

<b>Faculty</b>	<b>ADT</b>
<b>Head of Faculty</b>	<b>Mr P Clark</b>
<b>HoF Email</b>	<b>pclark@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>Mr N Amos</b>

<b>Subject Name</b>	GCSE Art
<b>Periods per week</b>	3
<b>Exam Board</b>	Eduqas
<b>Core / Option</b>	Option

### **Overview**

Year 10 is the first year of a 2 year Art GCSE and the first year of their option subjects at Key Stage 4. Throughout Year 10 students will be working on a series of projects aimed at building their skills and introducing them to new artists and experiences. This part of the course will carry on into Year 11 and will eventually be worth 60% of their final grade, with the Externally Assessed Assignment providing the other 40%. After this formative period of the course students will get the opportunity to choose artists they want to study and be given the freedom to explore their own ideas.

### **Units Studied**

Students will work through a series of projects that will give them the opportunity to explore their own ideas and develop their creativity. Topics covered in year 10:

Mixed media – Looking at artist who use mixed media within their work. Students will explore ways of combining different media to create their own art.

Concept project – This project will provide students with a theme that they will research and explore by looking at relevant artists and different ways forward.

Portrait Project – Students will study a range of different portrait artists to help them develop their skills and knowledge of Portraiture.

Drawing Project – Drawing is a core skill within Art and underpins most aspects of Art and Design. This project will allow students develop their drawing skills whilst studying the drawings of other artists

### **Assessment**

Pupils will be continuously assessed throughout each project through questioning, formative assessment and peer assessment. At the end of each project students will achieve a final grade for that unit of study. Year 10 will also be assessed through a series of PPE's which will take place at regular intervals throughout the year.

### **Other Information**

The Art Department is open after school on certain days for each year group to come and explore their ideas and develop their skills.

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<b>Faculty Staff</b>	<b>P Clark &amp; T Fulford</b>

**Overview**

<b>Subject Name</b>	Engineering Design
<b>Periods per week</b>	2
<b>Core / Option</b>	Option
<b>Qualification</b>	OCR Cambridge National in Engineering Design
<b>Weblink</b>	<a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/">https://www.ocr.org.uk/qualifications/cambridge-nationals/</a>

Students will undertake the OCR Cambridge National in Engineering Design Qualification.

This is comprised of 4 equal units, each 25% of the final grade.

**Units Studied**

R105 – Design Briefs, Specifications and User Requirements. Assessed by a 1hour exam at the end of year 11.

R106 – Product Disassembly – Assessed by controlled assessment (coursework),

R107 – Communication of Engineering Designs – Assessed by controlled assessment (coursework),

R108 – 3D Design Realisation – Assessed by controlled assessment (coursework).

All controlled assessment units involve some practical elements in addition the writing of portfolio and report.

**Assessment**

Pupils will be assessed through class based assessments of both written and practical aspects.

All controlled assessment units are marked internally and then moderated by the exam board. The final R105 external exam will take place at the end of Year 11 following a series of mock examinations through Y10 and Y11.

**Other Information**

n/a

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<b>Faculty</b>	<b>ADT</b>
<b>Head of Faculty</b>	<b>Mr P Clark</b>
<b>HoF Email</b>	<b>pclark@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>H O'Neill &amp; J Podlewski</b>

Subject Name	Hospitality and Catering
Periods per week	2
Core / Option	Option
Qualification	Eduqas Level 2 Award in Hospitality and Catering
Weblink	<a href="https://www.eduqas.co.uk/qualifications/hospitality-and-catering-level-1-2/">https://www.eduqas.co.uk/qualifications/hospitality-and-catering-level-1-2/</a>

**Overview**

n/a

**Units Studied**

Unit 1

Hospitality and catering industry

You will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.

Unit 2

Hospitality and catering in action

You will develop practical skills for planning, preparing, cooking and presenting nutritional dishes to meet specific client's needs.

**Assessment**

Your practical skills and knowledge will be assessed throughout in class. The final qualification assessments are as follows,

Unit 1

The Hospitality and catering industry

- is assessed through a written examination which;
- Is 90 minutes in length
- Is worth 40% of qualification

Unit 2

Hospitality and catering in action

- is assessed through a Non-examination assessment task (NEA)
- 9 hours will be allocated for this assessment
- It is worth 60% of qualification
- It will be marked as Level 1 Pass, Level 2 Pass, Merit or Distinction

**Other Information**

n/a

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<b>Faculty</b>	<b>Business &amp; ICT</b>
<b>Head of Faculty</b>	<b>Mr L Wharin</b>
<b>HoF Email</b>	<b>lwharin@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>L Wharin, S Wharin &amp; K Barker</b>

Subject Name	GCSE Business Studies
Periods per week	2
Core / Option	Option
Qualification	Edexcel 9-1 GCSE Business Studies
Weblink	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE_Business_Spec_2017.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/GCSE_Business_Spec_2017.pdf</a>

### **Overview**

Throughout studying GCSE Business Studies, students apply knowledge and understanding to different business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact business behavior, and themselves apply business concepts to familiar and unfamiliar contexts. The course also helps students apply knowledge and understanding of real life business scenarios and contexts to be able to apply these to the requirements of the course. Decision making and the ability to argue for and against are key skills that are developed on this course along with the ability to explain decisions and make judgements about a business' success. Students will look at all the core elements of business such as enterprise, market research skills, finance, marketing and operations.

Over the duration of the course students will get the opportunity to study both small businesses (including start-ups) and large multinational businesses which will give students a great understanding of the world around them in readiness for the next step after school. This course is a great starting point for any student looking to go into business or study business in more depth at college or university.

### **Units Studied**

#### **Theme 1: Investigating Small Business**

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students must understand how these interdependencies and relationships underpin business decisions.

Theme 1 comprises five topic areas:

- **Topic 1.1** *Enterprise and entrepreneurship* – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.
- **Topic 1.2** *Spotting a business opportunity* – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.
- **Topic 1.3** *Putting a business idea into practice* – this topic focuses on making a business

idea happen through identifying aims and objectives and concentrating on the financial aspects.

- **Topic 1.4 *Making the business effective*** –students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.
- **Topic 1.5 *Understanding external influences on business*** – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.

### Theme 2: Building a Business

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behavior and decisions

Theme 2 comprises of five topic areas:

- **Topic 2.1 *Growing the business*** – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
- **Topic 2.2 *Making marketing decisions*** – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive market place.
- **Topic 2.3 *Making operational decisions*** – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
- **Topic 2.4 *Making financial decisions*** – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.
- **Topic 2.5 *Making human resource decisions*** – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

### Assessment

- **Theme 1 (Investigating Small Business)** is examined by written examination lasting 1 hour and 30 minutes. The paper consists of questions totalling 90 marks and is worth 50% of the qualification.
- **Theme 2 (Building a Business)** is examined by written examination last 1 hour and 30 minutes. The paper consists if questions totalling 90 marks and is worth 50% of the qualification.

