

Subject area Department
HoD HOD email
Department staff

Year group Subject name
Periods/week Qualification

Weblink

Overview

Pupils who opt to study Product Design at GCSE will have the opportunity to develop and expand the skills they learnt in Key Stage 3. Year 9 & 10 concentrate on honing skills such as investigating design opportunities, developing design proposals, making, testing and evaluating and communication. Year 11 focuses on using these skills to complete a final Controlled Assessment which accounts for 60% of the final qualification.

Units studied

1) The evolution of product design,
2) Meeting consumer needs,
3) Design in practice,
4) Packaging and marketing, 5)
Design in human context, 6) Global
responsibility, 7) Product
manufacture,
8) The use of ICT in production, 9)
Manufacturing processes, 10) Sources and
properties of materials,
11) Manipulating and combining materials.

Assessment

Written paper: 40% of total marks. 120 marks, 2 hours
Controlled Assessment: 60% of total marks.
A single design-and-make activity selected from a choice of set tasks, consisting of the development of a made outcome and a concise design folder and/or appropriate ICT evidence

Other info

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Overview

A general art course which enables students to explore a wide range of media, themes and approaches to art and design.

Year 9 is seen as a "Foundation" year when students extend their experience of media, develop basic skills and learn about different traditions of art and design.

Units studied

Areas of study may include:

- Patterns around the world
- Colour
- Expressionist art and artists
- Still life
- Print making
- Textile and fabric
- Ceramics
- Mixed media and
- Painting techniques

Assessment

In line with GCSE marking scheme.

Subject area Department
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Overview

The GCSE Catering specification offers a unique opportunity for candidates to develop their knowledge and extend their skills within catering in a vocational context. It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education.

Units studied

GCSE Catering requires learners to demonstrate knowledge and understanding of:

- the industry: accommodation; food and beverage; front of house
- the types of products and services provided
- a range of customer groups
- job roles, career opportunities and relevant training
- appropriate forms of communication within the industry
- the importance of record keeping
- the range of equipment used in the hospitality and catering industry.

Assessment

Unit 1: TWO practical tasks (controlled assessments) that pupils research, plan and evaluate. Unit 2: ONE written paper of 1 ¼ hours externally set and marked.

Other info

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Overview

Learners have the opportunity to develop skills to support them as they build relationships with a wide variety of customers internal and external to a range of business environments. Specialist areas also include:

- Finance, both personal and business, together with bookkeeping, which supports development of basic financial principles
- Working in business teams and team leading business support or administration, which supports development of practical administration skills including office systems and equipment,
- Meeting support and filing systems personal selling, which helps learners to understand the personal selling process aspects of business on-line and how this can support businesses to develop opportunities
- Enterprise and business start-up, which is available at both Level 2 and Level 3.

Units studied

Mandatory Units:

- 1 Business Purposes
- 2 Business Organisations

Optional Units:

- Financial Forecasting for Business
- People in Organisations
- Using Office Equipment
- Providing Business Support
- Verbal and Non-verbal Communications in Business Contexts
- Business Communication Through Documentation
- Training and Employment in Business
- Personal Selling in Business
- Customer Relations in Business
- Business Online
- Consumer Rights
- Business Ethics
- Bookkeeping for Business
- Business Enterprise
- Starting a Small Business
- Working in Business Teams
- The Marketing Plan

- Managing Personal Finances
- Promoting and Branding in Retail Business
- Visual Merchandising and Display Techniques for Retail Business
- Lean Organisation Techniques in Business
- Business Improvement Tools and Techniques
- Enterprise in the Workplace
- Sourcing and Buying in the Supply Chain
- Technology in the Logistics Sector
- Warehousing Skills in Logistics
- Transport, Distribution and the Storage of Goods within the Logistics Industry

Assessment

Coursework is internally assessed and students are able to gain a Pass, Merit or Distinction.

Other info

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Overview

Students of our Applied Business GCSE will:

- actively engage in the study of business to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate the range of perspectives of different business stakeholders
- Consider the extent to which business activity can be ethical and sustainable.

Units studied

The business world is constantly changing. The new course has been updated to give pupils the chance to learn about these changes as well as covering conventional material. There are two units to study on this course.

Unit 1

This unit is an investigation into what business enterprise is all about, including how businesses are organised and how people are involved. It also looks at new issues such as 'ethical' and 'green' business. You will focus on one local and one national or international business.

Unit 2

This unit focuses on how businesses record financial transactions, make payments and keep records of how they are doing. You will learn about balance sheets, profit and loss accounts and how to use these to understand business performance in a practical context.

