CURRICULUM KNOWLEDGE AND SKILLS SUBJECT REFERENCE GUIDE KEY STAGE 4

GCSE ART AND DESIGN

Students will develop their **KNOWLEDGE** of:

- **researching effectively** – the ability to explore the work of a range of artists, designers and craftspeople and draw inspiration from techniques, processes and ideas.
- **exploring and communicating ideas using the work of others** to develop and extend thinking, and to help themselves make informed decisions with their own work. Having the ability to discuss and compare the work of others.
- **a range of processes**, and how to use them within their work; making informed decisions about when to apply appropriate techniques within their work, and developing this.
- how **ideas, feelings and meanings** can be conveyed and interpreted in images, artefacts and products.
- how images, artefacts and products relate to **social, historical, vocational and cultural contexts.**
- a variety of approaches, methods and intentions of contemporary and historical artists, craftspeople and designers from different cultures and their contribution to continuity and change in society.

Students will develop their **SKILLS** in:

- the ability to **record experiences and ideas** in appropriate forms when undertaking research and gathering, selecting and organising visual, and other relevant information.
- **exploring relevant resources** – analysing, discussing and evaluating images, objects and products, making and recording independent judgements in visual and other forms.
- **generating** and **exploring** potential lines of enquiry using appropriate new media practices and techniques.
- **applying knowledge and understanding** in making images, artefacts and products; reviewing and modifying work and planning and developing ideas in the light of their own and others' evaluations.
- **organising, selecting and communicating ideas**, solutions and responses, and presenting them in a range of appropriate visual, tactile and/or sensory forms including the use of new technologies.
- working both as individuals and in collaboration with others in a range of situations.
- **discussing** the work of relevant artists using correct **Art vocabulary.**
- **annotating and evaluating their own work in relation to their intentions.**

GCSE ART - TEXTILES

Students will develop their **KNOWLEDGE** of:

- **researching effectively-** the ability to explore the work of a range of artists and designers drawing inspiration from techniques, processes and ideas.
- **exploring and communicating ideas** using the work of others to develop and extend thinking, to help make informed decisions with their own work. Having the ability to discuss and compare the work of others.
- **learn a wide range of processes,** making informed decisions about when and how to apply appropriate techniques.
- **selecting and using specialist tools,** understanding a wide variety of construction techniques, also exploring decorative and finishing techniques.
- **learning a variety of approaches,** methods and intentions of contemporary and historical artists and designers from different cultures and their contribution to continuity and change in society.

Students will develop their **SKILLS** in:

- **exploring relevant resources** and ideas- analysing, discussing artists/ designers and evaluating images objects and products, making and recording independent judgements in visual and other forms.
- **generating and exploring new practices** and techniques suitable for their work.
- **applying knowledge** and understanding in making images, artefacts and products reviewing and modifying work and planning and developing ideas in light of their own and others' evaluations.
- **organising, selecting and communicating ideas**, solutions and responses, and presenting them in range of appropriate visual, tactile and/or sensory forms including the use of new technologies.
- **working both as individuals and in collaboration** with others in a range of situations. Learning techniques to improve independence and resilience.
- **discussing** the work of relevant artists using the correct vocabulary.

BUSINESS

Students will develop their **KNOWLEDGE** of:

- the wider business world, investigating how their everyday life as a consumer, potential employee and stakeholders of society is driven by business organisations. They will look at the role of business to represent our needs and wants, critically evaluating opportunities that businesses both seek to exploit and miss due to external factors.
- a range of businesses within the real world asking students to enquire about their products/services, competitive environment, finances and impact on the environment. Year 10 investigate smaller businesses and how they become established, as well as external factors, in the competitive environment and the economy. In Year 11 we investigate the impact of business growth and its impact.

In **BTEC**, we will specifically focus on:

- entrepreneurs and entrepreneurialism investigating a range of local businesses.
- the role, function and purpose of business.
- aims, objectives and ethical/environmental issues.
- the business environment.
- business ownership, legal structures and stakeholder conflict, including franchises.
- business location and the factors affecting location.
- marketing of business products and the 4P's.
- business finance – revenue, costs (indirect and direct), ratios and break-even.
- sources of finance and business planning.

In addition, at **GCSE** we will also look at:

- the dynamic nature or risk and reward and adding value.
- spotting customer needs through market research, mapping and segmentation.
- technology and legislation in business.
- the economy.
- business growth and changing objectives.
- globalisation.
- finance and financial management.
- human resources.

Students will develop their **SKILLS** in

- written work, producing extended paragraphs to explain business questions. This will include shorter written responses dictating a paragraph of explanation, but also longer answers of an evaluative style, building chains of argument around a written context.
- reading through research, providing opportunities to find out about the business world around them, seeking information and asking questions about things they use every day.
- investigation, being able to question business activity and managerial solutions.
- evaluation, considering why some companies are successful, whilst other may stagnate, or worse still fail, articulating missed opportunities and possible business solutions.