### Other Information

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<b>Faculty</b>	<b>Business &amp; ICT</b>
<b>Head of Faculty</b>	<b>Mr L Wharin</b>
<b>HoF Email</b>	<b>lwharin@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>L Wharin, S Wharin, &amp; K Barker</b>

Subject Name	BTEC Enterprise
Periods per week	2
Core / Option	Option
Qualification	Edexcel BTEC Level 2 Tech Award in Enterprise
Weblink	<a href="https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC_L12_TechAwd_Enterprise_Spec_Iss3.pdf">https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC_L12_TechAwd_Enterprise_Spec_Iss3.pdf</a>

### **Overview**

This is a hands-on course that is made up of 2 pieces of coursework (formal reports) and an exam. Unit 1 combines extensive research into understanding two local successful businesses, and the setting up and running of your own business. The course provides the opportunity to develop your writing skills through the extensive report you will write for your first unit of coursework. Unit 2 will provide the opportunity to develop your communication and team working skills in the business you will set up and run as part of a team for the second unit of coursework. The final unit, the exam, requires you to apply a range of mathematical calculations to documents such as invoices to work out VAT and discounts so you should enjoy working with numbers if you choose this course. You will need to display a genuine interest in how businesses and entrepreneurs become successful, how they grow and the level of creativity and innovation required in order to be successful.

### **The skills you will need to have are:**

- Interest in pursuing a career where you set up and run your own business
- Good social skills
- Willing to work with others and the community
- Organised and effective with time and work management
- Good at working independently at home and always completing independent study tasks on time
- Be prepared to share ideas with others

### **Units Studied**

#### **• Component 1: Exploring Enterprises**

In this component, you will have the opportunity to develop knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. You will understand the importance of having a clear focus on the customer and the importance of meeting their needs. Enterprises can struggle if they do not carry out market research. It is important for you to develop relevant skills in market research and to analyse and be able to interpret your findings to support your understanding of customers and competitors. You will explore why enterprises are successful, looking at the impact of factors both inside and outside

the control of the enterprise, and investigate ways in which situational analysis can be used to support decision making. You will discover how success can be monitored in an SME.

- **Component 2: Planning for and Pitching an Enterprise Activity**

If you are going to succeed as an entrepreneur or as an innovator in business, you need to have great ideas and plan how you are going to put them into practice. Any enterprise needs to plan how it will succeed through working out how it can harness physical, financial and human resources – which means the skills that you and others bring. An entrepreneur will also have to pitch their ideas to an audience in order to secure funding. In this component, you will use the research knowledge gained from Component 1 to consider a number of ideas before developing a plan for a realistic micro-enterprise activity. You will have the opportunity to plan how best to set up the chosen enterprise and how to fund it. You will need to take responsibility for creating and then delivering a pitch for your developed idea to an audience using your knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills. In the final part of the component you will use feedback to review your plan and pitch for the micro-enterprise activity, reflecting on your plan, your pitch and the skills you demonstrated when pitching

- **Component 3: Promotion and Finance for Enterprise**

The performance of an enterprise can be affected by both internal and external factors. To monitor and improve an enterprise's performance, you need to be aware of the impact of these factors and the strategies you can use to make the most of opportunities and minimise any threats. In this component, you will assess and analyse financial information in an enterprise context to monitor the performance of an enterprise and strategies to improve its performance. You will investigate cash flow forecasts and statements, exploring the effects that positive and negative cash flow can have on an enterprise, and suggesting ways to improve them. You will consider the different elements of the promotional mix in order to be able to identify target markets and put forward strategies that enterprises can use to increase their success in the future.

**Assessment**

Component 1—Exploring Enterprises—30% coursework

Component 2—Running your own enterprise—30% coursework

Component 3 — Externally assessed exam (40%)

All coursework will be set with strict deadlines to meet. There is an opportunity to improve work only once, if your teacher thinks it will improve your grade. The exam will be in January/February of year 11 with a resit opportunity in June if required.

**Other Information**

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<b>Faculty</b>	<b>Performing Arts</b>
<b>Head of Faculty</b>	<b>Mr G Woodfine</b>
<b>HoF Email</b>	<b>gwoodfine@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>R Kelly</b>

Subject Name	BTEC Performing Arts (Dance)
Periods per week	2
Core / Option	Option
Qualification	BTEC Tech Award Performing Arts (Dance)
Weblink	<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html</a>

### **Overview**

The course promotes fitness, a healthy lifestyle, team working and creativity. It actively engages students in the process of dance in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

### **Units Studied**

#### **Component 1: Exploring the Performing Arts 30%**

To develop as a performer and/or designer you will need a broad understanding of performance work and influences. This component will help you to understand the requirements of being a Dancer and/or designer across a range of performances and performance styles.

#### **Component 2: DEVELOPING SKILLS in performing arts 30%**

This component is a practical overview of skills, techniques and practices require for the discipline of dance.

**Learning aims** A Develop skills and techniques for performance B Apply skills and techniques in rehearsal and performance C Review own development and contribution to the performance

#### **Component 3: Responding to a brief 40% external**

Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.

### **Assessment**

Students will be assessed through practical performances and course work

40% will be externally assessed with filmed footage of responding to a brief and 3 x 1 hour milestone evaluations

### **Other Information**

- Lots of extra curriculum activities on offer.
  - Opportunities for live performances and theatre trips.
  - Whole school productions and visitor workshops.
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<b>Faculty</b>	<b>Performing Arts</b>
<b>Head of Faculty</b>	<b>Mr G Woodfine</b>
<b>HoF Email</b>	<b>gwoodfine@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>J Boner</b>

Subject Name	BTEC Performing Arts
Periods per week	2
Core / Option	Option
Qualification	BTEC Level 2 First Award in Performing Arts (Acting)
Weblink	<a href="https://qualifications.pearson.com/en/qualifications/btec-firsts/performing-arts-2012-nqf.html">https://qualifications.pearson.com/en/qualifications/btec-firsts/performing-arts-2012-nqf.html</a>

### **Overview**

This vocational course develops knowledge of Drama through practical exploration of the skills necessary and the industry requirements. The course is made up of three components: two that are internally assessed and one that's externally assessed. Our three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

### **Units Studied**

#### **Component 1 - Exploring the Performing Arts**

During Component 1, your students will:

- explore performance styles, creative intentions and purpose
- investigate how practitioners create and influence what's performed
- discover performance roles, skills, techniques and processes.

Internally assessed assignments.

- 30% of the total course.

#### **Component 2 - Developing Skills and Techniques in the Performing Arts**

During Component 2, your students will:

- take part in workshops, classes and rehearsals
- gain physical, interpretative, vocal and rehearsal skills
- apply these skills in performance
- reflect on their progress, their performance and how they could improve. Internally assessed assignments.
- 30% of the total course

#### **Component 3 - Performing to a Brief**

To achieve this aim, your students will:

- use the brief and previous learnings to come up with ideas
- build on their skills in classes, workshops and rehearsals
- review the process using an ideas and skills log
- perform a piece to their chosen audience
- reflect on their performance in an evaluation report.

Externally assessed task. Apply

- 40% of the total course Assessment

**Assessment**

- All practical work is assessed internally in either live or recorded performance.
- The application letter is completed as a controlled assessment.

**Other Information**

Extra- curricular activities including Showcase Performances to a live audience to enrich development and learning. Opportunities for live performances and theatre trips.

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<b>Faculty</b>	<b>English</b>
<b>Head of Faculty</b>	<b>Miss A Blaikie</b>
<b>HoF Email</b>	<b>ablaikie@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>A Blaikie, J Richmond, G Skyner, K Wilson, S Heath, N Ennis, F Galtrey, S Lowe, J Wilson and K Sissons</b>

Subject Name	English Literature
Periods per week	2
Core / Option	Core
Qualification	GCSE English Literature
Weblink	<a href="https://www.edugas.co.uk/qualifications/english-literature-gcse/#tab_overview">https://www.edugas.co.uk/qualifications/english-literature-gcse/#tab_overview</a>

### **Overview**

Year 10 students are exposed to a broad curriculum with opportunities to enjoy all aspects of English, including writing, reading and speaking and listening. Students have separate English Language and Literature teachers, with specific focus given to the exam specification for both subjects.

