



SPRING TERM 2023

CURRICULUM



SPRING TERM 2023 **CURRICULUM**

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Year 7 Curriculum

Mathematics

Curriculum Overview

At the start of their journey here the students have been focusing on algebra. We now are going to go back to some of the foundations on maths. Students will look at addition and subtraction, multiplication and division before moving on to directed numbers. We are aware that pupils have spent a large time on these at KS2 but we look at different strategies and start to show these skills in context such as perimeter, area and financial contexts.

Support Materials / Additional suggested activities

<https://whiterosemaths.com/homelearning/year-7/>
<https://vle.mathswatch.co.uk/vle/>
<https://completemaths.com/tutor>

English

Curriculum Overview

Across Spring term students will analyse the presentation of marginalised people across a range of texts. First of all, students will study **The Tempest** by William Shakespeare and how the figures of Caliban and Ariel may reflect slavery and British colonies. Students will then move on to analysing a **range of poetry from different cultures**, using their knowledge of context to analyse the writer's message. Students will also consolidate their understanding of **homophones** and using **ambitious vocabulary** in their own writing.

Support Materials / Additional suggested activities

<https://www.sparknotes.com/shakespeare/tempest/> - Written summary of The Tempest as well as a range of revision resources.
<https://www.bbc.co.uk/bitesize/topics/z37mn39> - The Tempest revision resources
<https://www.youtube.com/watch?v=dizlyOELIWM> - Summary of The Tempest
<https://www.bbc.co.uk/bitesize/topics/zccxp39> - Guide for reading and analysing poetry.

Year 7 Curriculum

Science

Curriculum Overview	This term, students will be studying:
	Energy – How is energy stored in food? What is the difference between renewable and non-renewable resources? How are these resources used?
	Electricity – How do we use electricity? How is electricity used safely? Building series and parallel circuits.
	Sexual reproduction – What is the difference between internal and external reproduction? What are the reproductive organs? What happens during pregnancy?
Support Materials / Additional suggested activities	DNA – What is the structure of DNA? How was DNA discovered? What is the difference between continuous and discontinuous variation?
	Online homework resource: https://www.tassomai.com/ BBC Bitesize

History

Curriculum Overview	This term, students will be studying:
	Shaping Early Modern England – What was the Reformation? How did the different Tudor monarchs' rule? How successful was Elizabeth I? How did England beat the Spanish Armada? What was life like during the English Civil War? Why was Charles executed?
Support Materials / Additional suggested activities	For help use KS3 History - BBC Bitesize
	Consider trying to complete the KS3 history section on the Civil war and the Reformation on Seneca - Learn 2x Faster (senecalearning.com)
	Consider watching for Elizabeth I - https://www.youtube.com/watch?v=3KAsUADqACU
	Consider watching for the English Civil War - https://www.youtube.com/watch?v=1CT_nZiz1JY

Year 7 Curriculum

Geography

Curriculum Overview

This term, the students are studying:

Extreme Environments – What is a biome? How do we use climate graphs? What is the difference between a hot desert and a polar desert? What are Glaciers? How has tourism in Russia increased? What are tropical rainforests and why are they under threat? What is ecotourism like in the Middle east?

Support Materials / Additional suggested activities

For the different biomes, read - [Global biomes - KS3 Geography - BBC Bitesize](#)

For Glaciers, read [Glaciation - KS3 Geography - BBC Bitesize](#)

For cold climates, watch - [BBC Geography - Cold Climates - YouTube](#)

For hot climates, watch - [BBC Geography - Hot Climates - YouTube](#)

Consider trying to complete the KS3 geography section on glaciers and the ecosystems on [Seneca - Learn 2x Faster \(senecalearning.com\)](#)

RE

Curriculum Overview

This term the students will be studying:

Topic 1: Religion in the News – Is freedom of speech important? How do we combat Islamophobia? How is religion in Northern Ireland viewed? What happened to Malala?

Topic 2: Hinduism – Where and how did Hinduism begin? What is Brahman? What are the Hindu gods like? What is the Caste System? What do Hindus believe at death? How are Hindu weddings celebrated?

Support Materials / Additional suggested activities

For help on Hinduism - [Hinduism - KS3 Religious Studies - BBC Bitesize](#)

Consider watching - [BBC Two - My Life, My Religion, Hinduism, What is Hinduism?](#)

Consider watching for Hindu Weddings - [BBC Two - My Life, My Religion, Hinduism, Marriage](#)

For Malala's story - [Malala's story - BBC News - YouTube](#)

For Religious conflict in Northern Ireland - [Religious Conflict in Northern Ireland - YouTube](#)

Year 7 Curriculum

Music

Curriculum Overview	Introduction to Keyboard & Notation Development work of keyboard techniques with emphasis on standard notation.
	Soundscape Students learn the connection between sound, story & image. They create their own soundscape to tell the story of a famous fairy tale using GarageBand.
	Film Music Students learn the importance of underscore in film and recreate a scene from a movie adding underscore and SFX. We will look at famous soundtracks from movies and learn about the techniques used to create them.
Support Materials / Additional suggested activities	Use the following link: https://www.bbc.co.uk/bitesize/subjects/zmsvr82
	Attend our enrichments or use the following videos to help you at home: Keyboard https://www.youtube.com/watch?v=QBH6lpRkVDs
	Film Music https://www.youtube.com/watch?v=B2NT-EHmJ28

Computer Science

Curriculum Overview	Networks - Imagine a world without computer networks, and how different your life would be. There would be no more YouTube, Google, instant messaging, online video gaming, Netflix, and iTunes. There would be no online shopping, or quickly looking up directions to a location at the click of a button. There would be no more sharing of files or peripherals such as a printer, and no more central backups of information. As networks have evolved, society has become increasingly reliant on the services that they provide. They have changed the way we learn, work, play, and communicate. This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required are explained, as is wired and wireless data transmission. Learners will develop an understanding of the terms 'internet' and 'World Wide Web', and of the key services and protocols used. Practical exercises are included throughout to help strengthen understanding. Programming 1 - This unit is the first programming unit of KS3. The aim of this unit and the following unit ('programming 2') is to build learners' confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does offer learners the opportunity to expand on their knowledge throughout the unit. The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration.
Support Materials / Additional suggested activities	Year 7 computer science knowledge organiser Networks Networks - Networks - Edexcel - GCSE Computer Science Revision - Edexcel - BBC Bitesize Programming Scratch - Scratch - Imagine, Program, Share (mit.edu)

Year 7 Curriculum

Dance

Curriculum Overview

All year 7 students will participate in 1 dance lesson per week. In the Spring Term students will explore dance from around the world. They will look at traditional dance, learn key movements and create their own motifs. Students will explore dance from five countries from around the world, including, Africa, India, America, France and Brazil

Support Materials / Additional suggested activities

<https://youtu.be/jYG3s6lu-SI>
Attend dance extra curricular

Drama

Curriculum Overview

In Year 7 students have access to one hour of drama per week during which they focus on developing skills and gaining knowledge through creating, performing and evaluating drama. Students are assessed holistically, meaning that they will receive verbal feedback regularly from teacher and peer assessment. There is also a strong focus on students being able to work independently and drive forward their own progress in lessons.

Students will be exploring the following topics this term; 'Ghost Stories' and 'Ernie'.

Support Materials / Additional suggested activities

For additional support, please consider accessing the following links; <https://getintotheatre.org> Get into Theatre What does an Assistant Director do? What is the backstage staff structure in theatre like? How do online auditions for drama school work? Top 10 tips on how to self-tape and audition online
<https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw>

Tech: Hair & Beauty

Curriculum Overview

Through this unit year 7 will learn how to apply face painting. Styling their own hair and care for own nails. Learners will produce a total look on themselves, based on a day, evening or a special occasion look / theme. They will be able to work and use products, tools and equipment safely and hygienically throughout. Finally creating a poster of their ideas to allow them to plan a finished overall look.

Support Materials / Additional suggested activities

For additional support, please use YouTube links, google images to research into different hair styles, nail care and images that link into students' ideal overall look.
Website- https://www.vtct.org.uk/qualification-category/hairdressing-barbering/?level=2&type=VRQ&size=Diploma&search_type=qualification

Year 7 Curriculum

Tech: Catering

Curriculum Overview

Year 7 students are introduced to the Design and technology curriculum which includes Catering (food), textiles, resistant materials and hair and beauty. Throughout the year students experience each of the subject areas with specialised teachers.

In Catering in year 7 students learn about health and safety in the kitchen, bacteria and hygiene, accident prevention, the eat well guide and nutrition, food miles, seasonal foods, and farming.

Students studying Catering are based in the food technology room. They will prepare and cook a selection of dishes to develop practical skills. These skills include

- Knife skills and health and safety in the food room creating a Fruit salad
- The rubbing in method and oven safety creating a fruit crumble
- Food hygiene, cross contamination and shaping creating homemade burgers
- Coating, knife skills and temperature control preventing food poisoning creating breaded chicken with side salad
- Boiling, simmering, hob safety and time management creating a pasta bake

Support Materials / Additional suggested activities

<https://www.food.gov.uk/safety-hygiene/cleaning>

<https://www.food.gov.uk/safety-hygiene/avoiding-cross-contamination>

<https://www.food.gov.uk/safety-hygiene/chilling>

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

<https://www.bbcgoodfood.com/howto/guide/facts-about-food-miles>

<https://visitmyfarm.org/where-does-our-food-come-from>

<https://www.bbc.co.uk/bitesize/topics/zfmpb9q/articles/z3tcydm>

Year 7 Curriculum

Tech: Textiles

Curriculum Overview

During KS3, students have access to one hour of Tech per week over a 10-week rotation. The textiles element of the Tech rotation links in with the three other technology subjects (Food, Resistant Materials and Hair & Beauty) and will focus on the research, design and making processes. Students will continue to explore influential references to help produce an outstanding mini portfolio of work inspired by Jon Burgerman's doodle-based artworks. They will further develop their annotation skills and develop designs that will underpin a final 3D outcome, showcasing a range of textiles techniques including hand sewing techniques and embellishments.

Support Materials / Additional suggested activities

Be inspired by the use of Pinterest to generate ideas to support initial research on how to create mood boards, present research ideas and generate ideas around presenting experimental samples.

Take pride in the presentation of your work by experimenting with different fonts such as using dafont.com.

Homework to include bringing in ideas and resources to support research like mood boards and design ideas.

Tech: Resistant Materials/Product Design

Curriculum Overview

Year 7 students will participate in four areas of design and technology during a carousel of activities throughout the year.

Product design - Students will explore timber materials to produce a birdhouse. They will develop practical skills as well as knowledge of tools, equipment and how to accurately measure out their materials. Students will work to a brief, following the design process to produce a working prototype.

Support Materials / Additional suggested activities

Students could further explore designing, by researching designs and surface finish techniques for their birdhouse. Homework tasks will be used to support learning.

[Design and Technology - BBC Bitesize](#)

[ENGINEERING - DESIGN AND TECHNOLOGY \(technologystudent.com\)](#)

Year 7 Curriculum

Art

Curriculum Overview

Musical Art – Students are to research and create an art work based on the work of Artist Kandinsky who was inspired by the music in creating his paintings. Students will listen to various music styles from different time periods to create their work.

Support Materials / Additional suggested activities

Consider researching the work of Kandinsky and look at colour relationships and how colour affects mood.

PE

Curriculum Overview

In year 7, the objective is to create a love for physical education by experiencing a wide variety of different activities and developing respectful relationships and having the courage not to shy away from a challenge. Focusing on the schools intent of courage and choices. Activities will focus on the national curriculum in the following activities, 6 activities will be chosen from the following: Cricket/ Softball/Rounders, Football, Netball, Basketball/Handball, Gym/ Parkour, Athletics, Badminton and Fitness.

Over this next term students will be covering one of the following activities – Fitness, gymnastics, parkour or basketball.

Support Materials / Additional suggested activities

[Welcome To TeachPE.com - TeachPE.com](https://www.teachpe.com/)

[KS3 Physical Education - BBC Bitesize](https://www.bbc.com/sport/education/ks3-physical-education)

[Physical Education lessons for Key Stage 3 students - Oak National Academy \(thenational.academy\)](https://www.thenational.academy/physical-education/physical-education-lessons-for-key-stage-3-students)

Year 7 Curriculum

Lessons for Life

Curriculum Overview	All schools have a duty to ensure that all students receive a rich and relevant Personal, Social, Health and Economic (PSHE) curriculum. OBA's PSHE provision is delivered through our Lessons for Life programme and students spend one lesson per week in Lessons for Life.
	During the Spring term Year 7 students will complete two different projects: The Web We Want – an introduction to online safety with a particular focus on cyberbullying. Me and My Country – where students will explore what it means to be British, how our country operates and will be learning about fundamental British Values.
Support Materials / Additional suggested activities	Keep following local and national news to stay up to date with current affairs.

Spanish

Curriculum Overview	School day - Describe teachers and your daily timetable School subjects - Share and justify opinions on subjects School facilities – Describe places in the school and what you do at break time Basic skills – Count up to 100 Family – Discussing how many people are in your family and describing their appearance Grammar - Use the present tense to talk about yourself and others
Support Materials / Additional suggested activities	https://www.linguascope.com/ Select 'Beginner' level (Ask your class teacher for our school login details) https://www.bbc.co.uk/bitesize/subjects/zfckjxs

Year 7 Knowledge Organisers can be accessed by clicking this link.

Knowledge Organisers contain key information on specific topics covered within subjects.

[Click Here](#)

Year 8 Curriculum

Mathematics

Curriculum Overview

Students have spent time now making connections between some key ideas so far in year 8. Students are now taking these ideas further so they will be looking at tables and probabilities, indices and brackets, equations and inequalities. This should allow students to further develop on their work from last year with algebra and the work from last half term which has involved number and probability.

Support Materials / Additional suggested activities

<https://whiterosemaths.com/homelearning/year-7/>
<https://vle.mathswatch.co.uk/vle/>
<https://completemaths.com/tutor>

English

Curriculum Overview

This term, students will enjoy and analyse a range of short stories and extracts in the dystopian genre. After expanding on previous analysis skills by focusing on the connotations and effect of language used by writers, students will then examine the components of a good story and produce their own lively examples of fiction writing.

Support Materials / Additional suggested activities

<https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/2> - creating and drafting fiction stories.
<https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1>
<https://www.youtube.com/watch?v=6a6kbU88wu0> - TED talk focussed on the dystopian genre.

Science

Curriculum Overview

Light – What is reflection? What is refraction? How do we see in colour? What are the different parts of the eye and what are their functions?

Plants and their reproduction – What is classification? What is the difference between sexual and asexual reproduction? How are seeds dispersed? How do plants photosynthesise?

Metals and their uses – How are catalysts used? What is the reactivity series? What are endothermic and exothermic reactions?

Earth – How is the earth structured? What is the rock cycle?

Support Materials / Additional suggested activities

Online homework resource: <https://www.tassomai.com/>
BBC Bitesize

Year 8 Curriculum

History

Curriculum Overview

This term, the students will be studying:

The British Empire and India – How did Britain get an empire? What was the British Empire? Why did people emigrate? What was India like before Britain? How did Britain change India? How did Gandhi impact British India? Should Britain be proud of its empire?

Support Materials / Additional suggested activities

For help use [KS3 History - BBC Bitesize](#)

Consider trying to complete the KS3 history section on the British Empire on [Seneca - Learn 2x Faster \(senecalearning.com\)](#)

Consider watching for How Britain control India - <https://www.youtube.com/watch?v=oNWTXaOotEA>

Consider watching for the British Empire - <https://www.youtube.com/watch?v=frF33emgn5g>

Geography

Curriculum Overview

This term, the students will be studying:

The Shrinking Planet – What is globalisation? What are the causes and impacts of globalisation? What is meant by western culture? How is China a superpower? What is exploitation? Has Qatar exploited people? What is global culture?

Support Materials / Additional suggested activities

Consider trying to complete the KS3 geography section on development and global populations on [Seneca - Learn 2x Faster \(senecalearning.com\)](#)

For help, use - [Development and globalisation - KS3 Geography - BBC Bitesize](#)

Watch the video on China - [How did China become a superpower? - YouTube](#)

Year 8 Curriculum

RE

Curriculum Overview

This term, we will be studying:

Topic 1: Love and Sacrifice – What is love? Are there different types of love? Why do people make sacrifices for others? Who is Maximilian Kolbe? What do different religious parables teach us about love and sacrifice?

Topic 2: Islam – Who is the Prophet and Allah? What are the Five Pillars of Islam? How do Muslims perform Hajj? What is a mosque like?

Support Materials / Additional suggested activities

For Islam - [Islam - KS3 Religious Studies - BBC Bitesize](#)

Consider watching for Islam - [BBC Two - My Life, My Religion, Islam, What is Islam?](#)

For Hajj in Islam, consider watching - [BBC Two - My Life, My Religion, Islam, Hajj](#)

For Maximilian Kolbe's story, watch - [Story Saint Maximilian Kolbe | Stories of Saints | EP87 - YouTube](#)

Music

Curriculum Overview

Guitar Workshops

Students learn to play basic guitar and how to read tab whilst learning about different musicians and how the guitar works. Students will learn how to play famous guitar riffs and some basic chords.