GCSE COMPUTER SCIENCE

Students will develop their **KNOWLEDGE** of:

- system architecture including the purpose of the CPU, Von Neumann architecture and embedded systems.
- different types of memory including RAM and ROM.
- different storage devices and their characteristics; including optical, magnetic and solid state.
- wired and wireless networks including the hardware needed to set one up.
- network topologies, protocols and layering.
- system security, including the threats posed to networks and how to identify and protect vulnerabilities.
- systems software including operating systems and utility system software.
- legislation relevant to Computer Science.
- how data needs to be converted into a binary format to be processed by a computer.
- how algorithms can be written using pseudocode and flowcharts.
- the difference between searching and sorting algorithms.
- the advantages and disadvantages of the different searching and sorting algorithms.
- the different Logic Gates and their truth tables.
- relational databases and how they are used within Computing.
- Structured Query Language (SQL) and how it is used to create and edit databases.

Students will develop their **SKILLS** in:

- how to investigate and discuss Computer Science technologies while considering: ethical issues, legal issues, cultural issues, environmental issues and privacy issues.
- planning and carrying out a practical investigation, creating efficient solutions to problems.
- selecting suitable techniques to solve all aspects of a problem.
- producing notes that effectively demonstrate an understanding of technical terminology/ concepts.
- programming techniques including basic programming constructs, loops, basic string manipulation, use of arrays and file handling.
- identifying potential risks when using ICT and then developing safe working practices to overcome these risks.
- how to convert positive denary whole numbers (0–255) into 8 bit binary numbers and vice versa.
- how to convert from binary to hexadecimal equivalents and vice versa.
- how to compress files using run length encoding and Huffman Trees.
- how to calculate file sizes of images and sound files.
- how to create truth tables based on Logic Gates.
- how databases can be created and edited using SQL.

BTEC IN DIGITAL INFORMATION TECHNOLOGY

Students will develop their **KNOWLEDGE** of:

- modern technologies such as ad hoc networks, security issues, performance issues and network availability.
- features and uses of cloud storage including setting and sharing of access rights, synchronisation, availability and scalability.
- how selection of platforms and services impact on the use of cloud technologies and how traditional systems are used together with cloud systems.
- the implications for organisations when choosing cloud technologies including changes to modern teams, modern technologies, communication with stakeholders and inclusivity/accessibility.
- the positive and negative impacts of modern technologies on organisations and individuals.
- why systems are attacked, the nature of attacks, how they occur and the potential impact of breaches.
- the different measures that can be implemented to protect digital systems with the purpose of different systems, features and functionality.
- the need for and nature of security policies in organisations including good security policies, how they are communicated and how to ensure potential threats and impact of security breaches are minimised.
- responsible use of digital systems, including how systems and services share and exchange data as well as the environmental considerations of increased use.
- the scope and purpose of legislation that governs the use of digital systems and data, how it has an impact on the way in which it is used and implemented.
- how individuals in the digital sector plan solutions, communicate meaning and intention and understand how different forms of written and diagrammatical communication can be used.

Students will develop their **SKILLS** in:

- definitions of user interfaces, their types, range of uses and factors which affect the choice of user interface.
- hardware and software influences and how audience needs are affected by both type and design of interface.
- a wide variety of design principles that provide both appropriate and effective user interaction with hardware devices.
- project planning techniques to develop a project plan for the development of a user interface.
- the concepts of data and that data is meaningless without converting it into information by adding structure and context.
- the different ways of representing information and the different situations they can be used in.
- methods that are used to ensure data input is suitable and within boundaries so that it can be processed.
- data collection methods and data collection features that affect its reliability.
- the factors that affect the quality of information and the impact on decision making with different types of organisation with data modelling to help make decisions.
- the different threats that face individuals who have data stored about them and to explore how they are stored.

GCSE DRAMA

Students will develop their **KNOWLEDGE** of:

- different theatrical styles, genres, forms, practitioners and conventions.
- aspects of design (costume, lighting, sound, set, props, stage space) and how these contribute to the impact and meaning of a production.
- how to access and engage with culture related to Drama and Theatre.
- the roles and responsibilities of an actor, director and designer.
- specific plays, and how the writer has created meaning and intention through their writing.

