Curriculum Map - Key Stage 4

Year 11

LEARNING | CHARITY | COMMUNITY

Curriculum Map - Key Stage 4

Art

<table>
<tr><th colspan="4">Year 11
Exam Board: Edexcel</th></tr>
<tr><td>Curriculum Aims</td><td colspan="3">• Create developmental research around the specific theme of ‘Identity’ (Unit 1) using technical skills acquired during Year 10.
• Make increasingly more specific and personal links with the work of other artists who instruct and inform the student’s practice.
• Create a substantial outcome on the theme of Identity (Unit 1) in a media of their own choice.
Repeat the process for the externally set exam Unit 2 from the beginning of January onwards.</td></tr>
<tr><td rowspan="4">Main topics/areas studied this year</td><td>Term 1</td><td colspan="2">In depth developmental research is created about the theme ‘Identity’, displaying a range of technical skills and relevant contextual links, leading to the outcome for Unit 1 (60%).</td></tr>
<tr><td>Term 2</td><td colspan="2">Unit 2 Exam theme set by Edexcel and students prepare developmental research making full use of their practical and contextual research skills in preparation for the Timed Test.</td></tr>
<tr><td>Term 3</td><td colspan="2">Exam test takes place and thereafter time is made for the final presentation of work prior to the External Moderator visit.</td></tr>
<tr><td>Summary</td><td colspan="2">• Be able to better review their own work and make informed decisions about its progress.
• Work unaided for very extended periods.
• Take ownership over the layout and display of their own art folders.
Meet deadlines before the final display of work.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="3">• On-going formative assessment as work progresses in lessons.
• End of term written summative assessment and working at grade for the conclusion of termly projects.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td colspan="2">Books</td><td>Websites</td></tr>
<tr><td colspan="2">Specific to individual students and the development of their own projects.</td><td>Specific to individual students and the development of their own projects.</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="3">6 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="3"></td></tr>
<tr><td>End of year exam will assess:</td><td colspan="3"></td></tr>
</table>

Curriculum Map - Key Stage 4

Computer Science

<table>
<tr><th colspan="3">Year 11
Exam Board: OCR - J277</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">• Comprehend and utilize core principles of Computer Science, such as abstraction, decomposition, logic, algorithms, and data representation.
• Develop problem-solving skills by analyzing computational challenges and gaining hands-on experience in designing, coding, and debugging programs.
• Cultivate creative, innovative, analytical, logical, and critical thinking abilities.
• Gain an understanding of the components of digital systems and how they interact with each other and with other systems.
Recognize the societal and individual impacts of digital technology and apply relevant mathematical concepts to Computer Science.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>• Computational Thinking (Principles of Computational Thinking, writing pseudocode and Python, Using Flowcharts)
• Programming Fundamentals (Variables, Arrays, Sequence-selection-iteration)
• Data Types
Additional Programming (String Handling, File Manipulation and handling, SQL and Database, Function, procedures and subroutines, Random numbers)</td></tr>
<tr><td>Term 2</td><td>• Defensive Desing including maintainable code
• Errors and Testing
• Boolean Logic
• Language and IDEs
Revision and Mock Preparations</td></tr>
<tr><td>Term 3</td><td>Revision and Mock Preparations</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">This component is an externally assessed written examination testing AO1, AO2 and AO3.

This is a compulsory component.

It is worth 80 marks, representing 50% of the total marks for the GCSE (9–1).

The examination lasts 1 hour 30 minutes and is formed of two sections.

All the questions are mandatory.

Section A is worth 50 marks and assesses students' knowledge and understanding of concepts of Computer Science. Students then apply these to problems in computational terms, where they may use an algorithmic approach.

Section B is worth 30 marks and assesses students' Practical Programming skills and their ability to design, write, test and refine programs.</td></tr>
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<table>
<tr><td></td><td colspan="2">Students are not permitted to use a calculator in the examination.

The question paper will consist of short and medium answer questions.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Books
OCR GCSE Computer Science - ISBN: 9781108812542 / 9781510484337

Revision Guides
Knowledge Organizers
OCR</td><td>www.ocr.org.uk

www.teach-ict.com (suscription)

https://www.bbc.co.uk/bitesize/subjects/z34k7ty

https://craigndave.org/

Python - https://www.w3schools.com/</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">3 lessons a week</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">• Complete understanding of OCR - Paper 1 - Theory (Computer Systems) and
• OCR - Paper 2 - Computational Thinking (Programming concepts - Theory of computational thinking, searching and sorting, data types and python programming)</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">• Paper 1 - Complete understanding of Paper 1 theory
• Paper 2 - Complete understanding of Paper 2 theory and practical</td></tr>
</table>

Curriculum Map - Key Stage 4

Design and Technology

<table>
<tr><th colspan="3">Year 11
Exam Board: AQA 8552C GCSE</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">Students will be independent and creative problem solvers for the world of design. Their focus for this year will be their final NEA project, which will showcase their learning and creativity from the course.</td></tr>
<tr><td rowspan="2">Main topics/areas studied this year</td><td>Term 1</td><td>NEA: Contextual Challenge
Students continue to work on the contextual challenges from the exam board (AQA).
Begin research: user interviews, questionnaires, mood boards, existing product analysis.
Formulate design briefs and early sketches, building on the advanced knowledge from Year 10.
Document each stage, focusing on user needs, sustainability, and cost constraints.
Theory Revision (Integrated)
Recap key Y10 topics (manufacturing methods, design movements, mechanical/electronic systems, ethics).
Weekly exam-style practice, focusing on structuring long-answer responses and time management.</td></tr>
<tr><td>Term 2</td><td>NEA: Making & Testing
Finalise design concepts and produce a working prototype.
Integrate advanced processes (e.g. joinery, metal forming, electronics, CAD/CAM) relevant to the student’s brief.
Continual testing with peers or target users; gather data for iterative improvements.
NEA: Final Portfolio
Include all stages: research, specification, design ideas, planning, making, testing, user evaluation.
Emphasise ethical, sustainable considerations and advanced finishing techniques.
Prepare final layout for submission.
Mock Exams & Theory Consolidation
A full “mock GCSE exam” or trial papers covering the entire specification.
Identify any gaps (e.g. material calculations, system diagrams) and address these before the real exam.</td></tr>
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<table>
<tr><td></td><td>Term 3</td><td>Final NEA Submission
• Submit the finished prototype and portfolio by internal deadlines.
• Ensure full coverage of the marking criteria (testing, evaluation, user feedback).

Exam-Focused Revision
Thoroughly revisit:
• Core Technical Principles (materials, processes, sustainability).
• Specialist Technical Principles (depth in chosen materials/systems).
• Designing & Making Principles (iterative approach, brand/user needs, ethical design).
• Timed past papers, improving speed and accuracy.

Final GCSE Examinations
• Usually in May/June. Students demonstrate comprehensive knowledge of the course.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Mock Exam - Written paper- November

Final GCSE Exam - May/ June</td></tr>
<tr><td>Useful Resources</td><td>Books
AQA GCSE Design & Technology

Make UK (formerly EEF)
Insights into the UK manufacturing sector - useful for real-world case studies on robotics, lean manufacturing, enterprise, and sustainability.

