

KS4 CURRICULUM MAPS



ART

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> Component 1 Food Project Fruit/veg Coloured pencil & Watercolour	<u>Spring 1</u> Food Project Cake/Biscuits/Sweets Mixed media	<u>Summer 1</u> Identity Project Possessions
	<u>Autumn 2</u> Food project Fish/Meals Acrylic & Printing	<u>Spring 2</u> Food Project Recipes/ Final pieces	<u>Summer 2</u> Exam and feedback Identity Project Dressing tables/Personal spaces
11	<u>Autumn 1</u> Identity Project Portraits	<u>Spring 1</u> Exam papers Component 2- Exam project	<u>Summer 1</u> Exam Planning Exam 10 hours
	<u>Autumn 2</u> Planning & Mock exam	<u>Spring 2</u> Component 2- Exam project Exam planning	<u>Summer 2</u> Public exams

Presdales School

BIOLOGY

Year	Autumn Term	Spring Term	Summer Term
9	<u>Autumn 1</u> Topic 1 Cell Biology <ul style="list-style-type: none"> Cell structure Microscopy Mid-topic assessment	<u>Spring 1</u> Topic 3 Infection & Response <ul style="list-style-type: none"> Types of pathogens and communicable diseases Human defence systems Vaccinations Mid-topic assessment	End of year exam on Topics 1 & 3
	<u>Autumn 2</u> Topic 1 Cell Biology <ul style="list-style-type: none"> Transport in and out of cells Adaptations of exchange surfaces End-of-topic assessment	<u>Spring 2</u> <ul style="list-style-type: none"> Antibiotics and drugs Discovery & development of drugs End-of-topic assessment	
10	<u>Autumn 1</u> Topic 2 Organisation <ul style="list-style-type: none"> Plant organisation Animal organisation Digestive system and enzymes Mid-topic assessment	<u>Spring 1</u> Topic 4 Bioenergetics <ul style="list-style-type: none"> Photosynthesis Respiration Metabolism End-of-topic assessment	<u>Summer 1</u> Topic 7 Ecology continued <ul style="list-style-type: none"> Biodiversity Human interactions on ecosystems, global warming, and climate change Revision of topics 1-4
	<u>Autumn 2</u> Topic 2 Organisation <ul style="list-style-type: none"> Circulatory system Non-communicable diseases and risk factors End-of-topic assessment	<u>Spring 2</u> Topic 7 Ecology <ul style="list-style-type: none"> Ecosystems Sampling techniques Cycling of carbon and water 	<u>Summer 2</u> End of year exam on topics 1 – 4 <ul style="list-style-type: none"> Individual target setting Combined science: start Topic 5 Homeostasis Triple science: Biomass and food production Topic 7 end-of-topic assessment
11	<u>Autumn 1</u> Topic 5 Homeostasis & Response <ul style="list-style-type: none"> Human nervous system Human endocrine system Negative feedback Triple science: Brain, eye, water regulation 	<u>Spring 1</u> Topic 6 Variation, Inheritance & Evolution <ul style="list-style-type: none"> DNA and the genome Sexual and asexual reproduction Cell division - mitosis and meiosis Inheritance 	<u>Summer 1</u> Revision and exams
	<u>Autumn 2</u> Topic 5 Homeostasis & Response <ul style="list-style-type: none"> Hormones in human reproduction Contraception The use of hormones to treat fertility 	<u>Spring 2</u> Topic 6 Variation, Inheritance & Evolution <ul style="list-style-type: none"> Variation & evolution Selective breeding Genetic engineering 	<u>Summer 2</u> GCSE exams

	<ul style="list-style-type: none"> • Triple science: plant hormones and uses Year 11 mocks on topics 1-5 & 7	<ul style="list-style-type: none"> • Classification 	
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BUSINESS

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> Enterprise and entrepreneurship with focus on SME's (Small & Medium Enterprises) Value added (concept and calculations) Market research, mapping and segmentation	<u>Spring 1</u> Cash, cash flow and cash flow forecasting Sources of finance for business Ownership and control (Limited v unlimited liability) Franchising	<u>Summer 1</u> Technology & business Legislation & business The economy & business Other external influences
	<u>Autumn 2</u> The competitive environment (how firms compete) Finance and business Revenue & costs Breaking even (calculations and graphs)	<u>Spring 2</u> Business location Marketing mix Business plans Stakeholders	<u>Summer 2</u> Preparation for exams Practice questions (3,6,9 and 12 marker) Familiarity with exam papers if time allows we will begin Yr 11 topics here
11	<u>Autumn 1</u> Growing a business (organic & inorganic growth) Financing growth Globalisation & business ethics The environment and business	<u>Spring 1</u> The sales process broken down Business calculations (gross profit & margin, net profit & margin) and ARR (Average rate of return). Calculations and interpretation Business performance	<u>Summer 1</u> Recruitment and training Motivation (financial and non financial)
	<u>Autumn 2</u> Marketing revisited (4p's) Price, Product, Place & Promotion) Business decision making Business operations (production and stock control) Quality control Exam Prep for Mocks	<u>Spring 2</u> Organisational structures (tall v flat) Communication Ways of working (freelance, permanent, temporary, remote) Flexible working	<u>Summer 2</u> Exam practice and familiarity with the papers Time management in exams Revision

CHEMISTRY

Year	Autumn Term	Spring Term	Summer Term
9 (topics taught in either order)	<p>Combined Science classes: Atomic Structure and the Periodic Table</p> <p>Fast-track to Separate Science: Elements Compounds and Mixtures</p>	All classes: Earth's Atmosphere and Resources	
10	<p><u>Autumn 1</u> Bonding, Structure and Properties Mid-unit assessment</p>	<p><u>Spring 1</u> Chemical Changes Mid-unit assessment</p>	<p><u>Summer 1</u> Energy Changes Revision for EOY examination</p>
	<p><u>Autumn 2</u> Bonding, Structure and Properties End of unit assessment</p>	<p><u>Spring 2</u> Chemical Changes End of unit assessment</p>	<p><u>Summer 2</u> EOY examination Rate of Reaction</p>
11	<p><u>Autumn 1</u> Extent of reaction Quantitative Chemistry</p>	<p><u>Spring 1</u> Organic Chemistry</p>	<p><u>Summer 1</u> Revision</p>
	<p><u>Autumn 2</u> Quantitative Chemistry Mock examination</p>	<p><u>Spring 2</u> Organic Chemistry Revision</p>	<p><u>Summer 2</u></p>