Students will develop their **SKILLS** in:

- characterisation and creating relationships on stage.
- physicality. Including: gesture, facial expression, body language, dynamics, control.
- vocals. Including tone, pitch, pace, volume, articulation.
- devising techniques (creating original theatre from stimulus).
- the application of conventions to establish style and genre in a performance piece.
- the use of conventions for a purpose. Including: still image, marking the moment, split focus, physical theatre, mime, flash-forward/back, slow motion, thought-tracking, narration, forum theatre, symbolism, climax, contrast.
- creative expression: group work, leadership/directing, active listening, devising, collaboration, reflection and refining ideas.
- applying mental skills practically within performance work. This includes commitment, concentration, confidence, systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, capacity to improve.
- written communication: this includes overall structure, grammar and punctuation as well as analytical and evaluative skills.

GCSE DESIGN & TECHNOLOGY / MATERIALS

Students will develop their **KNOWLEDGE** of:

- the application of an iterative design process.
- the importance of informed and accurate decision making.
- a target markets needs and wants and the impact on design considerations.
- how to analyse existing products and how to identify design opportunities.
- how products have social, moral, cultural and ethical impacts and considerations.
- environmental issues, considerations and impacts relating to Design and Technology.
- technical and innovative developments in Technology.
- a wide range of specialist tools and equipment.
- a wide range of materials.
- a wide range of construction methods.
- a wide range of decorative finishing techniques.
- industrial methods and manufacture.

Students will develop their **SKILLS** in:

- project planning, research and preparation.
- organising information, clearly and coherently using specialist technical vocabulary.
- confident, aesthetic presentation of design work.
- independent safe working in a practical environment.
- selecting from and using appropriate materials.
- selecting and using appropriate tools.
- constructing innovative, quality products and prototypes.
- using quality control to work to tolerances.
- applying quality finishing techniques to a product.
- effective analytical and evaluation methods.
- being able to regularly review and consolidate concepts, key terms and research.

OCR LEVEL 1/LEVEL 2 CAMBRIDGE NATIONAL IN ENGINEERING MANUFACTURE

The Cambridge National in Engineering Manufacture will develop knowledge, understanding and practical skills that would be used in the engineering, manufacturing, process and control sector.

In this qualification you will use what you learn in practical, real-life situations, such as:

- The materials used in engineering manufacture
- Safely producing a one-off product
- The use of Computer Numerical Control (CNC) to produce in quantity. This will help you to develop independence and confidence in using skills that would be relevant to the engineering manufacturing and development sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:
- Solving problems by exploring different engineering manufacture processes, tools and equipment
- Planning a sequence of processes. This will involve managing your time and identifying the resources you will need, as well as reviewing your plans if necessary

Students will develop their **KNOWLEDGE** of:

- Manufacturing processes
- Engineering materials
- Manufacturing requirements
- Developments in engineering manufacture.
- Preparing for manufacture
- Developing programmes to operate CNC equipment

Students will develop their **SKILLS** in:

- Planning the production of a one-off product
- Measuring and marking out
- Safe use of processes, tools and equipment to make a product.
- Safe use of processes and equipment to make products in quantity.

GCSE ENGLISH LANGUAGE

Students will develop their **KNOWLEDGE** of:

Reading -

- a range of texts from across the 19th, 20th and 21st Century to help students articulate their ideas in a sophisticated way.
- the way in which language, structure, form and context are used to enable a writer to express their ideas.
- the significant impact that literature has on the world.

Writing -

- the methods used to write with engagement and control.
- the ways in which specific audiences can be targeted through linguistic devices.

Speaking and Listening -

- the various ways in which talk and discussion can be used to articulate meaning.

Students will develop their **SKILLS** in:

Reading –

- articulating informed interpretations of meanings supported by well-chosen textual reference.
- analysing how writers use language and structure to convey ideas, achieve effects and influence readers using relevant subject terminology.
- comparing ideas, attitudes, methods and contexts in order to evaluate effectiveness.
- relating different texts to their relevant social, historical and literary context across the 19th, 20th and 21st century.
- making links between texts.
- accessing unseen literature independently.
- evaluating texts critically and supporting this with appropriate textual references.

Writing -

- communicate clearly, effectively and imaginatively.
- selecting and adapting tone, style and register for different forms, purposes and audiences.
- organising information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- selecting appropriate words and phrases from a rich and wide vocabulary.
- demonstrating control of spelling, punctuation and grammar.
- utilising a variety of sentence structures with control for both meaning and effect.

GCSE ENGLISH LITERATURE

Students will develop their **KNOWLEDGE** of:

Reading -

- a range of seen and unseen texts from across the 19th, 20th and 21st century to help students articulate their ideas in a sophisticated way.
- the way in which language, structure, form and context are used to enable a writer to express their ideas'.
- the significant impact that literature has on the world.
- different genres of writing and their influences'.

Writing -

- the methods used to write with engagement and control.

