

| Year 9 | Summative One | Summative Two | Summative Three | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| English | In half one, students compose a piece of prose based on the study of the Dystopian unit and their reading of 'Fahrenheit 451'. | In half term three, students will deliver a speech as part of their GCSE course. They will be required to discuss a topic for a sustained period of time and respond to questions. | In half term five, students will complete an analytical response to a single poem based on the unit of War poetry that they will have studied. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | In the first term of their GCSE, students focus on number work as a bridge between year 8 and 9. These skills are assessed in half term two, which will also include new topics such as indices and standard form. | Shape and space feature heavily in term two, with new topics such as Pythagoras' Theorem and shape transformations. Half term four is when students will be assessed on their shape work. | In half term five, students will be assessed on the content taught in year 9 depending on tier. Foundation will focus on trigonometry and number work, whereas higher will focus on volume, surface area and work on triangle geometry. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science | Half-term 1: Students will sit an assessment on B1. This will be a mixture of short and longer GCSE questions. | Half-term 3: Students will sit an assessment on C1 and P1. It will also revisit the B1 topic. This will be a mixture of short and longer GCSE questions. | Half-term 5: Students will sit 3 assessment papers. Biology: B1 and B2. Chemistry: C1 and C2. Physics P1 and P3. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th colspan="3">GCSE Topics – Year 9, 10 and 11</th> </tr> </thead> <tbody> <tr> <td>B1: Cell Biology</td> <td>C1: Atomic Structure & Periodic Table</td> <td>P1: Energy</td> </tr> <tr> <td>B2: Organisation</td> <td>C2: Bonding</td> <td>P2: Electricity</td> </tr> <tr> <td>B3: Disease</td> <td>C3: Quantitative Chemistry</td> <td>P3: Particles</td> </tr> <tr> <td>B4: Bioenergetics</td> <td>C4: Chemical Changes</td> <td>P4: Atoms & Radiation</td> </tr> <tr> <td>B5: Homeostasis</td> <td>C5: Energy Changes</td> <td>P5a: Motion</td> </tr> <tr> <td>B6: Inheritance</td> <td>C6: Rate & Extent of Change</td> <td>P5b: Forces</td> </tr> <tr> <td>B7: Ecology</td> <td>C7: Organic Chemistry</td> <td>P6: Waves</td> </tr> <tr> <td></td> <td>C8: Chemical Analysis</td> <td>P7: Magnets</td> </tr> <tr> <td></td> <td>C9: Chemistry of the Atmosphere</td> <td>P8: Space (separates only)</td> </tr> <tr> <td></td> <td>C10: Using Resources</td> <td></td> </tr> </tbody> </table> | | | | GCSE Topics – Year 9, 10 and 11 | | | B1: Cell Biology | C1: Atomic Structure & Periodic Table | P1: Energy | B2: Organisation | C2: Bonding | P2: Electricity | B3: Disease | C3: Quantitative Chemistry | P3: Particles | B4: Bioenergetics | C4: Chemical Changes | P4: Atoms & Radiation | B5: Homeostasis | C5: Energy Changes | P5a: Motion | B6: Inheritance | C6: Rate & Extent of Change | P5b: Forces | B7: Ecology | C7: Organic Chemistry | P6: Waves | | C8: Chemical Analysis | P7: Magnets | | C9: Chemistry of the Atmosphere | P8: Space (separates only) | | C10: Using Resources | |
| GCSE Topics – Year 9, 10 and 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B1: Cell Biology | C1: Atomic Structure & Periodic Table | P1: Energy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B2: Organisation | C2: Bonding | P2: Electricity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B3: Disease | C3: Quantitative Chemistry | P3: Particles | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B4: Bioenergetics | C4: Chemical Changes | P4: Atoms & Radiation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B5: Homeostasis | C5: Energy Changes | P5a: Motion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B6: Inheritance | C6: Rate & Extent of Change | P5b: Forces | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B7: Ecology | C7: Organic Chemistry | P6: Waves | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | C8: Chemical Analysis | P7: Magnets | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | C9: Chemistry of the Atmosphere | P8: Space (separates only) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | C10: Using Resources | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RE | <p>In half term 1 and 2 students are introduced to world faiths. This is a preparation unit before they begin their GCSE journey after Christmas.</p> <p>In this unit they will explore two faiths; Islam and Hinduism but also what faith means in the modern world.</p> <p>Their first summative will be focused on the knowledge collated on the whole unit with focus on the definition of the Hindu holy book. Be able to describe the relevance of the Qur'an to and the Hajj pilgrimage to the Muslim faith and produce an extended piece of writing on the "The relevance of religion in the modern world".