Computer Science			
Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> System architecture Algorithms Memory and storage	<u>Spring 1</u> Programming fundamentals Computer networks, connections and protocols	<u>Summer 1</u> Boolean logic System software Program project 1 planning
	<u>Autumn 2</u> Memory and storage Programming fundamentals	<u>Spring 2</u> Producing robust programs Network security Boolean logic	<u>Summer 2</u> EOY test Programming project 1
11	<u>Autumn 1</u> Programming languages and Integrated Development Environments Ethical, legal, cultural, and environmental impacts of digital technology Paper 1 revision	<u>Spring 1</u> Programming project 2 Revision	
	<u>Autumn 2</u> Paper 2 revision Mock exams Programming project 2 planning	<u>Spring 2</u> Revision	

DESIGN TECHNOLOGY

TEXTILES			
Year	Autumn Term	Spring Term	Summer Term
10	<p><u>Autumn Term</u></p> <p>Skills Project 1 - A Line Skirt Design and making principles 17 weeks</p> <p>Theory Topics: <u>Core Technical Principles</u> 1.1 New and emerging technologies, product lifecycle, sustainability, environment and society 1.2 Energy generation & storage 1.4 Systems approach to design 1.5 Mechanical devices</p> <p><i>*End of topic test and project assessment</i></p>	<p><u>Spring Term</u></p> <p>Skills Project 2 - Design Challenge Design and making principles- development project 10 weeks</p> <p>Theory Topics: <u>Core Technical Principles</u> 1.3 Developments in new materials 1.6 Materials and their working properties</p> <p><u>Specialist Technical Principles</u> 2.1 Selection of materials 2.2 Forces and stresses 2.3 Ecological and social footprint</p> <p><i>*End of topic test and project assessment</i></p>	<p><u>Summer 1</u> Complete Skills Project 2 - Design Challenge</p> <p><u>Summer 2</u> NEA Introduce single design and make tasks Assessment Section A; identify, investigate and outline design possibilities</p> <p>Theory Topics: <u>Specialist Technical Principles</u> 2.4 sources and origins 2.5 using and working with materials 2.6 Stock Forms 2.7 Scales of production 2.8 Specialist techniques and processes 2.9 Surface treatments & finishes</p> <p><i>*End of year 10 exam</i></p>
	<p><u>Autumn Term</u></p> <p>NEA Introduce single design and make tasks Assessment: Section B; Design Brief & Specification Section C; Generating Design Ideas Section D; Developing Design Ideas</p> <p>Theory - revision <i>Mock exams and marking AO1</i></p>	<p><u>Spring Term</u></p> <p>NEA Introduce single design and make tasks Assessment: Section E; Realising Design Ideas Section F; Analysing and Evaluating NEA work submitted for marking and moderating</p> <p>Theory - revision <i>Assessment questions and marking AO2 & AO3</i></p>	<p><u>Summer 1</u> Revision and <i>GCSE exam</i></p> <p><u>Summer 2</u> External exams</p>

FOOD

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> Nutrition – macro and micro nutrients Food preparation – roasted veg and pasta medley, meatballs, apple pie, vegetable stir fry, special diets/vegetarians *Formative assessment	<u>Spring 1</u> Fish theory and preparation Fish cakes, fish pie, fish goujons, portioning a chicken Food science investigation – heat transfer *Formative assessment	<u>Summer 1</u> Food safety and hygiene Meat cookery continued *Formative assessment *End of topic test
	<u>Autumn 2</u> Food science – function of proteins Eggs-meringue nests. Baking – Swiss roll, Christmas biscuits Special diets – coeliac, gluten free brownies *Formative assessment *End of topic test	<u>Spring 2</u> Meat theory and preparation Portioning a chicken and range of dishes using a variety of cooking techniques *Formative assessment	<u>Summer 2</u> Mock NEA2 exam Afternoon tea *End of year written and practical exam
11	<u>Autumn 1</u> Completion of NEA 1 task *Formative assessment	<u>Spring 1</u> Completion of NEA 2 task Preparation of 3/4 design ideas *Formative assessment	<u>Summer 1</u> Revision and GCSE exam
	<u>Autumn 2</u> NEA1 Mock exam NEA 2 food preparation task *Formative assessment *Final assessment of NEA Marks standardised and submitted to exam board	<u>Spring 2</u> NEA 2 – Practical Evaluation *Final assessment of NEA Marks standardised and submitted to exam board	<u>Summer 2</u> External exams

GRAPHICS

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> Mini project - Childs dress Design and making principles 9 weeks *End of topic test and project assessment	<u>Spring 1</u> Mini project - Unusual bag - Mini Project - unusual materials 7 weeks Design and making principles *End of topic test and project assessment	<u>Summer 1</u> Energy, materials, systems and devices
	<u>Autumn 2</u> New and emerging technologies Product lifecycle, sustainability, environment *End of topic test and project assessment	<u>Spring 2</u> Specialist material Knowledge - general and textiles *End of topic test and project assessment	<u>Summer 2</u> End of year 10 exam NEA Introduce single design and make tasks Assessment objective 1 identify, investigate and outline design possibilities
11	<u>Autumn 1</u> Controlled assessment/ NEA Assessment objective 2 *Formative assessment of AO1/ topic tests	<u>Spring 1</u> Controlled assessment/NEA Assessment objective 3 *Formative assessment of AO3/topic tests	<u>Summer 1</u> Revision and GCSE exam
	<u>Autumn 2</u> Controlled assessment/ NEA Assessment objective 2 Mock exams *Formative assessment of AO2/ mock exams	<u>Spring 2</u> Controlled assessment/NEA Assessment objective 3 Deadline for completion of NEA Pre released exam information distributed Preparation for written exam paper *Final assessment of NEA Marks standardised and submitted to exam board	<u>Summer 2</u> External exams

DRAMA

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> Introduction to GCSE Drama Understanding Drama	<u>Spring 1</u> Component 3 Text in Practice Performance of set text to Live Audience	<u>Summer 1</u> Component 2 Devising Drama
	<u>Autumn 2</u> Understanding Drama Live Theatre Evaluation Comp 1 and Comp 3 Assessment	<u>Spring 2</u> Component 3 Text in Practice Performance of set text to Live Audience C3 Mock performance exam using set text from Component 1 Component 2 Devising Drama	<u>Summer 2</u> Component 2 Devising Drama Final Exam for Component 2 Portfolio deadline sections 1 and 2.
11	<u>Autumn 1</u> Component 1 Understanding Drama Portfolio deadline sections 3	<u>Spring 1</u> Component 3 Texts in Practice Set Text and Live performance review.	<u>Summer 1</u> Component 1 Understanding Drama Revision
	<u>Autumn 2</u> Component 1 Understanding Drama Set Text and Live performance review. Mock Exam- full paper	<u>Spring 2</u> Component 3 Texts in Practice C2 Exam with visiting examiner.	<u>Summer 2</u> Exams.