Students will develop their **SKILLS** in:

Reading –

- articulating informed interpretations of meanings supported by well-chosen textual reference.
- analysing how writers use methods to convey ideas, achieve effects and influence the reader or audience, including language, structure, form and dramatic devices.
- comparing ideas, attitudes, methods and contexts in order to evaluate effectiveness.
- making specific links between texts and their relevant social, historical and literary context across the 19th, 20th and 21st century.
- comparing unseen texts.
- exploring the writer's purpose, ideas and perspectives.

Writing –

- demonstrating control of spelling, punctuation and grammar when articulating ideas.

GCSE FOOD PREPARATION & NUTRITION

Students will develop their **KNOWLEDGE** of:

- food hygiene, health and safety principles.
- food preparation, cooking and presentation techniques.
- safe and accurate use of advanced specialist equipment.
- food and nutrition: The eat well guide, menu planning, the different life stages, special dietary needs and alternatives, dietary related conditions.
- the nutrients: sources, functions, deficiencies, excess, daily requirements.
- sensory evaluation and testing, use of attribute profiles and preference tests.
- food science: effects of heat on carbohydrates, fats and protein.
- gelatinisation, emulsification, shortening, caramelisation, glazing, plasticity, aeration, dextrinisation, coagulation, denaturation, gluten formation, foam formation.
- food choice: British and international cuisine.
- food provenance; types of farming, GM foods, seasonal foods, sustainability, organic food, local produce, food waste, carbon footprint.
- use of correct terminology.

Students will develop their **SKILLS** in:

- implementing hygiene and safety rules in food preparation and cooking.
- demonstrating accuracy when carrying out food preparation and cooking techniques.
- understanding working characteristics and functions of ingredients when producing food products.
- presenting dishes authentically and use of finishing techniques.
- evaluating the outcome of dishes and understanding how to improve weaknesses.
- problem solving when carrying out practical work and understanding how to make changes to rectify issues.
- adapting recipes and menu planning to meet the needs of different life stages, specific dietary needs, dietary related conditions.
- carrying out and evaluating a food science investigation.
- researching a topic independently.
- developing medium to complex skills in food preparation and cooking in line with GCSE practical controlled assessment.

GCSE GEOGRAPHY

Students will develop their **KNOWLEDGE** of:

- The living world
  - Biotic and abiotic components of global ecosystems
  - Characteristics of tropical rainforests and hot deserts
  - Economic and environmental impacts of deforestation
  - Development of hot desert environments
  - Management of tropical rainforests and hot deserts
- The changing economic world
  - Global variations in economic development and quality of life
  - Strategies to reduce the global development gap
  - Contrasting development in Nigeria and the UK
- Physical landscapes in the UK: Rivers
  - UK's diverse landscapes
  - Fluvial processes and landforms
  - River flooding and management
- Physical landscapes in the UK: Coasts
  - UK's diverse landscapes
  - Coastal processes and landforms
  - Coastal erosion and management
- Physical and human fieldwork
  - Data collection methods
  - Data presentation techniques

Students will develop their:

- Critical thinking and problem-solving skills
- Ability to thinking synoptically about a range of issues
- Cartographic skills
  - Atlas maps
  - Ordnance Survey maps
  - Maps in association with photographs
- Graphical skills
- Numerical skills
- Statistical skills

In Year 11

Students will develop their **KNOWLEDGE** of:

- Urban issues and challenges
    - Urbanisation and urban growth
    - Opportunities and challenges of urban growth in Mumbai and Manchester
    - Urban sustainability
- The challenge of natural hazards
    - Physical processes leading to earthquakes and volcanic eruptions
    - How the effects of, and responses to, a tectonic hazard vary between contrasting levels of wealth
    - Management of tectonic hazards
    - Global atmospheric circulation system and its impacts on weather and climate
    - Weather hazards including tropical storms and heatwaves
    - Causes of climate change and strategies to manage climate change
- The challenge of resource management
    - Importance of food, water and energy for human development
    - Changing demand and provision of resources in the UK
    - Increasing demand for food and strategies to manage food supplies

Students will develop their:

- Critical thinking and problem-solving skills
- Ability to thinking synoptically about a range of issues
- Fieldwork skills including data collection methods, data presentation, data analysis and evaluation
- Cartographic skills
    - Atlas maps
    - Ordnance Survey maps
    - Maps in association with photographs
- Graphical skills
- Numerical skills
- Statistical skills

BTEC HEALTH & SOCIAL CARE

Students will develop their **KNOWLEDGE** of:

Students in Year 10

- human growth and development across different life stages.
- different physical, social and cultural and economic factors that can affect people's growth and development.
- a range of expected and unexpected life events and how people deal with them.
- different types of health and social care services in the local area.
- potential barriers people may face in accessing health and social care services.

