

# St Robert of Newminster

Catholic School & Sixth  
Form College



**Key Stage Four Curriculum  
Information.**

# Subject: English

	Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts/skills	<p><b>Key question:</b>            Why do writers choose to make their texts ambiguous and what impact does this have on readers/ audiences?</p> <p><b>Literature focus:</b>  <i>An Inspector Calls</i> by J.B. Priestley            A selection of <i>Power and Conflict</i> poetry – AQA  <i>A Christmas Carol</i> by Charles Dickens</p> <p><b>Language focus:</b>  <i>Language Paper 1 Q5:</i> creative writing</p>	<p><b>Key question:</b>            How do writers use their texts to protest against social issues?</p> <p><b>Literature focus:</b>  <i>A Christmas Carol</i> by Charles Dickens</p> <p>A selection of <i>Power and Conflict</i> poetry, plus unseen poetry analysis</p> <p>Revising <i>An Inspector Calls</i></p> <p><b>Language focus:</b>  <i>Language Paper 1 Q5:</i> creative writing</p>	<p><b>Key question:</b>            How does conflict shape each of the texts we have studied?</p> <p><b>Literature focus:</b>  <i>Macbeth</i> by William Shakespeare</p> <p><i>Power and Conflict</i> poetry revision</p> <p>Revising <i>An Inspector Calls</i> and <i>A Christmas Carol</i></p> <p><b>Language focus:</b>  <i>Language Paper 2 Q5:</i> creative writing</p>
<b>Year 11</b> Key concepts/skills	<p><b>Key question:</b>            How can we borrow language and structural features from literary texts and use these in our own writing?</p> <p><b>Literature focus:</b>  <i>Macbeth</i> by William Shakespeare            Revising <i>An Inspector Calls</i> and <i>Power and Conflict</i> poetry</p> <p><b>Language focus:</b>  <i>Language Paper 1</i></p>	<p><b>Key question:</b>            How do writers present and control different points of view to impact upon readers?</p> <p><b>Literature focus:</b>            Revision of each major text, prioritising <i>A Christmas Carol</i> first</p> <p><b>Language focus:</b>  <i>Language Paper 2</i></p>	<p><b>Key question:</b>            How do we revise best in English?</p> <p><b>Literature focus:</b>            Revision of each major text</p> <p><b>Language focus:</b>  <i>Language Papers 1 and 2</i></p>

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# Subject: Maths (Higher)

	Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts/skills	<ul style="list-style-type: none"> <li>• Calculations, checking and rounding</li> <li>• Indices, roots, reciprocals and hierarchy of operations</li> <li>• Factors, multiples, primes, standard form and surds</li> <li>• Algebra basics, setting up, rearranging and solving equations</li> <li>• Sequences</li> <li>• Averages and range</li> </ul>	<ul style="list-style-type: none"> <li>• Representing and interpreting data and scatter graphs</li> <li>• Fractions and percentages</li> <li>• Ratio and proportion</li> <li>• Polygons, angles and parallel lines</li> <li>• Pythagoras and trigonometry</li> <li>• Graphs: the basics and real life graphs</li> <li>• Linear graphs and coordinate geometry</li> <li>• Quadratic, cubic and other graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Perimeter, area and circles</li> <li>• 3D forms and volume, cylinders, cones and spheres</li> <li>• Accuracy and bounds</li> <li>• Transformations</li> <li>• Constructions, loci and bearings</li> <li>• Solving quadratics and simultaneous equations</li> <li>• Inequalities</li> </ul>
<b>Year 11</b> Key concepts/skills	<ul style="list-style-type: none"> <li>• Probability</li> <li>• Multiplicative reasoning: direct and inverse proportion, compound measures</li> <li>• Similarity and congruence in 2D and 3D</li> <li>• Further trigonometry</li> <li>• Cumulative frequency, box plots and histograms</li> <li>• Circle theorems</li> </ul>	<ul style="list-style-type: none"> <li>• Changing the subject, algebraic fractions, rationalising surds, proof</li> <li>• Vectors and geometric proof</li> <li>• Quadratics: double brackets, sketching graphs</li> <li>• Direct and inverse proportion</li> <li>• Circle geometry</li> <li>• Reciprocal and exponential: gradient and area under curve</li> <li>• Graphs of trig functions</li> <li>• Collecting data</li> </ul>	This term will be used for revision

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# Subject: Maths (Foundation)

	Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts/skills	<ul style="list-style-type: none"> <li>Integers and place value</li> <li>Decimals</li> <li>Indices and standard form</li> <li>Factors, multiples, primes</li> <li>The basics of algebra</li> <li>Expressions and substitution into formulae</li> <li>Tables, charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>Pie charts</li> <li>Fractions, decimals and percentages</li> <li>Equations and inequalities</li> <li>Ratio</li> <li>Percentages</li> <li>Sequences</li> <li>Properties of shapes, parallel lines and angle facts</li> </ul>	<ul style="list-style-type: none"> <li>Transformations</li> <li>Statistics, sampling and the averages</li> <li>Perimeter, area and volume</li> <li>Real life graphs</li> <li>Straight line graphs</li> <li>Interior, exterior angles of polygons</li> </ul>
<b>Year 11</b> Key concepts/skills	<ul style="list-style-type: none"> <li>Scatter graphs</li> <li>Proportion</li> <li>Right angled triangles: Pythagoras and trigonometry</li> <li>Probability</li> <li>Multiplicative reasoning</li> <li>Plans and elevations</li> <li>Constructions, loci and bearings</li> <li>Quadratic equations: expanding and factorising</li> <li>Quadratic equations: graphs</li> </ul>	<ul style="list-style-type: none"> <li>Circles, cylinders, cones and spheres</li> <li>Fractions and reciprocals</li> <li>Similarity and congruence in 2D</li> <li>Vectors</li> <li>Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations</li> </ul>	This term will be used for revision.