Ukulele Workshops

Students are introduced to the ukulele through a variety of different songs and techniques. Students will learn famous riffs and different chords whilst playing as a full class ensemble.

Support Materials / Additional suggested activities

Use the following link:

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

Attend our enrichments or use the following videos to help you at home:

Guitar

<https://www.youtube.com/watch?v=HNSaXAe8tyg&t=71s>

Ukulele

<https://www.youtube.com/watch?v=MyRWQpXk8po>

Year 8 Curriculum

Computer Science

Curriculum Overview

Introduction to Python Programming - This unit introduces learners to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution. A range of pedagogical tools are employed throughout the unit, with the most prominent being pair programming, live coding, and worked examples.

Vector graphics - This unit offers students the opportunity to design graphics using vector graphic editing software. The lessons are tailored to Inkscape (inkscape.org), which is open source and cross-platform, but the resources should be readily adaptable to any vector graphics editor. Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations. Through this unit, students will be able to better understand the processes involved in creating such graphics and will be provided with the knowledge and tools to create their own. One of the most interesting and challenging aspects of creating vector graphics is their unlikely link to computational thinking. Creating a complex design is a multi-step process that starts with elementary shapes and involves combining them into more intricate ones using operations such as union, difference, and intersection. There are usually multiple paths to achieving the goal and the process involves decomposition, evaluation, and plenty of inventiveness!

Support Materials / Additional suggested activities

Year 8 computer science knowledge organiser

Introduction to Python Programming [Welcome to Python.org](https://www.python.org/learn/)

Vector graphics [Draw Freely | Inkscape](https://inkscape.org/en/tutorials/)

Dance

Curriculum Overview

In year 8, during the Spring Term, students will explore “Dance Through The Decades”. In lessons students will look at the evolution of dance and how society has shaped dance during each decade from the 1900’s-Current day. This will include styles such as The Charleston from the 1920’s, Break Dance from the 1980’s and Commercial Dance from the 2000’s.

Support Materials / Additional suggested activities

EVOLUTION OF DANCE THROUGH DECADES
<https://youtu.be/p-rSdtOaFuw>

Attend extra curricular dance

Year 8 Curriculum

Drama

Curriculum Overview

In Year 8 students have access to one hour of drama per week. During this lesson they will focus on developing skills and gaining knowledge through creating, performing and evaluating drama. Students are assessed holistically, meaning that they will receive verbal feedback regularly from teacher and peer assessment. There is also a strong focus on students being able to work independently and drive forward their own progress in lessons.

Students will be exploring the following topics this term: 'Curious Incident' and 'Practitioners'.

Support Materials / Additional suggested activities

For additional support and information, please consider accessing the following links: <https://getintotheatre.org> National Theatre - YouTube At the National Theatre in London, we make world-class theatre that is entertaining, challenging and inspiring. And we make it for everyone. National Theatre Live is National Theatre's ground. <https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQiqw>

Tech: Hair & Beauty

Curriculum Overview

Through this unit year 8 will learn how to apply face painting. Styling their own hair and care for own nails. Learners will produce a total look on themselves, based on a day, evening or a special occasion look / theme. They will be able to work and use products, tools and equipment safely and hygienically throughout. Finally creating a poster of their ideas to allow them to plan a finished overall look

Support Materials / Additional suggested activities

For additional support, please use YouTube links, google images to research into different hair styles, nail care and images that link into student's ideal overall look.

Website- https://www.vtct.org.uk/qualification-category/hairstyling-barbering/?level=2&type=VRQ&size=Diploma&search_type=qualification

Year 8 Curriculum

Tech: Catering

Curriculum Overview

Year 8 students explore the Design and technology curriculum which includes Catering (food), textiles, resistant materials and hair and beauty. Throughout the year students experience each of the subject areas with specialised teachers.

In Catering in year 8 students learn about safety and accident prevention, types of food poisoning, special diets, cooking methods, macro and micronutrients and specialist cooking terms and equipment.

Students studying Catering are based in the food technology room. They will prepare and cook a selection of dishes to develop practical skills. These skills include

- The melting method creating nutritious Flapjacks
- Dough making, kneading, and rolling out and creating a Pizza
- Seasoning, slicing, dicing, grating and temperature control preventing food poisoning creating chicken Fajitas
- Knife skills, boiling, simmering and sauce making creating sweet and sour noodles
- Knife skills, frying, boiling, simmering, and grilling creating tortilla Espanola

Support Materials / Additional suggested activities

<https://www.food.gov.uk/safety-hygiene/cleaning>

<https://www.food.gov.uk/safety-hygiene/avoiding-cross-contamination>

<https://www.food.gov.uk/safety-hygiene/chilling>

<https://www.bbc.co.uk/bitesize/guides/zdr8y9q/revision/2>

<https://www.bbc.co.uk/bitesize/guides/zdr8y9q/revision/1>

<https://www.bhf.org.uk/information-support/heart-matters-magazine/nutrition/ask-the-expert/macronutrients>

Year 8 Curriculum

Tech: Textiles

Curriculum Overview

During KS3, students have access to one hour of Tech per week over a 10-week rotation. The textiles element of the Tech rotation links in with the three other technology subjects (Food, Resistant Materials and Hair & Beauty) and will focus on the research, design and making processes. Students will continue to explore influential references to help produce an outstanding mini portfolio of work, working collaboratively with science as they explore 'under the microscope'. They will further develop their annotation skills and develop designs that will underpin a final outcome, showcasing a range of mixed media textiles techniques and materials including tie dye, applique and other decorative embellishments.

Support Materials / Additional suggested activities

Be inspired by the use of Pinterest to generate ideas to support initial research on how to create mood boards, present research ideas and generate ideas around presenting experimental samples.

Take pride in the presentation of your work by experimenting with different fonts such as using dafont.com.

Homework to include bringing in ideas and resources to support research like mood boards and design ideas.

Tech: Resistant Materials/Product Design

Curriculum Overview

Students will explore polymers and timbers to produce a ball bearing game. They will develop practical skills as well as knowledge of tools, equipment and how to create a variety of wood working joints. Students will work to a brief, following the design process to produce a creative working prototype for a suitable client.

Support Materials / Additional suggested activities

Homework tasks will be used to support learning. Research will be carried out for timber theory, mood board research for design ideas as well as isometric drawing practice. Enrichment time will be used to finish practical element of project.

Art

Curriculum Overview

In Year 8 students explore artwork from a range of 20th century art movements. Initially students will research and respond to a range of Cubist pieces and will begin to understand why Cubism is such an important art style. From their research, students will create their own Comic Cubist artwork that represents their own personal interests and hobbies. Students will then investigate Surrealism and experiment with a range of mediums including collage, paint and digital art.

Support Materials / Additional suggested activities

Consider researching the work of Pablo Picasso, research the work of a range of Cubist Artists and techniques to gain insight into this popular art style.

Year 8 Curriculum

PE

Curriculum Overview

Year 8 is designed to broaden sporting experiences and embed skills developed in Year 7, such as applying more advanced skills, using sport terminology consistently and effectively. We continue to offer a broad and balanced choice of activities to nurture the various aspects of the national curriculum and the schools intent of courage and choices. Activities in Year 8 will be developed further and some introduced such as Volleyball, table tennis, tennis.

Next term Year 8 will be focusing on two of the following activities: Handball, Sports Leaders, Rugby, Fitness, Netball or Basketball.

Support Materials / Additional suggested activities

[Welcome To TeachPE.com - TeachPE.com](https://www.teachpe.com)

[KS3 Physical Education - BBC Bitesize](https://www.bbc.com/sport/education/ks3-physical-education)

[Physical Education lessons for Key Stage 3 students - Oak National Academy \(thenational.academy\)](https://www.thenational.academy/physical-education/lessons-for-key-stage-3)

Lessons For Life

Curriculum Overview

All schools have a duty to ensure that all students receive a rich and relevant Personal, Social, Health and Economic (PSHE) curriculum. OBA's PSHE provision is delivered through our Lessons for Life programme and students spend one lesson per week in Lessons for Life.

During the Spring term Year 8 students will complete two different projects:

Introduction to My Career - here students will start to understand what a career is and will explore careers they may be suited to.

Protected Characteristics - this project will focus on the very important topic of equality in everyday life. This unit is underpinned by the protected characteristics as stipulated in the Equality Act 2010. Equality themes explored in this project include: age, disability, gender, marital status, race, religion/belief, and sexual orientation.

Support Materials / Additional suggested activities

Useful careers websites include <https://www.prospects.ac.uk/> and <https://www.bbc.co.uk/bitesize/careers>

Keep following local and national news to stay up to date with current affairs.

Year 8 Curriculum

Spanish

Curriculum Overview

Food – Sharing your opinion on a variety of food and drink items.
Mealtimes – Discussing what you eat at different meals during the day.
Making plans – Arranging where to go out in your city and making excuses to cancel plans.
Daily routine – Describing how you get ready to go out.
Telling the time in Spanish.
Grammar – using the past, conditional, and future tenses.

Support Materials / Additional suggested activities

<https://www.linguascope.com/>Select 'Beginner' level (Ask your class teacher for our school login details)
<https://www.bbc.co.uk/bitesize/subjects/zfckjxs>

French

Curriculum Overview

Nationalities & Cultures – Discussing where people are from and what languages they speak
Pets & Colours – Learning about animals and what different colours they are
Family & Relationships – Discussing how many people are in your family and describing them using adjectives.
Food & Drinks – Sharing your opinion on a variety of food and drink items.
Where – Discussing where we live and are planning to live in the future
Grammar – Present tense and future tense

Support Materials / Additional suggested activities

<https://www.linguascope.com/>Select 'Beginner' level (Ask your class teacher for our school login details)
<https://www.bbc.co.uk/bitesize/subjects/zgdqxn timer>

Year 8 Knowledge Organisers can be accessed by clicking this link.

Knowledge Organisers contain key information on specific topics covered within subjects.

[Click Here](#)

Year 9 Curriculum

Mathematics

Curriculum Overview

Students have spent a lot of time in the last half term ensuring that they have the pre-requisite knowledge for this term's work. This term we are going to be making connections in maths with geometry. Showing how if we apply the number and algebra skills, we have developed over the past 2 years to geometry then as long as we have an understanding of the concepts of geometry, we are just reusing skills we have already learnt. We will look at 3D shapes, constructions and congruency and then link it all back just looking at numbers and the different types of number that there are.

Support Materials / Additional suggested activities

<https://whiterosemaths.com/homelearning/year-7/>

<https://vle.mathswatch.co.uk/vle/>

<https://completemaths.com/tutor>

English

Curriculum Overview

Students continue to study the concept of 'Love through the ages' through the tragedy of 'Romeo and Juliet' by William Shakespeare. Students will analyse the language and structural devices used by Shakespeare to create a particular effect.

Students then use the ideas and themes studied in Romeo and Juliet to create their own narratives using a range of different stimuli and sentence starters to foster their creativity. Students will also focus on expanding their knowledge of sentence variety and developing characterisation to ensure their stories are lively and engaging.

Support Materials / Additional suggested activities

<https://www.bbc.co.uk/bitesize/topics/zfdj6sg> - Romeo and Juliet study guide and revision aimed at KS3 students.

<https://www.sparknotes.com/shakespeare/romeojuliet/> - Study guide and modern-day translation of Romeo and Juliet.

<https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1> - Revision materials for helping students with their narrative writing.

Year 9 Curriculum

Science

Curriculum Overview

Transporting substances – What is osmosis? Where does it occur within the body? What is diffusion? Where does this occur? What is active transport? How is this method of transport different from the others?

Transport and exchange – What is the circulatory system? How are substances transported around the body? How does the heart work? What is aerobic and anaerobic respiration?

Methods of separating substances – What are the states of matter and how can they change? How can mixtures be separated? How can ink and water be separated? How is the process of filtration and crystallisation carried out?

Atomic structure – How is the atom structured? What is an isotope? How do you identify atomic number and mass number? How do you read the periodic table?

Support Materials / Additional suggested activities

Online homework resource: <https://www.tassomai.com/>
BBC Bitesize

History

Curriculum Overview

This term, students will study:

The Cold War – What is communism and capitalism? What happened to Berlin? How did the Korean War impact America? How did Cuba effect the cold war? What consequences did the Arms and Space race have? What was the Vietnam war like? Why did Vietnam end? How did the Cold War end?

Support Materials / Additional suggested activities

For help use [KS3 History - BBC Bitesize](#)

Consider trying to complete the KS3 history section on the Cold War on [Seneca - Learn 2x Faster \(senecalearning.com\)](#)

Consider watching for The Vietnam War - <https://www.youtube.com/watch?v=exVKd-x5QVc>

Consider watching for the arms race - <https://www.youtube.com/watch?v=VM6628Rrf64>

Consider watching for the rise and fall of the Berlin Wall - <https://www.youtube.com/watch?v=A9fQPzZ1-hg>

Year 9 Curriculum

Geography

Curriculum Overview

This term, we are studying:

Coasts Under Threat – How are coasts used? What are the different types of waves? What does a retreating coastline mean? What are the different coastal landforms? How do we manage coasts and rising sea levels? How is plastic pollution damaging coasts?

Support Materials / Additional suggested activities

Consider trying to complete the KS3 geography section on Coasts and climate change on [Seneca - Learn 2x Faster \(senecalearning.com\)](https://www.senecalearning.com)

For help, use - [Coasts - KS3 Geography - BBC Bitesize](#)

For plastic pollution, consider watching - [Plastic Pollution: How Humans are Turning the World into Plastic - YouTube](#)

For rising sea levels, watch - [Rising Sea Levels - YouTube](#)

RE

Curriculum Overview

This term, we will be studying:

Topic 1: Religion and Science – What do the non-religious believe about life after death? What are the origins of the universe? Does science and religion conflict? What is Humanism?

Topic 2: Authority – What do we consider sources of authority? How should punishment work? Should we still have capital punishment? How does personal conviction help us? Do we need censorship?

Support Materials / Additional suggested activities

Consider reading for Humanism - [BBC - Religions - Atheism: Humanism](#)

For origins of the universe, consider watching - [25 CREATION Stories From Around The World - YouTube](#)

Listen to for the religion and science conflict - [BBC Sounds - The Secret History of Science and Religion - Available Episodes](#)

For capital punishment, watch - [What are the rights and wrongs of the death penalty? | Religious Studies - Matters of Life and Death - YouTube](#)

Year 9 Curriculum

Music

Protest Music

Curriculum Overview

The Beatles

Students explore the many different styles of music The Beatles used and look at the cultural impact they had on the world.

Support Materials / Additional Suggested Activities

Get a head start on the main components of song structure using this annoying yet catchy song:

<https://www.youtube.com/watch?v=oXifpcE7ewU>

Watch this short video demonstrating some of the most relevant protest songs:

<https://www.youtube.com/watch?v=nUCGefm30XY>

Listen to The Beatles!

Computer Science

Curriculum Overview

Animation - Films, television, computer games, advertising, and architecture have been revolutionised by computer-based 3D modelling and animation. In this unit learners will discover how professionals create 3D animations using the industry-standard software package, Blender. By completing this unit learners will gain a greater understanding of how this important creative field is used to make the media products that we consume. Sessions will take learners through the basics of modelling, texturing, and animating; outputs will include 3D models, short videos, and VR. Links are made throughout to computer science, computational thinking, and the world of work. Tools and techniques learnt in this unit can also be used for 3D printing.

Physical computing - This unit applies and enhances the learners' programming skills in a new engaging context: physical computing, using the BBC micro: bit. In the first half of the unit, learners will get acquainted with the host of components built into the micro bit, and write simple programs that use these components to interact with the physical world. In the process, they will refresh their Python programming skills and encounter a range of programming patterns that arise frequently in physical computing applications. In the second half, learners will work in pairs to build a physical computing project. They will be required to select and design their project purposefully, apply what they have learnt by building a prototype, and keep a structured diary throughout the process.

Support Materials / Additional suggested activities

Year 9 computer science knowledge organiser

Animation [blender.org](https://www.blender.org) - Home of the Blender project - Free and Open 3D Creation Software

Physical computing [Micro:bit Educational Foundation | micro:bit \(microbit.org\)](https://microbit.org)

Year 9 Curriculum

Dance

Curriculum Overview

During the Spring Term in Year 9 students will explore a piece of dance repertoire. This will allow students to develop the skills needed should they wish to pursue dance in KS4. Students will explore why a piece of dance was created, understand the intention, dance styles used and the process of learning and performing dance. This year students will learn an extended piece of dance from the hit dance film "Honey".

Support Materials / Additional suggested activities

<https://youtu.be/9gPkNpqP-2k>
Attend extra curricular dance

Drama

Curriculum Overview

In Year 9 students have the option to explore drama in one of the following ways: Drama Exploration - the stage experience - encounter the world of theatre on your feet in a practical environment and gain an understanding of how drama shapes the world we live in. You will gain a certificate in LAMDA, an industry-based drama qualification by the end of Year 9. Drama Exploration - behind the scenes experience - encounter the world of theatre in a classroom environment and gain an understanding of how drama shapes the world we live in. You will gain a certificate in LAMDA, an industry-based drama qualification by the end of Year 9. There are clear links here made with the English curriculum to demonstrate the subjects many ties and transferable skills.