Students in Year 11

- the different care values including respect, effective communication, empowerment and anti-discrimination.
- the range of factors that can affect people's health and wellbeing including lifestyle, social and cultural, environmental and economic.
- how to interpret health indicators and use these to create person-centered health and wellbeing improvement plans.
- identifying potential obstacles in implementing health and wellbeing plans.

Students will develop their **SKILLS** in:

- empathy.
- debate and discussion.
- Research.
- working both independently and as part of a team .
- using case studies to write extended responses.
- time management to work effectively towards a deadline.

GCSE HISTORY

Students will develop their **KNOWLEDGE** of:

Students in Year 10

Germany 1890-1945: Democracy and dictatorship

- Germany and the growth of democracy.
- Germany and the Depression.
- The experiences of Germans under the Nazis.

Conflict and Tension 1918-1939

- Treaty of Versailles.
- League of Nations.
- Hitler's foreign policy.

AC Britain: Migration, empires and the people: c790 to the present day

- The Conquered and the conquerors.
- Looking west.

Students in Year 11

AC Britain: Migration, empires and the people: c790 to the present day

- The Conquered and the conquerors.
- Looking West.
- Expansion and Empire.
- Britain in 20th Century.

Elizabethan England c1568-1603

- Elizabeth's court and Parliament.
- Life in Elizabethan times.
- Troubles at home and abroad.
- The historic environment of Elizabethan England.

Revision of Germany 1890-1945: Democracy and dictatorship

- Germany and the growth of democracy.
- Germany and the Depression.
- The experiences of Germans under the Nazis.

Conflict and Tension 1918-1939

- Treaty of Versailles.
- League of Nations.
- Hitler's foreign policy.
-

Students (Year 10 and Year 11) will develop their **SKILLS** in:

- Explaining and analysing historical events and periods studied using second-order historical concepts including continuity, change, cause, consequence, significance, similarity and difference.
- Analysing, evaluating and using sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
- Analysing, evaluating and making substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
- Developing as independent learners and as critical and reflective thinkers.
- Developing the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Developing an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organising and communicating their historical knowledge and understanding in different ways to reach substantiated conclusions.

GCSE MATHS

Students will develop their **KNOWLEDGE** of:

- accurately recalling facts, terminology and definitions.
- using and interpreting notation correctly.
- accurately carrying out routine procedures or set tasks requiring multi-step solutions.
- making deductions, inferences and drawing conclusions from mathematical information.
- constructing chains of reasoning to achieve a given result.
- translating problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes.
- making and using connections between different parts of mathematics.

Students will develop their **SKILLS** in:

- interpreting and communicating information accurately.
- presenting arguments and proofs.
- assessing the validity of an argument and critically evaluating a given way of presenting information.
- interpreting results in the context of a given problem.
- evaluating methods used and results obtained.
- evaluating solutions to identify how they may have been affected by assumptions made.

GCSE MEDIA

Students will develop their **KNOWLEDGE** of:

- a range of media products from different platforms (print, broadcast and e-media).
- an understanding of different media language devices, and how these are used to create meaning in media texts.
- appropriate media terminology for each aspect of the Media framework.
- the key conventions for popular media products (e.g. film posters), and why these are used.
- an understanding of audience types, and why these are necessary.
- an understanding that Media texts change over time as attitudes and values change.
- important contextual events, and how these have impacted media products both at the time and long after the event.
- the different methods that producers use to appropriately target their audiences.
- an understanding of the various industries that media products come from, and how their production processes impact the overall media product.
- industry standard editing techniques via Adobe Photoshop, and how to apply these to media products.

Students will develop their **SKILLS** in:

- reading texts to retrieve information and decode the implicit and explicit messages of media texts, and analyse how meaning is created.
- analysing elements of media language and how these are used.
- decoding explicit and implicit messages from texts, and interpreting these appropriately by considering connotations in detail.
- comparing media texts to analyse similarities and differences in their use of language, representation and targeting of audiences.
- discussing ideas in a purposeful and meaningful way to explore different ideas and alternative viewpoints.
- organising extended pieces of writing to express their analysis in a clear, cohesive way.
- relating texts to their appropriate contexts.
- retrieving details about previously taught set products.
- creating media products in response to a set brief, using industry standard software.

BTEC MEDIA

Students will develop their **KNOWLEDGE** of:

- a range of media products from different platforms (print, broadcast and e-media).
- an understanding of different media language devices, and how these are used to create meaning in media texts.
- appropriate media terminology for each aspect of the Media framework.
- the key conventions for popular media products (e.g. film posters), and why these are used.
- an understanding of audience types, and why these are necessary.
- ways in which audiences are targeted by producers.
- an understanding of the various industries that media products come from, and how their production processes impact the overall media product.
- how media products are constructed with particular audiences in mind.
- industry standard editing techniques via Adobe Photoshop, and how to apply these to media products.
- different types of research, and how to utilise these effectively.