Assessment

Unit 1 60% Controlled Assessment:

Pupils will carry out an investigation into their two chosen businesses and will use the information gathered to respond to tasks set by the examining board. These tasks will be published in advance so that you will know what to expect. The completed tasks will be submitted to the exam board once they have been marked by your teachers.

Unit 2 40% Examination:

Pupils will apply their learning to the questions asked in an externally assessed test.

Other info

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Overview

This course is aimed at anyone who has an interest in working within the early years sector, in one of the many childcare settings. The course will prepare students for the different types of jobs within the child care sector and for study at a higher level.

This course will appeal to you if you:

- Have a keen interest in children's welfare care and development.
- Would like a career that includes child development, caring for and supporting children
- Enjoy studying a subject that is relevant to your life and experiences. Want to move onto a related career or further education.

Units studied

All students will study 3 core units these include one externally assessed unit

- Health and well-being for child development. This unit looks at the different stages of development a child will go through from conception to the age of 5.
- Understand the equipment and nutritional needs of children from birth to five years, This unit will concentrate on the different types of equipment and food children will need to develop through early life
- Understand the development of a child from birth to five years. This unit looks at all the developmental stages through a child's early life and the different ways that children can develop through play.

Assessment

You will be externally assessed by OCR on Health and well-being for child development, which will be a 1 hour exam. This exam is worth 50% of the overall mark for the qualification. The other 2 units will be coursework based with each unit being worth 25% of the overall qualification. These two units will be assessed internally by your subject teacher.

Other info

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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: Performance & Choreography

Performance 30%

- Solo performance
- Duet/Trio performance

Choreography 30%

- Solo or group choreography

Component 2: Dance Appreciation 40%

- Knowledge & understanding of choreographic process and performing skills.
- Critical appreciation of own and professional works

Assessment

External exam 1 hour 30 mins 'written paper' and controlled 'practical' assignments.
Greater focus on practical work with 60% of the total marks for performance and choreography and the written exam 40%.

Other info

- Lots of extra curriculum activities on offer.
- Opportunities for live performances and theatre trips.
- Whole school productions and visitor workshops.

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Overview

This vocational course allows students not only the chance to perform, but also develop valuable skills and techniques in different performance disciplines, and explore potential careers in the industry.

Units studied

Component 1 - Exploring the Performing Arts 30%

Students will: explore performance styles, creative intentions and purpose. Investigate how practitioners create and influence what's performed and discover performance roles, skills, techniques and processes.

Component 2 - Developing skills and techniques in the Performing Arts 30%

Students will: take part in workshops, classes and rehearsals to gain physical, interpretative, and rehearsal skills.

Apply these skills in performance reflecting on their progress, their performance and how they could improve.

Component 3 - Performing to a brief 40% externally assessed

Students will: use the brief and previous learnings to come up with ideas and build on their skills in classes, workshops and rehearsals. You will review the process using an ideas and skills log, and perform a piece to Their chosen audience.

Assessment

Both Internal and external. Assignments and live performances.

Subject area Department
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Department staff

Year group Subject name
Periods/week Qualification
<http://www.wjec.co.uk/index.php?subject=51&level=7>

Weblink

Overview

Year 9 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 – ‘Dystopian Fiction’

This scheme gives students the opportunity to explore and develop reading comprehension and analysis skills using modern texts similar to those that will be explored in Component 1. Exploration of narrative techniques, building tension and creative writing will allow students to understand and cultivate the analytical skills needed for GCSE examination.

Spring Term 1 – War and Conflict

Students will explore fiction and non-fiction texts related to war and conflict including GCSE style reading papers. Different creative and imaginative texts will be explored and opportunities will be given for students to engage in their own original writing using a range of imagery and linguistic devices. In addition, transactional texts, such as leaflets, speeches and articles, will be explored and analysed.

Spring Term 2 – World Affairs

Developing a knowledge and understanding of current world events and cultures will be explored in this scheme, allowing students to explore context, alternative values and new perspectives. Comprehension and language analysis will be developed and practised. Students will explore a range of contemporary non-fiction texts, exploring how information is presented and its impact, as well as applying these techniques to their own transactional writing.

Summer Term – Childhood

Preparing students for the demands of the reading analysis needed for non-fiction texts as part of the component 2 Language exam, both 19th and 21st century extracts will be studied and compared. This scheme allows students to analyse and apply reading analysis skills, deepening understanding and application of the skills needed in the exams. There will also be the opportunity to explore narrative and transactional writing as part of this scheme.

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.