</p> | <p>In half term 3 and 4 they start their GCSE content which will take them until the end of Y11 complete. There are three components to the RE GCSE; Judaism, Foundational Catholic Theology and Applied Catholic Theology. In Y9 they start with the Judaism content. This is intertwined with the Catholic theology they need to know but also studied in Term 1 of Y8. The Judaism content is split into two parts; Beliefs and teachings and also practises. Students will need to display knowledge and understanding in both of these areas.</p> <p>For the summative assessment students will focus on the teachings surrounding the Messiah / Messianic</p> | <p>In half term 5 they will have completed the whole of the beliefs, teachings and practises Jews take part in. For their final summative assessment, they will complete a full GCSE style exam paper based on the content studied since the January.</p> <p>Students will give definitions on Messiah and Kosher. They will be able to describe the Abrahamic covenant as well as the Jewish festival of Sukkot. Students will then explain the beliefs surrounding Jewish teachings on Life after Death but also the importance of a synagogue. To conclude they will create an extended piece of writing on 613 Mitzvot's and the importance of festivals like Shabbat. They will need to evaluate the different views on these areas.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | Age. They will also explain the importance and relevance of the Abrahamic covenant. | |
| Geography | In half term two, students will be tested on their knowledge of Cities and Urbanisation through 20-marks worth of GCSE-style questions. | In half term three, students will be tested on their knowledge of Cities, Urbanisation, Leisure, Retail and Global Cities through 50-marks worth of GCSE-style questions. | In half term five, students will be tested on their knowledge of Cities, Urbanisation, Leisure, Retail, Global Cities, Trade, Aid, Development and Rivers through 50-marks worth of GCSE-style questions. |
| History | In half term two, students will complete an assessment worth 32 marks. They will answer all 3 questions types from Medicine through time (4, 12 and 16 marks), and will cover the Medieval and Renaissance time periods (1250-1700). | In half term four, students will complete an assessment worth 32 marks. They will answer all 3 questions types from Medicine through time (4, 12 and 16 marks), and will cover the whole time period from 1250-present. | In half term five, students will complete an assessment worth 32 marks. They will answer 'how could you follow up source A' (4 marks), from the British sector on the Western Front, 1914-18. They will complete an 'explain why' (12 marks), about the Renaissance period. Finally, they will complete a 'how far do you agree' (16 marks) about key topic 1 of Early Elizabethan England, 1558-69. |
| Languages: French | In half term 2 students are assessed on their extended writing skills on the topic of self and family. They demonstrate the ability to identify and recall elements of the mark scheme taught in lesson as well as retrieve detailed knowledge from the last half term through written sentences and extended paragraphs of 90-150 words. | This is to be confirmed as we have a brand-new specification. | This is to be confirmed as we have a brand-new specification. |
| Language: German | In half term 2 students are assessed on their extended writing skills on the topic of self and family. They demonstrate the ability to identify and recall elements of the mark scheme taught in lesson as well as retrieve detailed knowledge from the last half term through written sentences and extended paragraphs | This is to be confirmed as we have a brand-new specification. | This is to be confirmed as we have a brand-new specification. |
| Art | <p>During half term 1A Pupils produce a set of artist research pages on the artist Stephanie Ledoux where pupils produce a piece of practical work which emulates her style and approach thus developing their own practical skills. Students will need to demonstrate their knowledge and application of the all the formal elements of art and design but in particular their drawing and recording skills, use of a pencil to shade and show three dimensionally.</p> <p>During half term 1B Pupils produce a set of artist research pages on the artist Paul Jackson where pupils produce a piece of practical work which emulates his style and approach thus developing their own practical skills. Students will need to demonstrate their</p> | <p>During half term 2A Pupils produce a set of artist research pages on the artist Lorraine Shemesh where pupils produce a piece of practical work which emulates her style and approach thus developing their own practical skills. Students will need to demonstrate their knowledge and application of the all the formal elements of art and design but in particular their drawing and recording skills, use of pencil crayons to shade and show three dimensionally.