Students will develop their **SKILLS** in:

- reading texts to retrieve information and decode the implicit and explicit messages of media texts, and analyse how meaning is created.
- analysing elements of media language and how these are used.
- decoding explicit and implicit messages from texts, and interpreting these appropriately by considering connotations in detail.
- comparing media texts to analyse similarities and differences in their use of language, representation and targeting of audiences.
- discussing ideas in a purposeful and meaningful way to explore different ideas and alternative viewpoints.
- organising extended pieces of writing to express their analysis in a clear, cohesive way.
- creating media products in response to a set brief, using industry standard software.
- organising pre-production material including, but not limited to, sketches, design comps, mood boards and style guides.
- creating original content for media products including taking original photos, creating written assets and re-drafting these where appropriate.
- combining appropriate content in Photoshop to make an original media product.
- Reviewing their own work and setting appropriate targets for improvement.

MFL – GCSE FRENCH, GERMAN AND SPANISH

Students in Year 10 will develop their **KNOWLEDGE** of:

- building on basic grammatical principles established in Year 7-9.
- using a wide range of regular and irregular verb forms.
- using verb forms in past, present and future tenses without prompting.
- using time markers to express different time frames.
- using adjective agreement confidently in different contexts.
- using a wide range of topic specific vocabulary from the GCSE specification to express ideas in creative ways.
- manipulating grammar to express more complex ideas.

Students in Year 10 will develop their **SKILLS** in:

- making connections between Target Language and English to support progress.
- redrafting their work to improve accuracy.
- practising challenging spellings and key expressions / verbs to improve accuracy in writing.
- holding longer conversations and reacting spontaneously to questioning.
- developing their ideas and points of view using a wide range of structures.
- translating texts using their understanding of both the Target Language and English to convey meaning accurately.
- independently using a dictionary or vocab book to deepen vocabulary and as reference material .
- understanding and appreciating a range of literary texts such as poems, stories and songs, which stimulate ideas and opinions.
- reading and understanding texts of varying length to understand both gist and detail.
- listening to and understanding speech of varying speed and length to understand both gist and detail.
- identifying learning needs from tests and GCSE style assessments (study skills) and responding to feedback.

Students **in Year 11** will develop their **KNOWLEDGE** of:

- how to review and improve on basic grammar and vocabulary from previous years as appropriate to ensure progress.
- using a wide range of regular and irregular verb forms.
- using verb forms in past, present and future tenses without prompting.
- using time markers to express different time frames.
- using adjective agreement confidently in different contexts.
- using a wide range of topic specific vocabulary from the GCSE specification to express ideas in creative ways.
- manipulating grammar to express more complex ideas.

Students **in Year 11** will develop their **SKILLS** in:

- systematically checking and redrafting their work to improve accuracy.
- identifying learning needs from tests and GCSE style assessments (study skills) and responding to feedback.

- practicing challenging spellings and key expressions / verbs to improve accuracy in writing.
- holding longer conversations and reacting spontaneously to questioning.
- developing their ideas and points of view using a wide range of structures.
- translating texts using their understanding of both the Target Language and English to convey meaning accurately.
- independently using a dictionary to deepen vocabulary and as reference material.
- reading and understanding texts of varying length to understand both gist and detail.
- listening to and understanding speech of varying speed and length to understand both gist and detail.

GCSE MUSIC

Students will develop their **KNOWLEDGE** of:

- **The Elements of Music**

    - Melody.
    - Context.
    - Metre.
    - Articulation.
    - Dynamics.
    - Tonality.
    - Structure.
    - Harmony.
    - Instrumentation.
    - Rhythm.
    - Texture.
    - Tempo.
    - Sonority (Timbre).

- **Musical Genres** (Developing understanding of the musical features within a variety of musical genres. Exploring the contexts, origins and traditions of different musical styles):

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Vocal Music

- **Musical Vocabulary** Knowledge of musical terms, including Italian terms and ability to apply them correctly to various musical tasks.
- **Musical Symbols** Notes on a stave, treble clef, stave, time signatures, accidentals.
- **Notes of the Keyboard** Able to know the notes without support.
- **Treble and Bass Clef Notation** Have a good understanding of treble and bass clef notation for use in practical tasks.
- **Rhythmical Musical Symbols** Crotchets, Minims, quavers, equivalent rests etc.

