

# John Taylor Free School

Year 10 and 11 Curriculum

Constructing your KS4 pathway



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## The Key Stage 4 Curriculum Model at John Taylor Free School

*"We believe in the power of education to improve lives – and the world."*

*JTMAT Mission Statement*

Our own school vision for education is that we want to enable all students **to succeed and thrive**. This means that they are **academically successful** and can continue to the next phase of their education or employment. It also means that we create an environment where **students and staff can thrive as people**, as members of their community and society as a whole

Within our KS4 curriculum, we will ensure that all students can access a personalised curriculum which is broad, balanced and suitably challenging. It builds on prior learning, whilst providing enhanced opportunities and ensures that students are equipped to progress onto Post 16 education, apprenticeships, or employment beyond the age of 16.

In Year 10 and 11 students will be working towards gaining 9 GCSEs or GCSE equivalent:

1. GCSE English Language
2. GCSE English Literature
3. GCSE Mathematics
4. GCSE Combined Science
5. GCSE Combined Science
6. GCSE History or GCSE Geography
7. GCSE Modern Foreign Languages French or Spanish
8. Option 1
9. Option 2

Whilst part one of our curriculum is a statutory requirement, we value all subjects as highly as each other. The purpose of our three part curriculum design is to offer an element of choice for students, whilst still providing a range of subjects which will enable them to succeed and thrive. For the majority of students their studies will be through GCSE learning meeting the requirements expected nationally.

Examinations in all KS4 subjects are linear which means that the examinations are taken at the end of year 11. For GCSE courses, attainment will be reported as a number (1-9). Grade 9 is highly aspirational and is a higher achievement to the previous A\*. The RSL Level 2 qualifications are equally as challenging to GCSE and the final grade will be reported as a Pass, Merit or Distinction. No colleges, employers or universities stipulate more than 9 GCSEs as an entry requirement and our Key Stage 4 model ensures a solid foundation for further study.

By offering a personalised curriculum, students will be able to pursue those subjects that they are good and also enjoy the most.



All students are required in Year 10 and 11 to study the following subjects:

Part one of your curriculum pathway	Number of lessons per week	Number of qualifications
GCSE English Language and Literature	5	2
GCSE Mathematics	5	1
GCSE Combined Science	5	2
PSHE	1	n/a
Tutor Time	4	n/a
Physical Education	2	n/a
Total	22	5

All students will also continue to work towards one GCSE in a Modern Foreign Language and either History or Geography:

Part two of your personal curriculum pathway	Number of lessons per week	Number of qualifications
At least 1 Modern Foreign Language: GCSE French GCSE Spanish (if studying it in Year 9)	3	1
Choose from: GCSE History GCSE Geography	3	1
Total	6 lessons	2

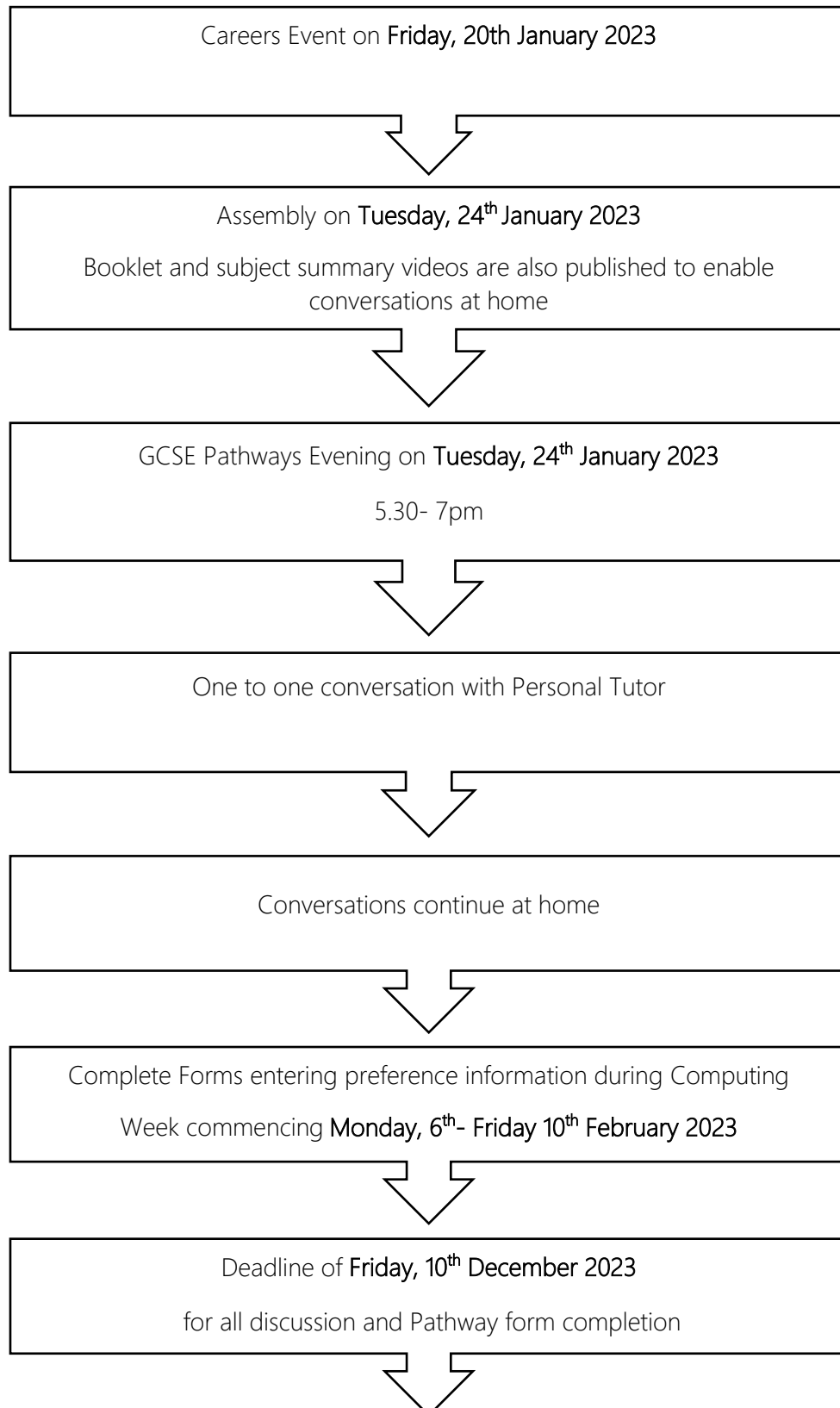
There is a further choice of **two** subjects. For the pathway process, students will rank these subjects in preference order and they will be allocated two subjects to study. We will endeavour to allocate all students two subjects within their top three choices. In a small number of cases we may need to have further discussions to ensure an appropriate pathway. Each subject below is one GCSE to complete the 9 GCSE pathway.

