

## Year 9- Subjects and assessments studied each term

Y9 Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
2D Art 2 year  Art Mixed Media 2 year  2D Art 3 year	Coursework unit one <b>Still life project focus on fruit</b> Coloured pencil, pen and wash, collage, pastels, acrylic Artist study Observational drawings Photography <b>Assessment:</b> GCSE criteria grade sheets  <b>Printmaking</b> History of Printmaking Experimentation and trials Artist study Final outcome  <b>Assessment:</b> GCSE criteria sheet	Coursework unit one <b>Still life project focus on fruit</b> Coloured pencil, pen and wash, collage, pastels, acrylic Artist study Observational drawings Photography <b>Assessment:</b> Peer assessment Teacher assessed and feedback  <b>Printmaking</b> History of Printmaking Experimentation and trials Artist study Final outcome  <b>Assessment:</b> GCSE criteria sheet	Architecture unit focus on Ian Murphy/John Piper  AO1 Artist study AO2 Experimentation AO3 Recording AO4 Final outcome  <b>Assessment:</b> Teacher assessment and feedback  Looking at <b>Natural Form Kate Malone</b> research project Artist study Experimentation and trials using clay extension of unit one Test glazes Final outcome  <b>Assessment:</b> GCSE criteria sheet	Architecture unit focus on Ian Murphy/John Piper  AO1 Artist study AO2 Experimentation AO3 Recording AO4 Final outcome  <b>Assessment:</b> GCSE criteria sheets  Looking at <b>Natural Form Kate Malone</b> research project Artist study Experimentation and trials using clay extension of unit one Test glazes Final outcome  <b>Assessment:</b> GCSE criteria sheet	Mock exam unit Students to select a question from a past paper to follow as previous projects <b>Assessment:</b> GCSE criteria sheets, Mock exam timed final piece Both courses accessing the same themes but will approach in different ways. AO1 Artist study AO2 Experimentation AO3 Recording AO4 Final outcome  Please use GCSE Art BBCbitesize  <b>Assessment:</b> GCSE criteria sheet	Mock exam unit Students to select a question from a past paper to follow as previous projects <b>Assessment:</b> GCSE criteria sheets, Mock exam timed final piece Both courses accessing the same themes but will approach in different ways. AO1 Artist study AO2 Experimentation AO3 Recording AO4 Final outcome  Please use GCSE Art BBCbitesize  <b>Assessment:</b> GCSE criteria sheets
Business Studies 2 year GCSE	Business 01: Business Activity  Assessment: GCSE style case study questions	Business 01: Business Activity  Assessment: GCSE style case study questions and end of topic test	Business 01: Marketing  Assessment: GCSE style case study questions	Business 01: Marketing  Assessment: GCSE style case study questions and end of topic test	Business 01: People  Assessment: GCSE style case study questions	Business 01: People  Assessment: Full Business 01 past paper
Business 3 year VCERT (TBC)	TBC	TBC	TBC	TBC	TBC	TBC
Computer Science 2 year GCSE	Computer systems 01: Systems architecture  Assessment: GCSE style case study questions	Computer systems 01: Wired and wireless networks  Assessment: GCSE style case study questions and end of topic test	Computer systems 01: Systems software and security  Assessment: GCSE style case study questions and end of topic test	Computer systems 01: Ethical and legal concerns  Assessment: GCSE style case study questions and end of topic test	Computer systems 01: Algorithms  Assessment: GCSE style case study questions and end of topic test	Computer systems 01: Revision of topics to date  Assessment: Full Computer Systems 01 past paper

<p>Design and Technology GCSE 2 year (AQA)</p>	<p>Theory: Manufacturing methods, Market Pull, Technology Push</p> <p>Practical work: Mazes using different wood joints</p> <p>Assessment: Practical assessment feedback, STAR Marking, Exam-based questions.</p>		<p>Theory: Design needs and Case Study Analysis</p> <p>Practical work: Totem Poles</p> <p>Assessment: Practical assessment feedback, STAR Marking, Exam-based questions.</p>		<p>Theory: Testing and Evaluating/ CAD CAM</p> <p>Practical work: Vehicle of their choice (using previous skills attained) with a focus towards CAD/CAM</p> <p>Assessment: Practical assessment feedback, STAR Marking, Exam-based questions and peer assessment for further development.</p> <p>Start of Non-examined Assessment after 1st June when topic released by the examination board. Research and Design Ideas at this stage.</p> <p>Assessment and feedback on this work is whole-class to comply with exam board regulations..</p>	