During this term students will be studying: Romeo and Juliet - linking to their English curriculum, students will explore the different relationships the play demonstrates with its characters as well what its purpose and what it teaches us about society at the time it was written.

Support Materials / Additional suggested activities

For additional information and support, please consider accessing the following links - <https://getintotheatre.org> Get Into Theatre What does an Assistant Director do? What is the backstage staff structure in theatre like? How do online auditions for drama school work? Top 10 tips on how to self-tape and audition online National Theatre - YouTube At the National Theatre in London, we make world-class theatre that is entertaining, challenging and inspiring. And we make it for everyone. National Theatre Live is National Theatre's ground. <https://www.youtube.com/channel/UCUDq1XzCYONIOYVJvEMQjgw>

Year 9 Curriculum

Tech: Hair & Beauty

Curriculum Overview

Through this unit year 9 will learn how to apply face painting. Styling their own hair and care for own nails. Learners will produce a total look on themselves, based on a day, evening or a special occasion look / theme. They will be able to work and use products, tools and equipment safely and hygienically throughout. Finally creating a poster of their ideas to allow them to plan a finished overall look

Support Materials / Additional suggested activities

for additional support, please use youtube links, google images to research into different hair styles, nail care and images that link into students ideal overall look.

Website- https://www.vtct.org.uk/qualification-category/hairdressing-barbering/?level=2&type=VRQ&size=Diploma&search_type=qualification

Tech: Catering

Curriculum Overview

Year 9 students explore the Design and technology curriculum which includes Catering (food), textiles, resistant materials and hair and beauty. Throughout the year students experience each of the subject areas with specialised teachers.

In Catering in year 9 students learn about food safety in the kitchen, food labelling, diet analysis, food science, foods from around the world and Fairtrade and ethical food choices

Students studying Catering are based in the food technology room. They will prepare and cook a selection of dishes to develop practical skills. These skills include

- Dough making shaping, rolling and portion control creating pin wheels
- Pastry making, rolling out and blind baking creating sausage rolls
- Boiling, simmering, frying, seasoning and time management creating a Rogan Josh
- Preparing a roux sauce to create Macaroni cheese
- Boiling, simmering baking, mashing and knife skills creating a cottage pie

Support Materials / Additional suggested activities

<https://www.food.gov.uk/safety-hygiene/cleaning>
<https://www.food.gov.uk/safety-hygiene/avoiding-cross-contamination>
<https://www.food.gov.uk/safety-hygiene/chilling>
<https://www.nhs.uk/live-well/eat-well/how-to-read-food-labels/>
<https://thecookeryteacher.com/foodie-life-and-learning/article.php?ID=53>
<https://www.bbc.co.uk/bitesize/guides/zgwdg82/revision/2>
<https://www.bbc.co.uk/bitesize/guides/z7fw7p3/revision/3>

Year 9 Curriculum

Tech: Textiles

Curriculum Overview

During KS3, students have access to one hour of Tech per week over a 10-week rotation. The textiles element of the Tech rotation links in with the three other technology subjects (Food, Resistant Materials and Hair & Beauty) and will focus on the research, design and making processes. Students will continue to explore influential references to help produce an outstanding personalised mini portfolio based on 'icons'. Students will build upon the skills that they have developed over Year 7 and 8, and explore a project based on the work of Deb Weiers with their own icons from an ever-exciting world of music, sports and theatre, to name just a few starting points. They will further develop their annotation skills and develop designs that will underpin a final 'wonky' portrait outcome that will showcase heat transfer skills with a range of decorative embellishment techniques and materials.

Support Materials / Additional suggested activities

Be inspired by the use of Pinterest to generate ideas to support initial research on how to create mood boards, present research ideas and generate ideas around presenting experimental samples.

Take pride in the presentation of your work by experimenting with different fonts such as using dafont.com.

Homework to include bringing in ideas and resources to support research like mood boards and design ideas.

Tech: Resistant Materials/Product Design

Curriculum Overview

Students will explore electronics and build on their previous knowledge of timbers and polymers to produce a buzzer game. They will develop practical skills as well as knowledge of tools, equipment and how to produce a working electronic circuit. Students will work to a brief, following the design process to produce a creative working prototype

Support Materials / Additional suggested activities

Homework tasks will be used to support learning. Research will be carried out for plastics theory, electronic components as well as isometric drawing practice. Enrichment time will be used to finish practical element of project.

Year 9 Curriculum

Art

Curriculum Overview

Advanced Drawing Course.

Students are to develop their research skills and understanding from a range of artists from contemporary art practice and create a series of art works based on the theme of their local environment. Areas of investigation are Landscape, Architecture and Portraiture.

Support Materials / Additional suggested activities

Research a range of artists related to theme of the project.

Make copies of the artists' works to understand compositional structure.

Take photographs of local landmarks that can be used in class.

PE

Curriculum Overview

All Year 9 students build on their courage and choices by leading their own sports sessions in various sporting activities that will encourage an active healthy lifestyle in the future.

End of KS3 pupils will build on and embed the physical development and skills learned in lower key stages in different sports. Develop confidence and get involved in exercise and sport. Pupils will use a range of tactics and strategies in competition in team and individual games. Pupils will develop technique and improve performance in competitive sports. Pupils will analyse their performances compared to previous ones and improve and pupils will take part in competitive sports and activities in and outside of school.

Students next half term will focus on two of the following: Badminton, Fitness, Outdoor Adventures Activities or Handball

Support Materials / Additional suggested activities

[Welcome To TeachPE.com - TeachPE.com](https://www.teachpe.com)

[KS3 Physical Education - BBC Bitesize](https://www.bbc.com/bitesize/physical-education)

[Physical Education lessons for Key Stage 3 students - Oak National Academy \(thenational.academy\)](https://www.thenational.academy)

Year 9 Curriculum

Lessons for Life

Curriculum Overview

All schools have a duty to ensure that all students receive a rich and relevant Personal, Social, Health and Economic (PSHE) curriculum. OBA's PSHE provision is delivered through our Lessons for Life programme and students spend one lesson per week in Lessons for Life.

During the Spring term Year 9 students will complete two different projects:

Daring to Shine through Courage and Choices – this is a careers-oriented project which will provide timely support to students as they make their GCSE option choices. This project will inform and advise students as to what options are available to them at OBA and also what choices will suit them best based on their aspirations.

Online Safety – this project is themed around safeguarding and will educate young people how to stay safe online around the four key areas of risk:

Conduct: children may be at risk because of their own behaviour, for example, by sharing too much information

Content: age-inappropriate or unreliable content can be available to children

Contact: children can be contacted by bullies or people who groom or seek to abuse them

Commercialism: young people can be unaware of hidden costs and advertising in apps, games and websites

Support Materials / Additional suggested activities

Useful careers websites include <https://www.prospects.ac.uk/> and <https://www.bbc.co.uk/bitesize/careers>

Keep following local and national news to stay up to date with current affairs.

Online Safety support materials include the Safer Schools App, the e-safety pages on the OBA website and the CEOP website.

Year 9 Curriculum

Spanish

Curriculum Overview

Sports – Discussing what sports you do and how often.

Telling the time in Spanish.

Illnesses – Describe injuries and illnesses you might have.

Lifestyle – Giving advice on how to lead a healthy lifestyle.

Global issues – Learn about environmental problems and world issues.

Charity – Discuss ideas on how to raise money.

Culture – Comparing life in England and Latin America.

Support Materials / Additional suggested activities

<https://www.linguascope.com/>Select 'Beginner' level (Ask your class teacher for our school login details)

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

**Year 9 Knowledge Organisers can be accessed
by clicking this link.**

**Knowledge Organisers contain key information
on specific topics covered within subjects.**

[Click Here](#)

Year 10 Curriculum

Mathematics

Curriculum Overview

In Year 10, students will follow one of three schemes to ensure that they are being exposed to appropriate content in preparation for their GCSE. The topics covered build on those taught at KS3 and allow the students to deepen their understanding and apply their learning to a variety of problem-solving scenarios.

Higher (10o1, 10o2) – Expanding and factorising; Rearranging formula; Sequences; Coordinate geometry; Surface area and volume; Transformations; Quadratics; Iteration; Simultaneous Equations; Independent and conditional probability

Crossover (10o3, 10o4, 10b1, 10b2) – Solving equations; Rearranging formula; Averages (including those from tables); Inequalities; Frequency diagrams; Scatter graphs; Straight line, quadratic, and cubic graphs; Coordinate geometry; Compound measures; Real life graphs; Pythagoras' theorem

Working towards (10b3) – Expanding and factorising; Sequences; Drawing and interpreting tables and charts; Real life graphs; Straight line graphs; Calculations with fractions; Multiples in context; Best value; Properties of shapes and angles; Area and perimeter

Support Materials / Additional suggested activities

[MathsWatch](#)

English

Curriculum Overview

Students will study A Christmas Carol and English Language (reading question 5 and 6 – synthesis, evaluate and compare). Students will be able to understand how Dickens explores the need for social reform within Victorian society through his writing in the novella, as well as how characters and relationships are used as tools to express issues within society. Students will analyse big concepts like isolation, injustice, benevolence and penitence in order to both understand the text and the wider world around them. Students will improve their evaluative and analytical skill through the analysis of language and writer's message to give them a broader knowledge of the deeper meaning of the text. Students will explore the presentation of empathy in the text, and forensically examine how Dickens encouraged empathy in the reader through his use of writer's techniques such as the motif of fire and the omniscient narrator. Students will learn the difference between synthesis and evaluation, and practise the skills needed for these questions. Students will learn how to compare texts, using a range of non-fiction resources that link to A Christmas Carol to consolidate their understanding of context.

Support Materials / Additional suggested activities

CGP

Year 10 Curriculum

Science: Biology

Curriculum Overview

Genetics – What are alleles? What is a genetic mutation? What is the difference between continuous and discontinuous variation?

Evolution – What evidence is there of human evolution? What is Darwin's theory? How are organisms classified? What is genetic engineering?

Plant structures and functions – What is photosynthesis? What factors can affect photosynthesis? What is the difference between transpiration and translocation?

Support Materials / Additional suggested activities

Online homework resource: <https://www.tassomai.com/>

BBC Bitesize

<https://www.cgpbooks.co.uk/>

Science: Chemistry

Curriculum Overview

Acids and alkalis – What are acids, alkalis and indicators? What is a base? How do you prepare copper sulfate? How do you balance an equation? What is solubility?

Calculations involving masses – What is empirical formulae and how is it calculated? What is conservation of mass? How do you calculate moles?

Support Materials / Additional suggested activities

Online homework resource: <https://www.tassomai.com/>

BBC Bitesize

<https://www.cgpbooks.co.uk/>

Year 10 Curriculum

Science: Combined

Curriculum Overview

Calculations involving masses – How do you calculate empirical formulae? What is conservation of mass? How do you calculate moles?

Groups in the periodic table – What elements are in the different groups of the periodic table? How reactive are they?

Rates of reaction – How are rates of reaction affected? What is a catalyst? What is an exothermic reaction? What is an endothermic reaction?

Motion – How do you read a distance time graph? How do you calculate acceleration? What is velocity?

The electromagnetic spectrum – What are gamma rays? How are X-rays used? What are the dangers of electromagnetic waves?

Support Materials / Additional suggested activities

Online homework resource: <https://www.tassomai.com/>

BBC Bitesize

<https://www.cgpbooks.co.uk/>

History

Curriculum Overview

This term, students will study:

Whitechapel, 1870-1900: Crime, Policing and the Inner City – What was policing like during this period? What was Whitechapel like? Why were there tensions in Whitechapel? What were the Ripper murders? How were police organised in Whitechapel? How did investigative policing develop?

Early Elizabethan England: Queen, Government and Religion, 1558-69 – What was Elizabethan society and government like? Why was Elizabeth challenged upon accession? What was Elizabeth's religious settlement? How was the settlement challenged? How did Mary I impact Elizabeth?

Support Materials / Additional suggested activities

For help [Microsoft Word - Crime-and-punishment-in-Britain-Revision-Guide-FINAL\(1\) \(1\).docx \(q3tipton.org.uk\)](#)

Consider completing the Edexcel sections for Elizabethan England [Seneca - Learn 2x Faster \(senecalearning.com\)](#)

Consider watching [Crime & Punishment: Key Terms \(c1000-Present\) | Crime & Punishment | GCSE History Revision - YouTube](#)

Consider watching on obstacles to the Whitechapel investigation - https://www.youtube.com/watch?v=_tf3wroLOW8

Year 10 Curriculum

Geography

Curriculum Overview

This term we will be studying:

UK Physical Landscapes: Coasts – What are the different types of waves? What are the coastal processes? What are the different coastal landforms in the UK? How do we manage the coast? How does the UK manage coasts?

UK Physical Landscapes: Rivers – What is the long profile of a river? What are the different fluvial processes? What are the different river landforms and how are they created? How are hydrographs used? How do we manage rivers in the UK?

Support Materials / Additional suggested activities

For help on coasts, use - [Coastal landscapes in the UK - GCSE Geography Revision - AQA - BBC Bitesize](#)

For help on rivers, use - [River landscapes in the UK - GCSE Geography Revision - AQA - BBC Bitesize](#)

Consider completing the AQA sections for physical landscapes in the UK [Seneca - Learn 2x Faster \(senecalearning.com\)](#)

Music

Curriculum Overview

Students will begin studying Area of Study 1: Western Traditional Classical Music from 1650 – 1910, in preparation for their listening exam in year 11.

For the purposes of this specification, the western classical tradition is defined as art music of (or growing out of) the European tradition, normally notated, and normally intended for public performance.

Students must be able to listen attentively to unfamiliar music from the following styles/genres to identify and accurately describe musical elements, musical contexts and musical language:

- The Coronation Anthems and Oratorios of Handel.
- The Orchestra Music of Haydn, Mozart and Beethoven.
- The piano music of Chopin and Schumann.
- The Requiem of the late Romantic period.

Students will also have practical lessons working in groups on their instruments.

Additional / Additional Suggested activities

Listen to the two following tracks whilst considering their elemental features:

Haydn: Symphony 101 in D major The Clock movt. 2 (first taught 2016, first assessed 2018, assessed until 2021).

Mozart Clarinet Concerto in A major, K. 622, 3rd movement, Rondo (first taught 2020, first assessed 2022, assessed until N/A).

Year 10 Curriculum

Business BTEC

Curriculum Overview

BTEC Level 1/2 Award in Enterprise:

Students will continue their study of business finance and promotion, investigating sources of business finance as well as revising the content from this unit and practicing exam questions, in preparation for their exam at the beginning of February. This exam will cover the topics of methods of promotion, types of market, market segmentation, financial documents, methods of payment, revenue, types of business cost, the statement of financial position, the statement of comprehensive income, profitability, liquidity, cash flow, break even analysis and sources of business finance.

Once this exam has been completed, students will begin work on the theory required to complete their first coursework assignment, which focuses on investigating two small/medium businesses. Students will learn the various sizes of business, different legal structures and the purpose and aims of enterprises, including ethical aims.

Support Materials / Additional suggested activities

BBC Bitesize (Google "BBC Bitesize business finance" or go to <https://www.bbc.co.uk/bitesize/topics/zktnvcw>)

Business GCSE

Curriculum Overview

AQA GCSE Business Studies

Students will continue their study of business studies with a focus on influences on business through

- technology,
- ethical
- and environmental issues.

Students will then investigate the economic climate on business covering a variety of topics through

- interest rates
- to employment.

Students will have an assessed piece of work every two weeks where they will be expected to revise new topics covered and answer questions on these. Students will also have an assessment window where they will be assessed on the previous topics covered last term as well as new content.

Support Materials / Additional suggested activities

Students can access GCSE bitsize <https://www.bbc.co.uk/bitesize/examspecs/zvwb382>

Students will have homework set on Seneca following the Year 10 homework policy. This will be set weekly.

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

Year 10 Curriculum

ICT

Curriculum Overview

The BTEC Level 1/Level 2 Tech Award in Digital Information Technology explores User Interface Design Principles and Project Planning Techniques as well as using project planning techniques to plan and design a user interface.

To enable students to complete this task they will first need to investigate different planning tools and design methodologies that can be used to plan, monitor and execute projects. Planning tools such as, task lists, written or graphical descriptions, Gantt charts and critical path diagrams.

Methodologies to be studied include waterfall and iterative.

Students must also create a project plan making full and effective use of project planning techniques for the development of the user interface.

The interface once planned and designed must be created using software provided and it should have a particular focus on accessibility for those less able.

Additionally students will be preparing for the External examination due in February so lessons early on in the term will be devoted to study, retrieving, reviewing and practicing revision techniques.

Support Materials / Additional suggested activities

Enrichment is provided to allow students to develop their interface providing time for them to use additional tools suitable for the project. Homework is set to allow students to study other examples of an interface and their accessibility with a view to take on board and apply the best ideas.