### **Units Studied**

#### **Autumn Term 1 and 2 – ‘An Inspector Calls’**

This scheme gives students the opportunity to explore and develop comprehension and analysis of a GCSE Literature text. Students will engage in exploration of character, plot, themes and motives will be completed through discussion, individual, paired and group work activities. Solid understanding of the text and plot is needed in preparation for the GCSE examination and exploration of key quotations will be completed within lessons.

#### **Spring Term 1 – Nature Poetry Anthology**

Students will explore poetry on the theme of Nature from the GCSE anthology. Analysis of the poetry will allow students to memorise and deepen understanding of poetic devices in preparation for the poetry section of the Literature paper, where students will be required to memorise a number of poems and key quotations. Opportunities to memorise quotations and practise exam-type analysis will be a key feature of the unit.

#### **Spring Term 2 and Summer Term 1 – Macbeth**

Students will read, analyse and discuss this Shakespeare play, exploiting character, key events, themes and motives within the text. Solid understanding of the plot is needed for the Literature exam and students will probe the text as a class, groups, pairs and individually to strengthen their understanding of this text. Regular opportunities will be given to analyse and explore the text through written analysis as well as speaking and listening opportunities for discussion.

**Summer Term 2 - Revision Skills**

Students will explore poetry on the theme of Society from the GCSE anthology. Analysis of the poetry will allow students to memorise and deepen understanding of poetic devices in preparation for the poetry section of the Literature paper, where students will be required to memorise a number of poems and key quotations. Opportunities to memorise quotations and practise exam-type analysis will be a key feature of the unit.

Students will explore unseen poetry using anthology poetry skills to write on a poem as well as compare and contrast. They will recap key poetic techniques and the impact on the reader. This should also link back to anthology on component 1 as responses are similar without context.

**Assessment**

Students will be assessed formatively throughout schemes through the use of questioning, a range of tasks and regular marking of books using the two week department policy.

Across the year, students will be assessed using a formal mock modelled on an exam specification paper. This will include both Literature and Language GCSE specifications which will be assessed and moderated in department, with external verification used to ensure marking is accurate. These grades will be communicated to parents formally.

**Other Information**

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<b>Faculty</b>	<b>English</b>
<b>Head of Faculty</b>	<b>Miss A Blaikie</b>
<b>HoF Email</b>	<b>ablaikie@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>A Blaikie, J Richmond, G Skyner, K Wilson, S Heath, N Ennis, F Galtrey, S Lowe, J Wilson and K Sissons</b>

Subject Name	GCSE English Language
Periods per week	3
Core / Option	Core
Qualification	GCSE English Language
Weblink	<a href="https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_overview">https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_overview</a>

### **Overview**

Year 10 students are exposed to a broad curriculum with opportunities to enjoy all aspects of English, including writing, reading and speaking and listening. Students have separate English Language and Literature teachers, with specific focus given to the exam specification for both subjects.

### **Units Studied**

#### **Autumn Term 1 – ‘Narrative Writing**

This scheme allows students to develop their understanding and application of narrative writing skills. This includes reading and analysing example narratives and having the opportunity to craft and redraft narratives for a range of different focus questions. The focus on this scheme is on both the content and organisation as a text as well as the spelling, punctuation and grammar to ensure that the narratives are both original and accurate.

#### **Autumn Term 2 – Reading a Fiction Text (About A Boy)**

This scheme allows students to access English Language GCSE reading skills using a contemporary piece of fiction with a focus on understanding writer’s craft, character and plot. Text also allows discussion about parental figures, autism and bullying.

#### **Spring Term 1 – Transactional writing**

This scheme focuses explicitly on the transactional writing required in the Component 2 exam. These text types are as follows: formal letter writing; informal letter writing; speech; article; leaflet; report; review. Prior knowledge of these text types will come from lessons in earlier years and units: this topic focuses on personal, specific and targeted support for students to ensure they individually identify and make progress against their personal targets. An explicit focus will be given both to content and accuracy of spelling, grammar

and punctuation to ensure students are confident and competent in this section of the exam.

**Spring Term 2 – Non-Fiction Reading**

This scheme allows students to access a range of topics that are important to teenage lifestyles with topics such as body image, energy drink addiction, and animal rights to ensure high interest while looking at GCSE skills simultaneously. Students will apply their knowledge from Autumn 2 to a different text type and allowing for teaching staff to adapt based on their own interests and the changing climate of contemporary Britain.

**Summer Term 1 – Reading and writing through the Gothic**

Students will revisit an overview of the key GCSE skills using extracts of a variety of literature from contemporary popular literature to canonical literacy genres exposing students to a range of Gothic literature which will support their understanding of 19<sup>th</sup> Century texts in both Language and Literature. Students will explore a range of skills incorporating both narrative and transactional writing as well as analytical skills. Vocabulary and SPaG will be interwoven throughout the learning.

**Summer Term 2 – Speaking and Listening**

Students will implement previous oracy skills they have accessed during Key Stage 3 to create a presentation of their choice. Students will be responsible for deciding their own research topic that they are interested in, researching and using transactional writing skills to create a speech. Students will be given the opportunity to plan and practice their speeches to build confidence before completing the assessment for the final GCSE.

**Assessment**

Students will be assessed formatively throughout schemes through the use of questioning, a range of tasks and regular marking of books using the three week department policy through a range of different feedback styles.

Throughout the year, students will be assessed following the whole school assessment calendar. This will include both a reading comprehension and writing task, which will be assessed and moderated in department. These grades will be communicated to parents formally.

**Other Information**

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<b>Department</b>	<b>Enrichment</b>
<b>Head of Department</b>	<b>Mrs S Chambers</b>
<b>HoD Email</b>	<b>schambers@airedaleacademy.com</b>
<b>Department Staff</b>	<b>Various</b>

<b>Subject Name</b>	<b>Enrichment</b>
<b>Periods per week</b>	<b>2</b>
<b>Core / Option</b>	<b>Core</b>
<b>Qualification</b>	<b>None</b>
<b>Weblink</b>	<b>N/A</b>

**Overview**

The aim of Enrichment is to allow students learning opportunities and activities that engage them in developing essential knowledge, skills, values, and relationships as a vehicle for inspiring learning and encouraging

**Units Studied**

All activities are linked to academic standards and are creative, exciting, fun, engaging and relevant. The enrichment programming will hold pupils attention, awaken imagination, and inspire the desire for broader learning. The specific activities vary from year group to year group.

**Assessment**

Pupils will be assessed through written prices and photographic evidence of meeting their success criterion.

**Other Information**

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<b>Faculty</b>	<b>Humanities</b>
<b>Head of Faculty</b>	<b>Mrs K Causier</b>
<b>HoF Email</b>	<b>kcausier@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>K Causier, S Chambers &amp; S Le Gall</b>

Subject Name	French
Periods per week	2
Core / Option	Option
Qualification	AQA GCSE French
Weblink	<a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658">http://www.aqa.org.uk/subjects/languages/gcse/french-8658</a>

### **Overview**

The GCSE will cover 4 skill areas of Listening, Speaking, Reading and Writing. Each of the skill areas will be examined in a final linear exam. Each skill is worth 25% and students will take Foundation or Higher level.