Students will develop their **SKILLS** in:

Performing Music

- demonstrating high level of confidence in performance.
- maintaining an appropriate role within a group (leading, solo part or support).
- showing awareness of the needs of others in group tasks.
- the ability to coordinate your part with the other performer(s), considering timing.
- performing fluently and accurately on their chosen instrument.
- performing longer parts from memory and/or from music notations.
- show an understanding of chords & melodies.
- performing on an instrument (or voice) with reasonable technical skill and expression.

Composing Music

- becoming proficient on industry standard composing software.
- improvising melodic/rhythmic material within extended structures.
- using tempo and dynamics creatively.
- sustaining and developing musical ideas.
- making significant contributions to a group.
- composing music for different genres which explore musical features and devices.
- using rehearsal time effectively to refine material.
- using relevant notations to plan and revise material.
- exploring contrasts by exploiting the musical elements.
- creating coherent compositions, contributing developed ideas to individual and group tasks.
- adapting, improvising, developing, extending and discarding musical ideas within chosen musical styles.

Understanding Music

- identifying different genres of music and their features within listening task.
- analyse music in more detail, using key words and musical term.,
- evaluating how venue, occasion and purpose affect the way music is created performed and heard..
- exploring the contexts, origins and traditions of different musical styles.
- describing and comparing musical features in listening tasks, using appropriate vocabulary.
- recognising a variety of different instrument sounds, knowing the instrument families (and the specific instruments).
- knowing the musical elements and be able to describe how they have been used in listening tasks.
- having a good understanding of treble clef notation.
- considering successful/non-successful outcomes and improve their own and others' work.
- using appropriate musical vocabulary when creating or evaluating work.
- writing accurate descriptions, using technical vocabulary to give detailed answers.
- evaluating and making critical judgements about the use of musical conventions and other characteristics.

GCSE PE

Students will develop their **KNOWLEDGE** of:

- understanding that a wide range of factors affect participation in exercise and can recall, select and communicate those factors and their relationship between them
- the principles behind, and the benefits of regular, safe exercise and it's impact on performance, fitness and health
- the advantages of following a healthy active lifestyle and can explain potential risks related to exercise

Students will develop their **SKILLS** in:

- demonstrating their ability to select and apply appropriate skills, techniques and ideas in a variety of activities.
- being able to offer a wide range of solutions to challenges set and make effective decisions about their performance.
- analysing and evaluating their own performance, identifying strengths and weaknesses.
- having an understanding of the impact of skills, tactics or composition and fitness on the quality and effectiveness of performance.

BTEC TECH AWARD IN SPORT

Students will develop their **KNOWLEDGE** of:

- type of provision in sport and physical activity for different participants
- sports equipment and technology required for taking part in a variety of different sports and physical activity
- understand how different components of fitness are used in different physical activities
- understand the rules, regulations and scoring systems for selected sports
- understand the roles and responsibilities of the officials
- knowing attributes associated with successful sports leadership
- knowing how to plan and review a sports activity, implementing changes for future sessions

Students will develop their **SKILLS** in:

- demonstrating practically skills, techniques and tactics in selected sports, applying them to produce effective outcomes
- leading generic and sports specific warm ups to a variety of different participants
- demonstrate ways to improve participants sporting techniques
- demonstrating practically skills, techniques and tactics in selected sports, applying them to produce effective outcomes
- being able to review sports performance, using ICT to develop feedback methods
- designing, implementing and reviewing a personal fitness training program

PE CORE

Students will develop their **KNOWLEDGE** of:

- being able to explain how to plan a sport / activity session and what factors need to be considered when planning sessions.
- understanding how communication is used to be an effective leader.
- knowing how to plan and review a sport/activity/dance session, implementing changes for future sessions and understand what constitutes a health, active lifestyle.

Students will develop their **SKILLS** in:

- planning, leading and reviewing a sport/activity/dance session.
- using verbal and non-verbal communication when leading others .
- taking part in a review of a sport/activity/dance session.
- taking part in a variety of different sporting activities, leading to lifelong participation in sport.

GCSE RELIGIOUS STUDIES

Students will develop their **KNOWLEDGE** of:

- Social justice and how religious people respond to discrimination and unfairness in society
- The key beliefs and teachings in Islam including the Pillars of Islam, The divergence of Islamic sects and the teachings of the Prophet Muhammad (PBUH)
- The key beliefs and teachings of Christianity including the teachings of Jesus and the concepts of the Incarnation, the Trinity and Salvation
- Contemporary and historical debates about the creation of the world, the sanctity of life and the law around abortion and euthanasia
- The concept of Just war, Holy war, pacifism and Christian and Muslim teachings about peace
- Christian, Muslims and nonreligious attitudes to different relationship and family types and the purpose of the family
- Christian and Muslims ideas about crime and punishment including debates about the death penalty, reformation and justice
- A range of religious texts and teachings including those of Jesus and The Prophet Muhammad (PBUH)

Students will develop their **SKILLS** in:

- interpreting religious scripture.
- evaluating different points of view using religious references.
- explaining impact of religious teachings.
- describing religious attitudes towards thematic studies.
- applying knowledge of religious beliefs and practices to examination questions.
- comparing and contrasting religious (and non-religious) points of view on a range of topical issues.
- using key terminology and Arabic terminology in context.
- explaining both personal and religious ideas in detail.
- engaging in debates.