How Stuff Works
Good for background reading on processes, mechanisms, engineering, and technology topics that might appear in design contexts.

Wood Campus
Tutorials, guides, and best practices for working with timber, focusing on joinery, finishing, and construction.</td><td>Websites
TechnologyStudent.com
A go-to for GCSE D&T students. Covers materials, processes, mechanisms, electronics, packaging, and more, with clear diagrams and quizzes.

BBC Bitesize GCSE D&T
Offers topic summaries, interactive activities, and mini tests aligned with the UK GCSE curriculum.

The Design Museum
Features online collections, designer profiles, and case studies on modern design. Great for research and inspiration.

The Dyson Foundation
Has resources on design engineering, problem-solving tasks, and insight into Dyson’s iterative design processes.

Study Rocket
Bank of D&T resources (units, worksheets, projects)

Tinkercad (tinkercad.com)
User-friendly online 3D CAD for quick prototypes. Ideal for GCSE-level introduction to digital modelling.

Mr DT (YouTube)
Video tutorials on technical drawing, isometric/orthographic projection, and CAD tips.</td></tr>
</table>

Number of lessons in this subject:	5 lessons per fortnight (single lessons)
Mid-year exam will assess:	Mock Examination - Technical Principles
End of year exam will assess:	Final GCSE Exam

Curriculum Map - Key Stage 4
English

<table>
<tr><th colspan="3">Year 11
Exam Board: AQA</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">In English, students follow a two-year GCSE course, which involves reading, writing and spoken language. Students prepare to sit both two English Language and two English Literature examinations. At the end of the course each student will obtain two qualifications.

Our aim is to develop compassionate, reflective, and ambitious learners - global citizens who are equipped with the literacy skills and cultural knowledge to succeed. Through the power of English, we help students find their voice and envision a future without limits.</td></tr>
<tr><td rowspan="2">Main topics/areas studied this year</td><td>Term 1</td><td>Revisiting AQA English Language Paper 1 & 2
Explorations in Creative Reading and Writing - Paper 1
Students read and explore a range of fiction writing published across the 19th, 20th and 21st centuries, developing their interpretation skills and confidence in responding to unseen texts in the English Language Paper 1 exam. They then use these to inspire their own creative writing, considering how writers use a range of methods for effect and meaning, and applying this to their own work. They use reciprocal reading skills and effortful reading to unpick and explore a variety of texts

Writer's Viewpoints and Perspectives - Paper 2
Students use reciprocal reading skills to effortfully study and explore a range of non-fiction text extracts, ranging from the 19th century to the modern day. They develop the skills of retrieval, summary, inference, language analysis, structural analysis, evaluation and comparison. They then take these ideas and skills and apply them to their own writing, preparing to explore their reading of non-fiction pieces and to write their own.

Revisiting AQA Power and Conflict Poetry Anthology
Students revisit the selection of poems from AQA's Power and Conflict anthology. They continue to explore ideas and issues raised in the poems, and discuss and write about the poems' content, language, structure and message. They engage with and write about both individual poems and paired poems which they compare.

Revisiting Play Study: Macbeth by William Shakespeare
In Year 11, students revisit Macbeth to consolidate their understanding of Shakespeare's tragedy and prepare for their final exams. They deepen their analysis of key themes such as ambition, power, and fate, while refining their ability to respond to exam-style questions. This unit also strengthens essay writing skills through close study of language, structure, and context.</td></tr>
<tr><td>Term 2</td><td>Revisiting Modern Drama: An Inspector Calls by J.B. Priestley
An Inspector Calls by J.B. Priestley is a mystery drama that explores themes of social responsibility, class, and morality as the Birling family are questioned about their role in a young woman's death, with Priestley using the play to</td></tr>
</table>

		challenge the audience's views on inequality and highlight the importance of collective responsibility in society. Students will revisit how to write critical essays, exploring language, form and structure, and considering the context in which the play was written. **Revisiting AQA *Power and Conflict Poetry Anthology*** Students continue to develop their critical writing skills and consolidate their knowledge and understanding of the poetry in the *AQA Power and Conflict Anthology* **Revisiting Play Study: *Macbeth* by William Shakespeare** Students continue to develop their critical writing skills and consolidate their knowledge and understanding of the themes and concepts in William Shakespeare's play, *Macbeth*
	Term 3	**Revisiting 19th Century Text: *The Stange Case of Dr. Jekyll and Mr. Hyde*** In Year 11, students revisit Dr Jekyll and Mr Hyde to reinforce their understanding of Stevenson's exploration of duality, morality, and Victorian society. They focus on analysing how language, structure, and context convey meaning. This unit also develops students' exam skills by practising responses to a range of question types. **Building Connections: Preparing for Summer Exams 2026** Students consolidate their knowledge and skills across English Literature and Language in preparation for the summer 2026 exams. They revisit key texts, practise exam-style questions, and develop strategies for analysis, comparison, and effective written expression. This unit also helps students make connections between texts and themes, strengthening their confidence and readiness for final assessments.
	Summary	In Year 11, students consolidate and deepen their knowledge of AQA English Literature and Language in preparation for the summer 2026 exams. They revisit key texts developing skills in analysis, comparison, and exam-style writing. Alongside text study, students refine their creative and critical writing, explore language, form, and structure, and practise exam techniques to strengthen confidence and readiness for final assessments.
Assessment Headlines	**AQA GCSE English Language** **Reading Skills** • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts • Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • Evaluate texts critically and support this with appropriate textual references **Writing Skills** • Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	

<table>
<tr><td></td><td colspan="2">AQA GCSE English Literature
Reading Skills
• Literal and inferential comprehension
• Maintain a critical style and develop an informed personal response
• Use textual references, including quotations, to support and illustrate interpretations.
• Critical reading
• Evaluation of a writer's choice of vocabulary, grammatical and structural features

Writing skills
• Producing clear and coherent text
• Accurate Standard English: accurate spelling, punctuation and grammar</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Recommended reading to support the Year 11 GCSE English Literature and English Language curriculum

A Christmas Carol - Charles Dickens

An Inspector Calls - J.B. Priestley

Macbeth - William Shakespeare

AQA Worlds and Lives Poetry Anthology

York Notes for A Christmas Carol, Macbeth and An Inspector Calls (Study Guide)

CGP Revision Guides for AQA English Literature (Poetry Anthology and Set Texts)

The Art of Writing English Literature Essays - Neil Bowen (excellent for essay structure and analysis)

An Inspector Calls: York Notes Workbook - for guided analysis and practice questions

AQA GCSE English Language Student Book 1 & 2 - Ken Haworth & Julia Waines

Mr Salles Teaches English - series of guides on A Christmas Carol, An Inspector Calls, Macbeth and AQA exam technique

Mr Bruff's Guides - including Mr Bruff's Guide to GCSE English Literature and Mr Bruff's Guide to GCSE English Language</td><td>Recommended websites to support the Year 10 GCSE English Literature and English language curriculum

BBC Bitesize - Revision notes, videos, quizzes, and exam practice for AQA English Literature & Language.
https://www.bbc.co.uk/bitesize/examspecs/zxqncwx