Part three of your personal curriculum pathway	Number of lessons per week
GCSE Art and Design	3
GCSE Business	3
GCSE Design and Technology	3
GCSE Drama	3
GCSE Computer Science	3
GCSE Food Preparation and Nutrition	3
GCSE Music	3
GCSE Psychology	3
GCSE Physical Education	3
GCSE Religious Studies	3
GCSE Science (Separate or otherwise known as Triple Science) (i.e. GCSE Biology, GCSE Chemistry, GCSE Physics)	3
Students can also opt either: GCSE Geography GCSE History	3
Students can also opt to study another Modern Foreign Language: GCSE Spanish (if studying it in Year 9) GCSE French	3
Total	6 lessons



## The process for designing your personalised KS4 curriculum pathway

We are proud of our personalised Year 9 curriculum you are currently studying. This experience will help you to make positive choices for year 10, to have meaningful conversations about the future, including future education choices and possible employment routes. Choosing your pathway is a milestone, therefore we devote time to support and listen.





## Curriculum by design to allow you to succeed and thrive

### STRIPE in KS4

STRIPE continues to be an important part of our curriculum for students in Years 10 and 11 further developing their extensive knowledge and understanding of transferable, lifelong learning behaviours. The STRIPE approach achieves the following outcomes:

- significant impact on student 'readiness' for future learning and transferable into the world of work
- enables students to focus on skills development using prior and new learning
- heightens appreciation of prior and new learning between subject areas across the curriculum
- raises levels of participation, via the 'passport' of competencies that compels all to engage
- improves levels of enjoyment in learning
- provides stretch and challenge for students of all abilities and aptitudes



### The Maths Curriculum in KS4

As our mathematics curriculum becomes increasingly demanding, our teaching needs to be effectively personalised to give the best possible outcomes for our students. The best way for us to do this is to re-organise maths groups, allowing us to provide appropriate support, stretch, and challenge at all levels of understanding as they build towards GCSE content.

Mathematics GCSE is one of the very few subjects that still has 2 tiers of entry at GCSE: Higher and Foundation. The two tiers of entry have approximately a 20% content overlap around the Grade 4/5 questions. Maths groups are still organised in line with our mixed ability, inclusive approach to education. However, starting points for understanding will be accurately tailored to individual student requirements, so that all students can access the curriculum, whilst also being sufficiently challenged.

There will also be an additional offer of Further Mathematics GCSE, which will be studied as an additional qualification outside of timetabled lessons. The content of Further Mathematics is challenging and requires a strong understanding of mathematical concepts, it is aimed to stretch and challenge. The qualification is a bridge between GCSE and A Level Mathematics, however, it is not an essential requirement to have completed this course before studying A Level Mathematics.

### STEAM Learning in KS4

We believe that STEAM subjects (Science, Technology, Engineering, Arts and Maths) enable students to explore those fields in a real life context. It means that students can see a purpose to their learning and can make links and connections between what happens in the classroom and beyond. Students are encouraged to see and make these links across all subjects, strengthening their love of learning and their ability to 'Succeed and Thrive' at John Taylor Free School. We have visiting speakers, links with business and industry, Universities



and local employers who can all support us in bringing our curriculum to life. This is achieved through the schemes of learning and delivered through the taught curriculum. It also occurs as part of our enrichment programme.

### **Numeracy and Literacy Across the Curriculum in KS4**

We want our students to be positive and confident with both numbers and the written/ spoken word. This is an important part of our mission that everyone can succeed and thrive. We use a variety of ways to enable students to develop their numeracy and literacy in timetabled lessons and as part of our enriched curriculum. Central to this is the development of a reading culture where students spend time engaging with literature throughout the day, both in lesson time and in their dedicated independent reading time Teachers plan for the development of numeracy and literacy alongside their subject content and STRIPE.

### **PSHE/ SMSC/ British Values, Citizenship and CIAG Curriculum in KS4**

In order to promote the school ethos for all to succeed and thrive, we: promote equality and diversity;

- democracy, debate, discussion and understanding of the world around us
- challenge prejudice, discrimination and stereotyping
- encourage healthy active lifestyles; identify unhealthy coping strategies and lifestyle balance.
- provide knowledge which allows the students to be prepared for an ever-changing world; managing conflict and dealing with peer pressure.
- provide impartial CIEAG. Understand careers and future aspirations. Identifying strengths and setting goals as part of the GCSE options process.
- relationships and sex education including healthy relationships and consent.

The school provides the above via timetabled Personal Tutor sessions, PSHE lessons and via a comprehensive assembly programme. Staff deliver effective PSHE and Citizenship Education, which enables the student to understand British Values, and contribute strongly to our student's SMSC development, via specific lessons and via cross-curricular themes which are established within schemes of learning.

Please see our [Careers Information Advice and Guidance Statement](#).

### **Personalised Learning in KS4**

John Taylor Free School is committed to ensuring that learning is personalised to meet the needs of the individual student. In lessons, staff plan for all learners to ensure that they are challenged appropriately, that they all produce an excellent standard of work and that where appropriate, students are stretched to achieve even more. We "teach to the top" and provide appropriate scaffolding for students to meet or exceed their challenging GCSE target grades (1-9). We expect all students, regardless of their prior attainment, to take pride in their work and always seek to improve the standard and quality of their task.