Presdles School

English Language and Literature

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> Lit - An Inspector Calls by JB Priestley	<u>Spring 1</u> Paper One, section A - Reading Fiction Paper One, section B - Writing Fiction	<u>Summer 1</u> Lit - Anthology poetry (Walking Away, Mother Any Distance, Before you were mine, Eden Rock, Follower) Lit - Unseen poetry
	<u>Autumn 2</u> Lit - Unseen poetry Lit - Anthology poetry (Climbing my Grandfather, Love's Philosophy, When we two parted, Sonnet 29, Letters from Yorkshire) Paper Two Section B - Letter writing	<u>Spring 2</u> Lit - Anthology poetry (Farmer's Bride, Neutral Tones, Winter Swans, Singh Song, Porphyria's Lover) Paper One, section B - Writing Fiction	<u>Summer 2</u> Paper Two Section B - Speech writing Oral Endorsement
11	<u>Autumn 1</u> Paper One, section A - Reading Fiction Lit - Christmas Carol by Charles Dickens or Jane Eyre by Jane Eyre	<u>Spring 1</u> Lit - Romeo and Juliet by William Shakespeare	<u>Summer 1</u> Revision
	<u>Autumn 2</u> Lit - Christmas Carol by Charles Dickens or Jane Eyre by Jane Eyre	<u>Spring 2</u> Paper One, section B - Writing Fiction	<u>Summer 2</u>

FRENCH

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> <ul style="list-style-type: none"> Course outline for pupils Theme 1: Identity & culture (Unit 1 - me, my family & friends) Assessment: Reading 	<u>Spring 1</u> <ul style="list-style-type: none"> Theme 2: Local, national, international & global areas of interest (Unit 5 – Home, Town, Neighbourhood & Region) 	<u>Summer 1</u> Revision & Preparation for Summer Exam
	<u>Autumn 2</u> <ul style="list-style-type: none"> Theme 1: Identity & culture (Unit 2 – Technology in everyday life) <u>Assessment: Speaking conversation on me, my family and friends and photocard in Technology</u> 	<u>Spring 2</u> <ul style="list-style-type: none"> Theme 3: Current & Future Study & Employment (Unit 9&10 – My studies & Life at School & College) 	<u>Summer 2</u> <ul style="list-style-type: none"> Theme 1: Identity & culture (Unit 3 – Freetime Activities)
11	<u>Autumn 1</u> <ul style="list-style-type: none"> Finish Theme 1 Identity & culture (Unit 3 – Freetime Activities) Theme 2: Local, national, international & global areas of interest (Unit 8 – Travel & Tourism) 	<u>Spring 1</u> <ul style="list-style-type: none"> <u>January Mock Exams</u> Theme 3: Current & Future Study & Employment (Unit 11&12 – Education post-16 & Jobs, career choices and ambitions) 	<u>Summer 1</u> Revision & Preparation for Oral Exam Revision & Preparation for Listening, Reading & Writing Exams
	<u>Autumn 2</u> <ul style="list-style-type: none"> Theme 2: Local, national, international & global areas of interest (Unit 6 – Charity & Voluntary Work & Unit 7 – Environment & Homelessness) Overview of key vocabulary & structures incorporated into the Revision & Preparation for Mock Exams 	<u>Spring 2</u> <ul style="list-style-type: none"> Theme 1: Identity & culture (Unit 4 – Customs & Festivals) Theme 2: Local, national, international & global areas of interest (Unit 6.2 – Healthy & Unhealthy Living) 	<u>Summer 2</u> n/a

GEOGRAPHY

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> Recap on Summer Term Year 9 unit - Living World and Cold Environments** The Challenge of resource management	<u>Spring 1</u> The Changing Economic World	<u>Summer 1</u> Physical Landscapes of the UK Coasts
	<u>Autumn 2</u> The Challenge of resource management	<u>Spring 2</u> The Changing Economic World	<u>Summer 2</u> Physical landscapes of the UK Rivers
11	<u>Autumn 1</u> Urban Challenges	<u>Spring 1</u> The Challenge of Natural Hazards	<u>Summer 1</u> Preparation for external examinations
	<u>Autumn 2</u> Urban Challenges	<u>Spring 2</u> The Challenge of Natural Hazards	<u>Summer 2</u> External GCSE Examinations

GERMAN

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> Theme 3: Current and future study and employment School and school subjects Describing the school day <i>Writing assessment – short writing task</i>	<u>Spring 1</u> Theme 1: Identity and culture Relationships with family and friends Marriage/partnership <i>Speaking assessment</i>	<u>Summer 1</u> Theme 2: Local, national and international and global areas of interest Holidays - Popular destinations The weather Discussing holiday experiences Discussing holiday plans <i>Revision and preparation for Summer exams</i>
	<u>Autumn 2</u> Theme 1: Identity and culture Free time activities - music, cinema and television, reading, sport <i>Listening assessment</i>	<u>Spring 2</u> Theme 2: Local, national and international and global areas of interest Travel and tourism <i>Reading assessment</i>	<u>Summer 2</u> Summer exams and feedback Theme 2: Local, national and international and global areas of interest Home, town, neighbourhood and region
11	<u>Autumn 1</u> Theme 3: Current and future study and employment Education post-16 Jobs, career choices and ambitions <i>Revision and preparation for Summer exams</i>	<u>Spring 1</u> Theme 2: Local, national and international and global areas of interest Charity/voluntary work Poverty and homelessness The environment <i>Speaking assessment</i>	<u>Summer 1</u> Revision and preparation for oral exam Revision and preparation for Listening, <u>Exam practice and techniques</u> <u>Skills x 4</u> Reading and Writing exams
	<u>Autumn 2</u> <i>Revision & Preparation for Mock Exams</i> Theme 1: Identity and culture Social media Mobile technology	<u>Spring 2</u>	<u>Summer 2</u> N/A