<p>Drama 2 year</p>	<p>Introduction to course and devising Assessment: Practical and Written</p>	<p>“DNA” Practical and Theoretical exploration Assessment: Practica and Practice exam questions.</p>	<p>Practitioners Assessment: Performance and Creative Log</p>	<p>Component 1 Assessment Assessment: Performance and Creative Log</p>	<p>Component 1 Assessment Assessment: Performance and Creative Log</p>	<p>Component 3 Exam technique Assesment: Component 3 Mock</p>
<p>Engineering WJEC (2 Year Course)  [1st year of study]</p>	<p>WJEC L1/2 Award in Engineering</p> <p>25% Design 50% Manufacture 25% Exam</p> <p>Unit 1/3 Interpreting drawings, creating engineering drawings using a range of methods</p> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests</p>	<p>WJEC L1/2 Award in Engineering</p> <p>Unit 2/3 Safe use of workshop equipment. Interpreting drawings, preparing metals, measuring, marking out, cutting, joining, finishing</p> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests Measuring quality</p>	<p>WJEC L1/2 Award in Engineering</p> <p>Unit 3 - Investigation and development of products, Environmental concerns, Material properties and testing, classification of materials, manufacturing processes, mathematical techniques, working drawings.</p> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests</p>	<p>WJEC L1/2 Award in Engineering</p> <p>Unit 3 - Investigation and development of products, Environmental concerns, Material properties and testing, classification of materials, manufacturing processes, mathematical techniques, working drawings.</p> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests/mocks Unit 3 Examination</p>	<p>WJEC L1/2 Award in Engineering</p> <p>Unit 1 Product analysis Component parts Electrical parts Mechanical parts Material properties</p> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests</p>	<p>WJEC L1/2 Award in Engineering</p> <p>Unit 1 Develop creative design ideas Evaluate design ideas Produce design specifications</p> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests</p>
<p>Engineering WJEC (3 Year Course)  [1st year of study]</p>	<p>WJEC L1/2 Award in Engineering</p> <p>25% Design 50% Manufacture 25% Exam</p> <p>Unit 1/3 Interpreting drawings, creating engineering drawings using a range of methods</p>	<p>WJEC L1/2 Award in Engineering</p> <p>Unit 2 Safe use of workshop equipment. Interpreting drawings, preparing metals, measuring, marking out, cutting, joining, finishing</p> <p><b>Assessment:</b> STAR marking Literacy marking</p>	<p>WJEC L1/2 Award in Engineering</p> <p>Unit 2 Safe use of workshop equipment. Interpreting drawings, preparing metals, measuring, marking out, cutting, joining, finishing</p> <p><b>Assessment:</b> STAR marking Literacy marking</p>	<p>WJEC L1/2 Award in Engineering</p> <p>Unit 2 Safe use of workshop equipment. Interpreting drawings, preparing metals, measuring, marking out, cutting, joining, finishing</p> <p><b>Assessment:</b> STAR marking Literacy marking</p>	<p>WJEC L1/2 Award in Engineering</p> <p>Unit 2 Safe use of workshop equipment. Interpreting drawings, preparing metals, measuring, marking out, cutting, joining, finishing</p> <p><b>Assessment:</b> STAR marking Literacy marking</p>	<p>WJEC L1/2 Award in Engineering</p> <p>Unit 2 Assessment</p>

	<b>Assessment:</b> STAR marking Literacy marking In-class tests	In-class tests Measuring quality	In-class tests Measuring quality	In-class tests Measuring quality	In-class tests Measuring quality	
English GCSE 3 year	Unseen poetry  Assessment: practice essay	Writing to describe  Assessment: sample writing	Macbeth  Assessment: practice essay	Comparing non-fiction texts including 19th century texts Preparation for Language paper 2  Assessment: practice essay	Writing about structure - preparation for Language paper 1  Assessment: practice essay	Writing to express of point of view - writing to argue and persuade in preparation for Language paper 2  Assessment: sample writing