Regular challenge tasks are available to ensure that the more able students, in whatever subject are challenged in their thinking and not always doing more of the same work as everyone else.

Some of our students will study a bespoke pathway which is relevant to their needs. If this is the case, this decision will be discussed with the student and their parent.

Mrs Bosworth is our SENDCo and she has the strategic leadership of the education for those students who have additional needs (LAC, EAL, SEN and catch up). She ensures that students have a personalised approach to their studies, including appropriate support and intervention.



## **Extended Learning in KS4**

A range of extended learning opportunities will be offered to students and we will expect them to complete tasks as directed. Some of these activities will be challenges presented in the lesson to deepen or develop understanding, knowledge or skills in that subject. Other tasks may include preparing for a lesson for example reading an article or creating a list of questions on a topic. Projects may be set over a period of time which require collaboration with other students or research-based tasks. Some activities will require work after school either at home or in the Learning Resource Centre.

Students are encouraged and rewarded for reading both fiction and non-fiction books in addition to their other learning challenges. Parents can support with this by talking about the books chosen and regularly discussing the content with their child.

All extended learning activities contribute to the lessons and therefore the development of the student in that subject. It is very important that parents talk to their child about their learning in school and what extended learning they have taken part in each week. All extended learning tasks will be recorded on GO4Schools with deadlines relevant to the tasks set.

## **Assessment in KS4**

### **Target Setting**

All students are set targets using the following data:

- Key Stage 2 data
- Reading Age scores
- CAT4 Tests
- Key Stage 3 BASE(O) data

This information is used to generate subject specific aspirational targets for each student to create a personalised set of target grades of 1-9 or Pass, Merit, Distinction.

### **Feedback in KS4**

Students will have regular feedback on their learning within and between lessons. This feedback may take the form of:

- Self/peer assessment using subject specific criteria
- Teacher feedback during the lesson which may be verbal or recorded on their work
- Detailed comments given on specifically chosen pieces of work
- Next steps or What Went Well/ Even Better If comments

Students should know what they are learning and precisely what they need to do to achieve above and beyond – this will enable them to meet their challenging target.

### **Assessments in KS4**

The number of assessed pieces will vary depending on the amount of curriculum time spent on that subject. There will be 2 – 4 pieces of work available each half term which will contribute to the overall grade for that half term. These assessments will be recorded on Go4Schools and provide the live tracking of progress for parents. This means that parents will know whether their child is meeting their target or not. Attitude to Learning will be recorded once per half term.

### **Reports in KS4**

Parents can access reports for their child 3 times per year via Go4Schools.



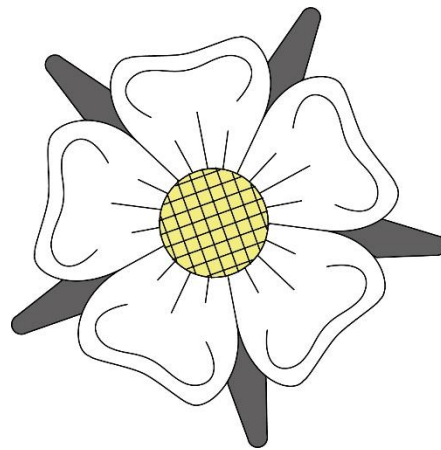


### **Student Learning Conferences and Reviews in KS4**

- Students will meet with their peers 3 times per year to discuss their learning and progress.
- Student led consultations will take place with parents and Personal Tutor twice per year to discuss their learning, progress attendance and behaviour for learning.

### **Student Led Consultations in KS4**

Students prepare for these meetings with their Personal Tutor and their parents during Tutor Time. They review their reports, targets and areas for improvement following feedback from each subject specialist. They lead the meeting and explain their strengths, areas for development and targets/ next steps. This is an important part of building their confidence and ability to talk about their learning. It also enables them to practice preparing and leading a discussion which will benefit them as they develop into a young adult. The Personal Tutor is best placed to facilitate this conversation as they have full oversight of each student, therefore, all aspects of life in school are discussed - achievement, enrichment, attendance and contribution to life in school. Consultations take place once per year for each year group. Regular contact between school and home is encouraged during the year. Parents access live data throughout the year via Go4Schools.



## KS4 Subject Offer



# GCSE Art and Design

Course code: AQA 8201

## Aims:

- Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies, and cultures

## Contents

Students will continue to build on the foundation of skills and knowledge from KS3. Rather than our driving question, themes will be used to stimulate creating your portfolio of work. This will form Component 1.

Theme 1 - Unusual Viewpoints

Theme 2 - Tangled, trapped and hidden

Both allow students to develop a personal response to the themes whilst building on prior knowledge and skills. At the end of Year 11 the exam board will release Component 2: The Externally Set Assignment where students will have several weeks to prepare an investigation which gets submitted alongside work that has been unaided and supervised over 10hours (exam controlled conditions).

## Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<p><b>Term 1:</b> Developing skills using a range of art techniques and develop analytical skills with a diverse range of artist/ contextual sources. Practical work might cover: Drawing, painting, photography, illustration, design, textiles, printing, 2D and 3D constructions, abstract and representational styles. Learning will be increasingly personalised to students strengths and interests.</p> <p><b>Term 2 &amp; 3:</b> Developing sustained project work and final outcomes towards Component 1: The Portfolio, for themes based on</p> <ol style="list-style-type: none"> <li>Unusual Viewpoints</li> <li>Tangled, Trapped and Hidden</li> </ol>	<p>Component 1: portfolio. (60% of grade)</p> <p>There will be regular opportunities where work is assessed against the four assessment objectives. These are the same assessment measures we have used within KS3. They are develop, experiment, record and present.</p>
Year 11	<p><b>Term 1:</b> Refinement of Component 1: The portfolio.</p> <p><b>Term 2:</b> Component 2: The Externally Set Assignment. Independent work over several weeks (which is also submitted) before the 10-hour supervised unaided work (exam conditions).</p>	<p>Component 2: The Externally Set Assignment. (40% of grade)</p> <p>There will be regular opportunities where work is assessed against the four assessment objectives.</p>



## Assessment

Four equally weighted assessment objectives (AO) are covered by the programme of study and are the same for Component 1 and component 2.