AQA (Official Exam Board) - Specifications, past papers, mark schemes, and exemplar materials.
https://www.aqa.org.uk/subjects/english/gcse

SparkNotes - Clear chapter summaries, themes, character analysis (A Christmas Carol, An Inspector Calls etc.).
https://www.sparknotes.com

Royal Shakespeare Company (RSC) - Resources for Shakespeare study (Macbeth, etc. for wider support).
https://www.rsc.org.uk/education

Mr Bruff (Official Site & YouTube) – Free videos and revision guides for AQA English Language & Literature.
https://www.mrbruff.com
https://www.youtube.com/user/mrbruff

Mr Salles Teaches English (YouTube) – Top-grade strategies, exam walk-throughs, and essay examples.
https://www.youtube.com/c/MrSallesTeachesEnglish

Revision World - Free notes, exam tips, and</td></tr>
</table>

	Stand Up, Speak Out: A Book of Speeches - curated speeches from Malala Yousafzai, Martin Luther King Jr., Barack Obama, and others	practice questions. https://revisionworld.com/gcse-revision/english
Number of lessons in this subject:	9 lessons per fortnight	
Mid-year exam will assess:	AQA English Literature - Exam style questions AQA English Language - Exam style questions	
End of year exam will assess:	AQA English Literature - Exam style questions AQA English Language - Exam style questions	

Curriculum Map - Key Stage 4

Geography

<table>
<tr><th colspan="3">Year 11
Exam Board: Edexcel B</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">The aims of this course are to enable students to build on their Key Stage 3 knowledge and skills to:
• Develop and extend their knowledge of locations, places, environments and processes, and of different scales, including global; and of social, political and cultural contexts.

• Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts.

Develop and extend their competence in a range of skills, including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses.</td></tr>
<tr><td rowspan="2">Main topics/areas studied this year</td><td>Term 1</td><td>Topic 1: Hazardous Earth
• How does the world’s climate system function, why does it change and how can this be hazardous for people?
• How are extreme weather events increasingly hazardous for people? (Hurricane Katrina and Typhoon Haiyan case study)
• Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location? (Japan and Haiti case study)

Topic 5: The UK's evolving human landscape
• Enquiry question: Why are places and people changing in the UK? How is ONE major UK city changing? (London case study)</td></tr>
<tr><td>Term 2</td><td>Topic 7: People and the biosphere - an overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to human wellbeing and how humans use and modify it in order to obtain resources
• Why is the biosphere so important to human wellbeing and how do humans use and modify it to obtain resources?

Topic 8: Forests under threat - a detailed study of tropical rainforests and the taiga, looking at processes and interactions and issues related to their biodiversity and to their sustainable use and management
• What are the threats to forest biomes and how can they be reduced?

Topic 9: Consuming energy resources - a study of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management.

• How can the growing demand for energy by met without serious environmental consequences?</td></tr>
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<table>
<tr><td>Assessment Headlines</td><td colspan="2">Paper 1:
• The assessment is 1 hour and 30 minutes.
• The assessment consists of three sections (Topic 1, Topic 2 and Topic 3)
• The assessment is out of 94 marks.
• The paper will assess spelling, punctuation, grammar and use of specialist terminology which will contribute 4 marks towards the overall marks for this paper.
• Each question is set in a context.
• The exam includes multiple-choice questions, short open, open response, calculations and 8-mark extended writing questions.

Extended writing questions will assess students' ability to develop extended written arguments and to draw well-evidenced and informed conclusions about geographical questions and issues.

Paper 2:
• The assessment is 1 hour and 30 minutes.
• The assessment consists of three sections (Topic 4, Topic 5 and Topic 6)
• The assessment is out of 94 marks.
• The paper will assess spelling, punctuation, grammar and use of specialist terminology which will contribute 4 marks towards the overall marks for this paper.
• Each question is set in a context.
• The exam includes multiple-choice questions, short open, open response, calculations and 8-mark extended writing questions.

Extended writing questions will assess students' ability to develop extended written arguments and to draw well-evidenced and informed conclusions about geographical questions and issues.

Paper 3:
• The assessment is 1 hour and 30 minutes.
• The assessment is out of 64 marks.
• The paper will assess spelling, punctuation, grammar and use of specialist terminology which will contribute 4 marks towards the overall marks for this paper.
• Each section explores an aspect of a geographical issue leading to the final decision-making question related to the issue.
• The exam includes multiple-choice questions and will include short open, open response and extended writing questions. Section C will include 6-mark extended writing questions and Section D will offer a choice of one from three decisions assessed by a 12-mark extended writing question.

Extended writing questions will assess students' ability to develop extended written arguments and to draw well-evidenced and informed conclusions about geographical questions and issues</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Pearson GCSE Geography revision guide

CGP GCSE Geography revision guide

Challenging reads:
Prisoners of Geography: Ten Maps That</td><td>https://www.bbc.co.uk/bitesize/examspecs/zsytxsg

https://www.internetgeography.net/

https://timeforgeography.co.uk/</td></tr>
</table>

	Tell You Everything You Need to Know About Global Politics - Tim Marshall **Factfulness: Ten Reasons We're Wrong About the World - And Why Things Are Better Than You Think** - Hans Rosling **Remade: How Geoengineering Could Change the World** - Oliver Morton **Divided: Why We're Living in an Age of Walls** - Tim Marshall **Ghosts of the Tsunami: Death and Life in Japan** - Richard Lloyd Parry **Worth Dying For: The Power and Politics of Flags** - Tim Marshall	https://revisionworld.com/gcse-revision/geography https://senecalearning.com/en-GB/seneca-certified-resources/geography-gcse-edexcel-b/
Number of lessons in this subject:	6 lessons per fortnight	
Mid-year exam will assess:	Mock exam in November will be a combination paper of Topics 1,2,3 and 4	
End of year exam will assess:	GCSE examinations of all 3 papers	

Curriculum Map - Key Stage 4

History

<table>
<tr><th colspan="3">Year 11
Exam Board: Edexcel</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">A GCSE Historian will develop a broad knowledge and understanding of different societies and the diverse range of human experiences across time. They will explore both continuity and change throughout history, gaining insight into how and why events occurred. Students will use evidence and their own historical judgement to explain the significance and impact of events, while critically assessing and interpreting a range of sources and differing historical viewpoints. Through their studies, they will also build a strong chronological understanding of the periods covered.</td></tr>
<tr><td rowspan="2">Main topics/areas studied this year</td><td>Term 1</td><td>Paper 2: Early Elizabethan England
Topic 2 - Challenges at Home and Abroad
‘The Revolt of the Northern Earls was the greatest Catholic threat Elizabeth faced’. How far do you agree?
• Catholic plots against Elizabeth
• Decline in Anglo-Spanish relations
• Execution of Mary, Queen of Scots
• Importance of the Netherlands
• The Spanish Armada of 1588

Paper 2: Early Elizabethan England
Topic 3 - Elizabethan Society in the Age of Exploration
To what extent did Elizabethan society progress?
• Lives of ordinary Elizabethans
• Leisure time
• The poor and the problem of poverty
• Exploration and Sir Francis Drake
• Early English colonies and their failures