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# Subject: Religious Education

	Term 1	Term 2	Term 3
<p><b>Year 10</b> Key concepts</p> <p><i>Skills</i> AO1: <i>Knowledge and understanding</i> AO2: <i>Analysis and evaluation</i></p>	<p>What do Jewish people believe? Nature of G-d and Nature of Messiah Abraham and Moses Importance of Mitzvot Sanctity of Life and Pikuach Nefesh Life and Death</p>	<p>How do Jewish people practice their beliefs? Tenakh and Talmud Synagogue Worship at home Shabbat Rites of passage Festivals</p>	<p>Where do we come from? Different views of creation Sanctity of life Abortion Different views on abortion Stewardship Catholic Social Teaching</p>
<p><b>Year 11</b> Key concepts</p> <p><i>Skills</i> AO1: <i>Knowledge and understanding</i> AO2: <i>Analysis and evaluation</i></p>	<p>What is good and evil? Problem of evil Catholic views on evil Trinity and Incarnation Moral sources of authority Statues and the rosary Pilgrimage</p>	<p>What is the afterlife? The afterlife The soul Magisterium Sarcophagi and the Paschal candle Funeral rite</p>	<p>What is right and wrong? Sin and crime Forms of punishment Christian teachings on forgiveness Salvation and redemption Sacraments Church and church Evangelisation</p>

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# Subject: Combined Biology

	Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts/skills	How are organisms structured from the smallest to largest units?  AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures	How do pathogens affect living organisms and how do they defend against them?  AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures	How do cellular chemical reactions provide cells with energy?  AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures
<b>Year 11</b> Key concepts/skills	How do plants and animals maintain a constant internal environment?  AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures	How does inheritance occur?  AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures	How do living organisms survive and interact with each other in an ecosystem?  AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures

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# Subject: Combined Chemistry

	Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts/skills	<p>What are atoms and what happens when they react?</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures</p>	<p>How do acids behave and what do they react with?</p> <p>AO1: Demonstrate Knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures</p>	<p>How can we separate out compounds and measure the energy changes of reactions?</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures</p>
<b>Year 11</b> Key concepts/skills	<p>How can we separate out compounds and measure the rate of a reaction?</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures</p>	<p>How can we identify different substances?</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures</p>	<p>How can we obtain safe drinkable water?</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures</p>

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# Subject: Combined Science: Physics

	Term 1	Term 2	Term 3
<p><b>Year 10</b> Key concepts/skills</p> <p>AO1: Recall knowledge and understanding. AO2: Apply knowledge and understanding. AO3: Analyse information and draw valid conclusions.</p>	<p>Energy and the uses of energy.</p> <p>Calculating energy types.</p> <p>How heat travels through solids and why we insulate our homes.</p> <p>Different methods for energy generation and the impact of this on the environment.</p>	<p>How are electrical circuits constructed.</p> <p>The difference between series and parallel circuits and the advantages and disadvantages of both.</p> <p>How specialised components are used in lighting and heating.</p> <p>How electricity used safely in the home.</p>	<p>The particle arrangement in solids, liquids, and gases and how this gives substances their properties.</p> <p>How the atom has evolved over time with new discoveries.</p> <p>The structure, properties, uses and dangers of radiation.</p>
<p><b>Year 11</b> Key concepts/skills</p> <p>AO1: Recall knowledge and understanding. AO2: Apply knowledge and understanding. AO3: Analyse information and draw valid conclusions.</p>	<p>Forces and how they interact.</p> <p>Calculating resultant forces and their effect.</p> <p>Forces and motion, including speed, velocity and acceleration.</p>	<p>Force and acceleration.</p> <p>Newton's 2<sup>nd</sup> law.</p> <p>Force and elasticity and Hooke's law.</p> <p>Wave properties.</p>	<p>Wave properties continued.</p> <p>The uses and dangers of the electromagnetic spectrum.</p> <p>Magnetic fields and electromagnetic induction.</p>

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# Subject: GCSE Triple Biology

	Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts/skills	How are organisms structured from the smallest to largest units?  AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures	How do pathogens affect living organisms and how do they defend against them?  AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures	How do cellular chemical reactions provide cells with energy?  AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures
<b>Year 11</b> Key concepts/skills	How do plants and animals maintain a constant internal environment?  AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures	How does inheritance occur?  AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures	How do living organisms survive and interact with each other in an ecosystem?  AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures

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# Subject: GCSE Triple Chemistry

	Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts/skills	<p>What are atoms and what happens when they react?</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures</p>	<p>How do acids behave and what do they react with?</p> <p>AO1: Demonstrate Knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures</p>	<p>How can we separate out compounds and measure the energy changes of reactions?</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures</p>
<b>Year 11</b> Key concepts/skills	<p>How can we separate out compounds and measure the rate of a reaction?</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures</p>	<p>How can we identify different substances?</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures</p>	<p>How can we obtain safe drinkable water?</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas. AO2: Apply knowledge and understanding of scientific ideas. AO3: Analyse information and draw conclusions to improve experimental procedures</p>

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# Subject: GCSE Triple Physics