- AO1: **Develop** ideas through investigations, demonstrating critical understanding of sources.
- AO2: **Refine** work by exploring ideas, selecting and **experimenting** with appropriate media, materials, techniques and processes.
- AO3: **Record** ideas, observations and insights relevant to intentions as work progresses.
- AO4: **Present** a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**Component 1: Portfolio** (60% of overall GCSE grade) A portfolio that in total shows coverage of the four assessment objectives. Evidence is from sustained project work evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study

**Component 2: Externally Set Assignment** (40% of overall GCSE grade). The exam board sets themes from which students independently work on their own investigations over several weeks before the 10Hour Supervised unaided work (exam conditions).

### Extended Learning:

Artists completing Art & Design GCSE will be expected to actively contribute to their own learning every week. This takes many different forms such as pro-actively independently gathering research, materials and resources, additional drawing, undertake photography, analyse and critically evaluate artists work and continue to practice and refine their own work practical skills. Students who are highly successful in this subject will relish the chance to engage with extended learning and it is essential for the course.

### Connection to the JTFS Approach

Whole School Theme	How does <i>Art &amp; Design</i> support this?
STRIPE	Enquirer skills to investigate which media and approach works for you are an artist. Self-manager skills are used to plan and organise work in and out of school. Students will improve and refine their ideas showing resilience and reflection, whilst innovate and create skills are evident throughout.
STEAM	Art is the A in STEAM education. Art allows students to become great creative thinkers, problem solvers and question critically. It complements other areas of study to be well rounded.
Literacy	Students will develop analytical and critical skills through their visual and written work and apply this to communicating ideas. For example, annotations to explain own ideas, to critically evaluating an artist's work.
Numeracy	Numeracy is developed through use of scale, proportion, and accuracy in a variety of media. Students may need to estimate and use different weights and measurements in a variety of 2D and 3D work.
SMSC, British Values and Citizenship	Our art students are respectful and reflective learners, who develop pride and awareness of their role in the world. Positive and respectful of the environment and each other.



# GCSE Business

## Course code: Edexcel 1BS0

### Aims:

- Demonstrate knowledge and understanding of business concepts and issues
- Apply knowledge and understanding of business concepts and issues to a variety of contexts
- Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions

### Content:

The GCSE Business course starts by exploring the world of small businesses through the lens of an entrepreneur. Questions explored will be- 'How and why do business ideas come about?' and 'What makes a successful business?' Students will learn how to develop an idea, spot an opportunity, and turn it into a successful business. Learning will develop understanding of how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved. In year 11, students will learn about business growth, investigating how a business develops beyond the start-up phase. This will deepen understanding of key business concepts, issues and decisions when growing a business and working in a global business. Students will learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and exploring how the wider world impacts the business as it grows.

### Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<p>Theme 1: Investigating small business concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.</p> <p>In this theme students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK.</p>	<p>Business language and terminology retrieval practice</p> <p>Calculation practice</p> <p>Short answer exit ticket style tasks</p> <p>Extended written questions</p>
Year 11	<p>Theme 2: Building a business examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows. In this theme students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses.</p>	<p>Business language and terminology retrieval practice</p> <p>Calculation practice</p> <p>Short answer exit ticket style tasks</p> <p>Extended written questions</p>



**Assessment:**

In Business students have three assessment objectives, covering knowledge and understanding, application, and analysis and evaluation.

The qualification will be assessed in two equally weighted exam papers at the end of year 11. There is no coursework.

Theme 1- Written examination: 1 hour and 30 minutes 50% of the qualification (90 marks)

Theme 2- Written examination: 1 hour and 30 minutes 50% of the qualification (90 marks)

Both papers will consist of calculations, multiple-choice, short-answer and extended-writing questions. Calculators may be used in these examinations.

**Extended Learning:**

Extended learning will require independent research of business enterprise to gain understanding of business concepts and models used. Students will also be expected to engage with market research and explore change and adaptability. To succeed, businesses need to provide goods and services that consumers want. Conducting market research and questionnaires outside of lessons will help students to become more persuasive within lessons. Students will also need to engage with reading about the world of business through real and relevant local and international brands.

**Connection to the JTFS Approach**

Whole School Theme	How does <i>GCSE Business</i> support this?
STRIPE	Organisation structures, effective recruitment, training and development all incorporate the JTFS STRIPE learning behaviours and are transferable for businesses to evolve, grow and survive.
STEAM	Businesses are dynamic and STEAM drives and impacts change in Business. From non-financial aims and social objectives such as providing a product or service which is beneficial to the environment to considering different types of technology used by businesses such as e-commerce, social media, communication and payment systems.
Literacy	Oracy and presentation skills will be practised when developing persuasive arguments. Students will also use short and extended written answers to communicate and explain ideas.
Numeracy	Students will be investigating financial documents to develop understanding of gross and net profit ratios, break even and average rate of return. Calculation and interpretation of gross profit margin, net profit margin and average rate of return enables students to develop quantitative skills.
SMSC, British Values and Citizenship	Ethical decision making towards marketing, operational, financial and human resources are encouraged whilst looking through the lens of a business owner. An example of this is exploring the impact of globalisation considering environmental questions. Debate encourages a balanced understanding towards what is right for the business in contrast to the wider community/world.



# GCSE Computer Science

Course code: OCR J277

## Aims:

- Engaging and practical GCSE course that encourages creativity and problem solving
- Students develop their understanding and application of the core concepts of Computer Science
- Students will analyse problems in computational terms and devise solutions by designing, writing, testing and evaluating programs

## Content:

Students will cover two theory units: "Computer Systems" and "Computational Thinking, Algorithms and Programming". Within these two units, students must undertake some practical programming tasks. Although the programming is not formally assessed it is an essential part of the Computer Science GCSE course, which allows them to develop their skills to design, write, test and refine programs using high-level programming language. Students will be assessed on these skills during the written examinations.

## Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	Boolean Logic Data storage (numbers, characters, images, sound, compression) Designing, creating and refining algorithms Architecture of the CPU Data types Primary and Secondary storage Networks and topologies Wired and wireless networks Practical programming skills	Online formative feedback x 3 Assessed extended learning x2 Written end of term exam x2 Written end of Year 10 exam
Year 11	Threats to Computer Systems and networks Defensive design Operating systems Testing Ethical, legal, cultural and environmental impact Languages Searching and sorting algorithms Practical programming skills	Online formative feedback x 2  Assessed extended learning x1 Written end of term exam x1 Written mock exam x1

## Assessment:

There are 2 written examinations, worth 50% each, and both having a total of 80 marks. Each written exam paper lasts for 1 hour 30 minutes:

- 1) J277/O1 Computing Systems – this question paper consists of short and medium answer questions. There is one 8-mark extended response question that enables students to demonstrate the ability to construct and develop a sustained line of reasoning.



- 2) J277/02 Computational Thinking, Algorithms and Programming – this question paper consists of short and medium answer questions. Section A is worth 50 marks and assesses students' knowledge and understanding of concepts of Computer Science. Section B is worth 30 marks, and assesses students' practical programming skills and their ability to design, write, test and refine programs

### Extended Learning:

Extended learning will be a mixture of tasks on Yacapaca, programming tasks and written questions. As a Computer Science student you will be using Teams to submit and receive feedback on both classwork and extended learning tasks. Students should expect to complete some programming tasks as part of their extended learning, which will develop and challenge their understanding from lessons. The formal GCSE assessment is two written exam papers, so students should be prepared to undertake some short and medium response questions without a computer as part of their extended learning.

### Connection to the JTFS Approach

Whole School Theme	How does Computer Science support this?
STRIPE	Computer Science GCSE is a demanding course that will require students to have good self-manager and resilience as they tackle programming using high-level languages. Students will need to demonstrate an innovative and creative nature to their problem solving, as well as enquirer skills when having to puzzle through new topics.
STEAM	Computing is an activity which provides employment for millions of people, directly and indirectly with strong connections to science, technology, engineering, art and mathematics.
Literacy	To be digitally literate is to have access to a range of practices and cultural resources that students are able to apply to digital tools. It is the ability to make and share meaning in different modes and formats; to create, collaborate and communicate effectively and to understand how and when digital technologies can be best used to support these processes.
Numeracy	Computational thinking overlaps a lot with the way mathematicians think. Both are ultimately about solving problems. There are elements of the GCSE Computer Science course that will require mathematical understanding such as sorting algorithms and data storage.
SMSC, British Values and Citizenship	Developing students to become digital literate providing skills, knowledge and understanding that will help them to take on a full and active part in social, cultural, economic, civic and intellectual life now and in the future.





# GCSE Design Technology

Course code: AQA 8552

## Aims:

- To develop an awareness of the design process and the ability to consider the wider influences of Design and Technology including historical, social, cultural and environmental factors.
- To engage students creatively and to enable students to interpret a design brief in 2D and 3D forms.
- To develop high quality functional prototypes of ideas as a result of users' needs, wants and values.
- To develop knowledge and understanding of core technical and making principles, including material manipulation and manufacturing techniques.

## Contents

Students will study theory content around Design and Technology practice alongside smaller workshop projects which is specialised in **one** chosen material area (Textiles or Product Design). In the summer term of Y10 students begin their final assessed project (NEA) which will count for 50% of the GCSE grade. This NEA task continues until Easter of Y11. Theory lessons and topics will continue throughout Y10 and Y11 study.

### Exam paper – 50% (External exam)

In this unit students will be assessed on their knowledge of Design and Technology principles including materials, manufacturing, the design process, wider social influences of design and mechanical systems.

Core technical principles (New and emerging technologies, materials and properties, energy generation)

Specialist technical principles (One material area in more depth, Textiles or Product Design)

Designing and making principles (Drawing techniques, presentation, and manufacturing skills)

### NEA (Non-exam assessment) – 50%

The NEA project will take between 30-35 hours to complete and will consist of a working prototype/practical outcome and a portfolio of approximately 20 pages of A3 paper. Students work will consist of an investigation into a contextual challenge, defining the needs and wants of an end user and will include research, developing a specification and generating design ideas. Students will make a final prototype of final design ideas.

## Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<p><b>Term 1: New and emerging technologies, Energy generation and storage, specialist technical knowledge</b> In addition to weekly theory lessons students will design and make a small workshop project.</p> <p><b>Term 2: Materials and systems, Tools, and manufacturing</b> Students will also start a practice NEA task to further embed design and make skills. Students will learn 3D CAD modelling.</p> <p><b>Term 3: Designing skills, Specialist technical knowledge.</b> During the summer term students will also start the NEA contextual challenge. Before the summer break students will be expected to have completed research section of project</p>	<p>In Y10 students will be assessed internally with regular feedback and half termly tests to prepare for Y11 study. Workshop tasks in Y10 will be assessed in line with GCSE but will not count to final GCSE grade.</p> <p><b>NEA project commences (50% of GCSE)</b></p>
Year 11	<p><b>Term 1:</b> Students will design, develop, and model their GCSE NEA ideas. Alongside NEA self-led project theory lessons will still feature</p> <p><b>Term 2/3:</b> Students will manufacture a final prototype and complete testing and evaluation. On completion of 20 pages of coursework work is submitted to AQA.</p>	<p>NEA (Project coursework) – 50% of final GCSE</p> <p>Eternally set exam – 50% of final GCSE</p>



## Assessment

### Exam paper – 50%

Core technical principles (all DT areas including woods, metals, plastics, textiles, paper and board)

Specialist technical principles (one are in more detail; wood, plastic or textiles)

Designing and making principles

**Note:** 15% of exam will be maths question

### NEA (Non-exam assessment) – 50%

Design context will be given to students in Term 3 of Y10.