Paper 3: USA, 1954 - 1975: Conflict at Home and Abroad
Topic 1 - Development of the Civil Rights Movement
How much progress had been made by black Americans by 1957?
• Position of black Americans in the 1950s
• Brown vs Topeka & its significance
• Montgomery bus Boycott and its impact
Opposition to civil rights movement</td></tr>
<tr><td>Term 2</td><td>Paper 3: USA, 1954 - 1975: Conflict at Home and Abroad
Topic 2 - Protest, Progress & Radicalism
Why did black protest change so radically in this period?
• Progress and conflict in civil rights movement
• Peaceful protests and their impact
• Malcolm X, Black Power & the Black Panthers
• Urban riots and assignation of Martin Luther King

Paper 3: USA, 1954 - 1975: Conflict at Home and Abroad</td></tr>
</table>

		Topic 3 - US involvement in the Vietnam War Why couldn't the USA win the war in Vietnam despite its huge army, wealth and technologically advanced weapons? • End of French rule • Reasons for US involvement & escalation of conflict under Johnson • Nature of conflict including Vietcong guerilla warfare & Tet Offensive **Paper 3: USA, 1954 - 1975: Conflict at Home and Abroad** **Topic 4 - Reactions to the US involvement in Vietnam** How did the USA come to be at war with itself over the war in Vietnam? • Reasons for growing opposition to war • My Lai Massacre & Kent State Shooting • Peace negotiations & Paris Peace Conference • Cost of the war on USA • Reasons for failure in Vietnam
	Term 3	Revision
Assessment Headlines	**Paper 2** **Part B: Early Elizabethan England, 1558-88** Q5a): Describe two features of… (4) Q5b): Explain why… (12) Q5c): How far do you agree? (16) **Paper 3** **USA: Conflict at home and abroad** Q1: Give two things you can infer from Source A about… (4) Q2: Explain why… (12) **Paper 3** **Focused on a specific topic of USA: Conflict** Q3a): How useful are Sources A and B for… (8) Q3b): Study Interpretations 1 and 2. What is the main difference… (4) Q3c): Suggest one reason why Interpretations 1 and 2 give different views about… (4) Q3d): How far do you agree with Interpretation 1 about… (16 + 4 SPaG)	
Useful Resources	**Books**	**Websites**
		https://www.bbc.co.uk/bitesize/subjects/zcw76sg https://app.senecalearning.com/teacher/resource-hub?Subject=History
Number of lessons in this subject:	6 lessons per fortnight	
Mid-year exam will assess:	Paper 2: Early Elizabethan England	
End of year exam will assess:	Paper 3: USA, 1954 - 1975: Conflict at Home and Abroad	

Curriculum Map - Key Stage 4

Jewish Studies

<table>
<tr><th colspan="3">Year 11
Exam Board: AQA</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">Students will understand Religion and social justice. They will have considered these themes from a Jewish perspective (orthodox, reform and secular) and be able to assess these in comparison with other faiths and contemporary British societal attitudes and views. They will know how to answer one, two, four, five and 12-mark GCSE questions. Students will be confident to revise Judaism and Islam beliefs and practices for the summer exam. They will have had ample practice in answering one, two four five- and 12-mark GCSE questions.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1 - Theme F</td><td>In this unit, students will explore how religion interacts with human rights and social justice. Topics include the status of women and LGBTQ+ people in religion, freedom of religious expression, racial prejudice and discrimination, and the ethical responsibilities that come with human rights. Students will also examine wealth and poverty, including the uses and responsibilities of wealth, charity, and ethical issues like fair pay, exploitation, and tackling poverty, to understand how faith can guide justice and equality in society.</td></tr>
<tr><td>Term 2</td><td>Judaism Beliefs:
Students will explore the core beliefs of Judaism, including God as one and eternal, the covenant with Abraham and Moses, the importance of the Torah, life after death, and the role of messianic expectations. They will examine how these beliefs shape Jewish identity, values, and daily life.

Judaism Practices:
Students will learn about key Jewish practices, including Shabbat, kashrut (dietary laws), prayer, festivals such as Passover and Yom Kippur, and rites of passage. They will see how these practices express faith, strengthen community, and connect Jews to their history and God.</td></tr>
<tr><td>Term 3</td><td>Islam Beliefs:
In this unit, students will explore the core beliefs of Islam, including the Tawhid (oneness of God), the role of Prophets, the importance of Angels, the significance of Holy Books, the concept of Akhirah (life after death), and Al-Qadr (predestination). They will examine how these beliefs shape Muslim faith, practice, and understanding of the world.

Islam Practices:
In this unit, students will explore the core practices of Islam, including the Shahadah (declaration of faith), Salah (daily prayers), Sawm (fasting during Ramadan), Zakah (charity), Hajj (pilgrimage), and Jihad (struggle to maintain faith). They will also learn about key Islamic festivals, such as Id-Ul-Adha, Id-Ul-Fitr, and Ashura, and how these practices shape the spiritual and communal life of Muslims.</td></tr>
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<table>
<tr><td>Assessment Headlines</td><td colspan="2">Formative assessment will include:

• An Array of GCSE questions, ranging from 1–12-mark questions.
• Quizzes focused on subject knowledge.
• End of year GCSE examinations will take place in May</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>https://www.aqabookshop.co.uk/product/gcse-religious-studies-for-aqa-a-islam/cynthia-bartlett/cynthia-bartlett/
https://www.aqabookshop.co.uk/product/gcse-religious-studies-for-aqa-a-judaism/cynthia-bartlett/9780198370369/</td><td>https://thersteacher.com/home2022/themes-landing/

Judaism - GCSE Religious Studies - BBC Bitesize

https://thersteacher.com/home2022/judaism/
Islam - GCSE Religious Studies - BBC Bitesize</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">5 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">Judaism and Islam Beliefs and Practices</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">The entire GCSE specification:
Judaism and Islam Beliefs and Practices.
Thematic Studies (religion and family, religion and life, religion, crime and punishment, religion and social justice).</td></tr>
</table>

Curriculum Map - Key Stage 4

Maths

Year 11 Exam Board: Edexcel		
Curriculum Aims	To develop fluency and depth of understanding in number, algebra, geometry and data handling. To reason, interpret and communicate mathematically within these areas. To solve problems within maths and in context.	
Main topics/areas studied this year	**Term 1**	**Unit 1 - Manipulating expressions** • Simplifying algebraic expressions, forming and solving equations **(F)** • Adding, subtracting, multiplying, dividing and solving equations with algebraic fractions **(H)** **Unit 2 - Gradients and lines** • Straight line graphs and simultaneous equations **(F)** • Perpendicular lines **(H)** **Unit 3 - Non-linear graphs** • Plot and reading quadratic, cubic and reciprocal graphs **(F)** • Exponential graphs and equations and tangents of a circle **(H)** **Unit 4 - Using graphs** • Constructing and interpreting real life graphs **(F)** • Estimating area under a curve **(H)** **Unit 5 - Expanding and factorising** • Expanding and factorising single brackets, expanding and factorising quadratic expressions and solving quadratic equations by factorising **(F)** • Solving complex quadratic equations, completing the square and using the quadratic formula **(H)** **Unit 6 - Changing the subject** • Solving linear equations and inequalities, changing the subject of the formula **(F)** • Changing the subject of complex formulae and solving equations by iteration **(H)**
	Term 2	**Unit 7 - Functions** • Using function machines, substitution, trigonometric functions and quadratic functions **(F)** • Inverse and composite functions and quadratic inequalities **(H)** **Unit 8 - Multiplicative reasoning** • Direct and inverse proportion, scale factors and pressure and density **(F)** • Complex direct and inverse proportion equations **(H)** **Unit 9 - Geometric reasoning** • Angle rules between parallel lines and in polygons and vectors **(F)**

<table>
<tr><td rowspan="2"></td><td></td><td>• Circle theorems (H)

Unit 10 - Algebraic reasoning
• Sequences and simultaneous equations (F)
• Linear and quadratic sequences, formal proofs and inequalities in two variables (H)</td></tr>
<tr><td>Term 3</td><td>Revision and examinations</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Short end of unit checks assessing key concepts.