HISTORY

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> Early Elizabethan England 1558-88 <ul style="list-style-type: none"> Assessments: Describe 2 features Explain the Catholic Threat - 12 marks 	<u>Spring 1</u> End of topic test Elizabeth - January internal assessment window <ul style="list-style-type: none"> Assessment: mock full paper (50 mins) Medicine in Britain, 1250-present	<u>Summer 1</u> Medicine and treatment in the trenches, 1914-1918 <ul style="list-style-type: none"> The Western Front & the British Sector, - mini mock,, 16 marks Weimar and Nazi Germany, 1918-1939
	<u>Autumn 2</u> Finish Early Elizabethan England 1558-1588 Start Medicine in Britain, 1250-present <ul style="list-style-type: none"> How far do you agree 16 mark question 	<u>Spring 2</u> Medicine and treatment in the trenches, 1914-1918 <ul style="list-style-type: none"> Explain why there was little change in the treatment of illness in Medieval England? 12 marks 	<u>Summer 2</u> <ul style="list-style-type: none"> Exams and feedback Weimar and Nazi Germany, 1918-1939
11	<u>Autumn 1</u> <ul style="list-style-type: none"> Weimar and Nazi Germany, 1918-1939 How useful are Sources A and B for an enquiry into attitudes in Germany towards the Treaty of Versailles? Explain your answer using Sources A and B and your knowledge of the historical context. 8 marks 	<u>Spring 1</u> <ul style="list-style-type: none"> Superpower Relations and the Cold War, 1941-1991 Explain two consequences of the Truman Doctrine. 	<u>Summer 1</u> <ul style="list-style-type: none"> Revision
	<u>Autumn 2</u> <ul style="list-style-type: none"> Weimar and Nazi Germany, 1918-1939 3b, 3c & 3d Interpretations of how Hitler became Chancellor (28 marks) Mock exams and feedback 	<u>Spring 2</u> <ul style="list-style-type: none"> Superpower Relations and the Cold War, 1941-1991 End of topic test: Superpower Relations- whole paper 	<u>Summer 2</u> Public exams

ITALIAN

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> Healthy and unhealthy living and food Describing previous lifestyle habits <i>Assessment: reading and grammar</i>	Spring 1 Talking about how you spent your Christmas holidays <i>Assessment: writing, grammar, listening and speaking</i> My studies Life at school/college Comparing UK and Italian school systems Education post-16	<u>Summer 1</u> Home, town, neighbourhood and region <i>Exam preparation</i>
	<u>Autumn 2</u> Healthy and unhealthy living How will you improve your lifestyle in the future? Christmas in Italy	<u>Spring 2</u> Describing a school trip Future plans (jobs, career choices and ambitions)	<u>Summer 2</u> <i>Exam feedback and target setting</i> Global issues: The environment Film: Io non ho paura Summer work: Customs and festivals in Italian-speaking countries/communities
11	<u>Autumn 1</u> Family and relationships. Marriage/partnerships	<u>Spring 1</u> Mock exam feedback and target setting. Free-time activities: music Travel and tourism. Holidays and accommodation	<u>Summer 1</u> World and global issues – poverty, homelessness. Revision of work and environment topics Exam preparation.
	<u>Autumn 2</u> Technology, media and social media. Free-time activities: cinema and television. <i>Mock exam preparation.</i> <i>Mock exams</i> Cinema and television continued	<u>Spring 2</u> <i>Spring assessment</i> Customs and festivals (revision and extension) The environment Social issues (gender pay gap, racism, bullying, addiction)	<u>Summer 2</u>

MATHEMATICS

FOUNDATION

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> <ul style="list-style-type: none"> Number: calculating with integers and decimals, indices, factors and multiples Algebra: algebraic manipulation and substitution 	<u>Spring 1</u> <ul style="list-style-type: none"> Equations, inequalities and sequences Angles 	<u>Summer 1</u> <ul style="list-style-type: none"> Linear graphs Transformations Revision of year in preparation for internal examinations
	<u>Autumn 2</u> <ul style="list-style-type: none"> Graphs, tables and charts Fractions and percentages 	<u>Spring 2</u> <ul style="list-style-type: none"> Averages and range Perimeter, area and volume 	<u>Summer 2</u> Year 10 Summer Internal Examinations <ul style="list-style-type: none"> Ratio and proportion Targeted review of topics based on assessment
11	<u>Autumn 1</u> <ul style="list-style-type: none"> Right angled triangles: Pythagoras and trigonometry Probability 	<u>Spring 1</u> <ul style="list-style-type: none"> Fractions, indices and standard form Congruence, similarity and vectors 	<u>Summer 1</u> Final Revision and Targeted Improvement whole class intervention work
	<u>Autumn 2</u> <ul style="list-style-type: none"> Multiplicative reasoning: compound measures, percentages, direct and inverse proportion Quadratic equations and graphs Perimeter, area and volume: circles, sectors and cylinders Internal Mock Examinations: (2 Papers) Paper 1: Non-Calculator (1.5 hours) Paper 2 : Calculator (1.5 hours)	<u>Spring 2</u> <ul style="list-style-type: none"> Algebra: Rearranging equations, non-linear graphs, simultaneous equations 	<u>Summer 2</u> External Examination: Paper 1: Non-Calculator (1.5 hours) Paper 2: Calculator (1.5 hours) Paper 3: Calculator (1.5 hours)

MATHEMATICS

HIGHER

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> <ul style="list-style-type: none"> Number: Calculations and rounding, indices, factors and multiples, standard form, surds Algebra: Equations, algebraic manipulation, sequences 	<u>Spring 1</u> <ul style="list-style-type: none"> Pythagoras and Trigonometry Linear graphs 2D Geometry: perimeter and area, circles, surface area, units and accuracy 	<u>Summer 1</u> <ul style="list-style-type: none"> Probability Revision of year in preparation for internal examinations
	<u>Autumn 2</u> <ul style="list-style-type: none"> Interpreting and representing data Fractions and percentages Ratio and proportion Angles 	<u>Spring 2</u> <ul style="list-style-type: none"> Transformations 3D Geometry: volume, units and accuracy Equations: quadratic equations and simultaneous equations 	<u>Summer 2</u> Year 10 Summer Internal Examinations <ul style="list-style-type: none"> Targeted review of topics based on assessment
11	<u>Autumn 1</u> <ul style="list-style-type: none"> Multiplicative reasoning: growth and decay, compound measures, ratio and proportion Similarity and congruence Trigonometric graphs 	<u>Spring 1</u> <ul style="list-style-type: none"> Equations and graphs: non-linear graphs and solving equations graphically Circle theorems Further algebra: rearranging formula, iteration, algebraic fractions, surds, functions and proof 	<u>Summer 1</u> Final Revision and Targeted Improvement whole class intervention work
	<u>Autumn 2</u> <ul style="list-style-type: none"> Further trigonometry: non right angled and 3D trigonometry Statistics Equations and graphs: inequalities <p>Internal Mock Examinations: (2 Papers) Paper 1: Non-Calculator (1.5 hours) Paper 2 : Calculator (1.5 hours)</p>	<u>Spring 2</u> <ul style="list-style-type: none"> Vectors and geometric proof Proportion and graphs 	<u>Summer 2</u> External Examination: Paper 1: Non-Calculator (1.5 hours) Paper 2: Calculator (1.5 hours) Paper 3: Calculator (1.5 hours)