There will be an external BTEC examination set in February and some lessons will be dedicated to providing revision for the examination. Enrichments will also be provided and there is a study guide available called, 'revise BTEC national Information technology units 1 and 2, revision guide. ISBN 978-1-292-29909-9

Year 10 Curriculum

Graphics

Curriculum Overview

This term students will be completing a mini project by responding to a brief. Students will continue to develop a range of skills focusing on the 6 main graphic techniques: colour, line, tone, composition, typography and imagery. Students will develop a logo and demonstrate a range of graphics skills. Students will then progress onto developing their own brief.

Skills and knowledge will be evident throughout a range of research, design and development pages all fully annotated using subject specific terminology.

Support Materials / Additional suggested activities

Broaden knowledge of composition, colour theory, Photoshop and hand drawn skills.

This could be evident in a sketch book, watching you tube tutorials, use of photo editing apps.

Dance

Curriculum Overview

During the Spring Term students will be completing Competing 1- Exploring The Performing Arts.

This requires students to carry out extensive research on a piece of dance repertoire that brings to life a theme provided by the exam board. Students will create a portfolio of work that evidences their research in an informative and creative way. Students will also explore their chosen piece of work in the dance studio by learning and performing repertoire from their selected piece of dance.

Support Materials / Additional suggested activities

Students should attend intervention to support the development of their portfolio of evidence. Students are encouraged to watch their selected dance piece in its entirety to aid understanding.

Homework: To rehearse solo and group phrases, learn key vocabulary and carry out intensive research. Completion of portfolio where necessary.

Year 10 Curriculum

Drama

Curriculum Overview

The GCSE Drama course is centred on students exploring the world of theatre, analysing how theatre is created and how technical theatre enhances the audience's enjoyment and understanding. Students will focus on the following topics this term: Introduction to Brecht - during years 7, 8 and 9 students will have explored many of Brecht's techniques in their drama lessons but here they look explicitly at his work and its impact on theatre as we know it today. Links to Component 1: Devising (40% of the course). The Crucible - students will begin to explore the GCSE set text and begin to unpick the world Arthur Miller created. Students explore this from a practical perspective to prepare them for their GCSE written examination. Link to Component 3: Theatre Makers in Practice (40% of the course).

Support Materials / Additional suggested activities

For additional information and support, please access the following links - <https://www.bbc.co.uk/bitesize/examspecs/zkvm2sg> GCSE Drama - Edexcel - BBC Bitesize Easy-to-understand homework and revision materials for your GCSE Drama Edexcel '9-1' studies and exams. www.bbc.co.uk <https://getintotheatre.org> Get Into Theatre What does an Assistant Director do? What is the backstage staff structure in theatre like? How do online auditions for drama school work? Top 10 tips on how to self-tape and audition online [getintotheatre.org](https://www.youtube.com/channel/UCUDq1XzCYONIOYVJvEMQjqw) <https://www.youtube.com/channel/UCUDq1XzCYONIOYVJvEMQjqw> National Theatre - YouTube At the National Theatre in London, we make world-class theatre that is entertaining, challenging and inspiring. And we make it for everyone. National Theatre Live is National Theatre's ground ... www.youtube.com

Year 10 Curriculum

Tech: Hair & Beauty

Curriculum Overview

This qualification includes two mandatory units that can be applied to any sector or vocational area. In this qualification, learners will use hairdressing and beauty therapy and related industries (i.e. retail, leisure, fashion, marketing, media, business) to develop themselves and, in particular, the skills and attributes prized by employers, further education colleges and higher education institutions. The units that make up this qualification include:

- Understanding the hair and beauty sector (mandatory) - in this unit learners will develop an understanding of the structure and importance of the hair and beauty sector. They will also learn about the products used, and services and treatments provided throughout the sector as well as career opportunities.
- Hair and beauty research project (mandatory) - in this unit learners learn how to plan a hair and beauty research project. Learners will then produce a research proposal and conduct their research into a particular topic area (Red carpet event) of the hair and beauty sector.

Support Materials / Additional suggested activities

Homework and help videos can be found on YouTube to show step by step on practical. Help and a wealth of further information can be accessed via the VTCT website and students will receive a logbook for each individual unit. https://www.vtct.org.uk/qualification-category/hairdressing-barbering/?level=2&type=VRQ&search_type=qualification

Year 10 Curriculum

Tech: Catering

Year 10 students will be focusing on main courses, side dishes and presentation techniques during practical lessons. Creating a variety of dishes including tagliatelle carbonara, pasta arrabbiata, fishcakes, cauliflower cheese, meatballs, piri piri chicken, potato croquettes, spring rolls and teriyaki chicken.

Curriculum Overview

Students will also be introduced to unit two focusing on knowledge to enable them to complete their written coursework. Students will learn about

- Macro and micro nutrients
- The function and source of nutrients needed in the body
- Recommended daily allowance
- Nutritional deficiencies
- Portion control
- Special diets (life stages)
- Activity levels
- Medical diets
- Religious diets
- Ethical diets

Support Materials / Additional suggested activities

[The Eatwell Guide - NHS \(www.nhs.uk\)](http://www.nhs.uk)

[Vitamins and minerals - NHS \(www.nhs.uk\)](http://www.nhs.uk)

[What are macronutrients - Heart Matters magazine | BHF](#)

[Nutritional | NHS inform](#)

[Factors influencing special diets - Special diets - GCSE Hospitality \(CCEA\) Revision - BBC Bitesize](#)

[Effects of a poor diet - Diet - KS3 Biology Revision - BBC Bitesize](#)

To support learning students should revise topics at home using different revision techniques.

To build practical skills students could cook a selection of dishes at home in line with skills they are developing in the classroom

Year 10 Curriculum

Tech: Engineering

Curriculum Overview

This term students will be introduced to different engineering materials such as smart materials, composite materials as well as recapping metals and plastics. Students will explore engineering properties and how materials can be tested to show certain properties. Students will complete practical which support their theory work.

Students will complete their unit 1 coursework: Engineering design which involves students looking analysing an existing engineered product, engineering drawings and reverse engineering a product.

Support Materials / Additional suggested activities

Homework tasks will be used to support learning of exam content. This will include research, past paper examples and drawing skills. Please access the following links for further support and guidance

ENGINEERING - DESIGN AND TECHNOLOGY (technologystudent.com)

Selecting materials - Design engineering - OCR -

GCSE Design and Technology Revision - OCR -

BBC Bitesize

Art

Curriculum Overview

Personal Investigation Coursework worth 60% of student overall grade.

Students are to develop their research skills and knowledge of fine art practice and create a series of art works based on the theme of people and places linked to their local environment. Areas of investigation are Landscape, Architecture and Portraiture.

Students are to research a range of contemporary fine artists and develop a sustained personal response.

Support Materials / Additional suggested activities

Consider researching the work of various artists that relate to the theme of work chosen. Link below to the course requirements:

[GCSE Art and Design - BBC Bitesize](#)

Year 10 Curriculum

Photography

Curriculum Overview

Students are creating a coursework portfolio worth 60% of their overall grade. They will develop their research and analysis skills and knowledge of art and photography practice and create a series of works based on the theme of 'Food' initially before choosing a title to develop into a personal project. Areas of investigation include Natural forms, Portraiture and Light and Dark Photography.

Support Materials / Additional suggested activities

Consider researching the work of various artists/photographers that relate to the theme chosen. Complete a range of photoshoots including at least 15 photographs per shoot linking to the chosen theme.

Core PE

Curriculum Overview

The start of this academic year has opened up more opportunities for our KS4 Core PE groups. A new structure in PE allows students to choose between taking part in activities that relate to the following headings. Creative Me, Competitive Me and Healthy Me. This new provision reflects the PE departments intent to deliver high quality teaching and learning opportunities that inspire students to have the courage to participate in a healthy active lifestyle and provide them with a future of opportunity and choice. We are delighted that students will now have increased access to specialist teaching and experience and we will continue to build on these opportunities throughout the year.

Support Materials / Additional suggested activities

Join local gym to improve fitness
Go for walks, runs, cycles to improve aerobic endurance
Join a local team to build on social and physical benefits.

Year 10 Curriculum

BTEC Sport

Curriculum Overview	<p>Students will be assessed on Component 1 in February/March and moving on to Component 2.</p> <p>Component 1: Preparing Participants to Take Part in Sport and Physical Activity (coursework)</p> <p>Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.</p> <p>Component 2: Taking Part and Improving Other Participants' Sporting Performance (coursework)</p> <p>Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.</p>
	<p>Support Materials / Additional suggested activities</p> <p>The EverLearner :: Home</p> <p>All students have their log in and password for this fantastic resource online. All video lessons and assessments on each topic of learning for the exam.</p>

Lessons for Life

Curriculum Overview	<p>All schools have a duty to ensure that all students receive a rich and relevant Personal, Social, Health and Economic (PSHE) curriculum. OBA's PSHE provision is delivered through our Lessons for Life programme and students spend one lesson per week in Lessons for Life.</p> <p>During the Spring term Year 10 students will complete two different projects:</p> <p>Me and My Relationships – this project will explore different relationships which young people will encounter as they develop into young adulthood. The project will cover different themes around safety and equality including consent, different types of couples, marriage and healthy relationships.</p> <p>Disrespect Nobody – this project will focus on the very important topic of equality in everyday life. This unit is underpinned by the protected characteristics as stipulated in the Equality Act 2010. Equality themes explored in this project include: age, disability, gender, marital status, race, religion/belief, and sexual orientation.</p>
	<p>Support Materials / Additional suggested materials</p> <p>Keep following local and national news to stay up to date with current affairs.</p>

Year 10 Curriculum

Spanish

Curriculum Overview

Free time – Describing your relationship with friends and family, discussing how you use social media, making plans to socialise and what your favourite genre of literature is.

Personal interests – Describing your hobbies, sharing your opinions on TV shows and film genres, discussing what sports you do and learning about live shows and events.

Support Materials / Additional suggested activities

<https://www.linguascope.com/> Select 'Intermediate' level (Ask your class teacher for our school login details)

<https://www.bbc.co.uk/bitesize/subjects/z4dqxnb>

<https://studyspanish.com/verbs>

<https://erevision.uk> Students should already have an account set up. Speak to your class teacher if you need help accessing your class.

www.memrise.com

Year 10 Curriculum

Psychology

Curriculum Overview	<p>All topics include research methods</p> <p>Paper One (and Two):</p> <p>Research Methods</p> <p>Research methods and designs that psychologists use to collect their data.</p> <p>Paper One</p> <p>Perception</p> <p>Sensation and perception; Visual cues and constancies; Gibson's direct theory of perception – the influence of nature; Visual illusions; Gregory's constructivist theory of perception – the influence of nurture; Factors affecting perception.</p> <p>Paper One</p> <p>Development</p> <p>Early brain development (Simple neural structures in the womb, of brain stem, thalamus, cerebellum and cortex, reflecting the development of autonomic functions, sensory processing, movement and cognition. The roles of nature and nurture.)</p> <p>Piaget's stage theory and the development of intelligence; The role of Piaget's theory in education (Piaget's Theory of Cognitive Development including concepts of assimilation and accommodation. The four stages of development: sensorimotor, pre-operational, concrete operational and formal operational. Application of these stages in education. Reduction of egocentricity, development of conservation. McGarrigle and Donaldson's 'naughty teddy study'; Hughes' 'policeman doll study'.)</p> <p>The effects of learning on development (Dweck's Mindset Theory of learning: fixed mindset and growth mindset. The role of praise and self-efficacy beliefs in learning. Learning styles Including verbalisers and visualisers. Willingham's Learning Theory and his criticism of learning styles.)</p>
	<p>Past papers and mark schemes on AQA website.</p> <p>Student book or revision guide book (for AQA) – Flanagan (boy with red hair on cover). Alternative books available on Amazon.</p> <p>Homework and help videos can be found on weekly psychboost.com</p> <p>Support with psychology notes: https://www.tutor2u.net/search?q=psychology+notes</p> <p>Extra research: The British Psychological Society and BPS Research digest on Twitter</p>

Support Materials / Additional suggested activities

Year 10 Curriculum

Sociology

Curriculum Overview	<p>All topics include theory and methods</p> <p>Paper One (and Two):</p> <p>Theory and Methods</p> <p>Theory involves the viewpoint of different sociologists.</p> <p>Methods and designs that sociologists use to collect their data.</p> <p>Paper One</p> <p>The Sociology of families, including relevant areas of social theory and methodology</p> <p>Functions of families; Family forms; Conjugal role relationships; Changing relationships within families; Criticisms of the viewpoints about families; Divorce.</p> <p>Paper One</p> <p>The Sociology of education, including relevant areas of social theory and methodology</p> <p>Roles and functions of education; The relationship between education and capitalism; Educational achievement; Processes within school</p>
Support Materials / Additional Suggested activities	<p>Past papers and mark schemes on AQA website.</p> <p>AQA GCSE 9-1 Sociology Student Book (Wilson) or All-in-One Complete Revision and Practice (Collins book). Alternative books available on Amazon.</p> <p>Homework and help videos can be found on https://www.youtube.com/user/TheTEACHERSOCIOLOGY/featured and Tutor2u Sociology.</p> <p>Extra research: The British Sociology Association website and Twitter site.</p>

Animal Care

Curriculum Overview	<p>Exam unit – Animal Health</p> <p>In this unit, learners will be able to1. Monitor and maintain the health of animals2. Recognise how to promote and maintain the welfare of animals3. Identify signs and symptoms of common diseases and disorders, their prevention and treatment4. Understand the practices and principles of animal first aid</p>
Support Materials / Additional suggested activities	<p>Past paper questions</p> <p>Animal Management revision guide</p> <p>Animal biology and care by sue dallas.</p>

Year 10 Curriculum

Computer Science

Curriculum Overview

Year 10 Computer Science

Students are completing the OCR J277 GCSE in Computer Science. Spring term will start with students looking:

Programming Fundamentals: students are able to understand and apply the fundamentals of programming including abstraction, decomposition and writing appropriate algorithms using both Exam References Language (ERF) and Pseudocode.

Programming techniques: students will practice some of the founding principles of programming including input, output, sequence, selection and iteration.

Practical programming: students put in to practice their programming knowledge and use a text-based programming language, Python, to solve problems. Students will be able to correct errors in their code and respond to SYNTAX errors.

Data Storage - student will look at binary structures including how computers store data including sound, animation, and other media formats.

Architecture of the CPU - students will explore the architecture of the CPU and how the Von Neuman CPU architecture functions along with the Fetch, Decode, Execute cycle (FDE)

Support Materials / Additional suggested activities

Support materials

[Download Python | Python.org](#) - free download of the Python text based programming environment.

[Teach Python 3 and web design with 200+ exercises - Learn Python 3 - Snakify](#) - Practice exercises in Python to reinforce what has been learnt in the classroom.

[Data storage - Data and information - GCSE ICT Revision - WJEC - BBC Bitesize](#) - Revision resource for data storage.

[The purpose of the CPU - Architecture - Eduqas - GCSE Computer Science Revision - Eduqas - BBC Bitesize](#) - revision material about the architecture of the CPU

Year 10 Knowledge Organisers can be accessed by clicking this link.

Knowledge Organisers contain key information on specific topics covered within subjects.

[Click Here](#)

Year 11 Curriculum

Maths

Curriculum Overview

Following analysis of the mock data, each Year 11 classroom teacher will be designing a bespoke scheme of learning aimed at filling the gaps identified during the November assessments. These schemes of learning will be unique to each class to ensure that they are covering the topics that were areas of weakness during the mock exam.

If you would like more information on the topics your child will be covering in lesson, please contact their classroom teacher.

Support Materials / Additional suggested activities

[MathsWatch](#)

All students have been provided with a revision guide and workbook to support with their independent study.

English (Language and Literature)

Curriculum Overview

Students in year 11 will be completing their poetry anthology study, before then working on their writing skills in preparation for their English Language examinations. Students will have feedback from their November exams, and will be working with their classroom teacher to improve in the areas that have been identified from their examination. Students will have a good coverage of:

Narrative writing

Transactional writing – speech, letter, article, report, review, guide

Support Materials / Additional suggested activities

CGP Revision guides are available for A Christmas Carol, The Merchant of Venice, Poetry Anthology, Unseen Poetry, Language and SPAG. Students have already been given their first set of revision guides, and more will be presented to students during the course of the year.

YouTube has lots of fantastic revision opportunities and resources

All students are given electronic 'Nando's Menus' that provide them with multiple revision questions.

SENECA online learning is set weekly.

Science: Biology

Curriculum Overview

Ecosystems and material cycles – What is an ecosystem? What is the difference between abiotic and biotic factors? What is parasitism? What is a mutualistic relationship? What is food security? What is the water cycle? What is the carbon cycle? What is the nitrogen cycle?

Support Materials / Additional suggested activities

Online homework resource: <https://www.tassomai.com/>

BBC Bitesize

<https://www.cgpbooks.co.uk/>

Year 11 Curriculum

Science: Chemistry

Curriculum Overview

Electrolysis – What is electrolysis and how is it carried out? What products are formed during electrolysis? What is an ore? What is oxidation and reduction? What are transition metals? What are the uses of metals and alloys?

Revision – Chemistry revision.

Support Materials / Additional suggested activities

Online homework resource: <https://www.tassomai.com/>

BBC Bitesize

<https://www.cgpbooks.co.uk/>

Science: Combined

Curriculum Overview

Magnets and electromagnetic fields – How do magnets work? What is electromagnetism? What is a magnetic force?