Food Preparation and Nutrition	GCSE Food Prep & Nutrition (AQA)  50% Exam 50% Non-Examined Assessment (NEA)  Development of practicals skills to include different pastry making, sauce making, meringues, chicken portioning and presentation skills. This also includes a greater understanding of health, safety and hygiene in terms of Food Preparation.  Development of understanding in terms of Nutrition of Fats, Proteins and Carbohydrates.  <b>Assessment:</b> STAR Marking Literacy Marking In- class test on nutrition	GCSE Food Prep & Nutrition (AQA)  Preparation of more key practical skills including; bread making, more pastry making, cake making. Understanding the key functions of ingredients  Develop understanding of vitamins, minerals, water, and Nutritional needs and health.  <b>Assessment:</b> STAR Marking Literacy Marking Review of In-class test Mini-mock NEA task- Food Preparation Task	GCSE Food Prep & Nutrition (AQA)  Develop students understanding of Food Science; including heat transfer, selecting appropriate cooking methods, protein, carbohydrates, raising agents, fats and oils.  Further development of practical skill development, looking at raising agents and setting mixtures.  <b>Assessment:</b> STAR Marking Literacy Marking In-class test Mini-mock NEA- Food Investigation task.	GCSE Food Prep & Nutrition (AQA)  Food Safety Module. This is to include; food spoilage, enzymes, signs of food spoilage, microorganisms used in food production, bacterial contamination, and principles of Food Safety.  Further development of practical skill development; looking at use of different equipment, and cooking methods.  <b>Assessment:</b> STAR Marking Literacy Marking Mini-mock NEA task- Food Preparation Task	GCSE Food Prep & Nutrition (AQA)  Food Choice Module. This looks at factors that influence food choice, labelling, traditional cuisines and sensory evaluation.  Further development of practical skill development; looking at advanced practical skills and the development of preparing multiple dishes at once.  <b>Assessment:</b> STAR Marking Literacy Marking Mini-mock NEA task- Food Preparation Task	GCSE Food Prep & Nutrition (AQA)  Food Provenance Module. This will look specifically at sources of food, environmental impacts and sustainability.  Revision of years learning ahead of mock exam. Which will include another mock NEA project.  <b>Assessment:</b> Mock Exam STAR Marking Literacy Marking
WJEC L1 / 2 Hospitality and Catering (1st year of 2 year course)	WJEC Level 1/2 Award in Hospitality and Catering Specification A  Theory to be covered: Unit 1 LO4: Know how food can cause ill health  Practical skills: Unit 2 LO3: Be able to cook dishes. Developing and improving skills learnt at	WJEC Level 1/2 Award in Hospitality and Catering Specification A  Theory to be covered: UNIT 1 LO3: Understand how Hospitality and catering provision meets health and safety requirements.  Practical skills: •knife skills e.g. soups,	WJEC Level 1/2 Award in Hospitality and Catering Specification A  Theory to be covered: UNIT 1 LO2: Understand how Hospitality and catering providers operate.:  Practical skills: • yeast doughs • pastry making	WJEC Level 1/2 Award in Hospitality and Catering Specification A  Theory to be covered: UNIT 1 LO1: Understand the environment in which hospitality and catering providers operate.  Practical skills: Producing dishes using a	WJEC Level 1/2 Award in Hospitality and Catering Specification A  Theory to be covered: UNIT 1 LO1: Understand the environment in which hospitality and catering providers operate. LO2: Understand how Hospitality and catering providers operate. LO3: Understand	WJEC Level 1/2 Award in Hospitality and Catering Specification A  UNIT 1 This term would be used to further develop practical skills and finish any content not covered  <b>Assessment:</b> June Exam

	<p>KS3.</p> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests</p>	<p>salads, vegetable cuts, chicken portioning</p> <ul style="list-style-type: none"> <li>• methods of cake making</li> </ul> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests</p>	<ul style="list-style-type: none"> <li>• sauces</li> </ul> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests</p>	<p>range of commodities:</p> <ul style="list-style-type: none"> <li>• meat</li> <li>• fish</li> <li>• poultry</li> </ul> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests</p>	<p>how Hospitality and catering provision meets health and safety requirements. LO4: Know how food can cause ill health</p> <p>Practical skills: Producing dishes using a range of commodities:</p> <ul style="list-style-type: none"> <li>• eggs</li> <li>• dairy</li> <li>• vegetarian alternatives</li> </ul> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests</p>	