Mid-year and end of year assessments will be a mix of fluency, application and problem solving. Questions will be a mix of fluency, application and problem solving.

The questions vary in level of difficulty, getting progressively more challenging throughout the paper. There will be a mix of calculator and non-calculator papers.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Edexcel Pearson Revision guide - Foundation and Higher available</td><td>www.mathsgenie.co.uk

www.corbettmaths.com

https://sparxmaths.com/</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">8 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">November mock exam paper covering all content from year 7 - 10 and year 11 up to unit 6.

March mock covers all GCSE maths content.</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">GCSE maths papers</td></tr>
</table>

Curriculum Map - Key Stage 4

Physical Education (GCSE)

<table>
<tr><th colspan="3">Year 11
Exam Board: AQA</th></tr>
<tr><td rowspan="4">Sports over the academic year</td><td rowspan="2">Term 1</td><td>Autumn 1

Revision and Exam Preparation

Applied Anatomy and Physiology
1a. Musculoskeletal system, structure and function of the skeletal system, types of joints (synovial, hinge, ball and socket) and range of movement at joints.

Sports Psychology - Revision and Exam Preparation
4. Classification of skill and difficulty continuum.
Goal setting and performance outcomes, information processing, types of guidance and feedback.</td></tr>
<tr><td>Autumn 2

Revision and Exam Preparation

Applied Anatomy and Physiology
1b. Structure and function of the cardio-respiratory system, gaseous exchange, lung volume, blood vessels, cardiac cycle, and cardiac output. 1C. Anerobic and aerobic exercise. Oxygen debt and effects of exercise.

Sports Psychology - Revision and Exam Preparation
4. Arousal and inverted U theory, mental preparation, personality types and types of motivation.</td></tr>
<tr><td rowspan="2">Term 2</td><td>Spring 1

Revision and Exam Preparation

Movement Analysis
2. Levers and mechanical advantage, antagonistic pairs and planes of axes and types of movement.

Socio-cultural Influences
5.Participation rates, barriers to participation and stereotypes, disabilities in sport and data analysis.</td></tr>
<tr><td>Spring 2

Revision and Exam Preparation

Physical training
3. Health and fitness, components of fitness</td></tr>
</table>

<table>
<tr><td rowspan="2"></td><td rowspan="2">Term 3</td><td>Summer 1

Revision and Exam Preparation

Physical training
3. Components of fitness continued

Socio-cultural Influences
5b. Commercialisation, sports media

Ethical Issues - Revision and Exam Preparation
5c. Sportsmanship, gamesmanship, performance enhancing drugs</td></tr>
<tr><td>Summer 2

Revision and Exam Preparation

Physical training
3. Methods of training, fitness testing, warm up and cool down.

Health and fitness - Revision and Exam Preparation
Physical, social and emotional health, somatotypes, diet nutrition and energy expenditure.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Students to be graded academically across two test papers
• Paper One - Physiology and Anatomy
• Paper Two - Socio-cultural issues and sports psychology</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>AQA GCSE (9-1) PE - Ross Howitt

The Science of Sport: Sprinting - Geoffrey Dyson

101 Youth Fitness Drills - Gareth Sapstead

GCSE Simplified - Revision Guide</td><td>BBC Bitesize PE
https://www.bbc.co.uk/bitesize/subjects/znyb4wx

TeachPE
https://www.teachpe.com

OCR GCSE PE Resources
https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/

AQA GCSE PE Resources
https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582

BBC Sport Academy
http://news.bbc.co.uk/sportacademy/hi/default.stm

PE Scholar
https://www.pescholar.com

Sports Coach UK (UK Coaching)
https://www.ukcoaching.org</td></tr>
</table>

Number of lessons in this subject:	5 lessons per fortnight
Mid-year exam will assess:	N/A
End of year exam will assess:	N/A

Curriculum Map - Key Stage 4

Performing Arts - Drama

<table>
<tr><th colspan="3">Year 11
Exam Board: Eduqas</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">Throughout the year 11 curriculum, students will learn a range of performative, design, and analysis skills to support their understanding of theatre history, how it is created (Designed, Scripted, Performed), how it is analysed and its overall usage to society. Students will explore this from a range of perspectives (culturally and socially).</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>• Live Theatre Analysis - Students will learn how to analyse live theatre using key concepts such as character motivation, interaction and performance skills and how it can influence their own theatre.</td></tr>
<tr><td>Term 2</td><td>• Scripted Performance - Students will learn how to read, learn and perform from text, whilst understanding character's interaction and motivation to influence their choices.</td></tr>
<tr><td>Term 3</td><td>• Writing about Theatre - Students will learn, practice, and write exam style questions based on the Eduqas Component Three exam. They will learn how to describe, analyse and explain their own creative choices and how others have used performance skills to create theatrical work.</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">• Term 1 - Noughts and Crosses and LTA Mock and Devised Project final assessment
• Term 2 - Mock Scripted performances and Final scripted performances to external examiner.
• Term 3 - Noughts and Crosses and LTA Mock</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Noughts and Crosses Paperback Script

WJEC/Eduqas GCSE Drama

WJEC/Eduqas GCSE Drama Designing Drama Lighting, Sound, Set & Costume Design

WJEC/Eduqas GCSE Drama - Study & Revision</td><td>Revision Resources - BBC Bitesize

YouTube - Drama Dan

YouTube - Miss Drury Drama</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">5 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">Noughts and Crosses Exam Winter Mock - Learners must consider how the text is constructed and how performances create meaning through:
• The characteristics of the performance text, including genre, structure, character (including interpretation and function within an extract), form and style, language/dialogue, stage directions.</td></tr>
</table>

	• The social, historical, and cultural context including the theatrical conventions of the period in which the performance text was created. **How meaning is interpreted and communicated through performance conventions, use of performance space and spatial relationships on stage. Including the impact of:** • Different stages (proscenium arch, theatre in round, traverse and thrust) • Relationships between performer and audience • The design of lighting, sound, set (including props) and costume, hair and make-up. The actor's vocal and physical interpretation of character.
End of year exam will assess:	**Final Component Three exam - Learners must consider how the text is constructed and how performances create meaning through:** • The characteristics of the performance text, including genre, structure, character (including interpretation and function within an extract), form and style, language/dialogue, stage directions. • The social, historical, and cultural context including the theatrical conventions of the period in which the performance text was created. • How to describe, explain and analyse live theatre performances. • How live theatre performance influences theatre. **How meaning is interpreted and communicated through performance conventions, use of performance space and spatial relationships on stage. Including the impact of:** • Different stages (proscenium arch, theatre in round, traverse and thrust) • Relationships between performer and audience • The design of lighting, sound, set (including props) and costume, hair and make-up. The actor's vocal and physical interpretation of character.