MUSIC

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> Introduction to music theory, notation and listening skills. Introduction to the orchestra AoS2 The Concerto Through Time Concertos from the Baroque and Classical Period Composition skills, melody and harmony Class concert - solo performances Autumn Term Concert	<u>Spring 1</u> AoS4 Film Music The History of Film Music The Purpose and main musical features of Film Music Longer descriptive answers for Film Music question in exam Composition - thematic transformation	<u>Summer 1</u> AoS5 Conventions of Pop Introduction to the vocals and instruments of pop Rock 'n' Roll of the 1950s and 1960s Composition - songwriting
	<u>Autumn 2</u> AoS2 The Concerto Through Time Concertos from the Romantic period AoS2 End of Topic Test Carol Service	<u>Spring 2</u> AoS4 Film Music Video Game Music Film Music Composers and their Soundtracks AoS2 End of topic Test Spring Concert	<u>Summer 2</u> AoS5 Conventions of Pop Rock Anthems of the 1970s and 1980s Pop Ballads of the 1970s, 1980s and 1990s Solo Artists from the 1990s to the Present Day Comparison questions for exam. AoS5 End of Topic Test Mock solo performance to the class (15%) Free Choice composition based on The Concerto, film Music or Songwriting
11	<u>Autumn 1</u> AoS3 Rhythms of the World Africa Central and South America Rhythmic compositions Integrated Portfolio - Composition 1 Deadline (15%)	<u>Spring 1</u> Revision of AoS2 Practical Portfolio - Composition 2 Integrated Portfolio - Performance 1 Deadline (15%)	<u>Summer 1</u> Revision Coursework marks published and submitted (15th May)
	<u>Autumn 2</u> AoS3 Rhythms of the World India and Punjab Eastern Mediterranean and Middle East Class concert - ensemble performances AoS3 End of Topic Test	<u>Spring 2</u> Revision Practical Portfolio - Composition 2 Deadline (15%) Practical Portfolio - Ensemble Performance Deadline (15%)	<u>Summer 2</u> Revision J536/05 GCSE 9-1 Listening and Appraising Exam (40%)

PE GCSE

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> Paper 1 <ul style="list-style-type: none"> Bones and the functions of the skeleton Structure of the skeletal system/functions of the skeleton Muscles of the body Antagonistic pairs Structure of a synovial joint Types of freely moveable joints that allow different movements How joints differ to allow types of movement Types of Synovial Joint & Movement at a joint <p>*End of topic test</p> Paper 2 <ul style="list-style-type: none"> The meaning of health and fitness: physical, mental/ emotional and social health. The consequences of a sedentary lifestyle Obesity and how it may affect performance in physical activity and sport. Somatotypes 	<u>Spring 1</u> <p>*MOCK PAPER of Paper 1 and 2 combined</p> Paper 1 <ul style="list-style-type: none"> Structure of the heart Cardiac Cycle Cardiac output and stroke volume Paper 2 <ul style="list-style-type: none"> Classification of skills Goal Setting/ SMART targets to improve/ optimise performance Basic information processing 	<u>Summer 1</u> Paper 1 <ul style="list-style-type: none"> Analysis of basic movements in sporting examples Revision <p>*End of topic test</p> Paper 2 <ul style="list-style-type: none"> Controlling arousal techniques Aggression Personality Intrinsic and extrinsic motivation, including evaluation of their merits Revision
	<u>Autumn 2</u> Paper 1 <ul style="list-style-type: none"> The pathway of air and gaseous exchange. Mechanics of breathing Respiratory Interpretation of a spirometer trace Blood vessels Paper 2 <ul style="list-style-type: none"> Energy use (calories) / Reasons for having a balanced diet The role of carbohydrates, fat, protein, vitamins and minerals / Reasons for maintaining water balance (hydration) 	<u>Spring 2</u> Paper 1 <ul style="list-style-type: none"> Aerobic and anaerobic exercise Recovery/EPOC The immediate, short and long term effects of exercise Planes and Axes First, second and third class levers / Mechanical advantage Paper 2 <ul style="list-style-type: none"> Examples of and evaluation of the types of feedback and guidance Arousal and the Inverted U theory 	<u>Summer 2</u> <p>*June MOCK Exams Paper 1 and Paper 2</p> Paper 1 <ul style="list-style-type: none"> Components of fitness Linking sports to the required components of fitness NEA <ul style="list-style-type: none"> Coursework Part 1 (Strengths and Weaknesses)

	*End of topic test	<ul style="list-style-type: none"> Application of how optimal arousal has to vary in relation to the skill *End of topic test	
11	<u>Autumn 1</u> Coursework – Part 2 Paper 1 <ul style="list-style-type: none"> Reasons for and limitations of fitness testing Health and fitness, relationship between both Measuring the components of fitness and demonstrating how data is collected Fitness Testing In Sports Hall The principles of training and overload / Applications of the principles of training Types of training with reference to the advantages and disadvantages of using these types for different sports Paper 2 <ul style="list-style-type: none"> Engagement patterns of different social groups Factors affecting participation / Barriers to participation Commercialisation / sponsorship and media 	<u>Spring 1</u> Paper 1 <ul style="list-style-type: none"> Revision Paper 2 <ul style="list-style-type: none"> Players conduct Spectator behaviour/ hooliganism Drugs *End of topic test	<u>Summer 1</u> Revision for GCSE EXAMS
	<u>Autumn 2</u> Paper 1 <ul style="list-style-type: none"> High altitude training and seasonal aspects Warming up and cooling down Calculating intensity Considerations to prevent injury Revision *End of topic test Paper 2 <ul style="list-style-type: none"> Technology Revision 	<u>Spring 2</u> Revision for GCSE EXAMS	

PE CORE

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> Students pick which Pathway they want to participate in: <ul style="list-style-type: none"> Level 1 Sports Leader Qualification Individual Sports Pathway - just dance, yoga, fitness, badminton, table-tennis, trampolining, gymnastics, circuits Team Sports Pathway - netball, basketball, football, hockey, rounders, volleyball, handball, dodgeball, benchball 	<u>Spring 1</u> Continue Pathway.	<u>Summer 1</u> Athletics (rotation of 3 events per double lesson).
	<u>Autumn 2</u> Continue Pathway.	<u>Spring 2</u> Continue Pathway.	<u>Summer 2</u> Options: Rounders/cricket/tennis
11	<u>Autumn 1</u> Student choice of activity: Fitness suite, dodgeball, badminton, benchball, just dance, fitness, netball, orienteering, volleyball	<u>Spring 1</u> Student choice of activity: Fitness suite, dodgeball, badminton, benchball, just dance, fitness, netball, orienteering, volleyball	<u>Summer 1</u> Student choice of outdoor activity: Rounders/ Tennis
	<u>Autumn 2</u> Student choice of activity: Fitness suite, dodgeball, badminton, benchball, just dance, fitness, netball, orienteering, volleyball	<u>Spring 2</u> Student choice of activity: Fitness suite, dodgeball, badminton, benchball, just dance, fitness, netball, orienteering, volleyball	