</p> <p>During half term 2B Pupils produce a set of artist research pages on the artist Patricia Ariel where pupils produce a piece of practical work which emulates her style and approach thus developing their own practical</p> | <p>During half term 3A Pupils produce a set of artist research pages on the artist Georgia O'Keeffe where pupils produce a piece of practical work which emulates her style and approach thus developing their own practical skills. Students will need to demonstrate their knowledge and application of the all the formal elements of art and design but in particular colour theory and their painting skills, use of different painting mediums to show three dimensionally.</p> <p>During half term 3B Pupils produce a set of artist research pages on the artist Andrew Salgado where pupils produce a piece of practical work which</p> |

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| | <p>knowledge and application of the all the formal elements of art and design but in particular their drawing and recording skills, use of a pen and ink to show three dimensionally and texture. Written work needs to demonstrate critical understanding and appropriate use of key terminology and presentation.</p> | <p>skills. Students will need to demonstrate their knowledge and application of the all the formal elements of art and design but in particular their drawing and recording skills, portraiture, composition and pattern application. Written work needs to demonstrate critical understanding and appropriate use of key terminology and presentation.</p> | <p>emulates his style and approach thus developing their own practical skills. Students will need to demonstrate their knowledge and application of the all the formal elements of art and design but in particular their mark making skills, use of a paint and colour combinations to show three dimensionally and texture. Written work needs to demonstrate critical understanding and appropriate use of key terminology and presentation. All work produced so far from this academic year known as coursework will also be used to inform the overall holistic achieved grade. Note Coursework accounts for 60% of the final GCSE Art and Design grade.</p> |
| Music | <p>During term 1 students will be assessed on the creation of a 30-60 second product through live performance, original song/composition/ DAW project.</p> | <p>During Term 2 students will be assessed on their planning and execution of a 2-minute performance or composition.</p> | <p>During term 3 students will be assessed on the planning and execution of a musical product based on a brief.</p> |
| Drama | <p>During term 1 students will be assessed on a scripted performance from "Of Mice and Men".</p> | <p>During term 2 students will be assessed on devising a piece of drama based on a stimulus.</p> | <p>During term 3 students will be examined on the key characters, concepts, and story of the play Blood Brothers.</p> |
| Product Design (Resistant Materials and Textiles) | <p>In half term two the pupils will complete a 50-mark exam. The exam is half the length and mirrors the structure of their real GCSE examination. Section A – 10 marks (taught in Y9 so far) Section B- 15 marks (Taught in Y9 so far) Section C- 25 marks (Taught throughout Y9 so far) Students will be given revision lists and guided revision materials tailored towards the exam at least one week before. <i>See revision list- (codes relate to the absolutes on the VLE)</i></p> | <p>In half term three the pupils will complete a 50-mark exam. The exam is half the length and mirrors the structure of their real GCSE examination. Section A – 10 marks (taught in Y9 so far) Section B- 15 marks (Taught in Y9 so far) Section C- 25 marks (Taught throughout Y9 so far) Students will be given revision lists and guided revision materials tailored towards the exam at least one week before. <i>See revision list- (codes relate to the absolutes on the VLE)</i></p> | <p>In half term five the pupils will complete a 50-mark exam. The exam is half the length and mirrors the structure of their real GCSE examination. Section A – 10 marks (taught in Y9 so far) Section B- 15 marks (Taught in Y9 so far) Section C- 25 marks (Taught throughout Y9 so far) Students will be given revision lists and guided revision materials tailored towards the exam at least one week before. <i>See revision list- (codes relate to the absolutes on the VLE)</i></p> |
| | <p><u>An exam comprised of the following topics:</u> Section A S1.2- Enterprise. S1.3- Sustainability S1.4 People S1.8- CAD / CAM / JIT</p> | <p><u>An exam comprised of the following topics:</u> Section A 1.11- Composite Materials 1.9- Design for Maintenance 1.10- Energy storage 1.9- Planned obsolescence</p> | <p><u>An exam comprised of the following topics:</u> Section A 1.14- Papers and boards 1.13- Types of movement 1.10- Renewable energy 1.15- Manufactured boards</p> |