Curriculum Map - Key Stage 4

Performing Arts - Music

Year 11 Exam Board: Eduqas		
Curriculum Aims	Students throughout year 11 will learn a range of compositional and performance skills. They will further develop their understanding of musical notation and how this can be applied to both of these contexts and learn how to perform accurately, fluently and creatively. They will also consolidate their understanding of key musical styles and develop their understanding of the setworks assigned by Eduqas.	
Main topics/areas studied this year	**Term 1**	• **Composition** - Students will continue to develop their compositional skills and will start their second compositions in response to a brief set and released by Eduqas in September. • **Solo Performance** - Students will develop their performance skills and choose/practice their solo performance pieces, that they will be recording in December. • **Areas of Study** - Students will develop their understanding of forms and devices, popular music, music for ensemble and film music in specific how these have been created using the musical elements and how they can be created in performances and compositions.
	Term 2	• **Ensemble Performance** - Students will develop their performance skills learnt in year 10 and choose and practice their solo performance pieces, that they will be recording for their GCSE coursework. • **Composition** - Students will continue to develop their compositional skills learnt in year 10. Students will be working on draft two of their set composition and will continue to improve it. • **Areas of Study** - Students will develop their understanding of forms and devices, popular music, music for ensemble and film music in specific how these have been created using the musical elements and how they can be created in performances and compositions.
	Term 3	• **Ensemble Performance** - Students will develop their performance skills learnt in year 10 and choose and practice their solo performance pieces, that they will be recording for their GCSE coursework. • **Areas of Study** - Students will develop their understanding of forms and devices, popular music, music for ensemble and film music in specific how these have been created using the musical elements and how they can be created in performances and compositions. • **Setworks** - Students will be recapping two pieces of music that are set directly by Eduqas that they will be asked questions about in their written paper.
Assessment Headlines	• **Term 1**: Area of study exam, composition & solo performance • **Term 2**: Area of study exam questions, composition & ensemble Performance • **Term 3**: Area of study exam questions	

<table>
<tr><td rowspan="2">Useful Resources</td><th>Books</th><th>Websites</th></tr>
<tr><td>CGP Practice and Workbook with Audio

EDUQAS Music Textbook (Revised Edition)

EDUQAS Music (Revised Edition) Revision Guide</td><td>YouTube - Setwork: Badinerie

YouTube - Badinerie Revision Song

YouTube - Setwork: Africa

YouTube - Africa Revision Song

Teoria - Music Theory

Eduqas - Digital Resources

Exercises - Music Theory</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">6 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">Students will have to complete their first composition and solo performance. This will then be marked using the Eduqas mark scheme and students will be given a grade. Students will also complete a full mock paper on all of the four areas of study and the two setworks.

Composition will be assessed by the following 3 categories:
• Creativity and Development of musical ideas
• Technical control of musical elements and resources
• Structure and stylistic coherence.

Performance will be assessed by the following 3 categories:
• Accuracy
• Technical Control
• Expression and Interpretation</td></tr>
<tr><td>End of year exam will assess:</td><td colspan="2">Knowledge about the following:
• Area of Study 1 - Forms and Devices - Questions about unfamiliar listening
• Area of Study 1 - Badinerie - Setwork set by Eduqas
• Area of Study 2 - Music for Ensemble - Questions about unfamiliar listening
• Area of Study 3 - Film Music - Questions about unfamiliar listening
• Area of Study 4 - Popular Music - Questions about unfamiliar listening
• Area of Study 4 - Africa - Setwork set by Eduqas

Coursework:
• Solo Performance
• Free Composition</td></tr>
</table>

Curriculum Map - Key Stage 4

Science - Biology

<table>
<tr><th colspan="3">Year 11
Exam Board: Edexcel</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">The aim for our science KS4 curriculum is that it is relevant and engaging. It is designed to lay the foundations for students to have future careers in science whilst also being of value to future non-scientists.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>Biology - Animal Co-ordination, Control and Homeostasis
Students will learn about hormones and how they maintain homeostasis
Students will learn how a lack of hormones can be corrected. Hormones include; insulin, oestrogen, testosterone & ADH</td></tr>
<tr><td>Term 2</td><td>Biology - Exchange and Transport in Animals
Students will learn about the structure of the heart and nutrients are transported throughout the body by the circulatory system
Students will learn how it is adapted for its purpose on how to calculate Fick's Law & cardiac output
Students will also learn about types of deformation, Hooke's Law, work done when stretching a spring and how the pressure in fluid depends on depth
Hormones and food tests
Students will learn about the effects and uses of plant hormones.
Students will learn how to carry out food tests
Ecosystem and material cycles
Students will learn how energy is transferred through trophic levels
Students will also learn about our impact on ecosystems</td></tr>
<tr><td>Term 3</td><td>Revision and examinations</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Paper 1 (*Paper code: 1BI0/1F, 1BI0/1H)
Written examination: 1 hour and 45 minutes. 50% of the qualification. 100 marks.

Content overview
Topic 1 - Key concepts in Biology
Topic 2 - Cells and control
Topic 3 - Genetics
Topic 4 - Natural selection and genetic modification
Topic 5 - Health, disease and the development of medicines
Paper 2 (Paper code: 1BI0/2F, 1BI0/2H)
Written examination: 1 hour and 45 minutes. 50% of the qualification. 100 marks.</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">Content overview
• Topic 1 - Key concepts in biology
• Topic 6 - Plant structures and their functions
• Topic 7 - Animal coordination, control and homeostasis
• Topic 8 - Exchange and transport in animals
• Topic 9 - Ecosystems and material cycles

Assessment overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. Calculators may be used in the examination.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Biology
https://www.cgpbooks.co.uk/secondary-books/gcse/science/biology/ber46-gcse-biology-edexcel-revision-guide</td><td>Edexcel specification Biology
https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-Biology

Links to videos for all the core practicals
https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/teaching-and-learning-materials/GCSE%20Science%20video%20links%20sheet.pdf

BBC Bitesize
https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f

Online Seneca assignments
https://senecalearning.com/

Exam questions
https://www.physicsandmathstutor.com/</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">3 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">• Key Concepts in Biology
• Plant Structures and their Functions
• Ecosystems and Material Cycles
• Cells and Control
• Genetics
• Natural selection and Genetic Modification
• Health
• Animal Co-ordination, Control and Homeostasis</td></tr>
</table>

End of year exam will assess:	• Key Concepts in Biology • Plant Structures and their Functions • Ecosystems and Material Cycles • Cells and Control • Genetics • Natural selection and Genetic Modification • Health • Animal Co-ordination, Control and Homeostasis • Exchange and transport in animals