Philosophy, Religion and Ethics

Key stage 4: EDUQAS Religious Studies GCSE

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> Issues of Human Relationships: Diverse Christian views on: <ul style="list-style-type: none"> • marriage and families • divorce • cohabitation • sexual relationships and contraception • gender equality Christian Beliefs and Teachings: The nature of God; Beliefs about Jesus Christ; Creation	<u>Spring 1</u> Buddhism: Human Destiny; and ethical teachings Issues of Life and Death: Christian and humanist views on the value of human life, and the origin and development of the universe	<u>Summer 1</u> Issues of Good and Evil: the concepts of good, evil and suffering Christian Practices: Christianity in modern Britain; the role of the church; different types of worship
	<u>Autumn 2</u> Buddhist Beliefs and Teachings: The Life of the Buddha; Key Beliefs in Buddhism. The Four Noble Truths; Buddhist Beliefs about Human Nature Christian Beliefs and Teachings: Beliefs about salvation; life after death	<u>Spring 2</u> Issues of Good and Evil: Crime and Punishment; forgiveness Issues of Life and Death: Christian and humanist views on abortion and euthanasia; death and the afterlife	<u>Summer 2</u> School exams Exam feedback and improvement work Christian Practices: Sacraments; pilgrimage; the worldwide Church
11	<u>Autumn 1</u> Buddhist Practices: Places of worship; death and mourning rituals; meditation; aids to worship Issues of Human Rights: Human rights and social justice; Prejudice and Discrimination	<u>Spring 1</u> Mock feedback and improvement Subject knowledge and skills review	<u>Summer 1</u> REVISION FINAL EXAMS
	<u>Autumn 2</u> Buddhist Practices: devotional practices; pilgrimage and festivals Issues of Human Rights: Issues of wealth and poverty Mock GCSE exam	<u>Spring 2</u> Revision	

PHYSICS

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn</u> Atomic structure and Radioactivity Combined Science Trilogy textbook: Pages 337 to 356 Separate Science textbook: Pages 92 to 111 and 234/35 History of the development of the model of the atom Isotopes and radioisotopes Radioactive decay and equations Structure and properties of ionising radiation Half life Irradiation and Contaminations Uses of radioactive materials Background radiation Fission and Fusion Life cycle of stars	<u>Spring</u> Electricity Combined Science Trilogy textbook: Pages 291 to 317 Separate Science textbook: Pages 50 to 75 Electric fields Static electricity Electric charge and current How potential difference and resistance affect the current in a circuit. Ohms law and IV graphs for components How current, potential difference and resistance behave in series and parallel circuits Components for sensing Electrical power Electricity in the home	<u>Summer</u> Waves Combined Science Trilogy textbook: Pages 610 to 629 Separate Science textbook: Pages 50 to 75 Describing waves Frequency and time period Calculating and measuring the speed of waves in solids, liquids and gases Electromagnetic waves and uses Refraction How to reduce loss of thermal radiation Sound How to use waves to look inside objects (seismic and ultrasound) Colour Reflection and seeing objects Lenses Black bodies
11	<u>Autumn</u> Forces Combined Science Trilogy textbook: Pages 562 to 609 Separate Science textbook: Pages 114 to 171 Scalars and vectors Addition and resolution of vectors Speed, acceleration and motion graphs Newtons' laws of motion Stopping distances Terminal velocity Hooke's law Momentum and impulse Pressure Pressure in fluids	<u>Spring</u> Electromagnetism Combined Science Trilogy textbook: Pages 630 to 642 Separate Science textbook: Pages 214 to 231 Properties of magnets and magnetic fields The link between electricity and magnetism Electromagnets and their uses Electromagnetic forces Transformers Electromagnetic induction How microphones and loudspeakers work	<u>Summer</u> Revision and exams

RUSSIAN

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> <ul style="list-style-type: none"> Who am I? Relationships; when I was younger; what my friends and family are like Town, region and country: places to see in my area 	<u>Spring 1</u> <ul style="list-style-type: none"> Daily life: food and drink; shopping and cafes Environmental issues: being “green” whilst shopping 	<u>Summer 1</u> <ul style="list-style-type: none"> Holidays: preferences, activities, experiences and destinations. Travel and tourist transactions: travel; accommodation; eating out; shopping. Revision for internal exams
	<u>Autumn 2</u> <ul style="list-style-type: none"> What makes a good friend (characteristics and descriptions) Daily life; shopping for clothes Daily life: everyday life, my regime Town, region and country: things to do.in my area 	<u>Spring 2</u> <ul style="list-style-type: none"> Interests; socialising with friends and family; reading; music; sport; film and television. Town, region and country: weather Town, region and country: things to do. Sports and music events 	<u>Summer 2</u> <ul style="list-style-type: none"> Cultural life: celebrations and festivals; Travel and tourist transactions: asking for help and dealing with problems; directions;
11	<u>Autumn 1</u> <ul style="list-style-type: none"> What school is like: school types; school day; subjects; rules and pressures; celebrating success Role models for your academic and future life, who are they and what do they do (jobs/volunteering) 	<u>Spring 1</u> <ul style="list-style-type: none"> Work: jobs, careers and professions. Future aspirations, study and work Using languages beyond the classroom: forming relationships; travel; employment. 	<u>Summer 1</u> <ul style="list-style-type: none"> School activities: school trips (revision of travel), events (revision of events) and exchanges. Revision
	<u>Autumn 2</u> <ul style="list-style-type: none"> Social media and technology (use of, advantages and disadvantages). Ambitions: further study; volunteering; training Revision for mock exams 	<u>Spring 2</u> <ul style="list-style-type: none"> Environmental issues: being “green” at school; access to natural resources. Bringing the world together: campaigns and good causes. 	<u>Summer 2</u> <ul style="list-style-type: none"> Revision for GCSEs

SCIENCE (COMBINED)