### **Units Studied**

Core content

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

### **Assessment**

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Students are encouraged to invest in the following revision booklet located at:

<https://www.amazon.co.uk/GCSE-French-AQA-Revision-Guide/dp/1847622852>

### **Other Information**

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<b>Faculty</b>	<b>Humanities</b>
<b>Head of Faculty</b>	<b>Mrs K Causier</b>
<b>HoF Email</b>	<b>kcausier@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>R Duddridge, K Elliot &amp; O Robinson</b>

Subject Name	Geography
Periods per week	2
Core / Option	Core
Qualification	AQA GCSE Geography
Weblink	<a href="http://www.aqa.org.uk/GeogA">www.aqa.org.uk/GeogA</a>

### **Overview**

What will I study?

Over the three year GCSE course you will cover lots of interesting topics.

Living with the physical environment

Discover more about the challenge of natural hazards and the living world, physical landscapes of the United Kingdom and human interaction with them. This unit develops an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments. It provides you with the knowledge about the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. You will develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

### **Units Studied**

River Landscapes - Pupils will study a range of fluvial landforms and processes. Pupils will also look at flooding in both a HIC and an LIC.

Living World – Studying the biomes that exist across the globe. Focussing on rainforest environments pupils will study plant adaptation as well as impacts of deforestation. We will also study hot deserts and how people survive and live in them.

Natural Hazards –Focus upon earthquakes, their causes and the impact that they have on both HICs and LICs.

Weather Hazards – Looking at the formation of tropical storms and the impact that they have. In addition we will look at the potential impacts of climate change and global warming.

Fieldwork – A field study in a coastal area, using a wide variety of data collection methods

- Distinctive landforms result from different processes.
- Rising sea level will have important consequences for people living in the coastal zone.
- Coastal erosion can lead to cliff collapse. This causes problems for people and the environment.
- There is discussion about how the coast should be managed. There is debate about the costs and benefits of 'hard' and 'soft' engineering.
- Coastal areas provide a unique environment and habitat. There is a need for conservation and this leads to conflict with other land uses.

Population Change – The key ideas studied are:

- Over time the global population increases and the population structures of different countries change.
- A range of strategies has been tried by countries experiencing rapid population growth.
- An ageing population impacts on the future development of a country.
- Population movements impact on both the source regions of migrants and the receiving countries.

Tourism – The key ideas studied are:

- The global growth of tourism has seen the exploitation of a range of different environments for holiday makers.
- Effective management strategies are the key to the continuing prosperity of tourist areas in the UK.
- Mass tourism has advantages for an area but strategies need to be in place to reduce the likelihood of long-term damage.
- Extreme environments are susceptible to environmental damage from the development of tourism.
- Sustainability requires the development of ecotourism.

### **Assessment**

You'll have three written exams. Papers 1 and 2 are 1 hour 30 minutes long and together, they contribute to 70% of your final mark. Paper 3 is 1 hour 15 minutes and contributes to the final 30% of your GCSE grade.

### **Other Information**

Where will GCSE Geography take you?

In GCSE Geography you will learn how today's world was shaped and understand the challenges we face in the future. You'll also examine the Earth's natural resources and the increasing battles between the man-made and natural world. This knowledge, paired with your essential curiosity, will give you the sought-after transferable skills for success in further education and the workplace.

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<b>Faculty</b>	<b>PE, Health &amp; Wellbeing</b>
<b>Head of Faculty</b>	<b>Mr R Singleton</b>
<b>HoF Email</b>	<b>rsingleton@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>C Shilito</b>

Subject Name	BTEC Health and Social Care
Subject Lead	Mrs C Shilito
Subject Lead email	cshilito@airedaleacademy.com
Periods per week	2
Core / Option	Option
Qualification	BTEC Level 2 Diploma in Health and Social Care
Weblink	<a href="http://www.edexcel.com/quals/firsts/hsc/Pages/default.aspx">http://www.edexcel.com/quals/firsts/hsc/Pages/default.aspx</a>

### **Overview**

This course is aimed at anyone who has an interest in working with people of all ages, in one of the many caring professions. The course will prepare students for the different types of jobs within the health and social care sector and for study at a higher level.

This course will appeal to you if you:

- Have a keen interest in Health and Social services and how they operate.
- Enjoy studying a subject that is relevant to your life and experiences.

You will follow a programme of study that enables progression to further courses and employment in the health and care services, and have the opportunity to develop key skills which are highly valued by employers and further education providers.

### **Units Studied**

Unit 1 – Individual Needs in Health and Social Care

The aim of this unit is enable students to gain knowledge, understanding and skills related to meeting individual needs. Students explore the influence of these needs on health and wellbeing and how they may be addressed to improve the health and wellbeing of an individual.

Unit 2 – Human Lifespan Development

The aim of this unit is to enable students to develop a knowledge and understanding of different aspects of human growth and development across the main life stages. Students also explore some of the different positive and negative influences which can affect development

Unit 3 – The Impact of Diet on Health

The aim of this unit is to enable students to gain knowledge and understanding of diets and their impact on health. Students explore the importance of a balanced diet, the effects of diet on health, the dietary needs of individuals and food safety and hygiene.

Unit 4 – Vocational Experience in a Health or Social Care setting

In this unit will prepare for and complete a period of work experience in a health or social care setting.

**Assessment**

This course is entirely coursework focused and students receive regular feedback on their progress. The work is then internally and externally verified. Students can achieve grade pass, merit, distinction or distinction\*

**Other Information**

Controlled assessment must be completed independently, though students will be given support and preparation time in class. Catch-up sessions are available after school for students who have missed lesson time and need to complete assignments.

All students must complete 30 hours of work experience in a Health, Social or Early years setting in Year 10.

At the end of the course with further training or study, you can go into a career such as nursing, social work or Early Years Management.

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<b>Faculty</b>	<b>Humanities</b>
<b>Head of Faculty</b>	<b>Mrs K Causier</b>
<b>HoF Email</b>	<b>kcausier@airedaleacademy.com</b>
<b>Department Staff</b>	<b>L Snaith, H Tordoff and C Hannam</b>

Subject Name	GCSE History
Periods per week	2
Core / Option	Core
Qualification	Edexcel GCSE History
Weblink	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</a>

### **Overview**

History sparks pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past. Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies.

### **Units Studied**

#### **Term One:**

Early Elizabethan England, 1558-1588

- Government
- Religious Issues
- Rebellion
- Mary Queen of Scots
- Foreign Policy
- Exploration

#### **Term Two:**

Early Elizabethan England, 1558-1588

- Society

Weimar and Nazi Germany, 1918-1939

- Treaty of Versailles
- Political Challenges
- Hyperinflation and Stresemann
- Society

#### **Term Three:**

Weimar and Nazi Germany, 1918-1939

- Rise of the Nazis and Political Gains
- Great Depression
- The Road to Dictatorship
- Life in Nazi Germany
- Persecution

Throughout the three terms students are able to develop their source analysis and analytical skills through a variety of activities. They explore criteria for making judgements about the historical significance of events, people and changes. They investigate historical problems and issues, asking and beginning to refine their own questions.

**Assessment**

Students will be assessed on a termly basis using a combination of end of unit tests and assessed pieces of writing. Students will be assessed on their historical knowledge and ability to interpret, analyse and evaluate historical evidence.

They will be assessed in accordance with the Edexcel exam questions.