Particle model – What are particles? How can we investigate density? How can we investigate changes of state?

Forces and matter – What is elasticity? How can we investigate the extension of a spring? How do forces act on objects?

Key concepts – How do you use a microscope? What is the difference between plant, animal, and bacterial cells? How do enzymes work?

Support Materials / Additional suggested activities

Online homework resource: <https://www.tassomai.com/>

BBC Bitesize

<https://www.cgpbooks.co.uk/>

Year 11 Curriculum

Business

Curriculum Overview

Year 11 students will not complete a summer exam for Business Studies as they were due to sit the exam element of the course during the previous lockdown period. Students have sat a Teacher Assessed exam paper in class in place of the external assessment.

From now until the rest of the year the focus for students will be working on completing their coursework tasks. There are two coursework units which must be completed.

Investigating Business

Planning a New Business Idea

Students will be spending time in class ensuring that all tasks are complete and are completed to the best of their ability. Students should use tracking sheets and support materials to help them independently work through tasks – this includes tasks that have previously been started and need revisiting as well as tasks yet to be commenced.

Support Materials / Additional suggested activities

Students should be working on tasks in class, during enrichment sessions and at home during their own time. Trackers are available in the student shared area and are classed as a live document – these trackers will be continually updated to indicate where students are up to.

The BTEC Tech Award in Enterprise student book will also be a useful resource to help with the completion of coursework.

Year 11 Curriculum

History

Curriculum Overview

This term, the students will study:

Paper 2 Revision: Cold War – What are the origins of the Cold War? How was Berlin a hotspot for tension? What events intensified the Cold War? What events reduced tension? How did the Cold War end? How did each leader impact the Cold War?

Paper 2 Revision: Early Elizabethan England – Why did Elizabeth have problems when she became queen? How did Elizabeth deal with religion? How did Spain and the Netherlands impact England? How did society change under Elizabeth's rule?

Support Materials / Additional suggested activities

Consider completing the Edexcel sections for Elizabethan England [Seneca - Learn 2x Faster \(senecalearning.com\)](https://www.senecalearning.com)

Consider completing the Edexcel sections for Superpower Relations and the Cold War [Seneca - Learn 2x Faster \(senecalearning.com\)](https://www.senecalearning.com)

Read this timeline for Elizabethan England - [GCSE: Early Elizabethan England \(1558-88\) - Timeline of Key... | tutor2u](#)

Use the website to help with the Cold War - [Superpower relations and the Cold War, 1941-1991 - The Cold War overview - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize](#)

Geography

Curriculum Overview

This term, we will be studying:

Rivers – How do we investigate a river? What qualitative and quantitative methods would we use? How do we measure river discharge and landforms? How do we manage risks? What causes flooding? How do we manage floods?

UK Challenges – Where and how does the UK consume resources? How do we develop sustainable transport? How does population, settlements and economics challenge the UK? How has migration affected the UK? How does the UK manage its landscapes, such as parks and rivers? How will climate change impact the UK?

Support Materials / Additional suggested activities

For help on fieldwork methods, read - [Geographical skills - GCSE Geography Revision - Edexcel - BBC Bitesize](#)

Consider using [Time for Geography | Home](#)

For revision use - [Edexcel GCSE 9-1 Geography | Revision Notes & Study Resource \(geography-revision.co.uk\)](#)

Consider completing the Edexcel sections for UK's changing landscapes and resource management [Seneca - Learn 2x Faster \(senecalearning.com\)](https://www.senecalearning.com)

Year 11 Curriculum

RE

Curriculum Overview

This term we will be studying:

Paper 3: Islamic Practices Revision – What are the Five Pillars? What are the different versions of jihad? How is a Qur'an used? What are the 10 Shi'a Obligatory Acts? How are the major festivals celebrated?

Paper 1: Life and Death Revision – What are the origins of the universe? Does science and religion conflict? How do religious believers view the earth? What are the abortion and euthanasia debates about? What happens when we die?

Paper 1: Good and Evil Revision – What is morality? Why is punishment used? How have prisons changed? Should we bring back capital punishment? Why should we forgive? Where does good and evil come from? How do we deal with suffering?

Support Materials / Additional suggested activities

Consider completing the Eduqas religious studies route A section on [Seneca - Learn 2x Faster \(senecalearning.com\)](https://www.senecalearning.com/learn/2x-faster)

Consider reading for Islamic Practices - [Islam - GCSE Religious Studies Revision - Eduqas - BBC Bitesize](#)

Listen to for the religion and science conflict - [BBC Sounds - The Secret History of Science and Religion - Available Episodes](#)

For capital punishment, watch - [What are the rights and wrongs of the death penalty? | Religious Studies - Matters of Life and Death - YouTube](#)

For good and evil, read - [What is meant by good, evil and suffering? - Good, evil and suffering - GCSE Religious Studies Revision - WJEC - BBC Bitesize](#)

Year 11 Curriculum

Music

Curriculum Overview

Students will be expected to finish of their compositions during after school and enrichment sessions. There will be limited class time given initially after Christmas and an allocated time in lessons to complete the write up for their composition.

Students will be studying **Area of Study 1: Western Traditional Classical Music from 1650 – 1910**, in preparation for their listening exam in year 11.

For the purposes of this specification, the western classical tradition is defined as art music of (or growing out of) the European tradition, normally notated, and normally intended for public performance.

Students must be able to listen attentively to unfamiliar music from the following styles/genres to identify and accurately describe musical elements, musical contexts and musical language:

- The Coronation Anthems and Oratorios of Handel.
- The Orchestra Music of Haydn, Mozart and Beethoven.
- The piano music of Chopin and Schumann.
- The Requiem of the late Romantic period.

After this, we will look at **Area of Study 2: Popular Music**.

Students must be able to listen attentively to unfamiliar music from the following styles/genres to identify and accurately describe musical elements, musical contexts and musical language:

- Music of Broadway 1950s to 1990s
- Rock music of 1960s and 1970s
- Film and computer gaming music 1990s to present
- Pop music 1990s to present.

Support Materials / Additional suggested activities

Listen to the two following tracks whilst considering their elemental features:

- Haydn: Symphony 101 in D major The Clock movement 2 (first taught 2016, first assessed 2018, assessed until 2021)
- Mozart Clarinet Concerto in A major, K. 622, 3rd movement, Rondo (first taught 2020, first assessed 2022, assessed until N/A)

And for Area of Study 2:

The Beatles: Sgt Pepper's Lonely Hearts Club Band – the following three tracks: (first taught 2016, first assessed 2018, assessed until 2021)

- With a Little Help from my Friends
- Within You, Without You
- Lucy in the Sky with Diamonds

Year 11 Curriculum

Dance

Curriculum Overview

Component 1 - Choreography

30% Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance. The dance created must be either a solo dance of a minimum of two minutes and a maximum of two and a half minutes or a group dance of a minimum of three minutes and a maximum of three and a half minutes for two to five dancers. They will choose an aural setting and can be in any style or style fusion(s) (as long as it meets the assessment criteria) and communicates their own chosen choreographic intention. The student is not required to perform in their choreographed dance but may do so if they wish. Students will also recall key information on the 6 professional works they have studied in Year 10 with a focus on key facts, motifs, and physical setting.

Component 2: Dance appreciation

What's assessed

Knowledge and understanding of choreographic processes and performing skills.

Critical appreciation of own work.

Critical appreciation of professional works.

Students must study all six works in their entirety and be prepared to describe, analyse, interpret, evaluate and reflect on the works in response to short answer and extended writing questions.

Support Materials / Additional suggested activities

Homework: To rehearse choreography phrases, learn key vocabulary and revise theory work using knowledge organisers and flashcards

To learn subject specific vocabulary and their definitions: Subject Vocabulary Performance content and assessment criteria can be found here: <https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification-at-a-glance>

The GCSE Dance Anthology, with details of all six professional works, including films of each performance and interviews with the choreographer or company associate, is available at aqa.org.uk/dance

Year 11 Curriculum

Drama

Curriculum Overview

The GCSE Drama course is centred on students exploring the world of theatre, analysing how theatre is created and how technical theatre enhances the audience's enjoyment and understanding. During this term Year 11 students will explore the following topics:

Component 1: Devising - students will focus on developing their portfolio's.

Component 2: Text in Performance - developing monologues/ duologues/group performances. Component 3 - theatre makers in practice - Students will explore practically how a complete performance text might be interpreted and realised from 'page to stage'.

Students will also analyse and evaluate their experience of a live theatre performance as informed members of the audience.

Support Materials / Additional suggested activities

For additional information and support please access the following links - <https://www.bbc.co.uk/bitesize/examspecs/zkvm2sg>

<https://getintothetheatre.org>

Get into theatre; What does an Assistant Director do? What is the backstage staff structure in theatre like? How do online auditions for drama school work? Top 10 tips on how to self-tape and audition online getintothetheatre.org

<https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw>

National Theatre - YouTube At the National Theatre in London, we make world-class theatre that is entertaining, challenging and inspiring. And we make it for everyone. National Theatre Live is National Theatre's ground - www.youtube.com

<https://www.ucas.com/job-subjects/drama-music-and-performingarts> Drama, music, and performing arts | UCAS The confidence and communication skills developed from drama, music and the performing arts can be useful in a wide range of occupational areas including catering and hospitality, retail sales and customer services, broadcast media and the performing arts, marketing, sales and advertising, leisure, sport and tourism. www.ucas.com

Year 11 Curriculum

Hair & Beauty

Curriculum Overview

This is a vocationally related qualification and includes all the required elements to develop your practical hair and beauty skills. Through this term you will create a total look on a client including hair, make-up and nails based on a theme. Learning how to create a mood board detailing all of your ideas for the total look and be able to understand why creating a mood board is an important part of developing your overall look.

You will also have the opportunity to further develop your understanding and skills by selecting optional units including, eyebrow shaping, basic skincare, basic photographic make-up, basic manicure, basic pedicure, blow-drying and finishing hair, shampooing and treating the hair, basic plaiting and twisting hair, colour using semi-permanent colour, basic cutting techniques for women's hair.

Through the optional units in this qualification, you will also have the opportunity to develop your knowledge and understanding of working in the hair and beauty industries, relevant hair and beauty products, health and safety and client and customer skills.

Support Materials / Additional suggested activities

Homework and help videos can be found on YouTube to show step by step on practical help and a wealth of further information can be accessed via the VTCT website and students will receive a logbook for each individual unit.

https://www.vtct.org.uk/qualification-category/hairstyling-barbering/?level=2&type=VRQ&search_type=qualification

Year 11 Curriculum

Tech: Catering

Curriculum Overview

This term students will be continuing with their unit 2 coursework planning a two-course meal.

Students have completed research on nutrition, cooking methods and menu planning and are moving on to their reasons for choosing their dishes.

To enable students to achieve distinction criteria work they must analyse their chosen dishes using the following criteria:

- Seasonality of food (when will the ingredients that are part of the dish be in season)
- Special dietary requirements (how could the dish be changed to meet the needs of the customer. Based on life stage adult, child and pensioner, religion, medical or ethical needs)
- Nutritional Values (how does the dish meet the needs of the eat well guide)
- Methods of Cooking used in their chosen dishes
- Specialist equipment needed and skills of staff
- Cost (will the dish be value for money or a premium priced dish)
- Portion Control (how will you portion the dish)
- How does the dish meet the senses? taste, texture, appearance and how will it be presented
- Menu Types (what menu and what customers would this dish be suitable for. How could it be modified)
- Food Waste (how can you ensure waste is reduced for this dish—storage, ordering, preparation)
- Will you be able to create this dish in the time you have for your exam.
- Students will also trial their chosen dishes in lesson and during enrichment in preparation for their final practical exam before Easter.

Support Materials / Additional suggested activities

- To support learning students should revise topics at home using different revision techniques.
- Revise the knowledge organisers to help with written coursework tasks
- To build practical skills students could cook a selection of dishes at home in line with skills they are developing in the classroom
- Attend enrichment to consolidate learning and enhance their learning

Year 11 Curriculum

Tech: Design Craft

Curriculum Overview

BTEC Level 2 in Art and Design: Design Craft

Unit 1: Specialist pathways in Art

Unit 2: Communicating Ideas in 2D

Unit 3: Communicating Ideas in 3D

Students explore a variety of designers and artists as inspiration to produce a final craft-based product. Students experiment with a variety of different medias such as woods and paints as well as textiles and mixed medias.

Students will produce a portfolio of work, based around the design of a chair, bringing together all of their research and creative ideas. Students will be examined via a brief that is released in January and they will produce a similar portfolio under examination conditions.

This term we will be working on Unit 1 – Artist inspired promotional materials.

Support Materials / Additional suggested activities

www.designmuseum.org

www.pinterest.co.uk

www.dafont.co.uk

Year 11 Curriculum

Tech: Construction

Curriculum Overview

During KS4, students have access to two one-hour lessons per week which underpins the independent development element of their studies. This is the final year of a two-year course consisting of three units.

Unit 1: Safety and security in Construction – Externally assessed

This is an external examination which focusses on how Construction activities take place in many different contexts. Through this unit, students will gain the knowledge and understanding to be able to plan how to minimise risk to their own and others health and safety in different contexts.

Unit 2: Developing construction projects

Throughout this unit students will learn to interpret technical information in order to identify materials, tools and equipment needed to complete construction tasks, some of the tasks that students will be expected to complete are plastering, tiling, wallpapering, painting, joinery and bricklaying. This will develop a “toolbox” of construction skills which can be used during construction processes, ensuring you take account of any health and safety issues.

Unit 3: Planning construction projects – Externally assessed

Through this synoptic unit, students will use learning from the development of practical skills and health and safety requirements of construction processes and gain the knowledge and understanding needed to plan straightforward built environment development projects.

This term we will be working on Unit 2 – Installing household electrical systems and tiling; alongside preparation for the Unit 3 examination

Support Materials / Additional suggested activities

Research into the following subjects:

Contractors, Designers, Architects , Local Authority , HSE ,Professional Bodies (Institute of Civil Engineers, Construction Skills, Careers Providers, RIBA) Construction Supply Chain.

Tiling, Plastering, Wallpapering, Painting and Bricklaying

www.ihsmarkit.com

www.thenbs.com

www.ice.org.uk

www.designingbuildings.co.uk

Year 11 Curriculum

Tech: Engineering

Curriculum Overview

This term students will complete their Unit 2 coursework: Producing engineered products which involves students planning the manufacture as well as manufacturing a desk lamp. Students will focus this term on the practical elements, writing up their practical notes and evaluating their product during its construction and once complete.

Students will explore engineering properties and how materials can be tested to show certain properties. Students will complete a practical which supports their theory work.

Support Materials / Additional suggested activities

Homework tasks will be used to support learning of exam content. This will include research, past paper examples and knowledge recall. Please access the following links for further support and guidance -

ENGINEERING - DESIGN AND TECHNOLOGY (technologystudent.com)

Selecting materials - Design engineering - OCR - GCSE Design and Technology Revision - OCR - BBC Bitesize

Art

Curriculum Overview

Personal Investigation Coursework worth 100% of student overall grade.

Students are to develop their research skills and improve their understanding of fine art practice. In response to the research, students are to create a series of sustained art works based on the theme of their own choosing. Suggested areas of investigation are Texture, Social Commentary, Landscape, Architecture and Portraiture.

Support Materials / Additional suggested activities

Consider researching the work of various artists that relate to the theme of work chosen. Link below to the course requirements:

[GCSE Art and Design - BBC Bitesize](#)

Year 11 Curriculum

Photography

Curriculum Overview

Students are creating and refining a coursework portfolio, for this year only it will be worth 100% of their overall grade. They will develop their research and analysis skills and knowledge of art and photography practice and create a series of works based on their chosen theme. Areas of investigation include Landscapes, Distortion, Framing and Light and Dark Photography. Students should also choose a second title to create work for as a smaller supporting project.

Support Materials / Additional suggested activities

Consider researching the work of various artists/photographers that relate to the theme chosen. Complete a range of photoshoots including at least 15 photographs per shoot linking to the chosen theme. Attend enrichment sessions

Core PE

Curriculum Overview

The start of this academic year has opened up more opportunities for our KS4 Core PE groups. A new structure in PE allows students to choose between taking part in activities that relate to the following headings. Creative Me, Competitive Me and Healthy Me. This new provision reflects the PE departments intent to deliver high quality teaching and learning opportunities that inspire students to have the courage to participate in a healthy active lifestyle and provide them with a future of opportunity and choice. We are delighted that students will now have increased access to specialist teaching and experience and we will continue to build on these opportunities throughout the year.

Support Materials / Additional suggested activities

Join a local gym to improve fitness
Go for walks, runs, cycle to improve aerobic endurance
Join a local team to build on social and physical benefits.

Year 11 Curriculum

BTEC Sport

Curriculum Overview

The BTEC/GCSE sport curriculum at Key Stage 4 focuses on different physical and emotional requirements needed to compete and achieve at a good level in the course and in sport.

This half term students will continue with their exam element of the course and sit their external exam the first half term.