	Term 1	Term 2	Term 3
<p><b>Year 10</b> Key concepts/skills</p> <p>AO1: Recall knowledge and understanding. AO2: Apply knowledge and understanding. AO3: Analyse information and draw valid conclusions.</p>	<p>Energy and the uses of energy.</p> <p>Calculating different energy types.</p> <p>How heat travels through solids and why we insulate our homes.</p> <p>Different methods for energy generation and the impact of this on the environment.</p>	<p>How are electrical circuits constructed.</p> <p>The difference between series and parallel circuits and the advantages and disadvantages of both.</p> <p>How specialised components are used in lighting and heating.</p> <p>Static electricity.</p> <p>How electricity used safely in the home.</p>	<p>The particle arrangement in solids, liquids, and gases and how this gives substances their properties.</p> <p>Gas pressure and temperature.</p> <p>How the atom has evolved over time with new discoveries.</p> <p>The structure, properties, uses and dangers of radiation.</p> <p>Nuclear fission and fusion and how a nuclear fission reactor works.</p>
<p><b>Year 11</b> Key concepts/skills</p> <p>AO1: Recall knowledge and understanding. AO2: Apply knowledge and understanding. AO3: Analyse information and draw valid conclusions.</p>	<p>Forces and how they interact.</p> <p>Calculating resultant forces and their effect.</p> <p>Forces and motion, including speed, velocity and acceleration.</p> <p>Force and acceleration.</p> <p>Newton's 2<sup>nd</sup> law.</p> <p>Force and elasticity and Hooke's law.</p> <p>Force and pressure.</p>	<p>Wave properties.</p> <p>Sound.</p> <p>The use of waves for exploration.</p> <p>The uses and dangers of the electromagnetic spectrum.</p> <p>The applications of light and the formation of real and virtual images.</p>	<p>Magnetic fields and electromagnets.</p> <p>The motor effect and generator effect and their applications.</p> <p>Transformers, linked to the National Grid.</p> <p>Our Solar System.</p> <p>The life cycle of a star.</p> <p>The origins of the Universe.</p>

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# Subject: History

	Term 1	Term 2	Term 3
<p><b>Year 10</b> Key concepts:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Explaining and analysing events and periods</li> <li>• Understanding interpretations</li> <li>• Using sources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Paper 1</b></li> <li>• <b>The People's Health 1250- present</b></li> </ul> <p>Including:</p> <ul style="list-style-type: none"> <li>• The impact of living conditions on people's health</li> <li>• The response to epidemics</li> <li>• Attempts to improve public health</li> <li>• Ways in which the following influence change and continuity in public health:</li> <li>• Beliefs, attitudes and values</li> <li>• Local and national government</li> <li>• Science and technology</li> <li>• Urbanisation</li> <li>• Wealth and Poverty</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Paper 1</b></li> <li>• <b>The Elizabethans 1580-1603</b></li> </ul> <p>Including:</p> <ul style="list-style-type: none"> <li>• Elizabeth and government</li> <li>• The nature and extent of a Catholic threat</li> <li>• Daily lives</li> <li>• Popular Culture</li> <li>• The nature and significance of England's connections with the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Paper 3</b></li> <li>• <b>Living under Nazi Rule 1933- 1945</b></li> </ul> <p>Including:</p> <ul style="list-style-type: none"> <li>• Dictatorship</li> <li>• Control and Opposition 1933- 1939</li> <li>• Changing Lives 1933- 1939</li> <li>• Germany in War</li> <li>• Occupation</li> </ul>
<p><b>Year 11</b> Key concepts:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Explaining and analysing events and periods</li> <li>• Understanding interpretations</li> <li>• Using sources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Paper 2</b></li> <li>• <b>History Around Us: Durham Castle</b></li> </ul> <p>Including:</p> <ul style="list-style-type: none"> <li>• Reasons for the location of the castle within its surroundings</li> <li>• When and why it was first created</li> <li>• How the site has changed through the Medieval, Tudor and Victorian time periods</li> <li>• Analysis of the physical remains of the castle</li> <li>• Typicality compared to other similar castles</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Paper 3</b></li> <li>• <b>The Making of America 1789- 1900</b></li> </ul> <p>Including:</p> <ul style="list-style-type: none"> <li>• America's expansion 1789- 1838</li> <li>• The West 1839- 1860</li> <li>• Civil War and Reconstruction 1861- 1877</li> <li>• Settlement and conflict on the Plains 1861- 1877</li> <li>• American cultures 1877- 1900</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of all units</li> </ul>

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# Subject: Geography

	Term 1	Term 2	Term 3
<p><b>Year 10</b> Key concepts/skills AO1/AO2</p>	<p><b>Component 1</b> Topic 2: Development Dynamics Topic 1: Hazardous Earth Topic 3: Challenges of an urbanising world.</p> <p><b>Key Questions</b> -What is the scale of global inequality and how can it be reduced? -How is India, one of the world's emerging countries, managing to develop? -What are the causes and challenges of rapid urban change? -Why does quality of life vary so much within Mumbai? -How does the world's climate system function, why does it change and how can this be hazardous for people?</p>	<p><b>Component 1/2</b> Topic 3: Challenges of an urbanising world Topic 2: The UK Evolving Physical Landscape</p> <p><b>Key Questions</b> -How are extreme weather events increasingly hazardous for people? -Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location? -Why does the physical landscape of the UK vary from place to place? -Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them? -What are the challenges for coastal landscapes and communities and why is there conflict about how to manage them?</p>	<p><b>Component 2</b> Topic 3: Coastal Landscape and Change Topic 3: River Processes and Pressures Physical Fieldwork</p> <p><b>Key Questions</b> -Why is there a variety of river landscapes in the UK and what are the processes that shape them? -What are the challenges for river landscapes, people and property and how can they be managed? -How do river characteristics change flood risk along the Wear</p>
<p><b>Year 11</b> Key Concepts/skills AO1/AO2/ AO3/AO4</p>	<p><b>Component 2:</b> Topic 3: River Processes and Pressures Physical Fieldwork Topic 5: Geographical Investigations – Human Fieldwork -Topic 4: The UK's Evolving Human Landscape <b>Key Questions:</b> How and why does quality of life vary within Newcastle? Why are places and people changing in the UK? How is London, a major UK city, changing?</p>	<p><b>Component 3</b> Topic 1: People and the Biosphere Topic 2: Forests Under Threat Topic 3: Consuming Energy Resources <b>Key Questions:</b> Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources? What are the threats to forest biomes and how can they be reduced?</p>	<p><b>Component 3</b> Making a Geographical Decision <b>Key Question:</b> How do you make a geographical decision?  *Revision of Components 1-3</p>