Final Assessments to be taken in Year 11:

Paper 1 – Medicine Through Time and WWI medical depth study = 30% of overall GCSE

Paper 2 – Early Elizabethan England, 1558-1588; Superpower Relations and the Cold War 1941-1991 = 40% of overall GCSE

Paper 3 – Weimar and Nazi Germany, 1918 – 1939 = 30% of overall GCSE

**Other Information**

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<b>Faculty</b>	<b>Business &amp; ICT</b>
<b>Head of Faculty</b>	<b>Mr L Wharin</b>
<b>HoF Email</b>	<b>lwharin@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>L Robinson &amp; S Dakin</b>

Subject Name	BTEC Media
Periods per week	2
Core / Option	Option
Qualification	BTEC TECH Creative Digital Media Production
Weblink	<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production.html</a>

### **Overview**

BTEC Creative Digital Media Production allows students to acquire technical knowledge and technical skills through vocational contexts by applying the learned knowledge and processes related to investigating, exploring and creating media products as part of their Key Stage 4 learning. The qualification recognizes the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

### **Units Studied**

#### Component 1: Exploring Media Products

Students develop their understanding of how media products create meaning for their audiences. Learners will examine existing products and explore media production techniques.

#### Component 2: Developing Digital Media Production Skills

Students develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design.

#### Component 3: Create a Media Product in Response to a Brief

Students apply and develop their planning and production skills and techniques to create a media product in response to a client brief.

### **Assessment**

Component 1: Internally assessed coursework

Component 2: Internally assessed coursework

Component 3: External exam

### **Other Information**

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<b>Faculty</b>	<b>Business &amp; ICT</b>
<b>Head of Faculty</b>	<b>Mr L Wharin</b>
<b>HoF Email</b>	<b>lwharin@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>L Robinson &amp; S Dakin</b>

Subject Name	<b>BTEC Digital Information Technology</b>
Periods per week	2
Core / Option	Option
Qualification	BTEC Digital Information Technology
Weblink	<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html</a>

### **Overview**

BTEC Digital Information Technology is for students who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

### **Units Studied**

**Component 1: Exploring User Interface Design Principals and Project Planning Techniques**  
Students develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

**Component 2: Collecting, Presenting and Interpreting Data**  
Students learn about the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

**Component 3: Effective Digital Working Practices**  
Learners will explore how organisations use digital systems and the wider implications associated with their use.

### **Assessment**

Component 1: Internally assessed coursework

Component 2: Internally assessed coursework

Component 3: External exam

### **Other Information**

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<b>Faculty</b>	<b>Maths</b>
<b>Head of Faculty</b>	<b>Mrs L Thompson</b>
<b>HoF Email</b>	<b>lthompson@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>L Thompson, S Moore, S Kemp, M Arbon, M Robinson, L Greaves, M Aramburu, K Durant, J Hough and H Rotherforth</b>

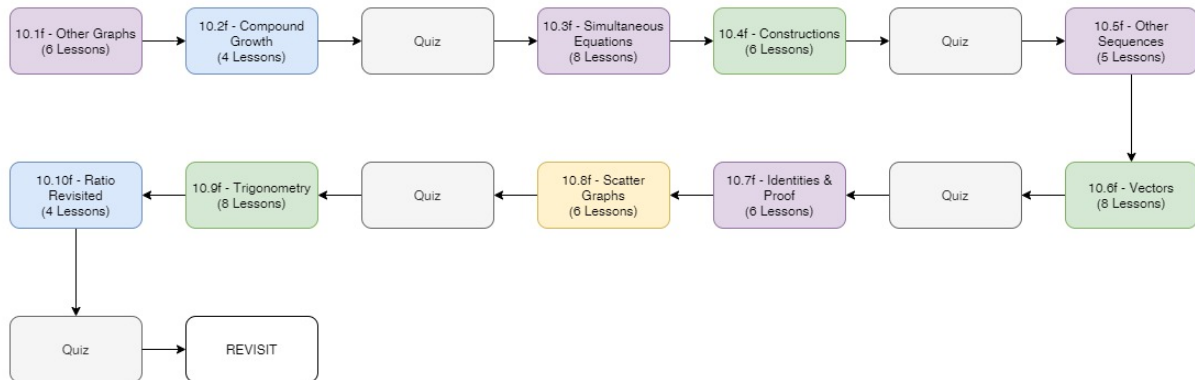
<b>Subject Name</b>	GCSE Maths
<b>Periods per week</b>	4
<b>Core / Option</b>	Core
<b>Qualification</b>	GCSE Maths
<b>Weblink</b>	<a href="https://www.ocr.org.uk/qualifications/gcse/mathematics-j560-from-2015/">https://www.ocr.org.uk/qualifications/gcse/mathematics-j560-from-2015/</a>

**Overview**

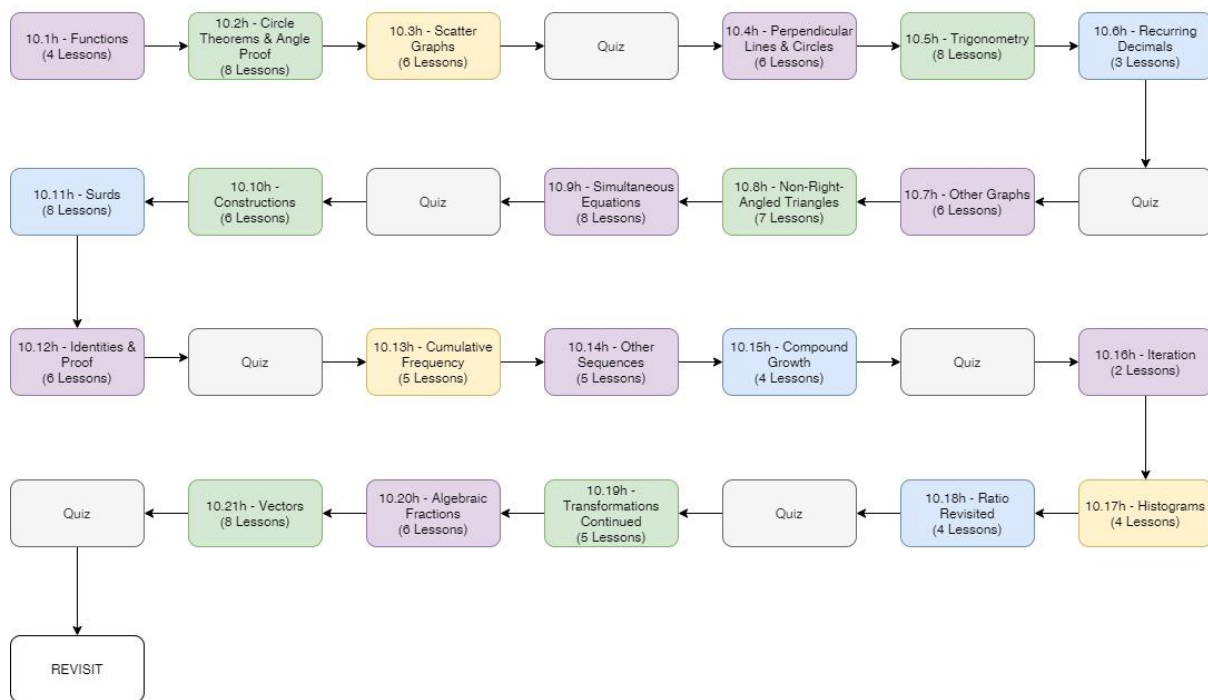
During year 10 pupils will be taught mathematics from the areas of number; algebra; geometry and measures; statistics; probability.

**Units Studied**

**Year 10 Foundation**



### Year 10 Higher



### Assessment

In quizzes students are expected to demonstrate their learning from all of the units that have been delivered since the last quiz took place.