GCSE SCIENCE

Students will develop their **KNOWLEDGE** of:

Biology

- the process of diffusion, osmosis and active transport. With reference to gaseous exchange surfaces and transport systems in multicellular organisms.
- metabolic processes such as respiration.
- how green plants and algae trap light from the sun in photosynthesis.
- stem cells which are found in both plants and animals and can divide, differentiate and become specialised to form tissues, organs and organ systems.
- the human nervous system.
- the role of hormones in the human body.
- the role of plant hormones in regulating plant growth and development. They can be used in agriculture to control the rate of growth (Separates only).
- regulation of internal environments (homeostasis) which enables organisms to adapt to change, both internally and externally.
- the theory of evolution.
- the processes of genetic engineering and cloning.
- how scientists classify organisms.
- communicable and non-communicable diseases and how the body fights them.
- cardiovascular disease, including risk factors and treatments.
- methods of scanning the human body, with reference to PET and CT scans.

Chemistry

- models of atomic structure.
- what happens when chemical reactions occur in terms of losing, gaining or sharing of electrons.
- the physical properties of elements and compounds and how the nature of their bonding is a factor in their properties.
- using chemical equations to represent the overall change in a chemical reaction.
- conservation of mass.
- that chemical reactions are accompanied by an energy change and a simple model involving the breaking and making of chemical bonds can be used to interpret and calculate the energy change.
- examples of reactions including reduction, oxidation and neutralisation reactions.
- electrolysis.
- the current Periodic Table and the way it reveals the trends and patterns in the behaviour of the elements. (separates only).
- how metals are extracted from one including displacement reactions.
- how the rate of chemical reactions are measures and increased.
- the reactivity advances of group 1, group 7 and group 0 elements.
- chemical calculations, including relative atomic mass and empirical formula.
- the properties of carbon allotropes and uses.

Physics

- the relationship between force, mass and acceleration.
- scalars and vectors.
- the relationship between speed, distance and time.
- matter in its different forms, subatomic particles, their relative charges, masses and positions inside the atom.
- nuclear stability and radioactive decay.
- uses and dangers of static electricity (separates only).
- interactions between matter and electrostatic fields.
- how electrical currents depend on the movement of charge and the interaction of electrostatic fields.
- the links between movement of charge and magnetism.
- use of magnetic fields to induce electrical currents and the applications of this electromagnetic induction in motors, dynamos and transformers (separates only).
- particle model and its explanation of different states of matter.
- specific heat capacity and specific latent heat.
- wave properties.
- reflection, refraction and dispersion.
- impact of non-renewable resources on the environment.
- total internal reflection and its applications (separates only).
- solar system and space (separates only).

Students will develop their **SKILLS** in:

- hypothesising and testing theories and concepts.
- assessing hazards and taking precautions to minimise the associated risks.
- identifying independent, dependent and control variables.
- using appropriate apparatus and techniques.
- observation, enquiry and problem solving.
- how to set up a control condition in investigations and why this is necessary.
- analysing methodology, evidence and conclusions.
- interpreting and evaluating.
- communication, mathematics and the use of technology in scientific contexts.

ATTITUDE AND HABITS REFERENCE GUIDE

At school we expect our students to display the following Attitudes and Habits:

ATTITUDE

- Ready to learn and quick to settle
- Takes responsibility for learning
- Has a thirst for learning
- Willing to work independently with focus/without teacher input
- Willing to actively participate in a variety of situations
- Seeks to develop learning by questioning
- Takes risks to further learning
- Maintains a positive relationship with others
- Shows respect at all times
- Always puts effort into learning/classwork/P & P
- Understands the importance of working to deadlines
- Takes responsibility for their own and others' safety in school/classroom/learning environment
- Meets school expectations of behaviour/learning/attendance

HABITS

- Prepared to learn
- Fully equipped for lessons
- Prepared for assessment
- Actively engages with learning
- Always responds to targets/feedback
- Seeks to demonstrate knowledge through answering questions
- Seeks opportunities to be challenged
- Able to work independently with focus
- Willing to ask for help if needed and knows where to find help
- Follows all instructions
- Work is well organised
- P & P is always completed
- Regularly meets deadlines
- Seeks opportunities to participate in extra-curricular activities and/or roles of responsibility
- Attendance follows school's expectations