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| | <p>Section B 2.9 How to shape and form using cutting, abrasion and addition 2.13 Tools Equipment and Processes Maths Percentages S1.8- CAD</p> <p>Section C 3.5 – The work of others- Apple/ Zara 3.1- Use primary and secondary data to understand client and/or user needs 3.8 Communication of design ideas 3.10 Selection of materials and components- Product analysis – suitability 3.2- How to write a specification</p> | <p>1.8- Just in Time 1.11- Smart materials</p> <p>Section B 2.6- Materials sources and origins 2.9 Commercial manufacturing processes 1.3 Sustainable design Maths- percentages 2.3 Ecological and social footprint 2.4 6 R's</p> <p>Section C 3.1 Primary and secondary research Maths- Pie charts 3.10/ 3.1 Selection of materials and components- Product analysis- Ergonomics 1.8 CAD 3.1- Anthropometrics 3.14- Risk assessments</p> | <p>1.12- Systems approach to designing- inputs processes and outputs/ micro controllers.</p> <p>Section B 2.3 and 2.4- environmental issues and the 6 R's Maths- Percentages and bar charts. 2.13- Removal of waste</p> <p>Section C 3.10/3.1- Selection of materials and components- Product analysis- Ergonomics/ Functionality 3.8- Communication of design ideas- orthographic/ isometric drawing/ exploded diagrams. 3.1- Product analysis and evaluation/ anthropometric data 3.7- Explore and develop their own ideas- modelling 3.14- Specialist tools and equipment</p> |
| GCSE PE | In half term one, students will complete a 30-mark interleaving knowledge quiz, testing their knowledge and practical application of the “optimising fitness” unit. Specific topics include components of fitness and fitness testing. | In half term Four, students will complete a 60-mark interleaving paper, testing their knowledge and practical application of the “optimising fitness” unit. Specific topics include components of fitness and fitness testing, methods of training, benefit of a warm up and cool down, Injury in Sport. | In half term five, students will complete a 60-mark interleaving paper, testing their knowledge and practical application of the “Anatomy and Physiology” unit. Specific topics include the Cardiovascular, respiratory and muscular systems. Additionally, students will be assessed on their practical for one of their assessed sports. |
| BTEC PE | In half term one, students will complete a 30-mark interleaving knowledge quiz, testing their knowledge and practical application of the “optimising fitness” unit. Specific topics include components of fitness and fitness testing. | In half term three, students will complete component two of the specification; an extended piece of writing explaining the importance of the fitness and skill related components of fitness for their chosen sport. In term four, they will be assessed on the practical performance in their chosen sport. | In half term five, Students will be assessed on a presentation that explores the roles and responsibilities of officials in their selected sport. Finally, they will demonstrate ways to improve participants sporting techniques, through producing a detailed plan and leading a skills session to a group of young individuals. |
| Computing | Computing In half term two, students will sit an assessment based on the topics: - system architecture, memory/storage and programming skills | Computing In half term four, students will sit an assessment covering topics from the first assessment and networks/programming techniques. | Computing In the final term, students will complete an assessment that revisits previous topics and has questions on network security, data types and programming. |
| iMedia | iMedia In half term two, students will sit an assessment on the media industry, job roles, style, content, layout and visual identity. | iMedia In half term four, students will sit an assessment that includes media industries, job roles, target audience and research methods | iMedia In the final term, students will complete an assessment on previous knowledge and include: - production phases, style content and layout, |

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| | | | laws and legislation and also preproduction planning |
| Business | In half term 1, students will complete a series of exam style questions that are either knowledge or case study based. These questions will include multiple choice, 1, 2, 3 and 6 mark questions. Exam questions will be based on the topic Enterprise and entrepreneurship (1.1). | In half term 3 students will complete a series of exam or exam style questions that are either knowledge or case study based. These questions will include multiple choice, 1, 2,3, 6 and 9 mark questions. Exam questions will be based on the topics Enterprise and entrepreneurship (1.1), and Putting a business idea into practice (1.3). | In half term 5 students will complete a series of exam questions that are either knowledge or case study based. These questions will include multiple choice, 1, 2, 3, 6 and 9 mark questions. Exam questions will be based on the topics Enterprise and entrepreneurship (1.1), Putting a business idea into practice (1.3), Spotting a business opportunity (1.2), Making the business effective (1.4). |