<p>WJEC L1 / 2 Hospitality and Catering (1st year of 3 year course)</p>	<p>WJEC Level 1/2 Award in Hospitality and Catering Specification A</p> <p>Theory to be covered: Unit 1 LO4: Know how food can cause ill health</p> <p>Practical skills: Unit 2 LO3: Be able to cook dishes. Developing and improving skills learnt at KS3.</p> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests</p>	<p>WJEC Level 1/2 Award in Hospitality and Catering Specification A</p> <p>Theory to be covered: UNIT 1 LO3: Understand how Hospitality and catering provision meets health and safety requirements.</p> <p>Practical skills: •knife skills e.g. soups, salads, vegetable cuts, chicken portioning</p> <ul style="list-style-type: none"> <li>• methods of cake making</li> </ul> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests</p>	<p>WJEC Level 1/2 Award in Hospitality and Catering Specification A</p> <p>Theory to be covered: UNIT 1 LO2: Understand how Hospitality and catering providers operate.:</p> <p>Practical skills: • yeast doughs • pastry making • sauces</p> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests</p>	<p>WJEC Level 1/2 Award in Hospitality and Catering Specification A</p> <p>Theory to be covered: UNIT 1 LO1: Understand the environment in which hospitality and catering providers operate.</p> <p>Practical skills: Producing dishes using a range of commodities:</p> <ul style="list-style-type: none"> <li>• meat</li> <li>• fish</li> <li>• poultry</li> </ul> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests</p>	<p>WJEC Level 1/2 Award in Hospitality and Catering Specification A</p> <p>Theory to be covered: UNIT 1 LO1: Understand the environment in which hospitality and catering providers operate. LO2: Understand how Hospitality and catering providers operate. LO3: Understand how Hospitality and catering provision meets health and safety requirements. LO4: Know how food can cause ill health</p> <p>Practical skills: Producing dishes using a range of commodities:</p> <ul style="list-style-type: none"> <li>• eggs</li> <li>• dairy</li> <li>• vegetarian alternatives</li> </ul> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests</p>	<p>WJEC Level 1/2 Award in Hospitality and Catering Specification A</p> <p>UNIT 1 This term would be used to further develop practical skills and finish any content not covered</p> <p><b>Assessment:</b> STAR marking Literacy marking In-class tests</p>
<p>French 3 year GCSE</p>	<p>AQA GCSE French Foundation textbook- Ground level <a href="#">Family &amp; Friends</a></p>	<p>AQA GCSE French Foundation textbook- Ground level <a href="#">Technology in everyday life</a></p>	<p>AQA GCSE French Foundation textbook- Ground level <a href="#">Free time activities</a></p>	<p>AQA GCSE French Foundation textbook- Ground level <a href="#">Customs and Festivals</a></p>	<p>AQA GCSE French Foundation textbook- Ground level <a href="#">Local Environment</a></p>	<p>AQA GCSE French Foundation textbook- Ground level <a href="#">Social Issues</a></p>

	<p>Aller + infinitive Present Tense Perfect tense/reflexive verbs avoir &amp; être</p> <p><b>Assessment:</b> Listening and reading Star Marking in progress book</p>	<p>Near future Modal verbs On + future Future tense Connectives</p> <p><b>Assessment:</b> Writing Star Marking in progress book</p>	<p>Negatives Imperatives Perfect tense Emphatic pronouns</p> <p><b>Assessment:</b> Speaking Star Marking in progress book</p>	<p>Possessive pronouns Adjective endings Opinions Avoir &amp; être verbs Imperfect tense</p> <p><b>Assessment:</b> Listening and reading Star Marking in progress book</p>	<p>Imperatives Y Je voudrais Perfect tense conditional tense</p> <p><b>Assessment:</b> Writing Star Marking in progress book</p>	<p>Possessive adjectives Reflexive verbs On peut + infinitive Modal verbs in conditional</p> <p><b>Assessment:</b> Speaking Star Marking in progress book</p>
Geography GCSE 3 year	<p><b>Key Geographical Skills</b></p> <ul style="list-style-type: none"> <li>- map skills</li> <li>- Glaciation</li> <li>- DME</li> </ul> <p><b>Assessment-</b> DME style GCSE exam questions</p>		<p><b>Topic 7- People and the biosphere AND Topic 8- Forests under threat</b></p> <p><b>Assessment-</b> GCSE exam questions</p>	<p><b>Topic 9- Consuming Energy Resources</b></p> <p><b>Assessment-</b> GCSE exam questions</p>		<p><b>Paper 3 revision and mock</b></p>
Geography GCSE 2 year (double humanity)	<p><b>Key Geographical Skills</b></p> <ul style="list-style-type: none"> <li>- map skills</li> <li>- Glaciation</li> <li>- DME</li> </ul> <p><b>Assessment-</b> DME style GCSE exam questions</p>	<p><b>Topic 7- People and the biosphere</b> <b>Topic 8- Forests under threat</b></p> <p><b>Assessment-</b> GCSE exam questions</p>	<p><b>Topic 9- Consuming Energy Resources</b></p> <p><b>Assessment:</b> Paper 3 mock</p>	<p><b>Topic 5- The UK's evolving human landscapes</b></p> <p><b>Assessment-</b> GCSE exam questions</p>	<p><b>Topic 6- Urban fieldwork (Birmingham)</b></p> <p><b>Assessment-</b> GCSE exam questions</p>	<p><b>Topic 4- The UK's evolving physical landscapes</b></p> <p><b>Assessment-</b> GCSE exam questions</p>