Unit 1 students will be examined in the components of fitness and principles of training, explore different fitness methods and investigate fitness testing methods for each component of fitness.

Students will then move on to Unit 6: Leading Sport Activities

Support Materials / Additional suggested activities

External exam will be sat in January 2022 so revision of class notes and other resources are important.

[The EverLearner :: Home](#)

All students have their log in and password for this fantastic resource online. All video lessons and assessments on each topic of learning for the exam.

Students can finish coursework of Unit 2 and Unit 6 at home.

Year 11 Curriculum

Lessons for Life

Curriculum Overview

All schools have a duty to ensure that all students receive a rich and relevant Personal, Social, Health and Economic (PSHE) curriculum. OBA's PSHE provision is delivered through our Lessons for Life programme and students spend one lesson per week in Lessons for Life.

Year 11 students have recently covered money management in Lessons for Life and have also used PSHE time to be prepared and motivated for their mock exams.

During the Spring term Year 11 students will complete two different projects:

Look After Yourself – This is an important project about making the right choices later in life and here students will look into drugs, alcohol and tobacco education. The project will cover the motivations, dangers and effects of the aforementioned substances. Students will also have a talk from the Amy Winehouse Foundation as part of this project.

Disrespect Nobody – this project will focus on the very important topic of equality in everyday life. This unit is underpinned by the protected characteristics as stipulated in the Equality Act 2010. Equality themes explored in this project include: age, disability, gender, marital status, race, religion/belief, and sexual orientation.

Support Materials / Additional suggested activities

Talk to Frank – an online service to raise awareness about drugs and the risks associated with these.

Keep following local and national news to stay up to date with current affairs.

Spanish

Curriculum Overview

Revision of the vocabulary from the 5 GCSE themes through listening, speaking, reading and writing activities.

Theme 1 – Identity and culture

Theme 2 – Local area, holiday, and travel

Theme 3 – School

Theme 4 – Future aspirations, study, and work

Theme 5 – International and global dimensions

Support Materials / Additional suggested activities

<https://www.linguascope.com/> Select 'Intermediate' level (Ask your class teacher for our school login details)

<https://www.bbc.co.uk/bitesize/subjects/z4dqxnb>

<https://studyspanish.com/verbs>

<https://erevision.uk> Students should already have an account set up. Speak to your class teacher if you need help accessing your class.

www.memrise.com

Year 11 Curriculum

Child Development

Curriculum Overview

The BTEC Award gives learners the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning.

This term we are continuing with coursework and demonstrate how children's learning can be supported through play. Component 2 coursework will be finalised and then reviewing component 1 and making improvements.

Support Materials / Additional suggested activities

Books

Tassoni, P (2013) BTEC Level 2 Firsts in Children's Play, Learning and Development Student Book, Pearson, 978-1447944614

Lindon, J. (2012) Understanding Child Development: 0-8 Years: Linking Theory and Practice. London: Hodder Education, 978-1444167184

Meggitt, C. (2006) Child Development: An Illustrated Guide 2nd edition, Heinemann, 978-0435420482

Websites

www.nhs.uk/Tools/Pages/birthtofive.

www.nhs.uk/Tools/Pages/birthtofive.aspx

https://www.beststart.org/OnTrack_English/2-factors.html

<http://www.maternal-and-early-years.org.uk/topic/0-3-years/growth-and-development>

Year 11 Curriculum

Film Studies

Curriculum Overview

Students have recently been completing their coursework element of the course, which equates to 30% of their overall GCSE grade. Students created their own characters using film techniques to bring their film to life. Following this the students expanded on their skills by creating a shooting script to accompany the screenplay that they have created. Explaining all aspects of mise en scene to highlight all of the film terminology that they have adopted over the course.

Students are now required to widen their understanding of mise en scene elements and audience response to film. Students have studied Ferris Buellers Day Off, Juno and Attack of the Block. Within the spring term, students will be analysing Rebel without a cause, Tsotsi and Slumdog Millionaire. Allowing the students to study a varied genre of films from different decades, has given them a developed understanding of the film industry. Students are required to research the context behind the films, helping them to understand why directors have made stylistic choices.

Support Materials / Additional suggested activities

<https://www.squibler.io/blog/write-a-script-screenplay/#:-:text=How%20to%20Write%20a%20Screenplay.%201%201.%20Spec.to%20Be%20Original%2C%20Actually%20Be%20Original.%20More%20items>
<https://www.studiobinder.com/blog/how-to-write-shots-in-a-script/>

Films we study-

- Juno
- Ferris Bueller's day off
- Tsotsi
- Slumdog Millionaire
- Attack of the Block
- Rebel Without a Cause

Students also have revision booklets that are used in class to aid their studies and revision.

Year 11 Knowledge Organisers can be accessed by clicking this link.

Knowledge Organisers contain key information on specific topics covered within subjects.

[Click Here](#)

Year 12 Curriculum

Mathematics

Mathematics is an exciting and dynamic subject split into three areas of study: pure mathematics, mechanics and statistics. It is one of the most valued subjects offered at A level as both universities and employers hold enhanced reasoning and problem-solving skills in very high regard. A level mathematics fits well with any combination of subjects, particularly the sciences, business, economics, IT and computing, and offers wide progression opportunities to university or vocational careers.

Pure Mathematics

Exponentials and logarithms: graph and model real-world scenarios using exponential and logarithms.

Differentiation: consider rates of change between two variables.

Integration: calculate the area under curves and more.

Curriculum Overview

Numerical methods: finding the roots of functions using iterative methods.

Vectors: extend your knowledge of vectors into the third dimension.

Statistics and Mechanics

Statistical sampling: how to take samples and remove bias.

Data presentation and interpretation: histograms and data analysis.

Probability: possible outcomes and their likelihood of occurring.

Statistical distributions: the binomial and normal distributions.

Quantities and units in mechanics.

Kinematics: the motion of objects in one or two dimensions.

Forces and Newton's laws: the fundamental rules that govern how objects move through space.

Support Materials / Additional suggested activities

www.drfrostmaths.com

Edexcel AS and A level Mathematics textbook

Year 12 Curriculum

Science: Biology

Curriculum Overview

Nucleotides and nucleic acids – How is DNA structured? How is DNA replicated?

Enzymes – How do enzymes work? How are enzymes effected? How can enzymes be inhibited?

Biological membranes – Structure of cell membranes. How are substances transported across cell membranes?

Cell division – What is the cell cycle? What are the stages of mitosis? What are the stages of meiosis?

Biodiversity – The sampling of plants and animals. How is biodiversity calculated? How is biodiversity affected? Conservation and the protection of species and habitats.

Support Materials / Additional suggested activities

OCR A-Level Biology revision guide.

OCR A-Level Biology textbook.

Science: Chemistry

Curriculum Overview

Basic concepts of organic chemistry

Hydrocarbons

Alcohols and haloalkanes

Organic synthesis

Analytical techniques

Support Materials / Additional suggested activities

[chemrevise | Resources for A-level and GCSE Chemistry](#)

[OCR A Level Chemistry A H432 Specification](#)

Year 12 Curriculum

Applied Science

Curriculum Overview

Unit 2 – Calibration of equipment, titration, analysis of results, colorimetry, report writing and a skills log. Cooling curves, plotting cooling curves and comparisons of thermometers.

Unit 1 – Microscopes and preparing biological slides. How electron microscopes are used. Cell structure and function. Exam practice.

Support Materials / Additional suggested activities

Pearson BTEC National Applied Science textbook.

Business BTEC

Curriculum Overview

Students will sit their exam in February 2022 and the focus of this exam is promotion and finance. Students have been working hard on this content since September 2021. The exam is 2 hours in length. We will receive the results of this exam in May 2022 and parents will be informed about how their child performed.

After sitting the exam students will move to coursework. The course is weighted at 40% exam and 60% coursework. The two coursework components that must be completed are around investigating businesses and planning their own business idea.

Support Materials / Additional suggested activities

Past papers

Class notes

Revision books produced by the exam board and sold at school

Worked examples

Year 12 Curriculum

Business A Level

Curriculum Overview

Students will continue to work towards their final exams at the end of year 13. Within Year 12, students will have covered all of Theme 1 - Marketing & People and Theme 2 - Managing Business Activities

Throughout Spring term students will be finished covering the content for Theme 1 but must ensure they retain this information and continually go back over their notes. All of the themes throughout the whole course link and make a holistic approach to answering questions showing a deeper understanding of the subject. Throughout this term students will be covering the following elements:

1.4.5 Leadership

- Management and leadership
- Types/methods
- Links between leadership and motivation

1.5.1 Role of an entrepreneur

- What entrepreneurs do
- Problems and barriers they face

1.5.2 Entrepreneurial motives and characteristics

- Characteristics and skills
- Motivations for becoming an entrepreneur

1.5.6 Moving from entrepreneur to leader

- Challenges

1.5.3 Business objectives

- Outline and examples of objectives

1.5.4 Forms of business

- Legal organisation and features
- The factors that lead to these forms

1.5.5 Business choices

- Opportunity costs, choices and trade offs

2.1.1 Internal finance

2.1.2 External finance

- Sources and methods of finance
- The distinction between the two

2.1.3 Liability

- Legal implications
- Finance implications

2.1.4 Planning

- Business planning
- Cash-flow forecasts (as standalone and part of the business plan)
- Use and limitations of cash-flow forecasts

Support Materials / Additional suggested activities

Students are provided with 2 homework's per week which will involve extended written pieces of work or Seneca online. <https://senecalearning.com/en-GB/>

Students also have a revision book for each Theme that they should be completing in their own time during Directed Study and at home as well as continually reviewing and revisiting their notes from class.

Tutor2U online tuition has also been purchased for each student and they should use this to continually access and recap content that has been covered.

<https://ondemand.tutor2u.net/students/a-level-business-catch-up-2021>

Year 12 Curriculum

History

Curriculum Overview

This term, students will study:

Stuart Britain

Topic 4: Economy, trade and empire 1625-88

Key Question 1: How significant was imperial expansion between 1625 - 88 to the economy?

Key Question 2: Overall, was the economy transformed?

Topic 5: How revolutionary, in the years to 1701, was the Glorious Revolution of 1688-89?

Key Question 1: How significant were revolutionary ideals in the establishment of a constitutional monarchy?

Key Question 2: What was the impact of the Toleration Act of 1689 and the end of Anglican supremacy?

Key Question 3: How significant was the Triennial Act of 1694 in promoting parliamentary power?

Key Question 4: How important were William III's wars in the development of a financial revolution?

Russia

Topic 2: The end of Romanov rule.

Key question 1 - What political changes took place in Russia from 1906-1914?

Key question 2 - To what extent did the Tsarist government maintain autocratic rule during this period?

Key question 3 - What were the long- and short-term causes of the February revolution?

Topic 3: Provisional Government and its opponents.

Key question 1 - How did the Provisional Government take control of Russia?

Key question 2 - Who opposed the Provisional Government and was there any political change or reforms after the Tsar's abdication?

Key question 3 - To what extent was the Provisional Government a stable form of government?

Key question 4 - To what extent were the failures of the Provisional Government the cause of the October Revolution?

Support Materials / Additional suggested activities

Read for imperial expansion - [Imperial Expansion, 1625 - 88 by Harriet Hewitt \(prezi.com\)](#)

Read for the Glorious Revolution - [Glorious Revolution of 1688 - Definition & Summary - HISTORY](#)

Read for William III - [BBC - History - British History in depth: William III](#)

Read for Romanov executions - [Romanov family executed, ending a 300-year imperial dynasty - HISTORY](#)

For the provisional government - [The Provisional Government \(alphahistory.com\)](#)

Year 12 Curriculum

Geography

Curriculum Overview

This term, the students will study:

Diverse places:

Enquiry question 1: How do population structures vary? An in-depth study of the local place in which you live or study and one contrasting place.

Enquiry question 2: How do different people view diverse living spaces?

Enquiry question 3: Why are there demographic and cultural tensions in diverse places?

Enquiry question 4: How successfully are cultural and demographic issues managed?

Landscape Systems, Processes and Change-Coastal Landscapes and Change

Enquiry question 3: How do coastal erosion and sea level change alter the physical characteristics of coastlines and increase risks?

Enquiry question 4: What are the threats to national sovereignty in a more globalised world?

Non-examination assessment: Independent Investigation

Support Materials / Additional suggested activities

For help on coastal landscapes - [A-LEVEL GEOGRAPHY REVISION: EDEXCEL - Home \(weebly.com\)](#)

Consider reading- <https://www.geography-fieldwork.org/a-level/>

For help on diverse places, use - [Essential Notes - Diverse Places - Edexcel Geography A-level.pdf \(physicsandmathstutor.com\)](#)

For revision use - [SLC Geog A Level Blog | For Cambridge International AS and A Level Geography and Edexcel Geography AS and A Level \(wordpress.com\)](#)

Year 12 Curriculum

Philosophy

Curriculum Overview

This term, we will be studying:

Situation Ethics – How has the 1960s changed morality? How to apply love to moral dilemmas? Does agape work as a basis for morality?

Nature of Religious Experience – What is a religious experience? How does different philosopher interpret them? Why is St. Paul a foundational experience? What are the different types of experience?

Arguments from Religious Experience – How does Swinburne and Hick prove God by examining religious experiences? How can we critique religious experiences?

The Eucharist – What is the Eucharist? How is it understood by different denominations? What are the core themes of the Eucharist? What implications does this have for the believer?

The Design Argument – How does Paley and St. Aquinas use analogies of design to prove God? How does Swinburne and Tenant use science to prove design? How do we critique the design argument?

Creative Expressions – How does music, art and literature differ across Christianity? How has Nativity and Crucifixion art changed over time? What are the different types of prayer?

Environmental Ethics – What is the Gaia hypothesis? What is Deep Ecology? How do Christians respond to the environment? How do Atheists respond to the environment?

Support Materials / Additional suggested activities

For the design argument, read - [Teleological Argument | a2-level-level-revision, religious-studies, philosophy-religion, arguments-existence-god, teleological-argument | Revision World](#)

For religious experience, read - [Religious Experience | Revision World](#)

For help on <https://philosophydungeon.weebly.com/>

Consider for course notes and revision [Course notes and revision materials for students of A Level Religious Studies/Philosophy. – A blog for Philosophy and Religious Studies A-Level students and teachers \(philrsblog.com\)](#)

For the Eucharist, read - [BBC - Religions - Christianity: Eucharist](#)

Year 12 Curriculum

Hairdressing

Curriculum Overview

This term students will develop a clear understanding of all aspects of Hairdressing skills Level 2 and will be able to confidently carry out and evaluate each practical treatment.

Support Materials / Additional suggested activities

Homework and self-help videos can be found on YouTube to show step by step on each practical unit. A wealth of additional information can be found on the VTCT website. A logbook is provided for each student for each individual unit. Website- https://www.vtct.org.uk/qualification-category/hairdressing-barbering/?level=2&type=VRQ&size=Diploma&search_type=qualification

Beauty

Curriculum Overview

This term students will develop a clear understanding of all aspects of Beauty Therapy Level 2 and will be able to confidently carry out and evaluate each practical treatment.

Support Materials / Additional suggested activities

Homework and self-help videos can be found on YouTube to show step by step on each practical unit. A wealth of additional information can be found on the VTCT website. A logbook is provided for each student for each individual unit. Website- https://www.vtct.org.uk/qualification-category/hairdressing-barbering/?level=2&type=VRQ&size=Diploma&search_type=qualification

Year 12 Curriculum

Catering

Curriculum Overview

Year 12 students will continue with the practical element of unit 10 European foods this term. Students have chosen 6 dishes they will cook and present for assessment.

Students will also be working on unit 3 providing customer service in hospitality. The aim of this unit is to enable learners to gain understanding of the role of communication, presentation and teamwork in customer service and develop customer service skills in hospitality.

Finally, students will begin with unit 1 The hospitality industry - they will develop an overview of the importance of the hospitality industry within the economy in terms of its scale and diversity. They will investigate the hospitality industry, and develop an understanding of businesses that provide accommodation, catering and related services. Learners will explore the diverse types of ownership, products and services offered, as well as customer types, and will develop an understanding of trends within the industry completing research on chosen businesses.

Support Materials / Additional suggested activities

[Hospitality Industry: The No. 1 Hospitality Information Guide! \(revfine.com\)](https://www.revfine.com/)

[Hospitality Industry: All Your Questions Answered \(ehi.edu\)](https://ehi.edu/)

[What Are Communication Skills? | Indeed.com UK](https://www.indeed.com/UK/what-are-communication-skills/)

[Teamwork Skills: 5 Good Teamwork Skills \(Great For Resume\) \(wikijob.co.uk\)](https://www.wikijob.co.uk/)

[BBC Good Food | Recipes and cooking tips - BBC Good Food](https://www.bbc.com/food/recipes)

[BBC Food - Recipes and inspiration from your favourite BBC programmes and chefs](https://www.bbc.com/food/recipes)

To support learning students should revise topics at home using different revision techniques.