Curriculum Map - Key Stage 4

Science - Chemistry

<table>
<tr><th colspan="3">Year 11
Exam Board: Edexcel</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">The aim for our science KS4 curriculum is that it is relevant and engaging. It is designed to lay the foundations for students to have future careers in science whilst also being of value to future non-scientists.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>Transition Metals
Students learn about the properties of transition metals, properties and uses of metals, alloys and how items are electroplated.
Organic chemistry
Students learn about structures and properties and chemical reactions of allenes, alkenes, alcohol and carboxylic acids.
They learn how polymers are made and disposed of and how biological polymers are found in nature.</td></tr>
<tr><td>Term 2</td><td>Qualitative analysis and properties of materials
Students learn how to identify metal ions, the chemical tests for non-metal ions, how to compare the properties of different materials; about nano-particles their use & possible risks.
Quantitative analysis, equilibria, gases and chemical cells.
Students learn how to find % yield of a reaction, what is meant by atom economy, how to carry out titration of an acid and an alkali, about the factors to consider in industrial chemical reactions and how fuel cells can be used to power vehicles.</td></tr>
<tr><td>Term 3</td><td>Revision and examinations</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Paper 1 (*Paper code: 1CH0/1F and 1CH0/1H)
Written examination: 1 hour and 45 minutes. 50% of the qualification. 100 marks.

Content overview
Topic 1 - Key concepts in chemistry
Topic 2 - States of matter and mixtures
Topic 3 - Chemical changes
Topic 4 - Extracting metals and equilibria
Topic 5 - Separate chemistry 1
Paper 2 (Paper code: 1CH0/2F and 1CH0/2H)
Written examination: 1 hour and 45 minutes. 50% of the qualification. 100 marks.

Content overview
Topic 1 - Key concepts in chemistry</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">

- **Topic 6** - Groups in the periodic table
- **Topic 7** - Rates of reaction and energy changes
- **Topic 8** - Fuels and Earth science
- **Topic 9** - Separate chemistry 2

Assessment overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. Calculators may be used in the examination.
</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Chemistry
https://www.cgpbooks.co.uk/secondary-books/gcse/science/chemistry/cer46-gcse-chemistry-edexcel-revision-guide</td><td>Edexcel specification chemistry:
https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-Chemistry

Links to videos for all the core practicals
https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/teaching-and-learning-materials/GCSE%20Science%20video%20links%20sheet.pdf

BBC Bitesize
https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f

Online Seneca assignments
https://senecalearning.com/

Exam questions
https://www.physicsandmathstutor.com/</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">3 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">

- States and Separating Techniques
- Atoms and Periodic Table
- Structure and bonding
- Calculations in chemistry
- Acid and Bases
- Groups, Rates & Energy changes
- Fuels and Atmosphere
- Electrolysis, metals and equilibria
- Transition metals
</td></tr>
</table>

End of year exam will assess:	• States and Separating Techniques • Atoms and Periodic Table • Structure and bonding • Calculations in chemistry • Acid and Bases • Groups, Rates & Energy changes • Fuels • Atmosphere • Electrolysis, metals and equilibria • Transition metals

Curriculum Map - Key Stage 4

Science - Physics

<table>
<tr><th colspan="3">Year 11
Exam Board: Edexcel</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">The aim for our science KS4 curriculum is that it is relevant and engaging. It is designed to lay the foundations for students to have future careers in science whilst also being of value to future non-scientists.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>Magnetism, motor effect & electromagnetic induction
Students learn about types of magnets, magnetic fields around magnets and wires, how to use the transformer equations, transformers in the national grid, and how loudspeakers, generators and motors work.</td></tr>
<tr><td>Term 2</td><td>Particle model
Students will learn the meaning of density and how to calculate it, the meaning of specific heat capacity and latent heat, qualitative and quantitative relationships between pressure, volume and temperature.
Forces & matter
Students will also learn about types of deformation, Hooke's Law, work done when stretching a spring and how the pressure in fluid depends on depth.</td></tr>
<tr><td>Term 3</td><td>Revision and examinations</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Paper 1 (*Paper code: 1PH0/1F and 1PH0/1H) Written examination: 1 hour and 45 minutes. 50% of the qualification. 100 marks.

Content overview
Topic 1 - Key concepts of physics
Topic 2 - Motion and forces
Topic 3 - Conservation of energy
Topic 4 - Waves
Topic 5 - Light and the electromagnetic spectrum
Topic 6 - Radioactivity
Topic 7 - Astronomy
Paper 2 (Paper code: 1PH0/2F and 1PH0/2H)
Written examination: 1 hour and 45 minutes. 50% of the qualification. 100 marks.

Content overview
Topic 1 - Key concepts of physics
Topic 8 - Energy - Forces doing work
Topic 9 - Forces and their effects
Topic 10 - Electricity and circuits</td></tr>
</table>

	Topic 11 - Static electricity **Topic 12** - Magnetism and the motor effect **Topic 13** - Electromagnetic induction **Topic 14** - Particle model **Topic 15** - Forces and matter **Assessment overview** A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. Calculators may be used in the examination.	
Useful Resources	**Books**	**Websites**
	Physics https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/sehr46-gcse-combined-science-edexcel	**Edexcel specification physics** https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-Physics **Links to videos for all the core practicals** https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/teaching-and-learning-materials/GCSE%20Science%20video%20links%20sheet.pdf **BBC Bitesize** https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f **Online Seneca assignments** https://senecalearning.com/ **Exam questions** https://www.physicsandmathstutor.com/
Number of lessons in this subject:	3 lessons per fortnight	
Mid-year exam will assess:	Motion Forces Energy Waves and EM Spectrum Radioactivity Astronomy Electricity and circuits	

End of year exam will assess:	Motion Forces Energy Waves and EM Spectrum Radioactivity Astronomy Electricity and circuits Magnetism and electromagnetic induction Particle model, forces and matter

Curriculum Map - Key Stage 4

Science - Combined

<table>
<tr><th colspan="3">Year 11
Exam Board: Edexcel</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">The aim for our science KS4 curriculum is that it is relevant and engaging. It is designed to lay the foundations for students to have future careers in science whilst also being of value to future non-scientists.</td></tr>
<tr><td rowspan="3">Main topics/areas studied this year</td><td>Term 1</td><td>Biology - Animal Co-ordination, Control and Homeostasis
• Students will learn about hormones and how they maintain homeostasis.
• Students will learn how a lack of hormones can be corrected. Hormones include; insulin, oestrogen, testosterone & ADH.

Chemistry - Atmosphere
• Students will learn how the Earth's Atmosphere has developed in the past and the cause and effect of climate change.

Physics - Magnetism, motor effect (CP10) & electromagnetic induction (CP11)
• Students learn about types of magnets, magnetic fields around magnets and wires, how to use the transformer equations, transformers in the national grid, and how loudspeakers, generators and motors work.</td></tr>
<tr><td>Term 2</td><td>Biology - Exchange and Transport in Animals
• Students will learn about the structure of the heart and nutrients are transported throughout the body by the circulatory system
• Students will learn how it is adapted for its purpose on how to calculate Fick's Law & cardiac output.