German 3 year GCSE	<p>Holidays Pronouns Perfect tense</p> <p><b>Assessment:</b> Listening and reading Star Marking</p>	<p>Shopping &amp; pocket money Christmas Prepositions with dative case um....zu</p> <p><b>Assessment:</b> Writing Star Marking</p>	<p>Media &amp; communication Technology gern/lieber/am liebsten müssen &amp; inf Time-manner-place</p> <p><b>Assessment:</b>Speaking Star Marking</p>	<p>Healthy living Possessive adjectives Subordinate clauses (wenn)</p> <p><b>Assessment:</b> Listening and reading Star Marking</p>	<p>Social life Subordinate clauses (weil) Pronoun ihr /Separable verbs/ Future tense</p> <p><b>Assessment:</b> Writing Star Marking</p>	<p>German culture Pronoun sie Past present &amp; future tenses</p> <p><b>Assessment:</b> Speaking Star Marking</p>

Y9 Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History GCSE 3 year	Early Elizabethan England 1558-1588  <b>Assessment:</b> Mock exam of GCSE questions	Early Elizabethan England 1558-1588  <b>Assessment:</b> Mock exam of GCSE questions	Early Elizabethan England 1558-1588  <b>Assessment:</b> Mock exam of GCSE questions	Early Elizabethan England 1558-1588  <b>Assessment:</b> Mock exam of GCSE questions	Crime and Punishment through time c1000-present  <b>Assessment:</b> Mock exam of GCSE questions	Crime and Punishment through time c1000-present  <b>Assessment:</b> Mock exam of GCSE questions
Maths GCSE 3 year	<b>Algebra:</b> equations; simple quadratics; rearranging formulae. <b>Number:</b> Factors; multiples; rounding.  Key skills homework set weekly. Peer/ self/ teacher marked.	<b>Number:</b> fractions; decimals; indices; standard form.  Key skills homework set weekly. Peer/ self/ teacher marked  Assessment: KS4 Skills set test; personalised analysis sheets produced and used in STAR feedback lesson.	<b>Geometry:</b> angles; bearings; scale drawing; properties of polygons. <b>Data:</b> representing data; scatter graphs  Key skills homework set weekly. Peer/ self/ teacher marked	<b>Algebra:</b> sequences; co-ordinates; graphs. <b>Geometry:</b> transformations; similarity; congruence.  Key skills homework set weekly. Peer/ self/ teacher marked  Assessment: KS4 Skills set test; personalised analysis sheets produced and used in STAR feedback lesson.	<b>Geometry:</b> area; perimeter; circles. <b>Number:</b> calculating with percentages.  Key skills homework set weekly. Peer/ self/ teacher marked	<b>Number:</b> ratio & proportion <b>Data:</b> probability <b>Geometry:</b> plans & elevations  Key skills homework set weekly. Peer/ self/ teacher marked  Assessment: either KS4 skills set or mini GCSE mock TBC
Media Studies GCSE 2 year	Introduction to Media  <b>Assessment:</b> Mock exam of GCSE questions	C2 - Section A - Television Sitcom. The IT Crowd & Friends  <b>Assessment:</b> Mock exam of GCSE questions	C1 - Section A - Exploring media language and Representation - Newspapers Magazines Marketing - film posters Print advertisements  <b>Assessment:</b> Mock exam of GCSE questions	Introduction to the briefs (released 1st March 2018) 1st 2 weeks of the term will be a training in photoshop and elements and writing the statement of aims.	Coursework	Complete coursework  Audience and Industry introduction & prep for the end of year exam.  <b>Assessment:</b> Mock exam of GCSE questions
Music 2 year GCSE	Listening/Appraising Area of Study 2: Popular Music Assessment: Listening Questions (Mock)  Composition: Composition Skills STAR Marked	Listening/Appraising Area of Study 2: The Beatles Study Piece Popular Music Assessment: Mock Listening Question  Performance: Recording of Solo Performance (Mock)  Composition: Composition Skills STAR Marked	Listening/Appraising: Area of Study 2: The Beatles Study Piece/Popular Music fo the 1990s/2000s Assessment: Mock Listening Question and Mock Contextual Question  Composition Skills STAR Marked	Listening Appraising: Area of Study 3: Traditional Music  Assessment: Mock Listening Questions  Composition: FInal Composition Skills Marked	Listening Appraising: Area of Study 3: Traditional Music  Assessment: Mock Listening Questions  Performance: Recording of Ensemble (Mock)	Listening/Appraising: Area of Study 3: Traditional Music Assessment: Mock Listening Questions  Composition: 1st draft of Composition 1 complete (marked against GCSE Skills)