Each term, students will be assessed using a formal PPE 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 info

Subject area Department
HoD HOD email
Department staff

Year group Subject name
Periods/week Qualification

Weblink

Overview

Year 9 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 – ‘A Christmas Carol’

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 – War and Conflict

Students will explore fiction and poetry from the GCSE anthology related to war and conflict. 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. Wider reading of war and conflict themed texts will allow students to understand the historical context and the realities of war.

Spring Term 2 – Love Poetry

Students will explore poetry on the theme of ‘Love’ 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.

Summer Term – ‘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.

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.

Each term, students will be assessed using a formal PPE 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.

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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 pieces and photographic evidence of meeting their success criterion.

Other info

Subject area Department

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Department staff

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Periods/week Qualification

Weblink

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

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 info

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Periods/week Qualification

Weblink

Overview

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

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 Water on the Land.

The key ideas are as follows: The shape of river valleys changes as rivers flow downstream due to the dominance of different processes. Distinctive landforms result from different processes as rivers flow downstream. The amount of water in a river fluctuates due to a number of reasons. Rivers flood due to a number of physical and human causes. Flooding appears to be an increasingly frequent event. The effects of and responses to floods vary between areas of contrasting levels of wealth. There is discussion about the costs and benefits of hard and soft engineering and debate about which is the better option. Rivers are managed to provide a water supply. There are a variety of issues resulting from this.

Human geography:-

Changing Urban Environments.

The key ideas are as follows: Urbanisation is a global phenomenon. Urban areas have a variety of functions and land uses. There are aspects of urban living in a richer part of the world that need careful planning in order to support the population and environment of cities and towns. Rapid urbanisation has led to the development of squatter settlements and an informal sector to the economy. Rapid urbanisation in a poorer part of the world requires the management of the environmental problems caused. Attempts can be made to ensure that urban living is sustainable.

Assessment

Changing Urban Environments-Pupils will study a wide variety of places and at a range of scales and must include places in various stages of development. Pupils will look at the opportunities and challenges within cities.

Challenge of Resource Management – This will be looking at the significance of food water and energy across the world, and how its use varies across the globe. Pupils will look at solutions to some of the earth's largest resource issues.

Coastal Landscapes – Pupils will study a range of coastal landforms and processes. Pupils will also look at sea defences and the impact they have on coastal areas.

Other info

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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Department staff

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Periods/week Qualification

Weblink

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.
- Want to move onto a related career or further education

All students will study 2 core units which are Human Lifespan Development and Health and Social Care Values, alongside a range of specialist units that will include promoting health and well-being, Child Care development, the impact of diet on health and the opportunity to gain a vocational experience in a Health, Social or Early years setting. 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 3 – Effective Communication in Health and Social care

In this unit students will investigate the different forms of communication and how they are used effectively in health and social care. You will look at the importance of using clear speech, body language that shows you are interested in that people are saying.

Students will also investigate the difficulties some people experience in accessing health and social care, owing to barriers of communication. Students will learn how these can be overcome so that people can access health and social care services.

Unit 6 – The Impact of Nutrition on Health and wellbeing

In this unit students will explore what is meant by a balanced diet and its effects on the body. Students explore what is meant by an unbalanced diet and how this may lead to various types of ill health.

Assessment

This course is 80% coursework and 20% exam. All work is internally and externally verified. Students can achieve grade pass, merit, distinction or distinction*

You will be externally assessed by Edexcel on Human Lifespan Development, which will be a 1 hour exam. The rest will be coursework which will be assessed internally by your subject teacher.

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Periods/week Qualification

Weblink

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:
Medicine Through Time; students will investigate how medicine has developed over time and how this impacts on the way we live today.

Term Two:
Medicine Through Time with a WWI depth study; students will discover how WWI influenced the advancement of medicine due to the new methods of warfare.

Term Three:
Early Elizabethan England, 1558-1588

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 half-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 – American West c1835 – 1895

Early Elizabethan England, 1558-1588 = 40% of overall GCSE

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

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Periods/week Qualification
<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production.html>

Weblink

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 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 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 info

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Year group: 9 | Option | Periods a week: 2

Subject Name:

Qualification:

Weblink:

Overview

BTEC Tech 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 Principles 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

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Overview

Computing is fast becoming a part of curriculums in schools, with the advancement of technology and with the need for more technical people in many work areas. GCSE Computing is an introduction to the world of computers and similar devices, how they work, how they communicate, and how we make them work. With elements of computer hardware, software, networking, programming and study of technology in society this is perfect for developing not only an understanding of technology, but of logical thinking and problem solving.

Units studied

Component 1: Computer Systems

Students will learn about:

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Component 2: Computational thinking, algorithms and programming

Students will learn about:

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of language
- Data representation

Component 3: Programming project

Assessment

Component 1: External Exam
Component 2: External Exam

Other info

GCSE Computing is part of the EBacc.