Chemistry - Electrolysis, Metals and equilibria
• Students learn about reactivity, oxidation and reduction.
• They learn how metals are extracted, the advantages of recycling, what happens during electrolysis, equilibria in chemical reactions, the Haber process and half-equations.

Physics - Particle model (CP12), forces & matter (CP13)
• Students will learn the meaning of density and how to calculate it, the meaning of specific heat capacity and latent heat, qualitative and quantitative relationships between pressure, volume and temperature.
• Students will also learn about types of deformation, Hooke's Law, work done when stretching a spring and how the pressure in fluid depends on depth.</td></tr>
<tr><td>Term 3</td><td>Revision and examinations</td></tr>
</table>

Assessment Headlines	**Paper 1: Biology 1 (*Paper code: 1SC0/1BF, 1SC0/1BH)** **Written examination: 1 hour and 10 minutes. 16.67% of the qualification. 60 marks.** **Content overview** • **Topic 1** - Key concepts in biology • **Topic 2** - Cells and control • **Topic 3** - Genetics • **Topic 4** - Natural selection and genetic modification • **Topic 5** - Health, disease and the development of medicines **Paper 2: Biology 2 (Paper code: 1SC0/2BF, 1SC0/2BH)** **Written examination: 1 hour and 10 minutes. 16.67% of the qualification. 60 marks.** **Content overview** • **Topic 1** - Key concepts in biology • **Topic 6** - Plant structures and their functions • **Topic 7** - Animal coordination, control and homeostasis • **Topic 8** - Exchange and transport in animals • **Topic 9** - Ecosystems and material cycles **Paper 3: Chemistry 1 (Paper code: 1SC0/1CF, 1SC0/1CH)** **Written examination: 1 hour and 10 minutes. 16.67% of the qualification. 60 marks.** **Content overview** • **Topic 1** - Key concepts in chemistry • **Topic 2** - States of matter and mixtures • **Topic 3** - Chemical changes • **Topic 4** - Extracting metals and equilibria **Paper 4: Chemistry 2 (Paper code: 1SC0/2CF, 1SC0/2CH)** **Written examination: 1 hour and 10 minutes 16.67% of the qualification 60 marks** **Content overview** • **Topic 1** - Key concepts in chemistry • **Topic 6** - Groups in the periodic table • **Topic 7** - Rates of reaction and energy changes • **Topic 8** - Fuels and Earth science **Paper 5: Physics 1 (Paper code: 1SC0/1PF, 1SC0/1PH)** **Written examination: 1 hour and 10 minutes. 16.67% of the qualification. 60 marks.** **Content overview** • **Topic 1** - Key concepts of physics • **Topic 2** - Motion and forces • **Topic 3** - Conservation of energy • **Topic 4** - Waves • **Topic 5** - Light and the electromagnetic spectrum • **Topic 6** - Radioactivity **Paper 6: Physics 2 (Paper code: 1SC0/2PF, 1SC0/2PH)**

<table>
<tr><td></td><td colspan="2">Written examination: 1 hour 10 minutes. 16.67% of the qualification. 60 marks.

Content overview
Topic 1 - Key concepts of physics
Topic 8 - Energy - Forces doing work
Topic 9 - Forces and their effects
Topic 10 - Electricity and circuits
Topic 12 - Magnetism and the motor effect
Topic 13 - Electromagnetic induction
Topic 14 - Particle model
Topic 15 - Forces and matter

Assessment overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. Calculators may be used in the examination.</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Higher tier revision guide:
https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/sehr46-gcse-combined-science-edexcel?srsltid=AfmBOoqEE9GWkNmWIMpytPDLoJGE7nEMOWADdMaPe-ilrQdNIQh2BsDV

Foundation tier revision guide:
https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/sefr46-gcse-combined-science-edexcel</td><td>Edexcel specification and resources:
https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html

Links to videos for all the core practicals:
https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/teaching-and-learning-materials/GCSE%20Science%20video%20links%20sheet.pdf

BBC bitesize:
https://www.bbc.co.uk/bitesize/examspecs/zqkww6f

Online Seneca assignments:
https://senecalearning.com/

Exam questions:
https://www.physicsandmathstutor.com/</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">9 lessons per fortnight</td></tr>
<tr><td>Mid-year exam will assess:</td><td colspan="2">Mock Exams

Biology
• Key Concepts in Biology
• Plant Structures and their Functions
• Ecosystems and Material Cycles
• Cells and Control</td></tr>
</table>

	• Genetics • Natural selection and Genetic Modification • Health • Animal Co-ordination, Control and Homeostasis **Chemistry** • States and Separating Techniques • Atoms and Periodic Table • Structure and bonding • Calculations in chemistry • Acid and Bases • Groups, Rates & Energy changes • Fuels • Atmosphere **Physics** • Motion • Forces • Energy • Waves and EM Spectrum • Radioactivity • Electricity and circuits
End of year exam will assess:	**Biology** • Key Concepts in Biology • Plant Structures and their Functions • Ecosystems and Material Cycles • Cells and Control • Genetics • Natural selection and Genetic Modification • Health • Animal Co-ordination, Control and Homeostasis • **Chemistry** • States and Separating Techniques • Atoms and Periodic Table • Structure and bonding • Calculations in chemistry • Acid and Bases • Groups, Rates & Energy changes • Fuels • Atmosphere • Electrolysis, metals and equilibria **Physics** • Motion • Forces • Energy

	• Waves and EM Spectrum • Radioactivity • Electricity and circuits • Magnetism and electromagnetic induction • Particle model, forces and matter

Curriculum Map - Key Stage 4

Spanish

<table>
<tr><th colspan="3">Year 11
Exam Board: Edexcel</th></tr>
<tr><td>Curriculum Aims</td><td colspan="2">To provide students with the necessary range of grammar and vocabulary to understand and express themselves in Spanish.
To develop an understanding of other cultures based on respect and knowledge.</td></tr>
<tr><td rowspan="4">Main topics/areas studied this year</td><td>Term 1</td><td>Environmental issues
Places to live
Work, future studies and ambitions</td></tr>
<tr><td>Term 2</td><td>Revision
Assessment preparation</td></tr>
<tr><td>Term 3</td><td>Revision
Assessment preparation</td></tr>
<tr><td>Grammar</td><td>Using different tenses when referring to present, past and future activities
Comparatives, superlatives and negatives
Opinions</td></tr>
<tr><td>Assessment Headlines</td><td colspan="2">Students will be assessed in Reading, Listening, Writing and Speaking.

Reading and Listening - Students will be presented with different written and spoken texts. They will need to answer several questions regarding those texts.

Writing - Students will be asked to demonstrate their knowledge of the language.
• Describe a picture (Foundation)
• 80/90 words paragraph
• 130/150 words paragraph (Higher)
• Translation

Speaking:
• Role play
• Photo card
• General conversation</td></tr>
<tr><td rowspan="2">Useful Resources</td><td>Books</td><td>Websites</td></tr>
<tr><td>Viva GCSE</td><td>BBC Bitesize

Seneca</td></tr>
<tr><td>Number of lessons in this subject:</td><td colspan="2">6 lessons per fortnight</td></tr>
</table>

Mid-year exam will assess:	
End of year exam will assess:	