PE 2 year GCSE	Skeletal system PEP coursework End of unit	Muscular system PEP coursework End of unit	Movement analysis PEP coursework Video submission point 1 End of unit	Respiratory system PEP coursework End of unit	Cardiovascular system PEP coursework End of unit	Health and wellbeing PEP coursework Video submission point 2 End of paper 1 mock exam
PE 2 year Short course	Skeletal system End of unit	Muscular system End of unit	Movement analysis Video submission point 1 End of unit	Respiratory system End of unit	Cardiovascular system End of unit	Health and wellbeing Video submission point 2 End of Course mock exam
PE 2 year Dance	Movement and gestures	Choreography and intent	Laban's principles of dance	Dance appreciation	Practical assessment year 1  One individual One group	Comparisons of dance intent
Psychology GCSE 2 year	<b>Paper 1 - Cognition and Behaviour</b> Memory // Perception  <b>Assessment x 2:</b> Combination of exam questions; 1 - 9 mark questions // multiple choice answer questions Peer/STAR/Coded marking	<b>Paper 1 - Cognition and Behaviour</b> Memory // Perception  <b>Assessment x 2:</b> Combination of exam questions; 1 - 9 mark questions // multiple choice answer questions Peer/STAR/Coded marking	<b>Paper 1 - Cognition and Behaviour</b> Development // Research Methods  <b>Assessment x 2:</b> Combination of exam questions; 1 - 9 mark questions // multiple choice answer questions Peer/STAR/Coded marking	<b>Paper 1 - Cognition and Behaviour</b> Development // Research Methods  <b>Assessment x 2:</b> Combination of exam questions; 1 - 9 mark questions // multiple choice answer questions Peer/STAR/Coded marking	<b>Paper 1 - Cognition and Behaviour</b> Research Methods  <b>Assessment x 2:</b> Combination of exam questions; 1 - 9 mark questions // multiple choice answer questions Peer/STAR/Coded marking	<b>Paper 1 recap / revision weeks leading to mock exams</b>  <b>Assessment - TBC as changes to Yr9 mocks 2019.</b> Then start Paper 2 - Social Context and Behaviour - Social influence // The Brain & Neuropsychology ( END OF JUNE / JULY 2019)
PSHE	<b>My Health Mental Health and wellbeing</b> - Including look at Mindfulness, how to deal with worry and impulse control.  <b>Self assessment at the end of the topic using STAR marking</b>	<b>My Choices Drugs and Alcohol</b> - Including looking at healthy lifestyles, peer pressure and substance misuse.  <b>Self assessment at the end of the topic using STAR marking</b>	<b>My Relationships Sex and relationships, including LGBT</b> - Including what is a healthy relationship, gender and sexual orientation, and safe sex  <b>Self assessment at the end of the topic using STAR marking</b>	<b>My Online Community E- Safety</b> - Including how to be safe online, looking at use of social media and cyberbullying  <b>Self assessment at the end of the topic using STAR marking</b>	<b>My World British Values, extremism and radicalisation</b> - Including looking at personal values, values of others, British values, themes like equality and respect  <b>Self assessment at the end of the topic using STAR marking</b>	<b>My Future Aspirations</b> - Including looking at goal setting, careers and key TCS values (motivation, resilience, self-discipline, courage and respect for the community)  <b>Self assessment at the end of the topic using STAR marking</b>
RE GCSE short 2 year	<b>Christian Beliefs - 15 lessons</b>  <b>Assessment:</b> Mix of exam questions; 4 mark, 5 mark, 12 mark. Peer/STAR marked		<b>Jewish Beliefs - 15 lessons</b>  <b>Assessment:</b> Mix of exam questions; 4 mark, 5 mark, 12 mark. Peer/STAR marked			<b>Religion, Peace and Conflict - 15 lessons</b>  <b>Assessment:</b> Mix of exam

						questions; 4 mark, 5 mark, 12 mark. Peer/STAR marked
Science	<p>Taught on rotation: Cells and Classification Atomic Structure Energy</p> <p><b>Assessment:</b> bitermly GCSE paper; recall knowledge assessment for each topic</p>			<p>Taught on rotation: Ecosystems Bonding Particles, Atoms and Radiation</p> <p><b>Assessment:</b> bitermly GCSE paper; recall knowledge assessment for each topic</p>		
Sociology GCSE 2 year	<p>Introduction to sociology: Key terms, perspectives, terminology and theorists.</p> <p><b>Assessment:</b> Graded GCSE Exam style questions. STAR MARKing feedback.</p>	<p>Families and Households + Methods</p> <p><b>Assessment:</b> Graded GCSE Exam style questions, STAR marking feedback and completion of full GCSE style paper as end of unit test.</p>	Education + Methods	<p><b>Assessment:</b> Graded GCSE Exam style questions, STAR marking feedback and completion of full GCSE style paper as end of unit test.</p>	Revision + Field research	<p>Students will combine knowledge of previous topics by conducting their own sociological study into a topic of their choosing related to the course content.</p>