To build practical skills students could cook a selection of dishes at home in line with skills they are developing in the classroom

Students can practice any of their European dishes at home to support their learning in the classroom

Year 12 Curriculum

Textiles

Curriculum Overview

During KS5, students have access to five one-hour lessons per week which underpins the independent development element of their studies. This is a two-year course consisting of two components. Component 1 (60%) is a coursework unit based on a personal investigation and supported extended piece of writing which supports the practical work. Component 2 (40%) is an externally set examination by AQA where students will choose from a set of questions issued by the exam board. Their final outcome is undertaken during 15 hours of supervised time and takes place between January and April of Year13. There is a strong focus on students being able to work independently and drive forward their own progress both during and away from lessons as they embark on their personalised projects based on the theme of 'Me & My Environment' for Component 1. During the Spring Term, students being to respond to their own images inspired by the unit theme, using and further exploring the skills, techniques, materials and medias that they have been learning about in the first term.

Support Materials / Additional suggested activities

Tutorial check lists and feedback to work through in lessons independently or with guidance and in own time.

Be inspired by the use of Pinterest to generate ideas to support initial research on how to create mood boards, present research ideas, layout of sketchbooks, experimental samples and artist responses and generate ideas towards final pieces.

Take pride in the presentation of your work by experimenting with different fonts such as using dafont.com.

Homework to respond to feedback and tutorials, further develop subject knowledge and understanding through independent online research, visiting galleries and museums and exploring different locations to support primary research.

Tech: Engineering

Curriculum Overview

This term, students will be looking at 2 units.

Unit 1 continues from last term which consisted of students of looking at Scientific principles including electronics where students will do both theory and practical work.

In unit 2, students will develop two-dimensional computer-aided drawings that can be used in engineering processes.

Support Materials / Additional suggested activities

Students will use study time and homework to complete assignments based on knowledge acquired in lesson and to recall knowledge required for the unit 1 exam. Please access the following links for further support and guidance

www.bbcbitessize.co.uk

Year 12 Curriculum

Graphic Design

Curriculum Overview

This term students will be continuing with their drinks project. Developing a range of skills including Photoshop, photography and hand drawing to create an outcome for the brief.

This term, design ideas will be streamlined to produce a range of logos to meet the brief. Then a range of products will be designed showing clear brand identity across all outcomes.

Skills and knowledge will be evident through composition, colour theory, skills used, inspiration and annotation.

Support Materials / Additional suggested activities

Broaden knowledge of composition, colour theory, Photoshop and hand drawn skills.

This could be evident in a sketch book, watching YouTube tutorials, use of photo editing apps.

Art

Curriculum Overview

Personal Investigation Coursework worth 60% of student overall grade.

Students are to develop their research skills and knowledge of fine art practice and create a series of art works based on the theme of people and places linked to their local environment. Areas of investigation are Landscape, Architecture and Portraiture.

Support Materials / Additional suggested activities

Research a range of artists related to theme of the project.

Make copies of the artists' works to understand compositional structure.

Explore colour relationships and a range of mixed media materials.

Photography

Curriculum Overview

Students are creating and refining a coursework portfolio worth 60% of their overall grade. They will develop their research and analysis skills and knowledge of art and photography practice and create a series of works based on their chosen theme. Students should be experimenting with a range of approaches before starting to develop a sustained individual project.

Support Materials / Additional suggested activities

Consider researching the work of various artists/photographers that relate to the theme chosen. Complete a range of photoshoots including at least 15 photographs per shoot linking to the chosen theme. Attend enrichment sessions.

Year 12 Curriculum

Sport

Curriculum Overview

Unit 1 - Having an understanding of body systems is imperative in the sports industry so that professionals can help support people who are taking part in sport and exercise. The human body is made up of many different systems that interrelate to allow us to take part in a huge variety of sport and exercise activities. For example, an athlete can go from rest to sprinting in a matter of seconds, whereas an endurance athlete can continue exercising for many hours at a time. In order to appreciate how each of these systems function, you will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance. Exam will be in May 2022.

Unit 2 - In this unit, you will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information you will explore how to make judgements on a specific individual's current lifestyle and then suggest modifications to help improve the individual's fitness, health and overall well-being. Fitness training methods will be examined for each component of physical and skill-related fitness. The selection of appropriate training methods for a selected individual and their application into a training programme will then be explored. To complete the assessment task within this unit, you will need to draw on your learning from across your programme. Carrying out client screening and designing fitness training programmes is an essential skill for many people working in the sports industry, including sports coaches looking to improve an individual or team's sporting performance. Any person working in these careers would need to be able to carry out client screening and the design of training programmes in time-constrained conditions, utilising knowledge gained from previous experiences

Support Materials / Additional suggested activities

[The EverLearner :: Home](#)

All students have their log in and password for this fantastic resource online. All video lessons and assessments on each topic of learning for the exam.

Spanish

Curriculum Overview

Equal rights - The fight for women's rights, the role of women in Spain's society, the experience of LGBTQ communities in Latin America, equal opportunities in the workplace.

Influence of Idols - Famous Latin American musicians, how sports stars influence Spanish society, positive and negative influences of television and movie celebrities.

Literature study - La Casa De Bernarda Alba.

Support Materials / Additional suggested activities

<https://studyspanish.com/verbs>

www.memrise.com Students should already have an account set up. Speak to your class teacher if you need help accessing your class.

Year 12 Curriculum

Psychology

All topics include research methods

Paper One

Attachment

Caregiver-infant interactions in humans; Stages of attachment; Multiple attachments and the role of the father; Animal studies; Explanations of attachment; Ainsworth's 'Strange Situation'. Types of attachment; Cultural variations in attachment, including van Ijzendoorn.; Bowlby's theory of maternal deprivation.; Romanian orphan studies: effects of institutionalisation.; The influence of early attachment on childhood and adult relationships.

Curriculum Overview

Paper One

Psychopathology

Definitions of abnormality; The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).; The behavioural approach to explaining and treating phobias; The cognitive approach to explaining and treating depression; The biological approach to explaining and treating OCD.

Paper Two (but appears in Paper One and Three also):

Research Methods

Research methods and designs that psychologists use to collect their data.

Support Materials / Additional suggested activities

Past papers and mark schemes on AQA website.

AQA Psychology for A Level Year 2 Student Book: 2nd Edition (Flanagan). Revision guide also available and other books on Amazon.

Homework and help videos can be found on weekly psychboost.com

Support with psychology notes: <https://www.tutor2u.net/search?q=psychology+notes>

Extra research: The British Psychological Society and BPS Research digest on Twitter

Year 12 Curriculum

Sociology

Curriculum Overview

All topics include theory and methods

Paper One (but appears in Paper Three also):

Theory and Methods

Theory involves the viewpoint of different sociologists.

Methods and designs that sociologists use to collect their data.

Paper Two Families

The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies; changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures; gender roles, domestic labour and power relationships within the family in contemporary society; the nature of childhood, and changes in the status of children in the family and society; demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

Support Materials / Additional suggested activities

Past papers and mark schemes on AQA website.

AQA A Level Sociology Student Book 1 (Collins AQA A Level Sociology). Sociology for AQA Volume 1: AS and 1st-Year A Level, 5th Edition (Browne). Alternative books available on Amazon.

Homework and help videos can be found on <https://www.youtube.com/user/TheTEACHERSOCIOLOGY/featured>

Extra research: The British Sociology Association website and Twitter site.

Year 12 Curriculum

Animal Care

Curriculum Overview

Unit 4: Practical Animal Husbandry

Students will explore safe animal handling techniques for different animals and situations.

Students will explore the preparation and maintenance of accommodation and environments to meet the needs of different animals

Students undertake essential animal husbandry practices to support the health and welfare of animals.

Support Materials / Additional suggested activities

Useful website for research and further information.

www.defra.gov.uk

www.legislation.gov.uk

www.rspca.org.uk

www.bvna.co.uk

www.ufaw.org.uk

www.bluecross.org.uk

www.dogstrust.org.uk

www.cats.org.uk

Year 12 Curriculum

Health & Social

Curriculum Overview

Health and social care practitioners need to develop a knowledge base for working with people in every stage of their lives, and they need to know how their own experiences relate to health and wellbeing. Although it is generally accepted that there may be deterioration in health with age following adulthood, medical intervention means people are living longer and have better life prospects. As such, students have been working on Unit 1 of their course which is an external assessed unit and will have an exam in January 2022.

After which unit 5 will be studied which is an internal assessed unit consisting of coursework. Meeting Individual Care and Support Needs.

A: Examine principles, values and skills which underpin meeting the care and support needs of individuals

B: Examine the ethical issues involved when providing care and support to meet individual needs

C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges

D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs

Books

Pratchett N., Nolan Y, Level 3 (Adults) Health and Social Care Diploma: Candidate Book 3rd Edition, (2011), Pearson Education Ltd., Heinemann

LeMone P., Peate I., Murilitharan N., Hemming L., Wild K., LeMone and Burke's Adult Nursing, Pearson,(2012), ISBN

9780273719991

Websites

<https://www.bartleby.com/essay/How-Anti-Discriminatory-Practice-is-Promoted-in-F3J3K6RJVV>

The Health and Care Professions Council (HPC) www.hpc-uk.org

The Health and Social Care Information Centre www.hscic.gov.uk

The Care Quality Commission has information about how the best care can be provided at www.cqc.org.uk/content/help-advice

Information about the Equality Act 2010 and the Care Act 2014 can be found at www.gov.uk

<https://spearheadelearning.com/equality-and-diversity-in-health-and-social-care/>

Support Materials / Additional suggested activities

Year 12 Curriculum

Media Studies

Curriculum Overview

Students have been working on Unit 1 of their course. Unit 1 focuses on Media representations. Students are required to analyse a variety of media texts using subject specific terminology. Students learn how audiences take preferred or negotiated reading of texts. They learn how creators incorporate elements into media texts for a tailored approach to consumer uses and gratifications. The student's exam will take place in January. The students will then begin Unit 4. Students create a portfolio all about the pre-production elements needed to make their own film. This includes risk assessments, meetings, costing sheets and their own storyboard. Students will understand what directors and producers are required to do before any filming can take place.

Support Materials / Additional suggested activities

[Why do we watch TV? | Uses and Gratification theory explained - YouTube](#)

<https://drive.google.com/drive/mobile/folders/0B8ZMTWaBCHcpUDhGRFg1WnNWLVE?resourcekey=0-R17WZXnoWfcu0IYF4-acPA&usp=sharing&fbclid=IwAR1RQ26blyHcJNmWw0xknX9cqHi7WxGn-L25ecLkN8TrNIWY9a9cwBxlIVk>

Students have revision guides and example question sheets to aid with revision

[Unit 8 Responding to a Commission \(wordpress.com\)](#)

Year 12 Curriculum

Law

Curriculum Overview

Students will start the externally assessed exam unit – Unit 1 Dispute Solving in Civil Law having completed the coursework Unit 2 Investigating Aspects of Criminal Law during the Autumn term. During this new unit students will study the following Learning Aims:

- Civil Dispute Resolution
- Enforcement of Civil Law
- How Precedent works
- Application of the Law of Negligence

This unit will run throughout the Spring term sitting a mock exam style assessment towards the end of the term. Students will be externally assessed early in the summer term.

Support Materials / Additional suggested activities

As well as the Applied Law textbooks that students have access to in school, they can also access the electronic version of the textbook using the details provided.

Other useful websites for the course include the following:

www.lawteacher.net

www.e-lawresources.co.uk

Year 12 Knowledge Organisers can be accessed by clicking this link.

Knowledge Organisers contain key information on specific topics covered within subjects.

[Click Here](#)

Year 13 Curriculum

Mathematics

Mathematics is an exciting and dynamic subject split into three areas of study: pure mathematics, mechanics and statistics. It is one of the most valued subjects offered at A level as both universities and employers hold enhanced reasoning and problem-solving skills in very high regard. A level mathematics fits well with any combination of subjects, particularly the sciences, business, economics, IT and computing, and offers wide progression opportunities to university or vocational careers.

Pure Mathematics

- **Exponentials and logarithms:** graph and model real-world scenarios using exponential and logarithms.
- **Differentiation:** consider rates of change between two variables.
- **Integration:** calculate the area under curves and more.
- **Numerical methods:** finding the roots of functions using iterative methods.
- **Vectors:** extend your knowledge of vectors into the third dimension.

Statistics and Mechanics

- **Statistical sampling:** how to take samples and remove bias.
- **Data presentation and interpretation:** histograms and data analysis.
- **Probability:** possible outcomes and their likelihood of occurring.
- **Statistical distributions:** the binomial and normal distributions.
- **Statistical hypothesis testing:** accepting or rejecting a given hypothesis.
- **Quantities and units in mechanics.**
- **Kinematics:** the motion of objects in one or two dimensions.
- **Forces and Newton's laws:** the fundamental rules that govern how objects move through space.
- **Moments:** consider the turning effects the turning effects produced by forces.

Curriculum Overview

Support Materials / Additional suggested activities

www.drfrostmaths.com

Edexcel AS and A level Mathematics textbook

Year 13 Curriculum

Science: Biology

Curriculum Overview

Photosynthesis – Chloroplasts and photosynthetic pigments. Factors affecting photosynthesis.

Respiration – How are mitochondria structured? Oxidative phosphorylation and chemiosmotic theory. How does respiration occur in yeast?

Genetics – What is a genetic mutation? How is gene expression regulated? Genetic variation.

Evolution – Hardy-Weinberg principle. What is artificial selection?

Ecosystems – What is an ecosystem? Recycling within ecosystems. Conservation and preservation of ecosystems.

DNA – DNA sequencing and applications of gene sequencing. DNA profiling.

Support Materials / Additional suggested activities

OCR A-Level Biology revision guide.
OCR A-Level Biology textbook.

Science: Chemistry

Curriculum Overview

Unit 5

Transition elements

Unit 6

Aromatic Compounds

Carbonyl compounds

Carboxylic acids and esters

Nitrogen compounds

Polymers

Support Materials / Additional suggested activities

[OCR A Level Chemistry A H432 Specification](#)
[chemrevise](#) | [Resources for A-level and GCSE Chemistry](#)

Year 13 Curriculum

Applied Science

Curriculum Overview

Unit 3 – Photosynthesis, soil pH, quadrats and transects. How can plant growth and distribution be affected?

Unit 3 – Fuels and hazards associated with fuels. How is heat energy released from a fuel measured?

Support Materials / Additional suggested activities

Pearson BTEC National Applied Science textbook.

Business

Edexcel A Level Business

Curriculum Overview

Students will investigate business change, focusing on the causes of change, external factors and organisational culture. Students will also identify key risks that a business faces and how these are tackled. Beyond this, students will compare the growth rate of the UK economy against other economies and the impact of imports and exports. Students will learn about trading blocs, and assess different countries in terms of their suitability as a market or for producing goods. Students will build on their earlier work on mergers and takeovers to study international mergers and takeovers and the factors that impact on global competitiveness. Students will further study international marketing and how multi-national corporations can impact on the world around them.

Support Materials / Additional suggested activities

A revision pack of videos has been bought for each student on the course. Each student has an individual login for this resource.

Students have a revision guide. Additional copies are available at no extra cost and an electronic version can be provided if necessary

www.tutor2u.net contains many videos and study notes on all areas of the course.

Year 13 Curriculum

ICT

Curriculum Overview

Students will be sitting their exam element in January 2022 which will look at databases. Students will be examined on a number of skills which they have been developing in class over the last few months. These skills include data normalisation, data validation, queries, reports, testing and evidencing their skills. Students have been working hard preparing for this since September and will be continuing to do practice tasks around this in the run up to the exam.

Once the exam is complete students will be moving on to coursework elements.

Support Materials / Additional suggested activities

Past papers
Class tasks
Course text book.

History

Curriculum Overview

This term, students will study:

Topic 5 The New Deal and race relations, 1933 – 41

Key Question 1- How important were southern Democrats at hindering black civil rights?

Key Question 2 – To what extent did President Franklin D. Roosevelt fail to improve race relations?

Key Question 3 – How far did the New Deal benefit black America?

Topic 6 'I have a dream' 1954 – 68

Key Question 1- To what extent did American civil rights improve between 1954 and 1963?

Key Question 2 – How significant were the Civil Rights of 1964 and 1968 and the Voting Rights Act of 1965 in bringing change to black American civil rights?

Key Question 3 – How far did internal divisions within the black American community affect the quest for greater civil rights?

Topic 7 'Obama's campaign for the presidency, 2004-09

Key Question 1- How important was Obama's political career from 2004 to 2006 in his rise to the presidency?

Key Question 2 – Why was Obama successful in gaining the Democrat Party nomination for the presidency in 2008?

Key Question 3 – How far was Obama's success in winning the presidential election of 2008 due to the weakness of his opponents?

Support Materials / Additional suggested activities

Read [New Deal - Programs, Social Security & FDR - HISTORY](#)
Read [Civil Rights Movement: Timeline, Key Events & Leaders - HISTORY](#)
Read [Barack Obama - Age, Education & Mother - HISTORY](#)

Year 13 Curriculum

Geography

Curriculum Overview

This term, we are studying:

Migration, Identity and Sovereignty:

Enquiry question 1: What are the impacts of globalisation on international migration?

Enquiry question 2: How are nation states defined and how have they evolved in a globalising world?

Enquiry question 3: What are the impacts of global organisations on managing global issues and conflicts?