Students are expected to take PRIDE in their work. We will expect to see:

- Underlined learning objective and date
- Worked examples with any additional notes
- Numbered questions
- Clear method with all workings out shown
- Students marking work and responding to feedback in purple pen

Homework will be set on [www.hegartymaths.com](http://www.hegartymaths.com) and students who wish to undertake further independent study use this platform for that too. Students having issues accessing HegartyMaths should speak to their maths teacher.

### Other Information

Students should come to lesson equipped with: black/blue pen, purple pen, pencil, ruler, and a scientific calculator (we recommend the Casio fx83-GTX).

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<b>Faculty</b>	<b>Performing Arts</b>
<b>Head of Faculty</b>	<b>Mr G Woodfine</b>
<b>HoF Email</b>	<b>gwoodfine@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>G Woodfine</b>

Subject Name	BTEC Music Practise
Periods per week	2
Core / Option	Option
Qualification	BTEC Music
Weblink	<a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice.html</a>

### **Overview**

Airedale Academy music department aims to broaden students cultural capital through high quality learning experiences within classroom based lessons, peripatetic lessons and extra-curricular.

Our intent is to ensure every student has the opportunity to perform, compose, listen to and appraise a wide range of music. All aspects of the curriculum broadens our students' emotional and multicultural awareness through world and local music topics.

The curriculum allows both students with prior knowledge and those that have none to progress due to heavily differentiated resources and excellent teacher subject knowledge.

### **Units Studied**

#### Component 1: Exploring Music Products

Through a series of workshops and practical tasks you will create a portfolio exploring a variety of styles and genres of popular music (such as disco, punk, reggae, Motown, Britpop, RnB, Rock), world music, music for film and games, western classical styles and blues.

#### Component 2: Music Skills Development

You will specialize in two different areas out of these three: Music Performance, Creating Original Music (song writing / composing) and Music Production (using computer software to produce music).

#### Component 3: Responding to a Commercial Music Brief

You will focus on a particular area of the music industry that excites and appeals to you and respond to a commercial music brief as a composer, performer or producer.

### **Assessment**

### **Other Information**

This course will appeal to you if you:

- Are interested in learning about lots of different types of music
- Enjoy performing, composing and listening to music
- Like to use technology to compose music

- Willing to learn how to research and analyse music, musical scores and learn new musical terminology.
  - Have a passion for music and a will to practice weekly.
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<b>Faculty</b>	<b>Performing Arts</b>
<b>Head of Faculty</b>	<b>Mr G Woodfine</b>
<b>HoF Email</b>	<b>gwoodfine@airedaleacademy.com</b>
<b>Department Staff</b>	<b>T Bell &amp; R Nickerson</b>

<b>Subject Name</b>	Musical Theatre
<b>Periods per week</b>	2
<b>Core / Option</b>	Option
<b>Qualification</b>	BTEC Level 2 Tech Award in Performing Arts (Musical Theatre)
<b>Weblink</b>	<a href="http://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/teaching-and-learning/First-Look_Guide_BTEC_Tech_Award_in_Performing_Arts.pdf">http://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/teaching-and-learning/First-Look_Guide_BTEC_Tech_Award_in_Performing_Arts.pdf</a>

### **Overview**

This vocational course develops knowledge of Musical Theatre through **practical exploration** of the skills necessary and the industry requirements. The course is made up of three components: two that are internally assessed and one that's externally assessed.

Our three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

### **Units Studied**

- **Component 1) Exploring the Performing Arts**  
During Component 1, your students will:
  - explore performance styles, creative intentions and purpose
  - investigate how practitioners create and influence what's performed
  - discover performance roles, skills, techniques and processes. Internally assessed assignments. **Explore** • 30% of the total course.
- **Component 2) Developing Skills and Techniques in the Performing Arts**  
During Component 2, your students will:
  - take part in workshops, classes and rehearsals
  - gain physical, interpretative, vocal and rehearsal skills
  - apply these skills in performance
  - reflect on their progress, their performance and how they could improve. Internally assessed assignments. **Develop** • 30% of the total course
- **Component 3) Performing to a Brief**  
To achieve this aim, your students will:
  - use the brief and previous learnings to come up with ideas
  - build on their skills in classes, workshops and rehearsals
  - review the process using an ideas and skills log
  - perform a piece to their chosen audience
  - reflect on their performance in an evaluation report. Externally assessed task. **Apply** • 40% of the total course

### **Assessment**

- Practical Performance of Skills and Techniques in Dance, Singing and Acting. (Internal Assessment)
- Exploring the Arts Industry. (Internal Assessment)

- Devising, Performing and Reviewing from a set brief. (Externally Examined)

**Other Information**

- Extra- curricular activities including Showcase Performances to a live audience to enrich development and learning.
- Opportunities for live performances and theatre trips.
- Productions and opportunities to work with the 6<sup>th</sup> form, 'The Cast' as role models.

<b>Faculty</b>	<b>PE, Health &amp; Wellbeing</b>
<b>Head of Faculty</b>	<b>Mr R Singleton</b>
<b>HoF Email</b>	<b>rsingleton@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>K Ball, R Singleton, E Phelan, M Dye, E Harrap and D Lowe</b>

<b>Subject Name</b>	BTEC Sport
<b>Subject Lead</b>	Mrs K Ball
<b>Subject Lead email</b>	kball@airedaleacademy.com
<b>Periods per week</b>	2
<b>Core / Option</b>	Option
<b>Qualification</b>	BTEC First in Sport
<b>Weblink</b>	<a href="http://www.edexcel.com/quals/firsts10/sport/Pages/default.aspx">http://www.edexcel.com/quals/firsts10/sport/Pages/default.aspx</a>

### **Overview**

The BTEC First In Sport qualification is very demanding with an average of 70% of the teaching time being spent in the classroom. Throughout the course students will develop both their theoretical and practical understanding of sport as well as enhancing their independent learning skills, time management, group work skills, communication, ICT skills and literacy skills.

Students will have the opportunity to take part in a range of sporting activities which are closely related to the assignments that they will be completing. Students will be expected to adapt to different roles within the sporting industry such as coaches, sports leaders, analysts and much more. The variety of activities covered with the course will enable students to gain a clear insight into possible future education and employment pathways available to them in the sports industry.

### **Units Studied**

The BTEC First In Sport qualification covers a wide range of topics. Students will develop their knowledge in the following areas:

- Unit 1: Fitness for Sport and Exercise Students will learn about a range of fitness tests used to measure an athlete's sporting prowess. They will be expected to take part and conduct these tests alongside their classmates.
- Unit 2 Practical Sport: Students will analyse the tactics, skills, rules and techniques used in a selected team and individual sport. They will be expected to take part in practical sessions linked to their assignment.
- Unit 5 Training for personal Fitness Students will produce an individual training programme which is linked to their specific requirements. They will be expected to design and take part in practical sessions linked to their PEP.
- Unit 6 Leading Sport Activities Students will develop their knowledge and understanding of how to lead sports sessions They will deliver skills sessions to groups of students and take ownership of running a sports session.

### **Assessment**

Assessment is completed through 75% coursework. Each individual module is assessed at a Pass, Merit or Distinction level. Accumulative scores from all modules will determine the overall grade. Students will also have to complete a multiple choice exam worth 25% of overall grade.