Textiles GCSE 2 year	<p>GCSE Art and Design Textiles (EdExcel)</p> <p>Skills development module - making a panelled skirt or wall hanging using a range of decorative and construction techniques.</p> <p>Techniques are demonstrated and practised before designs are completed. Designs are done to the theme 'Fruit and Vegetables' to give students practise in working to a theme.</p> <p><b>Assessment:</b> Monthly assessment of skills and design work using a simplified version of the GCSE marking grid. STAR marking system used. Literacy marking system used. All marking, feedback and intervention recorded.</p>	<p>GCSE Art and Design Textiles (EdExcel)</p> <p>Continuation and culmination of skills development module - skirts or wall hangings are assembled using garment construction techniques.</p> <p>Final deadline is set so students become aware of how to work to a set time frame. Workshop diaries used to help students to manage their time effectively in order to complete their project.</p> <p>Two coursework introductory lessons at the end of term to set some homework for the Christmas holidays.</p> <p><b>Assessment:</b> Monthly assessment of skills and design outcome with final deadline for summative marking set for the end of term. STAR marking used. Literacy marking used. All marking, feedback and</p>	<p>GCSE Art and Design Textiles (EdExcel)</p> <p>Unit 1 (60%)</p> <p>Introduction of coursework and initial studies.</p> <p>Students are working on completing initial research and experiments around their theme. They are narrowing down an area of focus within the theme and completing drawings, sketches, paintings, textiles samples and other experiments in a wide range of media.</p> <p><b>Assessment:</b> Monthly assessment of coursework portfolios by 2 teachers involved in delivering the course. STAR marking used. Literacy marking used. Informal feedback given in lessons on post-it notes stuck into portfolios. All marking, feedback and intervention recorded.</p>	<p>GCSE Art and Design Textiles (EdExcel)</p> <p>Unit 1 (60%)</p> <p>Artist and designer contextual studies.</p> <p>Students research and produce responses to a range of different artists' works. The artists that they choose are relevant to their area of focus and inform and influence the direction of the coursework project for the individual student.</p> <p><b>Assessment:</b> Monthly assessment of coursework portfolios by 2 teachers involved in delivering the course. STAR marking used. Literacy marking used. Informal feedback given in lessons on post-it notes stuck into portfolios. All marking, feedback and intervention recorded.</p>	<p>GCSE Art and Design Textiles (EdExcel)</p> <p>Unit 1 (60%)</p> <p>Design ideas and related samples.</p> <p>Students produce a series of design ideas that will challenge their skills and allow them to produce artworks of high quality using textiles. Students complete a range of exploratory samples to illustrate the techniques that could be used to realise each idea.</p> <p><b>Assessment:</b> Monthly assessment of coursework portfolios by 2 teachers involved in delivering the course. STAR marking used. Literacy marking used. Informal feedback given in lessons on post-it notes stuck into portfolios. All marking, feedback and intervention recorded.</p>	<p>GCSE Art and Design Textiles (EdExcel)</p> <p>Unit 1 (60%)</p> <p>Development of chosen idea.</p> <p>Students choose one or two of their design ideas that they will develop further into their final piece. They complete a range of development samples in each technique that they plan on using. This tests the limits of materials and processes and produces exciting and imaginative possibilities of how their designs can develop further.</p> <p>Students create a 'shopping list' of materials that they will gather to start realising their final piece after the summer holidays.</p> <p><b>Assessment:</b> Monthly assessment of coursework portfolios by 2 teachers involved in</p>



		intervention recorded.				delivering the course. STAR marking used. Literacy marking used. Informal feedback given in lessons on post-it notes stuck into portfolios. All marking, feedback and intervention recorded. Portfolios given a summative mark that will indicate which students are candidates for intervention in term 1&2 of year 11.