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# Subject: Spanish

	Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts	<ul style="list-style-type: none"> <li>•Family members/names/ages</li> <li>•Family relationships: who they get on with and why</li> <li>•Physical descriptions</li> <li>•Pets and descriptions</li> <li>•Role models</li> <li>•Ideal future partners/weddings and future plans</li> <li>•The journey</li> <li>•Accommodation</li> <li>•Weather on holiday</li> <li>•Holiday activities</li> <li>•Best/worst days</li> <li>•Christmas in Spain</li> </ul>	<ul style="list-style-type: none"> <li>•Seasons/ Weather</li> <li>•Opinions + free time activities</li> <li>•Reasons for opinions</li> <li>•Sports</li> <li>•TV preferences</li> <li>•Cinema</li> <li>•Mobile phone usage</li> <li>•Social media advantages and disadvantages</li> <li>•Making arrangements</li> <li>•Semana Santa</li> </ul>	<ul style="list-style-type: none"> <li>•Daily routines</li> <li>•Mealtimes</li> <li>•Buying food</li> <li>•Restaurants + special day in the past</li> <li>•Illnesses</li> <li>•Spanish traditions: meals, siesta, paseo,</li> <li>•Fallas/ La Tomatina/Los Castellers</li> <li>•Los San Fermines + injuries</li> <li>•La Noche de San Juan</li> <li>•El festival de Benicassim + music preferences</li> </ul>
<b>Year 11</b> Key concepts	<ul style="list-style-type: none"> <li>•Places in towns</li> <li>•Location of places/directions</li> <li>•Geographical features</li> <li>•The positives and negatives of cities</li> <li>•How hometown has changed</li> <li>•Lifestyle problems/ Healthy living</li> <li>•Social issues in my region</li> <li>•Environmental issues</li> <li>•Protecting the environment</li> </ul>	<ul style="list-style-type: none"> <li>•Jobs+ Workplaces</li> <li>•Part time jobs/chores + jobs recently done</li> <li>•Work experience</li> <li>•Applying for jobs</li> <li>•Importance of languages</li> <li>•Gap year activities/ Future plans</li> </ul>	<ul style="list-style-type: none"> <li>• Revision: Themes 1-3</li> <li>• Past Paper Practice</li> </ul>

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# Subject: French

	Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts	<ul style="list-style-type: none"> <li>Talking about getting on with others</li> <li>Describing family and friends</li> <li>Talking about future relationships</li> <li>Discussing future relationship choices</li> <li>Talking about the uses of social media</li> <li>Discussing the pros and cons of social media</li> <li>Discussing the uses of mobile technology</li> <li>Grasping the present and future tenses of regular and irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>Describing free time activities in the past</li> <li>Talking about leisure activities</li> <li>Talking about different cuisines and eating out</li> <li>Discussing world food and eating habits</li> <li>Talking about sports and taking risks in sports</li> <li>Talking about celebrations</li> <li>Discussing what traditions mean to you and describing and event</li> </ul>	<ul style="list-style-type: none"> <li>Describing my home and my ideal home</li> <li>Describing what a town is like and what there is to see and do</li> <li>Describing a region</li> <li>Describing charity work</li> <li>Understanding the importance of charities</li> <li>Comparing old and new health habits</li> <li>Describing health resolutions</li> <li>Discussing environmental problems and their solutions</li> <li>Discussing global issues, inequality and poverty in the world</li> </ul>
<b>Year 11</b> Key concepts	<ul style="list-style-type: none"> <li>Talking about holiday preferences</li> <li>Describing holidays in detail</li> <li>Talking about visiting different places in France</li> <li>Talking about visiting French towns and cities</li> </ul>	<ul style="list-style-type: none"> <li>Describing a day in school</li> <li>Describing school life in different countries</li> <li>Talking about school rules and uniform</li> <li>Talking about your ideal school</li> <li>Talking about future options, university and apprenticeships and how to get a job</li> </ul>	<ul style="list-style-type: none"> <li>Revision of Themes 1-3</li> <li>Past Paper Practice</li> </ul>

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# Subject: Art

	Term 1	Term 2	Term 3
<p><b>Year 10</b> Key concepts/ skills</p> <p>A01: Develop A02: Explore A03: Record A04: Present</p>	<p><b>Drawing &amp; painting</b> <b>Organic/ natural form</b> <i>skills building</i></p> <p>Observational drawing from primary and secondary sources. Own photography – developing skills with light. Presentation skills Charcoal drawings Oil pastel enlargements Pen and wash Watercolour Design development</p>	<p><b>Ceramics - sculpture</b> <b>Organic/ natural form</b></p> <p>Ceramics (pinch pot) Ceramics (slab or coil building) Working in the style of an artist Colour mixing Compositional theory Ceramic techniques (coil building, slab building and pinch pots) Painting/glazing</p>	<p><b>Drawing and mixed media</b> <b>Unit 1:</b> <b>Fantastic &amp; Strange</b> <b>OR</b> <b>Geometric form</b> (year 11 coursework)</p> <p>Observational drawing from primary and secondary sources. Own photography – developing skills with light. Working in the style of an artist Colour mixing Compositional theory Mixed media Oil painting Dry point etching Compositional theory Grid method Digital editing</p>
<p><b>Year 11</b> Key Concepts/ skills</p> <p>A01: Develop A02: Explore A03: Record A04: Present</p>	<p><b>Drawing, 2D, 3D and mixed media</b> <b>Fantastic &amp; Strange OR</b> <b>geometric form</b> (year 11 coursework)</p>	<p><b>Drawing, 2D, 3D and mixed media</b> <b>Externally Set Assignment</b> <b>January 2023 (Year 11 Exam)</b></p>	<p><b>Externally Set Assignment</b> <b>January 2023</b></p>