**Other Information**

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<b>Faculty</b>	<b>PE, Health &amp; Wellbeing</b>
<b>Head of Faculty</b>	<b>Mr R Singleton</b>
<b>HoF Email</b>	<b>rsingleton@airedaleacademy.com</b>
<b>Department Staff</b>	<b>K Ball, R Singleton, E Phelan, M Dye, E Harrap and D Lowe</b>

Subject Name	GCSE PE
Subject Lead	Mrs K Ball
Subject Lead email	kball@airedaleacademy.com
Periods per week	2
Core / Option	Option
Qualification	Edexcel GCSE Physical Education
Weblink	<a href="https://qualifications.pearson.com/en/.../edexcel-gcses/physical-education-">https://qualifications.pearson.com/en/.../edexcel-gcses/physical-education-</a>

### **Overview**

GCSE PE will appeal to you if you're active and want to study a course which is physically and academically challenging, It is ideal for students who have a keen interest in sport in and out of school and see PE and sport as part of their future careers.

### **Units Studied**

Students will receive a well-rounded and full introduction to the world of PE, sport and sport science by developing an understanding of how the mind and body works in relation to performance in physical activity. Students will learn;

Anatomy and physiology – the key body systems and how they impact on health, fitness and performance

Physical training – the principles of training and training methods

Health, fitness and well-being – the benefits of participating in physical activity and sport

Movement analysis – the basic principles of movement and biomechanics

Sports Psychology – the psychological factors that can affect performance

Socio-cultural influences – the socio-cultural factors that impact on physical activity and sport and the impact of sport on society

Develop their knowledge and practical skills in a variety of physical activities.

### **Assessment**

The course assessment is divided into 4 sections:

1. Written examination – Fitness and Body Systems, 1 hour 45 minutes, 36% of the qualification
2. Written examination – Health and Performance, 1 hour and 15 minutes, 24% of the qualification
3. Practical Performance – One team, one individual and one other activity, 30% of the qualification
4. Personal Exercise Programme – Controlled assessment coursework, 10% of the qualification

### **Other Information**

MUST be able to participate in 3 sports to a high level

Be motivated to participate in both theory and practical lessons.

Be committed to extra-curricular activities and teams and show a willingness to attend after school revision and catch up sessions.

Be organised when participating in practical lessons by bringing full Airedale Academy PE kit

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<b>Faculty</b>	<b>PE, Health &amp; Wellbeing</b>
<b>Head of Faculty</b>	<b>Mr R Singleton</b>
<b>HoF Email</b>	<b>rsingleton@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>K Ball, R Singleton, E Phelan, M Dye, E Harrap and D Lowe</b>

Subject Name	PE
Subject Lead	Mrs K Ball
Subject Lead email	kball@airedaleacademy.com
Periods per week	2
Core / Option	Core

### **Overview**

The Physical Education curriculum at Airedale Academy enables all pupils to enjoy and succeed in many kinds of physical activity. Students will develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. They will develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Physical Education helps students to discover what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

### **Units Studied**

Students are encouraged to take on different roles and responsibilities, including leadership, coaching and officiating. Lessons are taught through game orientated activities to develop students 'tactical ability and knowledge of rules. Lessons explore exciting new sports from around the world and give students the opportunity to enhance their engagement with the new concepts, processes and techniques.

Sporting areas including;

- Invasion games - football, rugby, netball, basketball, tchoukball, handball, american football, unihockey
- Net and wall activities – badminton, table tennis, tennis, volleyball
- Striking and fielding sports – rounders, baseball, table tennis, cricket
- Physical Challenge – athletics, orienteering
- Artistic performance– trampolining, gymnastics
- Health and Fitness – circuits, weights, fitness suite, cross country, method of training, bikes

### **Assessment**

Assessment is frequent throughout lessons in the form of Q&A and through performance. At the end of each unit, students are given the opportunity to demonstrate their overall skills and capabilities in that activity. Attitude to learning grades are also given to students in line with the school policy.

### **Other Information**

Extra-curricular activities provide great opportunities for students to participate in an Airedale Academy team. A varied extra-curricular programme allows different opportunities for students to become involved in physical activity with the option of specific coaching to improve performance and maintain participation. Enrichment opportunities such as educational trips, Inter-School

sporting events and coaching courses are also offered. Airedale Academy is proud to have a designed a comfortable and smart PE kit that students wear with pride in all lessons.

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<b>Faculty</b>	<b>Science</b>
<b>Head of Faculty</b>	<b>Mr S Miller</b>
<b>HoF Email</b>	<b>smiller@airedaleacademy.com</b>
<b>Faculty Staff</b>	S Miller, M Sanderson, M Matthewman, J Milner, A Howse, T Wadsworth, J Halman, E Walker, D Cox

Subject Name	Entry Level Science
Periods per week	5
Core / Option	Core

**Overview**

Students study 6 components and will be awarded level 1, 2 or 3 for either Single or Dual Award Entry Level Certificate.

**Units Studied**

The six components meet the Programme of Study Key Stage 4 requirements.

**Biology**

1. Component 1- Biology: The human body
2. Component 2 - Biology: Environment, evolution and inheritance

**Chemistry**

3. Component 3 - Chemistry: Elements, mixtures and compounds
4. Component 4 - Chemistry: Chemistry in our world

**Physics**

5. Component 5 - Physics: Energy, forces and the structure of matter
6. Component 6 - Physics: Electricity, magnetism and waves

**Assessments**

For each component students will complete:

- one 'response time' – which will include feedback provided using the whole class feedback proforma. Students will be expected to respond to feedback provided using DOT marking.
- one 'Teacher-Devised Assessment'
- one 'Externally-Set Assignment'

Homework is set weekly using Educake and will consist of approximately 9-15 questions.

In addition, students will also undertake written papers in line with the academy's assessment calendar.

**Other Information**

The department holds regular revision sessions after school. Ask your teacher for more information.

<b>Faculty</b>	<b>Science</b>
<b>Head of Faculty</b>	<b>Mr S Miller</b>
<b>HoF e-mail</b>	<a href="mailto:smiller@airedaleacademy.com">smiller@airedaleacademy.com</a>
<b>Faculty staff</b>	S Miller, M Sanderson, M Matthewman, J Milner, A Howse, T Wadsworth, J Halman, E Walker, D Cox

<b>Subject Name</b>	GCSE Combined Science (Trilogy)
<b>Periods per week</b>	5
<b>Core / Option</b>	Core
<b>Qualification</b>	AQA GCSE in Combined Science: Trilogy
<b>Weblink</b>	<a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a>

### **Overview**

Students will gain 2 GCSEs through this route. The course is made up of 24 units covering the key concepts in Biology, Chemistry and Physics.

### **Units Studied**

#### **Biology Topics**

##### **1: Cell biology**

In this topic, students will learn about: eukaryotes and prokaryotes, animal and plants cells, cell specialisation, cell differentiation, microscopy, chromosomes, mitosis and the cell cycle, stem cells, diffusion, osmosis and active transport.

##### **2: Organisation**

In this topic, students will learn about: organisational hierarchy, the human digestive system, the heart and blood vessels, blood, coronary heart disease: a non-communicable disease, health issues, the effect of lifestyle on some non-communicable diseases, cancer, plant tissues and organs and plant organ systems.

##### **3: Infection and response**

In this topic, students will learn about: communicable diseases, viral diseases, bacterial diseases, fungal diseases, protist diseases, human defence systems, vaccinations, antibiotics and painkillers, discovery and development of drugs.

##### **4: Bioenergetics**

In this topic, students will learn about: the photosynthetic reaction, rates of photosynthesis, uses of glucose from photosynthesis, aerobic and anaerobic respiration, response to exercise and metabolism.