Spanish GCSE 3 year	<p><b>Theme 1- Identity and culture</b></p> <p><b>Topics</b></p> <ol style="list-style-type: none"> <li>1. Me, my family and friends</li> <li>1. Technology in everyday life</li> </ol> <p><b>Level of work</b></p> <p>In year 9 we focus on groundwork in vocabulary and grammar to lay a sound foundation for the more challenging aspects of learning Spanish.</p> <p><b>Assessment</b></p> <p>Listening, Reading, Speaking and Writing Termly assessments</p> <p>STAR Marking and student response tasks</p>	<p><b>Theme 1- Identity and culture</b></p> <p><b>Topics</b></p> <ol style="list-style-type: none"> <li>3. Free-time activities</li> <li>4. Customs and Festivals</li> </ol> <p><b>Level of work</b></p> <p>In year 9 we focus on groundwork in vocabulary and grammar to lay a sound foundation for the more challenging aspects of learning Spanish.</p> <p><b>Assessment</b></p> <p>Listening, Reading, Speaking and Writing Termly assessments</p> <p>STAR Marking and student response tasks</p>	<p><b>Theme 2- Local, National, International and global areas of interest</b></p> <p><b>Topics</b></p> <ol style="list-style-type: none"> <li>5. Home, town, neighbourhood and region</li> <li>6. Social issues</li> </ol> <p><b>Level of work</b></p> <p>In year 9 we focus on groundwork in vocabulary and grammar to lay a sound foundation for the more challenging aspects of learning Spanish.</p> <p><b>Assessment</b></p> <p>Listening, Reading, Speaking and Writing Termly assessments</p> <p>STAR Marking and student response tasks</p>	<p><b>Theme 2- Local, National, International and global areas of interest</b></p> <p><b>Topics</b></p> <ol style="list-style-type: none"> <li>7. Global issues</li> <li>8. Travel and tourism</li> </ol> <p><b>Level of work</b></p> <p>In year 9 we focus on groundwork in vocabulary and grammar to lay a sound foundation for the more challenging aspects of learning Spanish.</p> <p><b>Assessment</b></p> <p>Listening, Reading, Speaking and Writing Termly assessments</p> <p>STAR Marking and student response tasks</p>	<p><b>Theme 3- Current and future study and employment</b></p> <p><b>Topics</b></p> <ol style="list-style-type: none"> <li>9. My studies</li> <li>10. Life at school and college</li> </ol> <p><b>Level of work</b></p> <p>In year 9 we focus on groundwork in vocabulary and grammar to lay a sound foundation for the more challenging aspects of learning Spanish.</p> <p><b>Assessment</b></p> <p>Listening, Reading, Speaking and Writing Termly assessments</p> <p>STAR Marking and student response tasks</p>	<p><b>Theme 3- Current and future study and employment</b></p> <p><b>Topics</b></p> <ol style="list-style-type: none"> <li>11. Education post-16</li> <li>12. Jobs, career choices and ambitions</li> </ol> <p><b>Level of work</b></p> <p>In year 9 we focus on groundwork in vocabulary and grammar to lay a sound foundation for the more challenging aspects of learning Spanish.</p> <p><b>Assessment</b></p> <p>Listening, Reading, Speaking and Writing Termly assessments</p> <p>STAR Marking and student response tasks</p>