#### AO1, identify, investigate and outline design possibilities

(Develop a brief and research)

- 20 marks

#### AO2, Design and make prototypes that are fit for purpose

(Design and drawing)

-40 marks

(Making prototypes)

-20 marks

#### AO3, Analyse and evaluate

(Testing and evaluating)

-20 marks

### Extended Learning:

Students studying GCSE Design Technology will be expected to complete extended learning to consolidate theory topics and to research around the wider issues with Technology and materials in society. Students will be expected to continue with design work set in class and to continue with high class presentation at home. Students will need to conduct research in real life settings such as client interviews, shop visits and product testing.

### Connection to the JTFS Approach

Whole School Theme	How does <i>Art &amp; Design</i> support this?
STRIPE	Enquirer skills to investigate how to respond to a given design brief. How could a design idea fulfil a set need? Students will need to be innovative in the ideas that are developed and use research to develop work further.
STEAM	Art skills will be needed to communicate design ideas and to present work clearly and concisely. Maths does feature in the final Y11 exam and will be needed in measuring and working out materials needed. Students will need to cost and discuss commercial appeal of design ideas. There are links to science with the theory topics of energy, mechanisms, and forces.
Literacy	Students will develop a new technical vocabulary with subject specific words to do with designing, manufacture, and industry. Students will need to work independently in the development of the NEA coursework and be able to communicate a design idea well to an external examiner.
Numeracy	Numeracy is developed through use of measuring, costing materials and working out area and angles. Maths does count for 15% of final exam.
SMSC, British Values and Citizenship	Students will study the wider social and environmental Impact of Design Technology and the materials we use every day. Students will need to understand the need to design for disability and how different cultures influence fashion trends and tastes.



# GCSE Drama (OCR)

Course code J316

## Aims:

- To develop the student as an Actor with skills necessary for analysing a piece of dialogue in dramatic writing and to be able to perform it appropriately to an audience
- To develop skills required for a live performance, including: planning, rehearsing and performing in front of a live audience
- To develop students' ability to reflect upon their work with a focus on future development
- To develop students' ability to analyse and evaluate the work of Professional live Theatre

## Course Overview

**Devising Drama 30%:** In this unit students will devise their own piece of Theatre from a stimulus / source which is provided by the exam board. Students are responsible for Planning, Performing and the evaluation of their work. Students will perform as actors to a Live audience.

**Presenting and Performing Texts 30%:** In this unit students as an actor, will perform chosen scenes from an existing Performance Text. Students will develop and apply theatrical skills to convey meaning to a live audience.

**Performance and Response 40%:** Students will explore practically a performance text to demonstrate their knowledge and understanding of drama. Students will analyse and evaluate a live Theatre Performance

## Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<b>Creating, Performing, Responding</b>	
Term 1	<ul style="list-style-type: none"> <li>• Using a Stimulus to promote lateral thinking</li> <li>• Applying Acting Skills to support the development of Character / role</li> <li>• Trial Devised Exam: Creating, Performing and Evaluation</li> <li>• Ensemble work / collaboration</li> <li>• Theatre Practitioner focus</li> <li>• Evaluation of Performance</li> <li>• Exploring set text practically (external exam)</li> </ul>	Creating, Performing & Responding
Term 2	<b>Devised Exam:</b> <ul style="list-style-type: none"> <li>• <u>Practical Portfolio</u>: research and initial ideas, creating and developing &amp; Evaluation</li> <li>• Performance: Acting</li> <li>• Theatre Practitioner focus</li> <li>• Exploring set text practically (external exam)</li> </ul>	Creating, Performing & Responding
Term 3	<b>Presenting and Performing Texts:</b> <ul style="list-style-type: none"> <li>• Using an existing text: exploring style and genre</li> <li>• Applying Stanislavski's methodologies of acting</li> <li>• Performance: Acting</li> </ul>	Performance
Year 11	<b>Presenting and Performing Texts: <i>Rehearsal and Performance</i></b>	
Term 1	<ul style="list-style-type: none"> <li>• Exploring set text practically (external exam)</li> <li>• Live Theatre Review</li> </ul>	Performance



Term 2	<ul style="list-style-type: none"> <li>• Trial exam: Written paper</li> </ul> <p><b>Presenting and Performing Texts Exam</b></p> <ul style="list-style-type: none"> <li>• Exploring set text practically (external exam)</li> <li>• Live Theatre Review</li> </ul>	Performance
Term 3	<ul style="list-style-type: none"> <li>• <b>Performance and Response Exam</b></li> <li>• Exploring set text practically (external exam)</li> <li>• Live Theatre Review</li> </ul>	Demonstrate knowledge and understanding of how drama and theatre is developed / performed

**Assessment**

- **Devising Drama 30%**
- Internal assessment 60 marks
- Live Performance / Acting (practical)
- Portfolio: Research, creating, developing and evaluation
  
- **Presenting and Performing Texts 30%**
- Internal assessment 60 marks
- As an actor, two performances from one published script
  
- **Performance and Response 40%:**
- Written Examination 80 marks
- Exploration of Performance text (40 marks)
- Live Theatre Review (40 marks)

**Extended Learning:**

Extended learning will provide a key component to the students' development as an Actor. Students will be expected to research the topics being studied, which includes finding factual information that can be used within the work as well as watching Live Theatre and films to develop their reference points when creating work. Extended learning may also take the form of group rehearsal in which students will be expected to use the studio space outside of lesson time to refine and develop their practical work. Extended learning may also include watching a recorded piece of live theatre and analysing the performance.

**Connection to the JTFS Approach**

Whole School Theme	How does Acting support this?
STRIPE	All aspects of STRIPE run throughout both units of study within the Drama specification. Stripe is used in every aspect of this course.
STEAM	The use of technology such as recorded sound, space / venue and artificial lighting is essential to the staging of the live performances.
Literacy	Analysis and interpretation of text is a key element in both the units of study. This will require students to decipher meaning from the language provided in order to create practical work.
Numeracy	Students will be expected to manage their own rehearsal time. Scale will be used by considering how a performance can be increased or decreased in size and the impact that this might have for an audience.
SMSC, British Values and Citizenship	The exploration of world theatre and the impact of Theatre within society will help our students to appreciate and understand the ever-changing world around them.