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Overview

In Y9 Mathematics pupils begin to study topics for their GCSE. This allows them time to make the transition from their KS3 work and lays the foundations for an outstanding GCSE result in Y11. Their work is assessed using grades rather than levels and they learn to tackle GCSE style questions. Topics are structured as in KS3 to aid transition but using GCSE content and assessments.

We study the Edexcel Linear Mathematics A (1MA0) GCSE course which means that pupils will sit an examination at the end of year 11 comprising of 2 papers: one Non-calculator paper and one Calculator paper. There is no coursework for Mathematics GCSE.

Units studied

Pupils learn about the Mathematics of Number; Shape, Space and Measure; Algebra; Data Handling; and Functional Skills (the ability to use mathematical skills in real life situations).

Pupils also acquire the following key skills along the way:

- Interpreting (deciding what the question is asking)
- Representing (defining the problem)
- Analysing (selecting the data and method required to produce a correct solution)
- Evaluating (doing the actual calculations)
- Communicating (describing the solution and method used to others)
- Reflecting (asking whether the answer makes sense, is it the only method and comparing the advantages, disadvantages and efficiency of methods where more than one exists)

Topics Studied:

Term 1:

Integers, powers and roots

Sequences, functions and graphs

Geometrical reasoning: lines, angles and shapes

Construction and loci

Probability

Ratio and proportion

Equations, formulae, identities and expressions Measures and mensuration; area

LEARNING REVIEW 1

Term 2:

Sequences, functions and graphs II Place

value, calculations and checking

Transformations and coordinates

Processing and representing data; Interpreting and discussing results Equations, formulae, identities and expressions

LEARNING REVIEW 2

Term 3:

Fractions, decimals and percentages

Measures and mensuration

Equations, formulae, identities and expressions II Calculations and checking

Geometrical reasoning: coordinates and construction Measures and mensuration; volume

Statistical enquiry

LEARNING REVIEW 3 (End of Year Exam)

Assessment

All MATHS PUPILS

-Students are expected to know:

- Times tables up to 12x12
- Square numbers up to 15x15
- Cubed numbers 1, 2, 3, 5, and 10

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

- Underlined date, title and subheadings (starter, plenary, example, red, amber, green etc)
- Worked examples with any additional notes
- Numbered questions
- Clear method with all workings out shown
- Students responding to feedback

-Should students want to undertake independent study they can access the following websites: www.mymaths.co.uk
www.kerboodle.com

They can get their individual logins/passwords from their class teacher.

Each topic is assessed with a short mini-test to track progress.

Each term's progress is measured in an End of Term Review using actual GCSE questions for a realistic measure of achievement.

Other info

-Students should be prepared to complete weekly homework to inform their independent learning.

-Students should come to lesson equipped with: pens, pencil, rubber, planner, ruler, calculator (Casio FX- 83GT Plus).

-Students should be prepared to practise and learn the formulae and facts in preparation for the weekly quizzes.

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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 a 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 specialise in two different areas out of these three: Music Performance, Creating Original Music (song writing/composing) and Music Production (using computer software to product 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 info

This course will appeal to you if you:

- Are interested in learning 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 will to practise weekly

Subject area Department

HoD HOD email

Department staff

Year group Subject name

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Weblink

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 info

Subject area Department
HoD HOD email
Department staff

Year group Subject name
Periods/week Qualification

Weblink

Overview

GCSE PE will appeal to you if you're active and want to study a course which is physically 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
- Personal Exercise Programme – Controlled assessment coursework, 10% of the qualification

Other info

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

Subject area Department

HoD HOD email

Department staff

Year group Subject name

Periods/week Qualification

Weblink

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, uni hockey
- 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 info

Student 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 also proud to have designed a comfortable and smart PE kit that students wear with pride in all lessons.

Subject area Department
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Department staff

Year group Subject name
Periods/week Qualification

Weblink

Overview

Students will gain 2 GCSEs through this route. In Year 9, students will learn the topics for paper 1 of Biology, Chemistry and Physics. In Year 10, students will learn the topics for paper 2 of Biology, Chemistry and Physics. Year 11 will be a consolidation year in preparation for the 6 exams in June

In Year 9, students will learn the topics for paper 1 of Biology, Chemistry and Physics.

In Year 10, students will learn the topics for paper 2 of Biology, Chemistry and Physics.

Year 11 will be a consolidation year in preparation for the 6 exams in June.

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.

Assessment

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 info

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.
Breakfast revision is available most mornings.

Subject area Department
HoD HOD email
Department staff

Year group Subject name
Periods/week Qualification

Weblink

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 info