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> Biology: Organisation Chemistry: Bonding, structure and properties Physics: Electricity	<u>Spring 1</u> Biology: Bioenergetics Chemistry: Chemical changes Physics: Atomic structure	<u>Summer 1</u> Biology: Ecology Chemistry: Energy changes Physics: Electromagnetism
	<u>Autumn 2</u> Biology: Organisation Chemistry: Bonding, structure and properties Physics: Electricity	<u>Spring 2</u> Biology: Ecology Chemistry: Chemical changes Physics: Atomic structure	<u>Summer 2</u> Biology: Ecology Chemistry: Rates of reaction Physics: Energy
11	<u>Autumn 1</u> Biology: Homeostasis and response Chemistry: Equilibria Physics: Energy	<u>Spring 1</u> Biology: Variation, inheritance and evolution Chemistry: Hydrocarbons and analysis Physics: Further forces	<u>Summer 1</u>
	<u>Autumn 2</u> Biology: Homeostasis and response Chemistry: Quantitative chemistry Physics: Waves	<u>Spring 2</u> Revision	<u>Summer 2</u>

Sociology

Year	Autumn Term	Spring Term	Summer Term
10	<p>Autumn 1 The Sociological Approach Social Structures, Social processes and social issues</p> <ul style="list-style-type: none"> What is Sociology? What are the key debates within sociology? What are the key ideas of the classical sociologists Durkheim, Marx and Weber? What are the key ideas of the different sociological perspectives such as Feminism, Functionalism, Interactionism and Marxism? <p>Families</p> <p>Family forms</p> <ul style="list-style-type: none"> What is a family? What types of family diversity are there? Why have different family types become more or less common? What is Rapoport and Rapoport's account of family diversity? How far could it be said that there is a typical family in the UK today? 	<p>Spring 1 Families Continued Changing relationships within families</p> <ul style="list-style-type: none"> How have relationships within families changed over time? (pre-industrial, industrial and contemporary/modern) What changes have there been in people's relationships with members of their wider families? What are contemporary family-related issues? including the quality of parenting, Have parent and child relationships improved over the years? The relationships between teenagers and adults and the relationship between the elderly and their families How far does the ageing population impact the family? <p>Marriage and Divorce</p> <ul style="list-style-type: none"> What are the changing patterns and explanations of marriage and divorce in Britain since 1945? Explanations including: changes in the law, changes in social attitudes and values, secularisation, changes in the status of women in society What are the consequences of divorce for family members (husband and wife, children and extended family) and the increase in the numbers of lone-parent families? What is the view of the sociological perspectives on these issues (functionalist, feminist and Marxist) <ul style="list-style-type: none"> Research methods and Families Exam technique Families End of unit Test 	<p>Summer 1 Processes within schools</p> <p>Processes within schools affecting educational achievement</p> <ul style="list-style-type: none"> How can processes within schools affect educational achievement? including, streaming, setting, mixed ability teaching, labelling and the self-fulfilling prophecy What is the interactionist approach to education? What impact does labelling and the self-fulfilling prophecy have on achievement? What is the influence of streaming and subcultures on achievement? with reference to Ball What is the impact of the counter-school culture? with reference to Willis <p>Educational Achievement</p> <p>Gender</p> <ul style="list-style-type: none"> What are the patterns of achievement for gender? Why has there been an improvement in females' achievement? What are the reasons for the relative underachievement of boys? Why is there a difference in subject choice between males and females? <p>Ethnicity</p> <ul style="list-style-type: none"> What is the pattern of educational attainment for different ethnic groups?

		<ul style="list-style-type: none">How do school processes influence the achievement of different ethnic groups? <p>Government Education Policies</p> <ul style="list-style-type: none">What have been the key historical changes in Britain's education system?What were the key changes introduced through the 1988 Education Act?What has been the impact of marketisation in education with reference to Ball <i>et al.</i> and parental choice?What have been the key changes in government educational policies since 1997?
<p><u>Autumn 2</u></p> <p>Families and Households Continued</p> <p>Functions of families</p> <ul style="list-style-type: none">What are the differing views of the functions of familiesWhat is Parsons' functionalist perspective on primary socialisation and the stabilisation of adult personalities <p>Criticisms of Families</p> <ul style="list-style-type: none">How do the Functionalist/Marxist/Feminist perspectives view the role of families? (Zaretsky on developments in families from a Marxist perspective, and Delphy and Leonard's feminist critique of families) <p>Family forms</p> <ul style="list-style-type: none">How far can it be said that there is a typical family in Britain today?	<p><u>Spring 2</u></p> <p>Education</p> <p>Roles and functions of education</p> <ul style="list-style-type: none">What are the different views of the role and functions of education?How does the Functionalist/Marxist Perspective view the role of the education system differ?The functionalist perspective of Durkheim on education as the transmission of norms and values and of Parsons on achieved status and the operation of schools on meritocratic principlesWhat are the features of different types of school including primary and secondary, state and private?What are the advantages and disadvantages of state and private education?What do we mean by alternative forms of educational provision including home schooling and deschooling? <p>The relationship between education and capitalism</p>	<p><u>Summer 2</u></p> <p>Internal School Examinations</p> <p>Sociological Research Methods</p> <ul style="list-style-type: none">How do sociologists go about their research? What is the process involved in research design?How can you evaluate different quantitative and qualitative methods of research?How useful are different types of data?What are primary and secondary sources of data?How do we interpret data?What practical, ethical and theoretical issues arise during the research process?

	<ul style="list-style-type: none"> How do family forms differ in the UK and within a global context? <p>Conjugal Role Relationships</p> <ul style="list-style-type: none"> What are the different views of conjugal role relationships? (joint and conjugal role) How is the domestic division of labour different in traditional and contemporary families? What issues impact conjugal role relationships within the contemporary family? - including decision making, money management, dual career families, child rearing and leisure activities How is power distributed between partners in relationships? What is the feminist perspective of Oakley on the idea of the conventional family? What are the key ideas of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young? Is the Symmetrical family a reality or myth? 	<ul style="list-style-type: none"> What are the different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis What is Paul Willis' work on counter-school culture? <p>Educational achievement</p> <p>Factors affecting educational achievement including class, gender and ethnicity</p> <ul style="list-style-type: none"> What are the patterns of achievement based on social class? How do material factors influence achievement?- with reference to Halsey and class based inequalities How do parental attitudes/choice and competition between schools influence achievement? -with reference to Ball 	
11	<p>Autumn 1</p> <p>Crime and deviance</p> <p>The social construction of crime and deviance</p> <ul style="list-style-type: none"> What is meant by crime and deviance? How is deviance socially constructed? <p>Social control</p> <ul style="list-style-type: none"> What is the difference between formal and informal social control? <p>Data on crime</p> <ul style="list-style-type: none"> What methods are used to research crime and deviance? What are the main sources of data on crime? What problems are there with police recorded crime statistics? What is the 'dark figure' of crime? 	<p>Spring 1</p> <p>Social Stratification</p> <p>Introduction to social stratification</p> <ul style="list-style-type: none"> What is social stratification? What are the different types of social stratification? <p>Functionalist theory of stratification</p> <ul style="list-style-type: none"> What are the different views of the functionalist theory of social stratification? The work of Davis and Moore -effective role allocation and performance linked to promise of rewards 	<p>Summer 1</p> <p>Revision</p> <p>External GCSE Exams</p>