Enquiry question 4: What are the threats to national sovereignty in a more globalised world?

The Water Cycle and Water Insecurity:

Enquiry question 2: What factors influence the hydrological system over short- and long-term timescales?

Enquiry question 3: How does water insecurity occur and why is it becoming such a global issue for the 21st century?

Support Materials / Additional suggested activities

For help on the Water Cycle - [Water Cycle | A Level Geography](#)

For help on Migration - [Detailed Notes - Migration, Identity and Sovereignty - Edexcel Geography A-level.pdf \(physicsandmathstutor.com\)](#)

For revision use - [SLC Geog A Level Blog | For Cambridge International AS and A Level Geography and Edexcel Geography AS and A Level \(wordpress.com\)](#)

Year 13 Curriculum

Philosophy

Curriculum Overview

This term, we are studying:

Virtue Ethics – What is an agent-centred ethic? What are the types of virtues? What is the doctrine of the mean? How have modern ethicists adapted Aristotle's ethic?

Religion and Morality – Is morality dependent or independent of religion? What is Dawkins' view on morality and religion? How have cults, terrorism and new religious movements caused controversy?

Atonement Theory – What is atonement, salvation and grace? What are the different models of atonement? What is the difference between transformational and transactional models? What are the differences between Barth's and Hick's models of atonement?

Critique of Religion – What is Atheism? What is Dawkins' argument against religion? What do Freud and Marx suggest about religion? How does Westphal show the development of religion? How do Copleston and Russell debate religion and the universe?

Support Materials / Additional suggested activities

For revision and course notes, read - [Course notes and revision materials for students of A Level Religious Studies/Philosophy. - A blog for Philosophy and Religious Studies A-Level students and teachers \(philrsblog.com\)](#)

For help, use - <https://philosophydungeon.weebly.com/>

For revision, use - <https://revisionworld.com/a2-level-level-revision/religious-studies-level-revision>

For Virtue Ethics, read - [BBC - Ethics - Introduction to ethics: Virtue ethics](#)

For Dawkins' views, watch - [Dawkins on religion: Is religion good or evil? | Head to Head - YouTube](#)

Music

Curriculum Overview

External Assessment

Support Materials / Additional suggested activities

Students are given a brief from the RSL examination board. Using the theme attached to this brief, students will design all aspects of an original event as well as act as performers for it. Our aim will be for students to put this event on with the ambition of them taking ownership of the management of the event.

Students will have time outside of lessons to finish the final touches on their coursework.

Year 13 Curriculum

Dance

Curriculum Overview

Unit 3: Group Performance Workshop

Learners explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus.

Summary of assessment This mandatory unit will be assessed through a task worth 60 marks and completed under supervised conditions. The supervised assessment period will be completed in five hours and should be arranged by the centre over a number of sessions in the wee timetabled by Pearson. Before the assessment period, learners will have the opportunity to prepare for the development and completion of the group performance and their digital process log. For assessment, learners will be given a stimulus to create performance material. In groups that consist of a minimum of three and a maximum of seven members, learners will respond to the stimulus and develop the performance workshop for an invited audience. Learners will submit a digital process log completed at four milestone stages during the development process, responding to prompts provided by Pearson, and a video recording of the group workshop performance, between 10 and 20 minutes in duration. The assessment availability is May/June only. Sample assessment materials are available in the student's folders.

Unit 12: Contemporary Dance Technique

Learners develop their knowledge, skills and techniques with an emphasis on practical development, application and performance skills.

Learning aims: In this unit students will: A - Understand the development of contemporary dance B - Develop skills and techniques of contemporary dance C - Apply skills and techniques of contemporary dance to a performance D - Review personal development and own performance.

Support Materials / Additional suggested activities

Pearson BTEC Level 3 National Extended Certificate in Performing Arts specification can be found here: https://qualifications.pearson.com/content/dam/pdf/BTECNationals/Performing-Arts/2016/specification-and-sampleassessments/9781446938362_BTEC_Nat_ExtCert_PA_Spec_Iss2C.pdf

<https://qualifications.pearson.com/en/qualifications/btec-nationals/performing-arts-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

Year 13 Curriculum

Hairdressing

Curriculum Overview

Students will be able have a clear understanding of all aspects of Hairdressing Level 3 and will be able to carry out and evaluate each practical treatment.

Support Materials / Additional suggested activities

Homework and help videos can be found on YouTube to show step by step on each practical unit. Help on VTCT website, logbook for each individual unit. Website- https://www.vtct.org.uk/qualification-category/hairdressing-barbering/?level=2&type=VRQ&size=Diploma&search_type=qualification

Beauty

Curriculum Overview

Students will be able have a clear understanding of all aspects of Beauty Therapy Level 3 and will be able to carry out and evaluate each practical treatment.

Support Materials / Additional suggested activities

Homework and help videos can be found on YouTube to show step by step on each practical unit. Help on VTCT website, logbook for each individual unit. Website- https://www.vtct.org.uk/qualification-category/hairdressing-barbering/?level=2&type=VRQ&size=Diploma&search_type=qualification

Catering

Curriculum Overview

This term students will complete their unit on Asian foods. Through structured research and investigation, students will find out about the specific types of equipment, commodities and preparation methods needed to create the various styles of Asian food. They will develop an appreciation of the historical influences and origins of a range of Asian food and the types of dishes that are prepared and cooked. Students will practise and develop their skills in the preparation and cooking of a range of Asian dishes from countries of their choice. An understanding of the relevant health and safety issues relating to food production, service and storage is crucial as they are expected to follow safe, professional, and hygienic working practices.

Support Materials / Additional suggested activities

[Asian recipes | Jamie Oliver](#)

[Asian Cuisine & Foods : Asian-Nation :: Asian American History, Demographics, & Issues](#)

[Everything You Need to Know about Asian Cuisine \(positivehealthwellness.com\)](#)

To support learning, students should revise topics at home using different revision techniques.

To build practical skills, students could cook a selection of dishes at home in line with skills they are developing in the classroom

Year 13 Curriculum

Tech: Engineering

Curriculum Overview

This term, students will be completing their final unit this term. Students will be focusing on maintenance: what it is, the different types as well as planning and justifying the maintenance for a specified engineered system using manufacturers documentation and relevant health and safety legislation. Student will plan, carry out and evaluate maintenance procedures.

Support Materials / Additional suggested activities

Students will use study time and homework to complete assignments based on knowledge acquired in lesson. Please access the following links for further support and guidance.

[Higher Engineering science - Scotland - BBC Bitesize](#)

[Maintenance procedures \(hse.gov.uk\)](http://hse.gov.uk)

Tech: Construction

Curriculum Overview

Construction Technology and Design in Construction and Civil Engineering

The aim of this unit is to enable learners to gain knowledge of construction methods and factors that influence design, and develop skills in communicating ideas between team members and in translating construction details into written and graphical instructions.

Modern developments in construction technology and materials have enabled us to create more efficient and complex structures. The ability to design, plan and communicate ideas effectively is essential if a project is to be translated from an idea into reality.

This unit will encourage learners to develop their understanding of the design process and to recognise the contribution of other members of the design team. Planning and organising design activities is related to the decision-making process and the likely outcomes of decisions taken by the team within a legal framework.

This unit will enable learners to cope with the requirements of construction-related projects as they pass through various stages from design to construction, including the implications of changes and variations in the design. Learners will develop their ability to produce clear drawings of construction components, using both manual and CAD techniques, together with succinct and accurate explanations that specify for builders the exact characteristics of relevant construction details. Use of scale, proportion and appropriate description is expected of all successful learners. Students will be able to use appropriate design and planning procedures to specify for and communicate to other team members involved in a construction project for the technical components of buildings.

Support Materials / Additional suggested activities

Learning and Skills Network

National Education and Business Partnership Network

The Royal Institution of Chartered Surveyors

Year 13 Curriculum

Tech: Motor Vehicle

Curriculum Overview

This term, students are continuing to complete Unit 2: assignments 3,4,5 Vehicle Engine Principles, Operation, Service and Repair. Students will continue to produce written reports based on their knowledge of the operation of vehicle serviceable components, braking systems, vehicle steering system and engines. Students will also complete a practical activity based around the removal and refit of serviceable vehicle components.

Support Materials / Additional suggested activities

Student homework and also students can up skill on vehicle related theory by watching you tube tutorials from www.autodoc.co.uk to help develop the knowledge required regarding vehicle servicing.

Graphic Design

Curriculum Overview

This term students will be continuing with their chosen project. Developing a range of skills including Photoshop, photography and hand drawing to create an outcome for the brief.

This term, design ideas will be streamlined to produce a range of logos to meet the brief. Then a range of products will be designed showing clear brand identity across all outcomes.

Skills and knowledge will be evident through composition, colour theory, skills used, inspiration and annotation.

Support Materials / Additional suggested activities

Broaden knowledge of composition, colour theory, Photoshop and hand drawn skills.

This could be evident in a sketch book, watching you tube tutorials, use of photo editing apps.

Art

Curriculum Overview

Personal Investigation Coursework worth 100% of student overall grade.

Students are to enhance their research skills and further understanding of fine art practice and create a series of art works based on the theme of their choice. Suggested areas of investigation are Texture, Social Commentary, Landscape, Architecture and Portraiture.

Support Materials / Additional suggested activities

Research a range of artists related to theme of the project.

Make copies of the artists' works to understand compositional structure.

Explore a range of mixed media materials and use of photo manipulation techniques.

Year 13 Curriculum

Photography

Curriculum Overview

Students are creating and refining a coursework portfolio, for this year only it will be worth 100% of their overall grade. They will develop their research and analysis skills and knowledge of art and photography practice and create a series of works based on their chosen theme. Students should be developing a sustained individual project.

Support Materials / Additional suggested activities

Consider researching the work of various artists/photographers that relate to the theme chosen. Complete a range of photoshoots including at least 15 photographs per shoot linking to the chosen theme. Attend enrichment sessions

Sport

Curriculum Overview

Unit 4 – Sports Leadership

This unit aims to develop your confidence in a variety of different roles when leading sport. These roles range from coach, to official, to captain or personal trainer. You will be guided through the requirements of effective leadership and this will develop your knowledge and understanding of the leader's role, the key skills, qualities and characteristics. You will be required to take on the role of a leader and demonstrate the necessary range of skills for the selected leadership role independently and as part of a team, when planning and running an event. You will develop knowledge and understanding of sports leadership, which will guide you towards gaining a good level of confidence that would assist you in pursuing a career in a leadership role

Unit 3 - In this unit, you will research the different possible careers and the associated job roles in the sports industry, then action plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan. You will research your chosen career to understand how to access and progress within it. You will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills. You will evaluate your own performance to gain an understanding of the generic employability and specific-technical knowledge and skills required to access and progress in a selected career pathway in the sports industry.

Support Materials / Additional suggested activities

Coursework assignments to be completed at home with the use of notes taken in class and resources given.

Year 13 Curriculum

Psychology

All topics include research methods

Paper Two:

Research Methods (We have touched on research methods throughout year one and will continue to explore in the second year)

Research methods and designs that psychologists use to collect their data.

Paper Three:

Issues and debates in Psychology (We have touched on issues and debates throughout year one and will continue to explore in the second year)

Gender and culture; Free will and determinism; The nature-nurture debate; Holism and reductionism; Idiographic and nomothetic approaches; Ethical implications.

Curriculum Overview

Paper Three:

Relationships

The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour.; Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity.; Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases.; Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships.; Para social relationships: levels of para social relationships, the absorption addiction model and the attachment theory explanation.

Support Materials / Additional suggested activities

Past papers and mark schemes on AQA website.

AQA Psychology for A Level Year 2 Student Book: 2nd Edition (Flanagan). Revision guide also available and other books on Amazon.

Homework and help videos can be found on weekly psychboost.com

Support with psychology notes: <https://www.tutor2u.net/search?q=psychology+notes>

Extra research: The British Psychological Society and BPS Research digest on Twitter

Year 13 Curriculum

Animal Care

Unit 4: Practical Animal Husbandry

Curriculum Overview

Students will explore safe animal handling techniques for different animals and situations.

Students will explore the preparation and maintenance of accommodation and environments to meet the needs of different animals

Students undertake essential animal husbandry practices to support the health and welfare of animals.

Support Materials / Additional suggested activities

Useful website for research and further information.

www.defra.gov.uk

www.legislation.gov.uk

www.rspca.org.uk

www.bvna.co.uk

www.ufaw.org.uk

www.bluecross.org.uk

www.dogstrust.org.uk

www.cats.org.uk

Year 13 Curriculum

Health & Social

Curriculum Overview

This unit is about understanding what it is like to work in the health and social care sector. When working for an organisation in this sector, there are important responsibilities that need to be understood and carried out. These include maintaining the safety of and safeguarding individuals with health and social care needs, making sure that someone properly handles their personal information and prevents discrimination towards them. They will need to understand how they will be accountable both to these individuals and the regulatory bodies that represent people who work in the health and social care sector. It is necessary for them to understand how the work will be monitored when they carry out a specific role such as nurse or social worker. As such, students have been working on Unit 2 of their course which is an external assessed unit and will have an exam in January 2022.

After which, unit 14 will be studied which is an internal assessed unit consisting of coursework. Students will explore types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users.

Support Materials / Additional suggested activities

Books

Billingham et al, BTEC Level 3 National Health and Social Care Student Book 2, Pearson, (2010), ISBN

9781846907470

Websites

www.nhs.uk/Conditions/Alzheimers-disease/Pages/Introduction.aspx

<http://www.nhs.uk/Conditions/Diabetes/Pages/Diabetes.aspx>

<https://www.diabetes.co.uk/autoimmune-diseases.html>

<https://www.arthritisresearchuk.org/arthritis-information/conditions/rheumatoid-arthritis.aspx>

Year 13 Curriculum

Media Studies

Curriculum Overview

The students have been preparing for an exam about responding to a commission.

Students have been required to research all about a desired brief and conduct their own questionnaires to get accurate data to respond to the commission effectively.

Students will use the skills adopted from their studies in Year 12 to ensure the ethics around their pitch is appropriate.

Using their creative skills, they will create all of the relevant pre-production for a campaign video.

The student's exam will take place in January, the students then have the relevant time to complete Unit 4. Students create a portfolio all about the pre-production elements needed to make their own film. This includes risk assessments, meetings, costing sheets and their own storyboard. Students will understand what directors and producers are required to do before any filming can take place.

Support Materials / Additional suggested activities

Unit 8

<https://www.youtube.com/watch?v=Ni-94kYaRuI>

<https://www.youtube.com/watch?v=TgsRbze7G7M>

<https://hpbtecunit8.wordpress.com/#:~:text=1%20Rationale%20%E2%80%93%20your%20detailed%20response%20to%20the,your%20response%20to%20the%20commission%20More%20items...%20>

<https://lingfieldbtecunit8.blogspot.com/2019/01/responding-to-commission-process-of.html?view=sidebar>

Unit 4

[Unit 8 Responding to a Commission \(wordpress.com\)](#)

Year 13 Curriculum

Law

Curriculum Overview

Students will continue preparing for their Unit 3 external assessment due to be taken early in Spring on the 17th January. Students will be finalising their permitted notes that they are allowed to take into the exam detailing legislation and case authorities from the following topics within Unit 3 studied during the Autumn term as set out below in order and relevance for exam activities:

Activity 1

Homicide – Murder, Voluntary Manslaughter and Involuntary Manslaughter

Police Powers

Activity 2

Property offences – Theft, Burglary, Robbery, Criminal Damage

Defences – Duress, Insanity and Automatism, Intoxication and Self Defence

Post exam, students will begin their final unit – Unit 4 Aspects of Family Law exploring the legal rules governing the formation of marriages, civil partnerships and cohabitation in respect of procedures to be followed and rights that are afforded to couples.

Support Materials / Additional suggested activities

As well as the Applied Law textbooks that students have access to in school, they can also access the electronic version of the textbook using the details provided.

Other useful websites for the course include the following:

www.lawteacher.net

www.e-lawresources.co.uk

BTEC L3 Business Studies (Single)

Curriculum Overview

Pearson BTEC National Business, Student book 1 unit 2

Students are sitting an examination in January, developing a Marketing Campaign for unit 2 which they have been preparing for throughout the autumn term. After the examination we are starting a unit of coursework called, unit 8, The Recruitment and Selection Process. The unit will explore how important employees are in the success of a business as well as, investigating the legal and ethical issues when recruiting staff.

Support Materials / Additional suggested activities

SENECA online homework

Tutor2U.com online videos

Year 13 Curriculum

BTEC L3 Business Studies (Double)

Curriculum Overview

Pearson BTEC National Business, Student book 1 unit 14

Students are working on a unit of coursework called Investigating Customer Service, unit 14. Students will investigate how excellent customer service contributes to a business' success. Within this unit students will learn to develop interpersonal skills and communication skills which are key in customers service especially when dealing with complaints. We will also explore how businesses monitor and evaluate customer service within different types of organisations.

Support Materials / Additional suggested activities

SENECA online homework

Tutor2U.com online videos

**Year 13 Knowledge Organisers can be accessed
by clicking this link.**

**Knowledge Organisers contain key information
on specific topics covered within subjects.**

[Click Here](#)