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# Subject: Business

	Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts/skills	What is enterprise and entrepreneurship?  How is a business opportunity spotted?  How do we put a business idea into practice?  AO1 – Knowledge AO2 – Application AO3 – Analysis  Numeracy skills and data analysis	How can we make a business effective?  How can we understand the external influences that impact a business?  AO1 – Knowledge AO2 – Application AO3 – Analysis  Numeracy skills and data analysis	How can an entrepreneur grow their business?  How can an entrepreneur finance their business?  AO1 – Knowledge AO2 – Application AO3 – Analysis  Numeracy skills and data analysis
<b>Year 11</b> Key concepts/skills	How can an entrepreneur grow their business?  What marketing decisions need to be made?  AO1 – Knowledge AO2 – Application AO3 – Analysis  Numeracy skills and data analysis	What operational decisions need to be made?  What financial decisions need to be made?  AO1 – Knowledge AO2 – Application AO3 – Analysis  Numeracy skills and data analysis	What human resource decisions need to be made?  AO1 – Knowledge AO2 – Application AO3 – Analysis  Numeracy skills and data analysis

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# Subject: Computer Science

	Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts	<b>Computer systems</b> <ul style="list-style-type: none"> <li>1.1 Systems architecture</li> <li>1.2 Memory and storage</li> <li>1.3 Computer networks, connections and protocols</li> <li>Programming Skills</li> </ul>	<b>Computer systems</b> <ul style="list-style-type: none"> <li>1.4 Network security</li> <li>1.5 Systems software</li> <li>Programming Skills</li> </ul>	<b>Computer systems</b> <ul style="list-style-type: none"> <li>1.6 Ethical, legal, cultural and environmental impacts of digital technology</li> <li>Programming Skills</li> </ul>
<b>Year 11</b> Key concepts	<b>Computational thinking, algorithms and programming</b> <ul style="list-style-type: none"> <li>2.1 Algorithms</li> <li>2.2 Programming fundamentals</li> <li>Programming Skills</li> </ul>	<b>Computational thinking, algorithms and programming</b> <ul style="list-style-type: none"> <li>2.3 Producing robust program</li> <li>2.4 Boolean logic</li> <li>2.5 Programming languages and Integrated Development Environments</li> <li>Programming Skills</li> </ul>	<ul style="list-style-type: none"> <li>Computer systems Revision</li> <li>Computational thinking, algorithms and programming Revision</li> <li>Programming Skills</li> </ul>

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# Subject: Engineering

	Term 1	Term 2	Term 3
<p><b>Year 10</b> Key concepts/skills</p>	<p>What are the links between the various engineering sectors and the role of design in the production of engineered products?</p> <p><b>Learning Aim A:</b> Understand engineering sectors, products and organisations, and how they interrelate.</p> <p><b>A1</b> Engineering sectors, engineered products and interconnections.</p> <p><b>A2</b> Engineering organisations, functions, job roles and career progression.</p>	<p>How can we use Computer Aided Design to solve an engineering problem?</p> <p><b>Learning aim B:</b> Explore engineering skills through the design process.</p> <p><b>B1</b> The design process</p>	<p>How can we investigate and create solutions to problems in response to given engineering briefs?</p> <p><b>AO1</b> Understand how to respond to an engineering brief <b>AO2</b> Select skills and techniques in response to an engineering brief.</p>
<p><b>Year 11</b> Key concepts/skills</p>	<p>What are common Materials, Components and Processes used in engineered products?</p> <p><b>Learning Aim A:</b> Understand materials, components and processes for a given engineered product.</p> <p><b>A1:</b> Materials <b>A2:</b> Components <b>A3:</b> Processes</p> <p><b>Learning Aim B:</b> Investigate a given engineered product using disassembly techniques.</p> <p><b>B1:</b> Practical engineering skills. <b>B2:</b> Disassembly techniques. <b>B3:</b> Product Design Specification (PDS).</p>	<p>What are the planning, making, testing and evaluating processes needed to manufacture an engineered product.</p> <p><b>Learning Aim C:</b> Plan the manufacture and safely reproduce, inspect, test a given engineered component.</p> <p><b>C1:</b> Engineering make process. <b>C2:</b> Develop a production plan.</p>	<p>How can we investigate and create solutions to problems in response to given engineering briefs?</p> <p><b>A03:</b> Apply skills and techniques in response to an engineering brief.</p> <p><b>A04:</b> Evaluate and review the outcomes of the application of skills and techniques in response to an engineering brief.</p>

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# Subject: Design and Technology

	Term 1	Term 2	Term 3
<p><b>Year 10</b> Key concepts/skills</p>	<p><b>Key question:</b> What are the general design considerations which need to be considered when innovating products?</p> <p><b>Key Knowledge:</b> Core: Industry and Enterprise/ Sustainability &amp; People and Society Production Systems / New technology and Design Decisions Fossil Fuels and Nuclear Power / Renewable Energy Modern and Smart Materials Composites &amp; Technical Textiles Electronic systems / Inputs Processes / Outputs Design: Sketching and rendering Isometric drawing Context, brief and customer research Existing product research, ergonomic and anthropometric research The work of others – designers and companies Specification Moral, ethical, social and sustainable design Generating ideas and identifying issues or needs Freehand sketches CAD documentation and tolerances</p>	<p><b>Key question:</b> What are the material and manufacturing techniques for my specialist area of DT?</p> <p><b>Key Knowledge:</b> Core: Types of movement Changing magnitude and direction of force Material sources Papers and boards Timbers Metals and Polymers Textiles and material properties Specialist: Selecting materials / forces and stresses Ecological and socially responsible design Material properties/modifying material properties Design: Card modelling Testing materials and processes Prototype testing and improving outcomes</p>	<p><b>Key question:</b> Where can I take this design context? (Coursework from June 1<sup>st</sup>)</p> <p><b>Key Knowledge:</b> Specialist: Shaping and forming materials stock form Manufacturing volumes/Production Aids Wastage and Addition Deforming / Commercial processes Treatments and Finishes / Quality control NEA: Task analysis, scenario Design context, design problem, existing product examples Research plan, Existing product Analysis and Design inspiration Client interviews, customer profile and survey Brief and specification Specification Producing design ideas</p>