**5: Homeostasis and response**

In this topic, students will learn about: the structure and function of the nervous system, the human endocrine system, controlling blood glucose concentration, maintaining water and nitrogen balance in the body, hormones in human reproduction and contraception

**6: Inheritance, variation and evolution**

In this topic, students will learn about: sexual and asexual reproduction, meiosis, DNA and the genome, genetic inheritance, inherited disorders, sex determination, variation, evolution, selective breeding, genetic engineering, evidence of evolution, fossils, extinction, resistant bacteria and classification.

**7: Ecology**

In this topic, students will learn about: communities, abiotic factors, biotic factors, adaptations, levels of organisation, how material are cycled, biodiversity, waste management, land use, deforestation, global warming and maintaining biodiversity

**8: Key ideas in Biology**

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in biology. These key ideas are of universal application, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment.

**Chemistry Topics**

**9: Atomic structure and the periodic table**

In this topic, students will learn about: atoms, elements and compounds, mixtures, scientific models of the atom, relative electrical charges of subatomic particles, size and mass of atoms, electronic structure, the periodic table, development of the periodic table, metals and non-metals, group 0, group 1 and group 7 elements.

**10: Bonding, structure and the properties of matter**

In this topic, students will learn about: chemical bonds, ionic bonding, ionic compounds, covalent bonding, metallic bonding, the three states of matter, the state symbols, properties of ionic compounds, polymers, giant covalent structures, properties of metals and alloys, metals as conductors, diamond, graphite, graphene and fullerenes.

**11: Quantitative chemistry**

In this topic, students will learn about: conservation of mass and balanced chemical equations, relative formula mass, mass changes when a reactant or product is a gas, moles, amounts of substances in equations, uses moles to balance equations, limiting reactants and concentration of solutions.

**12: Chemical changes**

In this topic, students will learn about: metal oxides, the reactivity series, extraction of metals and reduction, oxidation and reduction in terms of electrons, reactions of acids with metals, neutralisation of acids and salt production, soluble salts, the pH scale and neutralisation, strong and

weak acids, the process of electrolysis, electrolysis of molten ionic compounds, using electrolysis to extract metals, electrolysis of aqueous solutions and representation of reactions at electrodes as half equations.

**13: Energy changes**

In this topic, students will learn about: energy transfer during exothermic and endothermic reactions, reaction profiles and the energy change of reactions.

**14: The rate and extent of chemical change**

In this topic, students will learn about: calculating rates of reactions, factors which affect the rates of chemical reactions, collision theory and activation energy, factors that increase the rate of reaction, catalysts, reversible reactions, energy changes and reversible reactions, equilibrium, and the effect of changing different conditions.

**15: Organic chemistry**

In this topic, students will learn about: crude oil, hydrocarbons and alkanes, fractional distillation and petrochemicals, properties of hydrocarbons, cracking and alkenes.

**16: Chemical analysis**

In this topic students will learn about: pure substances, formulations, chromatography, tests for hydrogen, oxygen, carbon dioxide and chlorine.

**17: Chemistry of the atmosphere**

In this topic, students will learn about: the proportions of different gases in the atmosphere, the Earth's early atmosphere, how oxygen increased, how carbon dioxide decreased, human activities which contribute to an increase in greenhouse gases in the atmosphere, global climate change, the carbon footprint and its reduction, atmosphere pollutants from fuels and properties and effects of atmospheric pollutants.

**18: Using resources**

In this topic, students will learn about: using the Earth's resources and sustainable development, portable water, waste water treatment, alternative methods of extracting metals, life cycle assessment and ways of reducing the use of resources.

**19: Key ideas in Chemistry**

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in biology. These key ideas are of universal application, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment.

**Physics Topics****20: Energy**

In this topic, students will learn about: energy stores and systems, changes in energy, energy changes in systems, work, power, energy transfers in a system, efficiency and national and global energy resources.



**21: Electricity**

In this topic, students will learn about: standard circuit diagram symbols, electrical charge and current, current, resistance and potential difference, resistors, direct and alternating current, mains electricity, power, energy transfers in everyday appliances and the National Grid

**22: Particle model of matter**

In this topic, students will learn about: density of materials, changes of state, internal energy, temperature changes in a system and specific heat capacity, changes of heat and specific latent heat and particle motion in gases

**23: Atomic structure**

In this topic, students will learn about: the structure of the atom, mass number, atomic number and isotopes, the development of the model of the atom, radioactive decay and nuclear decay, nuclear equations, half-lives and the random nature of radioactive decay and radioactive contamination.

**24: Forces**

In this topic, students will learn about: scalar and vector quantities, contact and non-contact forces, gravity, resultant forces, work done and energy transfer, forces and elasticity, describing motion along a line, forces, accelerations and Newton's Law of motion, forces and braking.

**25: Waves**

In this topic, students will learn about: transverse and longitudinal waves, properties of waves, type of electromagnetic waves, uses and applications of electromagnetic waves,

**26: Magnetism and Electromagnetism**

In this topic, students will learn about: poles of a magnet, magnetic fields, electromagnetism, Fleming's left-hand rule and electric motors.

**27: Key ideas in Physics**

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in biology. These key ideas are of universal application, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment.

**Assessments**

For each topic, students will complete:

- one 'response time' – which will include feedback provided using the whole class feedback proforma. Students will be expected to respond to feedback provided using DOT marking.
- one multiple-choice, end of topic test

Homework is set weekly using Educake and will consist of approximately 9-15 questions.

In addition, students will also undertake written papers in line with the academy's assessment calendar.

For the external exams, the following applies:

6 assessments in Year 11, all 1hr 15 minutes each:

Biology Paper 1: Topics 1-4

Biology Paper 2: Topics 5-7

Chemistry Paper 1: Topics 8-12

Chemistry Paper 2: Topics 13-17

Physics Paper 1: Topics 18-23

Physics Paper 2: Topics 24-26

Students are also required to carry out 21 'required practicals', which will be examined in the two external tests.

This course is double weighted, so students will be graded on a seventeen-point scale, ranging from 1-1 (lowest) to 9-9 (highest)

**Other Information**

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mr Miller for more details.

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<b>Faculty</b>	<b>PE, Health &amp; Wellbeing</b>
<b>Head of Faculty</b>	<b>Mr R Singleton</b>
<b>HoF Email</b>	<b>rsingleton@airedaleacademy.com</b>
<b>Faculty Staff</b>	<b>Various</b>

Subject Name	Student Wellbeing
Subject Lead	Mrs J Coleyshaw
Subject Lead email	jcoleyshaw@airedaleacademy.com
Periods per week	Form Time
Core / Option	Core

### **Overview**

Student Wellbeing allows students to develop their personal skills as well as their understanding of the wider world outside of school and how they can keep themselves safe from harm. It gives pupils the opportunity to learn about topics they would not learn about in conventional lessons within set lessons and also through guest speakers.

### **Units Studied**

Student wellbeing is split into six different topics of learning each with a different teaching focus throughout the year pupils will look at risk and keeping themselves safe, finance and career pathways, sex and relationships, identity society and equality, citizenship and health and wellbeing. Within each of these areas pupils will do different activities including discussions, debates, group work and individual research tasks.

### **Assessment**

Pupils will assess themselves at the beginning and the end of each of the topics of work against set knowledge based criteria, they will also reflect on their own learning throughout each unit of work to see how their attitudes, thoughts and opinions of different topics have changed.

### **Other Information**

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