfunctional families). The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families. Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures</p>	<p>Education Different views of the role and functions of education. The functionalist perspective of Durkheim on education Parsons on achieved status and the operation of schools on meritocratic principles. Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.</p>	<p>Education Factors affecting educational achievement. • The work of Halsey / Ball / Willis • Processes within schools affecting educational achievement.</p>
Year 11	<p>Crime and Deviance The social construction of concepts of crime and deviance and explanations of crime and deviance. • The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective. • Formal and informal methods of social control.</p>	<p>Crime and Deviance • The work of Heidensohn on female conformity in male dominated patriarchal societies. • Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate. • The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty. The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'</p>	<p>Social Stratification • Different views of the functionalist theory of social stratification. • The work of Davis and Moore on social stratification from a functionalist perspective. • Different views of socio-economic class. • The work of Marx and Weber on socio-economic class. • Different views on factors affecting life chances.</p>	<p>Social Stratification • The work of Devine revisiting the idea of the affluent worker. • Different interpretations of poverty as a social issue. • The work of Townsend on relative deprivation and Murray on the underclass. • Different forms of power and authority. • The work of Weber on power and authority.</p>	<p>Revision Preparation for GCSE's in May. Recap on research methods.</p>	<p>Exams</p>

Spanish Curriculum 2020-2021:



Exam Board: Edexcel

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	<p>Holidays Students will learn about different types of holidays and holiday accommodations; they will be confident using vocabulary related to booking a hotel and making a complaint about poor hotel facilities; they will revise means of transport as well as some holiday destinations and will be able to talk about different weather conditions in the present and the past tense. Additionally, they will become more confident using the present and preterite tenses and understanding a text written using two types of past: imperfect and preterite tenses.</p>	<p>Education and Future Careers Students will revise school subjects, parts of the school, school timetable and school rules. They will also be confident understanding texts which tackle school issues such as bullying and exams stress. They will also gain confidence using comparatives and superlatives to describe their teachers and different negatives: 'nunca, ni...ni, jamás'. They will become more confident using the polite form of you in Spanish: 'usted/ ustedes'.</p>	<p>Family and Friends Students will revise adjectives and intensifiers in order to describe family members and friends with accuracy. They will discuss their favourite apps and social media and the dangers associated with modern technology. They will become increasingly confident using the present and past tense of irregular verbs and will also learn how to use the present continuous tense with ease. They will be confident using the present and the imperfect tense to compare their present and their past.</p>	<p>Family and Friends Students will revise adjectives and intensifiers in order to describe family members and friends with accuracy. They will discuss their favourite apps and social media and the dangers associated with modern technology. They will become increasingly confident using the present and past tense of irregular verbs and will also learn how to use the present continuous tense with ease. They will be confident using the present and the imperfect tense to compare their present and their past.</p>	<p>Leisure Students will be able to discuss with confidence different types of spending our free time, such as sports, reading, music and films/TV programmes. They will further revise how to use stem-changing verbs and the verb 'soler' plus infinitive. They will also discuss positive role models in sports or the arts.</p>	<p>Where I live Students will be confident talking about places in town and things we can do there, using some impersonal verbs, such as 'se puede/ se debe'. They will shop for clothes and food and will be able to discuss the pros and cons of the area where they live, Additionally, they will become aware of the importance of the conditional to talk about improvements needed in their neighbourhood and the use of demonstratives.</p>
Year 11	<p>Festivals and Celebrations Students will learn important vocabulary related to their daily routine, the analogue and digital time, the importance of Spanish cuisine and body parts and illnesses. They will acquire knowledge of different Spanish festivals and celebrations, such as the 'Sanfermines' or the Day of the Dead. In order to do this, they will need to use the passive voice and the present subjunctive with increasing confidence.</p>	<p>The World of Work Students will learn about different jobs and the qualities a person needs for different types of professions. They will also become familiar talking about student jobs and household chores, and the use of numbers above 100. They will revise the subjunctive, the conditional, and the present continuous.</p>	<p>The World Around Us Students will learn important vocabulary related to several environmental issues, such as global warming and deforestation, and social issues, such as homelessness and poverty. They will use numbers above 100 to discuss these issues, and they'll be increasingly confident using the subjunctive and the pluperfect tenses. They will discuss healthy lifestyles and use of the imperfect continuous.</p>	<p>Revision Revision of all topics and preparation for oral exam</p>	<p>Revision Revision for exam papers.</p>	<p>Exams</p>

Sport Science Curriculum 2020-2021:



Exam Board: Edexcel

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Year 10	<p>Reasons for Participation Reasons for participation in physical activity, exercise and sport, and how performance in physical activity/sport can increase health, wellbeing and fitness in the areas: Physical health and well-being: Mental health and well-being: Social health and well-being: Fitness: Sedentary lifestyle Obesity Engagement patterns of different social groups and the factors affecting participation</p>	<p>Performance Enhancing Drugs Which type of performers may use different types of performance enhancing drugs (PEDs) with sporting examples The advantages and disadvantages for the performer of taking PEDs The disadvantages to the sport/event of performers taking PEDs Spectator behaviour</p>	<p>Components of Fitness Define the components of fitness: Link sports and physical activity to the required components of fitness/ Measuring the components of fitness Reasons for and limitations of fitness testing / Reasons for fitness testing / Limitations of fitness testing Agility/ balance/ cardiovascular endurance (aerobic power) Classification of skills Skill and ability Goals -The use of goal setting and SMART targets to improve and/or optimise performance</p>	<p>Components of Fitness Define the components of fitness: Link sports and physical activity to the required components of fitness Measuring the components of fitness Reasons for and limitations of fitness testing / Reasons for and limitations of fitness testing / Reasons for fitness testing / Limitations of fitness testing Limitations of fitness testing Coordination/ Flexibility/ Muscular endurance Mental preparation for performance</p>	<p>Components of Fitness Define the components of fitness: Link sports and physical activity to the required components of fitness Measuring the components of fitness / Reasons for and limitations of fitness testing/ Reasons for fitness testing / Limitations of fitness testing power/explosive strength (anaerobic power)/ reaction time/ strength (maximal, static, dynamic and explosive) /speed. Intrinsic and extrinsic motivation</p>	<p>Introduction to NEA</p> <ul style="list-style-type: none"> • Collecting Video Analysis • Description of Match • Identification of Weaknesses • Reasons for weakness • Analysis and Evaluation of Weakness • Constructing action Plans • Corrective measures <p>Performance and assessment, Athletics, Swimming</p>
Year 11	<p>Anatomy Respiratory System The Cardiac System The structure and functions of the musculoskeletal system</p>	<p>The Short and Long Term Effects of Exercise Immediate effects of exercise; (during exercise) Short-term effects of exercise (24 to 36 hours after exercise) Long Term benefits (36 hours to three months) Link the long term benefits of exercise to the components of fitness Anaerobic and Aerobic Systems</p>	<p>Year 10 Revision Lever Systems Planes and Axis of movement QLA identified weaknesses to inform targeted intervention from summer PPE</p>	<p>Revision Pre practical moderation preparation Mock Moderation Day NEA Moderation QLA identified weaknesses to inform targeted intervention from Yr 11 PPE</p>	<p>Revision Exam Paper focussed revision</p>	<p>Exam</p>