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# Subject: Design and Technology

	Term 1	Term 2	Term 3
Year 11 Key concepts/skills	<p><b>Key question:</b> NEA (Coursework): How do we ensure a product is fit for purpose?</p> <p><b>Key Knowledge:</b> NEA Design idea review / decision matrix Sketch model and evaluation Development model and evaluation SCAMPER Final development model Analyse design against specification Packaging nets Further research - materials/components etc CAD development Orthographic drawing, cutting list, Materials and Processes testing Manufacturing spec Design issues MESS development Commercial design development Plan of making</p>	<p><b>Key question:</b> NEA (Coursework): How do we manufacture a functioning prototype?</p> <p><b>Key Knowledge:</b> NEA Manufacture including diary of making Evaluation against specifications Testing and third party feedback Design improvements Commercial development Core (retrieval) Industry and Enterprise/ Sustainability &amp; People and Society Production Systems / New technology and Design Decisions Fossil Fuels and Nuclear Power / Renewable Energy Modern and Smart Materials Composites &amp; Technical Textiles Electronic systems / Inputs Processes / Outputs Types of movement Changing magnitude and direction of force Material sources Papers and boards Timbers Metals and Polymers Textiles and material properties</p>	<p><b>Key question:</b> What transferrable skills from our NEA can we use in the exam?</p> <p><b>Key Knowledge:</b> NEA Explicit links to core and specialist content Specialist (retrieval) Selecting materials / forces and stresses Ecological and socially responsible design Material properties/modifying material properties Shaping and forming materials stock form Manufacturing volumes/Production Aids Wastage and Addition Deforming / Commercial processes Treatments and Finishes / Quality control</p>

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# Subject: Food and Nutrition

	Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts/skills	Why does our body need specific nutrients and how does it use them?  AO1: Knowledge recall of micro and macronutrients and impact on health.  <b>Specification</b> <ul style="list-style-type: none"> <li>•Macronutrients</li> <li>•Micronutrients</li> <li>•Making informed choices for a balanced diet</li> <li>•Energy needs</li> <li>•Nutritional analysis</li> <li>•Diet and health</li> </ul>	Why do we cook food? Why is hygiene and safety important when storing, preparing and cooking food?  AO2: Practical skills including storing, preparing and cooking food. Presentation of dishes and use of equipment.  <b>Specification</b> <p>Heat transfer and cooking methods</p> <ul style="list-style-type: none"> <li>•Functional and chemical properties of foods</li> <li>•Food safety and spoilage</li> <li>•Buying and storing food</li> <li>•Preparing and cooking food</li> </ul>	What are the wider factors which influence food choice? How can food production and sale have an impact on the environment?  AO3: Knowledge recall of the whole specification covered in year 10. <b>Specification</b> <ul style="list-style-type: none"> <li>•Factors which influence food choice</li> <li>•Religion, culture, moral and ethical considerations</li> <li>•Food labelling and marketing</li> <li>•International cuisines</li> <li>•Sensory evaluation</li> <li>•Environmental impact and sustainability of food</li> </ul>
<b>Year 11</b> Key concepts/skills	<b>NEA 1</b> - Set by the exam board – Released Sept 1 <sup>st</sup> 15% of final grade  <b>NEA 2</b> – Set by the exam board – Released Nov 1 <sup>st</sup> 35% of final grade  <b>NEA 1</b> – Food Science investigation (30 marks)	<b>NEA 2</b> - Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.	Final written exam – revision of full specification 50% of final grade.

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# Subject: PE

	Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts	<p><u>Paper 1:</u> Structure &amp; Function of Skeletal and Muscular Systems.</p> <p><u>Paper 2:</u> Sports Psychology (Skill &amp; Ability, Guidance &amp; Feedback, Arousal &amp; Aggression)</p>	<p><u>Paper 1:</u> Structure &amp; Function of Cardio-Vascular and Respiratory Systems.</p> <p><u>Paper 2:</u> -Socio-Cultural Influences (Social Groups, Commercialisation, Technology)</p>	<p><u>Paper 1:</u> Movement Analysis, Components of Fitness, Fitness Testing.</p> <p><u>Paper 2:</u> Ethical Conduct &amp; Spectator Behaviour.</p>
<b>Year 11</b> Key concepts	<p><u>Paper 1:</u> Continuation of Fitness Testing, Principles of Training, Training Thresholds.</p> <p><u>Paper 2:</u> Health, Fitness &amp; Well being.</p> <p>Completion of Written Coursework assignment</p>	<p><u>Paper 1:</u> -Methods of Training, Periodisation, Warm up/ Cool Down/ Lever Systems.</p> <p><u>Paper 2:</u> Somatotypes/ Balanced Diet/ Energy Use.</p>	Revision for both papers.

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# Subject: Y10 GCSE Music

	Y10 Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts /skills	<b>Skills:</b> Treble and Bass Clef Instrumental and Rehearsal Technique Main musical terminology Vocal Music associated terminology <b>Concepts:</b> Understand the structure of the course Understanding Component 1: Solo performance grading criteria Understanding Component 2: Composition grading criteria Knowledge of musical elements Understand how to analyse two of the set works	<b>Skills:</b> Use Noteflight Software Set text to music Understand the pitch range of various instruments Instrumental music terminology <b>Concepts:</b> Compose in various styles and understand the main features of different styles Understand how different musical elements can be used to create a mood or fit a musical intention Understand how to use the grading criteria to set areas of improvement for solo performance Instrumental music analysis	<b>Skills:</b> Write for drums Write for Bass Write for Guitar Use chord progressions in compositions <b>Concepts:</b> Self assess and set appropriate targets for development Understand Sonata form Understand key features of Musical Theatre