	<p>The Social Construction of Crime and Deviance</p> <p>Theories of Crime and Deviance</p> <ul style="list-style-type: none"> • How do different Sociological perspectives compare with their views on social control and crime? (Interactionist, functionalist, feminist and Marxist) • What are Merton's views on the causes of crime from a functionalist perspective? • What are Becker's views on the causes of crime from an interactionist perspective? <p>Criminal and deviant behaviour</p> <ul style="list-style-type: none"> • What factors affect criminal and deviant behaviour? including social class, gender, ethnicity and age. <p>The relationship between class and crime</p> <ul style="list-style-type: none"> • What are the key ideas of Albert Cohen on delinquent subcultures? <p>The relationship between gender and crime</p> <ul style="list-style-type: none"> • What are the patterns in the statistics for gender and crime? • Why is there increasing women/s involvement in crime? • What is the link between gender, crime and poverty? - Pat Carlen 	<p>Socio-economic class</p> <ul style="list-style-type: none"> • What are the different Perspectives views of socio-economic class • What is Marx's view on social class? • What is Weber's view on class, status and power? • What are the different social class scales? <p>Life chances</p> <ul style="list-style-type: none"> • What do we mean by life chances? • What is the relationship between life chances and social class, gender, race and ethnicity, • How do factors such as sexuality, disability, religion and belief can affect life chances? • What are sociological perspectives on life chances? (functionalist, feminist and Marxist) • What does the term 'social mobility' mean?, • What is the extent of social mobility in Britain? • What are the problems in measuring social mobility? • What are Devine's ideas on the affluent worker? • Are well off members of the working class becoming more like the middle class? Embourgeoisement (Goldthorpe et al). • What is the link between gender and power? How can we explain inequalities linked to gender • What are the links between ethnicity and inequality? Why does inequality persist? • What are the power relationships and inequalities linked to age? <p>Poverty as a social issue</p> <ul style="list-style-type: none"> • What do the terms relative and absolute poverty mean? • What are the different interpretations of poverty as a social issue? including the culture of poverty, material deprivation 	
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Autumn 2	<p>The relationship between ethnicity and crime</p> <ul style="list-style-type: none"> What are the patterns in the statistics on ethnicity and crime? What are the explanations for the relationship between ethnicity and crime? <p>The relationship between Age and Crime</p> <ul style="list-style-type: none"> What is the pattern of crime and deviant behaviour of different age groups? What factors affect criminal and deviant behaviour of different age groups? What are the Sociological explanations for differences between age groups?-Albert Cohen's key ideas on delinquent subcultures How should society respond to criminal behaviour by young people? Age of criminal responsibility, Youth custody <p>Debates on crime: treatment of young offenders</p> <ul style="list-style-type: none"> Should young people be punished for crimes or should they be treated in a way to prevent them recommitting in the future? 	<p>Spring 2</p> <p>Stratification</p> <p>Power and authority</p> <ul style="list-style-type: none"> What are the different forms of power and authority?- including traditional, charismatic, rational-legal, formal and informal sources of power What are the key ideas of Weber on power and authority? How do sociological perspectives differ on power and authority? (functionalist, feminist and Marxist) <p>Power relationships</p> <ul style="list-style-type: none"> What are the different factors affecting power relationships? including social class, gender, sexuality, race, age, disability, religion and beliefs How do sociological perspectives differ on power relationships? (functionalist, feminist and Marxist) What are Walby's ideas on patriarchy? <p>Globalisation</p> <ul style="list-style-type: none"> What is Globalisation? What is the impact of Globalisation on the UK? 	<p>Summer 2</p> <p>External GCSE Examinations</p>

<ul style="list-style-type: none"> • Punishment or education? <p>Debates on Crime: The prison System, rehabilitation and punishment</p> <ul style="list-style-type: none"> • What is the prison system designed to achieve? • Arguments for and against the use of prison and punishment • Should people be punished and sent to prison for their crimes or should they be rehabilitated? • Arguments for and against the use of community punishment. • Alternatives to prison <p>Debates on crime: Violent crime and sentencing</p> <ul style="list-style-type: none"> • How should society respond to violent crime? • Sentencing violent offenders • Mandatory prison sentences <p>Debates on crime: the media</p> <ul style="list-style-type: none"> • What is the public debate over the media coverage of crime? • How accurate is the reporting of crime by the media? • Are the media biased in their presentation of crime? • What is the role of the mass media in the process of deviancy amplification? • How accurate is the reporting of crime by the media? • Does the media create crime • Research methods and crime <p>Revision for Mock Examinations</p>	<ul style="list-style-type: none"> • What is the link between globalisation and poverty? • Research methods and Stratification <p>Revision and stratification end of unit test.</p>	
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SPANISH

Year	Autumn Term	Spring Term	Summer Term
10	<u>Autumn 1</u> Unit 1: Me, my family and friends (theme 1)	<u>Spring 1</u> Units 9: My studies (theme 3)	<u>Summer 1</u> Unit 2: Technology in everyday life (theme 1) Examination preparation
	<u>Autumn 2</u> Unit 5: Home, town, neighbourhood and region (theme 2)	<u>Spring 2</u> Unit 10: Life at school and college (theme 3)	<u>Summer 2</u> EXAMS and feedback Unit 2: Technology in everyday life (theme 1)
11	<u>Autumn 1</u> Unit 8: Travel & Tourism (theme 2) Unit 4: Customs & Festivals (theme 1)	<u>Spring 1</u> Exam feedback Unit 6: Social issues (theme 2) Unit 7: Global issues (theme 2)	<u>Summer 1</u> Oral exams Unit 11-12: Education post-16 / Jobs, career choices and ambitions EXAMS
	<u>Autumn 2</u> Unit 6: Social issues (theme 2) Examination preparation MOCKS	<u>Spring 2</u> Unit 7: Global issues (theme 2) Unit 3: Free-time activities (theme 1) Oral exam preparation	<u>Summer 2</u> EXAMS

Presdales School