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# Subject: Y11 GCSE Music

	Y10 Term 1	Term 2	Term 3
<b>Year 11</b> Key concepts /skills	<p><b>Skills:</b>            Practice as part of an ensemble</p> <p>Record final free composition</p> <p>Revise year one appraisal material</p> <p>Use correct music terminology depending on the style/genre of music</p> <p>Identify styles of music based on instruments and characteristics</p> <p><b>Concepts:</b>            Identify gaps in knowledge and address these</p> <p>Understand how to achieve marks in the higher grade boundaries</p> <p>Understand how to compose to a set brief</p> <p>Understand how music for Stage and Screen is written and idioms used.</p> <p>Understand where your strengths and weaknesses are and make the correct choices for composition and performance based on these.</p>	<p><b>Skills:</b>            Know all terminology for each style of music studied</p> <p>Recognise a variety of instruments and know their key qualities</p> <p>Identify aurally musical terminology from each area of study.</p> <p><b>Concepts:</b>            Understand how exam technique can help create success and apply techniques you have been taught</p> <p>Understand the differences and similarities of the Set Works.</p> <p>Understand the difference between a musical performance and technically accurate one</p> <p>Understand context of Set Works and unheard pieces</p>	<p><b>Skills:</b>            Write for drums</p> <p>Write for Bass</p> <p>Write for Guitar</p> <p>Use chord progressions in compositions</p> <p><b>Concepts:</b>            Self assess and set appropriate targets for development</p> <p>Understand Sonata form</p> <p>Understand key features of Musical Theatre</p>

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# Subject: Y10 GCSE Drama

	Term 1	Term 2	Term 3
Year 10 Key concepts /skills	<p><b>Skills</b></p> <p>Understand and be able to use in practice:</p> <p>Stage positioning (upstage, downstage, and centre stage) Stage configurations Role and responsibilities of theatre makers.</p> <p><b>Concepts</b></p> <p>Drama and theatre terminology and how to use it appropriately The roles and responsibilities of theatre makers in contemporary professional practice Knowledge and understanding of how drama and theatre is developed and performed.</p>	<p><b>Skills</b></p> <p>Design fundamentals such as scale, shape, colour, and texture The design of props and the design of sets such as revolves, trucks, projection, multimedia, pyrotechnics, smoke machines, and flying The design of costume, including hair and make-up The design of lighting such as direction, colour, intensity, special effects</p> <p>The design of sound such as direction, amplification, music, sound effects both live, and recorded Understanding the social, cultural and historical context in which the performance texts studied are set and using this to discuss and create. Understanding the theatrical conventions of the period in which the performance texts studied were created and being able to discuss and use this information to inform their own decisions.</p> <p><b>Concepts</b></p> <p>Social, cultural and historical contexts. How meaning is interpreted and communicated.</p>	<p><b>Skills</b></p> <p>Understand and be able to use in practise:</p> <p>Research techniques Development of ideas Language and structure in scriptwriting Apply stylistic features of a practitioner to their own work Rehearse, refine and amend their work in progress Analyse and evaluate their own process of creating devised drama</p> <p><b>Concepts</b></p> <p>Create and communicate meaning Realise artistic intention in devised drama.</p>

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# Subject: Y11 GCSE Drama

	Term 1	Term 2	Term 3
<b>Year 11</b> Key concepts /skills	<b>Skills</b> Understand and be able to use in practice:  Performance conventions Use of performance space and spatial relationships Actor and audience configuration Relationships between performers and audience Performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines Performers' physical interpretation of character such as build, age, height, facial features, movement, posture, gesture, facial expression  <b>Concepts</b> How meaning is interpreted and communicated.	<b>Skills</b> Understand the following and know how to use/discuss in creation and appreciation:  Genre Structure Character Form Style Language Sub-text Character motivation and interaction The creation of mood and atmosphere The development of pace and rhythm Dramatic climax Stage directions The practical demands of the text  <b>Concepts</b> Characteristics of performance texts and dramatic work	<b>Skills</b> Know the meaning of all Drama terminology and apply to written work. Be able to put into practice the skills taught throughout the course.  <b>Concepts</b> Know which revision techniques work best for the individual and create a revision plan based on this Have a solid plan and technique for sitting the final exam. Knowledge and understanding of how drama and theatre is developed and performed, including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others.

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# Subject: KS4 BTEC Performing Arts

	Term 1	Term 2	Term 3
Key concepts /skills	<p><b>Skills</b> Understand and be able to use in practice: Stage positioning. Stage configurations. Role and responsibilities of theatre makers. Using theatrical skills in performance appropriate to specific styles. Script writing. Use of dramatic conventions in devised work.</p> <p><b>Concepts</b> Drama and theatre terminology and how to use it appropriately. The roles and responsibilities of theatre makers in contemporary professional practice. Knowledge and understanding of how drama and theatre is developed and performed. Charateristic features of different styles of theatre.</p>	<p><b>Skills</b> Understanding the requirements of being a performer. Practical understanding of how performing arts work is created. Roles, responsibilities and the application of relevant skills and techniques in theatre. Research and communication skills.</p> <p><b>Concepts</b> Understanding of professional performing arts work and the processes and practices that contribute to the creation of a range of performance styles.  Understanding of performance work and influences.</p>	<p><b>Skills</b> How to use rehearsal processes. Skills and techniques in performance or realisation. How to review your own development and application of performance skills.</p> <p><b>Concepts</b> Working as a performer to produce and interpret performance work.  How to communicate intentions to an audience through performance.  Throughout your development, you will review your own progress and consider how to make improvements.</p>

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# Subject: Health and Social Care

	Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts/skills	Types of services. Functions of HSC services. Job roles within HSC. Referrals to HSC. Barriers to accessing services.  Care needs throughout life stages.  <b>What is the health and social care sector?</b>	Formal care. Informal care. Role of regulatory bodies. Ofsted.  Care Quality Commission  <b>Who can care for people and who regulates the carers?</b>  Stages of development from conception to birth.  Key milestones of development throughout the life stages .  <b>How do humans grow and develop through the life stages?</b>	Explained and unexplained life events.  Nature/nurture argument for development.  The role of care planning in meeting needs of individuals .  <b>What are the key influences on human development?</b>
<b>Year 11</b> Key concepts/skills	Legislation. Professional skills. HSC values. Person-centred practice. Partnership working. Barriers to partnership working .  Career development. Careers advice. Qualifications and training.  <b>What are the responsibilities of HSC workers?</b>	Legislation. Professional skills. HSC values. Person-centred practice. Partnership working. Barriers to partnership working. Career development. Careers advice. Qualifications and training.  <b>What are the responsibilities of HSC workers?</b>	REVISION:  TAHSC1 TAHSC2 TAHSC 3

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# Subject: Textiles

	Term 1	Term 2	Term 3
<p><b>Year 10</b> Key concepts/ skills</p> <p>A01: Develop A02: Explore A03: Record A04: Present</p>	<p><b>Drawing &amp; Textile techniques</b> <b>Organic/ natural form</b> <i>skills building</i></p> <ul style="list-style-type: none"> <li>•Observational drawing from primary and secondary sources.</li> <li>•Own photography – developing skills with light.</li> <li>•Presentation skills</li> <li>•Pencil drawings</li> <li>•Pen and wash</li> <li>•Watercolour</li> <li>•Sewing machine skills</li> </ul>	<p><b>Textiles– Cushion</b> <b>Organic/ natural form</b></p> <ul style="list-style-type: none"> <li>•Applique</li> <li>•Reverse applique</li> <li>•Machine embroidery</li> <li>•Hand embroidery</li> <li>•Working in the style of an artist</li> <li>•Colour mixing</li> <li>•Tie-Dye</li> <li>•Design development</li> <li>•Pattern development</li> <li>•Construction skills</li> </ul>	<p><b>Drawing and Textiles</b> <b>Unit 1:</b> <b>Oceans and Sustainability</b> <b>OR</b> <b>Beauty of Decay</b> <b>OR</b> <b>Futuristic</b> (year 11 coursework)</p> <ul style="list-style-type: none"> <li>• Observational drawing from primary and secondary sources.</li> <li>• Own photography – developing skills with light.</li> <li>• Working in the style of an artist</li> <li>• Colour mixing</li> <li>• Compositional theory</li> <li>• Printmaking</li> <li>• Fabric manipulation</li> <li>• Digital editing</li> </ul>
<p><b>Year 11</b> Key Concepts/ skills</p> <p>A01: Develop A02: Explore A03: Record A04: Present</p>	<p><b>Drawing and Textiles</b> (year 11 coursework)</p>	<p><b>Drawing and Textiles</b> <b>Externally Set Assignment</b> <b>January 2023 (Year 11 Exam)</b></p>	<p><b>GCSE examination begin</b></p>

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# Subject: BTEC DIGITAL IT

	Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts	<ul style="list-style-type: none"> <li>Component 1: Exploring User Interface Design Principles and Project Planning Techniques</li> <li>Learners will 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.</li> </ul>		<ul style="list-style-type: none"> <li>Component 1 Non-Examined Assessment Window</li> </ul>
			<ul style="list-style-type: none"> <li>Component 2: Collecting, Presenting and Interpreting Data</li> <li>Learners will understand 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.</li> </ul>
<b>Year 11</b> Key Concepts	<ul style="list-style-type: none"> <li>Component 2: Collecting, Presenting and Interpreting Data</li> <li>Learners will understand 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.</li> </ul>	<ul style="list-style-type: none"> <li>Component 2 Non-Examined Assessment Window</li> </ul>	
		<ul style="list-style-type: none"> <li>Component 3: Effective Digital Working Practices</li> <li>Learners will explore how organisations use digital systems and the wider implications associated with their use.</li> </ul>	

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# Subject: Construction

	Term 1	Term 2	Term 3
<b>Year 10</b> Key concepts/skills	<p><b>Key question:</b>            What are the range of tools and equipment used within the construction industry?            Skill development: Tiling</p> <p><b>Key Knowledge:</b>            Buildings and structures            Infrastructure and civil engineering products            Building services and engineering            Raw material extraction            Manufacturing: Timber and metals (steel and copper), polymers, crushed rock, clay, cement, mortar, concrete.            Professional and managerial roles</p>	<p><b>Key question:</b>            How are different joints in timber used to construct simple frames?            How are buildings constructed to meet user requirements?            Skill development: Joinery</p> <p><b>Key Knowledge:</b>            Construction types            Operation and maintenance            Demolition            Low rise buildings            Foundations, sub structure ground floor, superstructure            wall cladding and roof finishes            External and internal walls and floors            Roof and internal finishes            Materials used in construction            Building services and materials</p>	<p><b>Key question:</b>            How do I answer long and shorter type questions in my externally assessed unit.            How to record progress in the workshop focussing on H&amp;S as well as Quality Control and accuracy.            Skill development: Electrical installation</p> <p><b>Key Knowledge:</b>            renewable energy sources            Cellular constructions            rectangular frame constructions            Portal frame constructions            heritage and traditional methods            Benefits of sustainable construction, pollution and preservation            trades, employment and careers</p>
<b>Year 11</b> Key concepts/skills	<p><b>Key question:</b>            What are the key factors to consider for low rise building construction?            Skill assessment 1: Tiling</p> <p><b>Key Knowledge:</b>            Sustainable construction techniques for low rise buildings.            Hooke Law, Young Modulus</p>	<p><b>Key question:</b>            How can we balance economical and environmental considerations in our work?            Skill assessment 2: Joinery</p> <p><b>Key Knowledge:</b>            Calculating Building costs using surface area.            Thermal Expansion</p>	<p><b>Key question:</b>            How are designs developed and improved to meet the requirements of all parties?            Skill assessment 3: Electrical installation</p> <p><b>Key Knowledge:</b>            Using CAD software to develop presentation drawings.            Analysing own designs against client briefs.</p>

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