# GCSE Music (OCR)

Course code: J536

## Aims:

- To **perform** with technical control, expression, and interpretation
- To **compose** and develop musical ideas with technical control and coherence
- To **demonstrate** and apply musical knowledge
- To use **appraising skills** to make evaluative and critical judgements about music

## Contents:

### *Integrated Portfolio (30%)*

- Performance on the learner's chosen instrument.
- Composition to a brief set by the learner.
- They will explore the skills and capabilities of their instrument and produce a performance to demonstrate their interpretation and technical control, and a composition written to a brief of their own to demonstrate their ability to develop musical ideas.
- This is an internally assessed, externally moderated component.

### *Practical Component (30%)*

- Ensemble performance and composition to a board set brief. A selection of briefs will be released in the September of the year of certification linked to the Areas of Study.
- The ensemble performance can be on any instrument and any genre.
- This is an internally assessed, externally moderated component.

### *Listening Exam (40%)*

- Listening, appraisal and notation skills assessed in an examination at the end of the course. This is externally assessed. Areas of study are:
  - The Concerto Through Time
  - Rhythms of the World
  - Film Music
  - Conventions of Pop
- Most of this component will be taught by completing a variety of practical tasks.

## Curriculum Map:

	Curriculum Overview	Assessment
Year 10 Term 1	<ul style="list-style-type: none"> <li>• AoS5 – an exploration of 'Conventions of Pop'.</li> <li>• An introduction to composition – reduced note range, cadences, primary chords, chord sequences.</li> <li>• Ensemble performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance, listening tasks and compositions for AoS5.</li> <li>• Composition tasks.</li> <li>• Ensemble performance.</li> </ul>
Year 10 Term 2	<ul style="list-style-type: none"> <li>• AoS3 – an exploration of 'Rhythms of the World'.</li> <li>• Solo performance master classes to the rest of the group.</li> <li>• Composition tasks based on AoS3.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance, listening tasks and compositions for AoS3.</li> <li>• Solo performance.</li> </ul>
Year 10 Term 3	<ul style="list-style-type: none"> <li>• AoS4 – an exploration of 'Film Music'.</li> <li>• Completion of composition for Integrated Portfolio.</li> <li>• Finalise ideas for solo performance (Integrated Portfolio).</li> </ul>	<ul style="list-style-type: none"> <li>• Performance, listening tasks and compositions for AoS4.</li> <li>• <b>Integrated Portfolio Composition.</b></li> </ul>



	<ul style="list-style-type: none"> <li>Initial ideas for ensemble performance (Practical Component).</li> </ul>	
Year 11 Term 1	<ul style="list-style-type: none"> <li>AoS4 – an exploration of ‘Concerto Through Time’.</li> <li>Record completed solo performance for Integrated Portfolio.</li> <li>Work through the newly released composition brief for Practical Component.</li> </ul>	<ul style="list-style-type: none"> <li>Performance, listening tasks and compositions for AoS4.</li> <li><b>Integrated Portfolio solo performance.</b></li> </ul>
Year 11 Term 2	<ul style="list-style-type: none"> <li>Revisit all content for Listening Exam.</li> <li>Prepare and record ensemble performance for Practical Component.</li> <li>Complete composition for Practical Component.</li> </ul>	<ul style="list-style-type: none"> <li><b>Practical Component Ensemble performance.</b></li> <li><b>Practical Component Composition.</b></li> </ul>

**Assessment:**

*Integrated Portfolio*

- Performance on the learner’s chosen instrument – 30 marks
- Composition to a brief set by the learner – 30 marks

*Practical Component*

- Ensemble Performance – 30 marks
- Composition to a brief set by the board (with various options to choose from) – 30 marks

*Listening Exam*

- Listening and Appraising examination – 80 marks

**Extended Learning:**

Extended Learning will form an important part of Music at KS4. Students will be expected to listen to pieces of music from specified genres and generally develop their experience within as many styles of music as possible. Students will be expected to continue developing as a performer on their chosen instrument. Various films and documentaries may also be expected to be watched over the course of study.

**Connection to the JTFS Approach:**

Whole School Theme	How does Music support this?
STRIPE	Activities from all three units will be linked to STRIPE behaviours. Students will be aware of which behaviours they are developing by completing work from each unit.
STEAM	The use of recording equipment, sound/lighting, and compositional tools are essential to the structure of the course.
Literacy	Students are required to reflect on their work regularly, by reflecting on current progress and identifying areas for development. Some questions in the exam will require longer responses.
Numeracy	Composition will require knowledge and use of numeracy skills. Students will compose using note durations of various lengths to compose appropriately within a specified time signature.
SMSC, British Values and Citizenship	Students will explore various genres of music. They will learn to appreciate the process and final product from cultures and communities across the world.



# GCSE English Language

Course code: AQA 8700

## Aims:

- To engage students in a creative text and inspire them to write creatively themselves.
- To develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.
- To promote oracy as a vital life-skill.

## Content:

Students will begin the year by developing their creative writing skills, learning to respond to a stimulus and show ambition and flair. We will explore how writers manipulate sentence structure, rhetoric and narrative to engage their readers and provide opportunities for our students to use these attributes within their own writing. They will then analyse a range literary non-fiction texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries from a variety of contexts before going on to develop their non-fiction writing skills. This will involve students producing speeches, letters, blogs, newspaper and magazine articles about a range of subjects. Students will end the course by analysing fiction texts from the 19<sup>th</sup> century to present day, analysing how they use language and structure. In addition, the students will also sit a Speaking exam which assesses students' ability to use to talk to communicate complex ideas and to engage and audience on a topic of their choice.

## Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	English Language Paper 1 – Descriptive or narrative writing. English Language Paper 2 – Reading and writing to present a writer viewpoint or perspective. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. GCSE English Language will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. Also within Year 10 students will explore Spoken Language. This will involve presenting, selecting, organising information and ideas effectively and persuasively for prepared spoken presentations.	Mock exam question Mock exam Speaking Exam
Year 11	English Language Section A - Demonstrate their narrative and descriptive skills in response to a written prompt, scenario, or visual image. Year 11 will build on learning to ensure that students are well prepared for: <ul style="list-style-type: none"><li>• read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism</li><li>• read and evaluate texts critically and make comparisons between texts</li><li>• summarise and synthesise information or ideas from texts</li><li>• use knowledge gained from wide reading to inform and improve their own writing</li><li>• write effectively and coherently using Standard English appropriately</li><li>• use grammar correctly and punctuate and spell accurately</li><li>• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language</li><li>• listen to and understand spoken language and use spoken Standard English effectively.</li></ul>	Mock exam Mock exam questions



## Assessment:

Paper 1: Explorations in Creative Reading and Writing - 50% of GCSE (1 hour 45 minutes)

Paper 2: Writers' Viewpoints and Perspectives – 50% of GCSE (1 hour 45 minutes)

Spoken Language: This will be marked by the teacher as a separate endorsement

The following gives an overview of the assessment objectives-

AO1:

- identify and interpret explicit and implicit information and ideas
- select and synthesise evidence from different texts

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

AO7: Demonstrate presentation skills in a formal setting

AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations

AO9: Use spoken Standard English effectively in speeches and presentations.

## Extended Learning:

Students will be given a range of exam questions to complete as home, as well as retrieval quizzes and skills tests to complete. We also actively encourage independent reading and provide a list of challenging reading material to develop vocabulary.

## Connection to the JTFS Approach

Whole School Theme	How does English Language support this?
STRIPE	Innovate and create- Students produce their own fiction and non-fiction piece. Enquiry- Close analysis of written texts.
STEAM	We will study a range of fiction and non-fiction texts covering topics related to the world around us. Students will consider how writer's show flair within their writing.
Literacy	Reading, writing and speaking skills assessed throughout. Students will write extended responses to both fiction and non-fiction texts, analysing writers use of language and structure before producing their own examples.
Numeracy	Tension graphs and use of statistics to support arguments. Students need to be able to identify patterns across texts and be able to compare writers use of language and structure.
SMSC, British Values and Citizenship	We will study a range of fiction and non-fiction texts covering topics related to the world around us. Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.





# GCSE English Literature

Course code: AQA 8702

**Aims :** To encourage students to develop the ability:

- to read, understand and respond to a wide range of types of literary texts,
- to appreciate the ways in which authors achieve their effects, and to acquire the skills necessary for literary study;
- an awareness of social, historical and cultural contexts and influences in the study of literature;
- the ability to construct and convey meaning in speech and writing, matching style to audience and purpose.

**Content:**

Students will begin the first year by studying a modern 20<sup>th</sup> century text (*An Inspector Calls*) which explores themes of poverty, capitalism and gender-roles. They will then analyse a small cluster of poems from the GCSE English Literature Poetry Anthology (Power and Conflict collection) which includes works from the likes of contemporary poets such as Carol Ann Duffy and Simon Armitage to romantic poets such as William Wordsworth and Percy Shelley. Following this, we will be studying one of Shakespeare's most famous plays, *Macbeth*, which tackles themes such as power, ambition and manipulation as he murders his way to the crown. The second year will involve students studying a 19<sup>th</sup> century novel- Arthur Conan Doyle's *The Sign of Four* which explores ideas of crime and justice, fear and British Imperialism before finishing the course with the final cluster of poems and developing analysis skills for an unseen poem.

## Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<p>The course will begin by reading <b>An Inspector Calls</b>. Students will then write in detail about both extracts and the novel as a whole.</p> <p><b>Poetry Anthology Cluster 1</b>- All 'poetry cluster texts' will provide opportunity for comparison. There are three opportunities to engage with poetry anthology to develop these skills.</p> <p>Students will then read <b>Macbeth</b> and from this learning students will produce a detailed written response about an extract and the play as a whole.</p> <p><b>Poetry Anthology Cluster 2</b></p>	<p>Various mock exam questions throughout the year using the GCSE mark scheme.</p> <p>Mock GCSE Papers</p>
Year 11	<p>Building on the learning in year 10 we engage in the novel, <b>The Sign of Four</b>. This text covers the themes are evil and justice, Victorian fear, empire and imperialism which then provides inspiration for written responses exploring some of these concepts.</p> <p><b>Poetry Anthology Cluster 3</b></p> <p>Using unseen poetry and adapting the skills developed with the Poetry Anthology Clusters students will compare styles and content.</p> <p>Year 11 will conclude with reviewing and revising prior learning to develop further confidence and knowledge.</p>	<p>Various mock exam questions throughout the year using the GCSE mark scheme</p> <p>Whole Paper Mock Exam</p>

**Assessment:**



Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel - 40% of GCSE (1 hour 45 minutes)

Paper 2: Modern Texts and Poetry – 60% of GCSE (2 hour 15 minutes)

The exams will measure how students have achieved the following assessment objectives:

AO1: Read, understand and respond to texts.

Students should be able to:

- maintain a critical style and develop an informed personal response
- use textual references, including quotations, to support and illustrate interpretations.

AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3: Show understanding of the relationships between texts and the contexts in which they were written.

AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### Extended Learning:

Students will be given a range of exam questions to complete at home, as well as retrieval quizzes and skills tests to complete.

### Connection to the JTFS Approach

Whole School Theme	How does English Literature support this?
STRIPE	Self-Manager- Students will be expected to revise and learn key quotes in their own time. Team player- Students will collaborate in writing joint exam question responses and sharing ideas. Reflective and Resilient- Students will be given feedback upon mock exam questions and be given the opportunity to make improvements in DIRT time. Innovate and create- Students will be encouraged to critically reflect upon the reading materials and to come up with their own ideas and links across texts. Participator- Students will engage in a range of whole-class discussions and drama activities to explore plot, theme and character within extended texts. Enquiry- Close analysis of written texts and use of comparison skills in the exploration of extended written texts.
STEAM	Students will consider how Romantic poets reflected the industrial revolution and the age of enlightenment throughout their works.
Literacy	Analysis of contemporary, 19 <sup>th</sup> century and Jacobean fiction and poetry from the enlightenment to now. Students will be examined upon their ability to produce discursive and comparative essays, as well as to explore writers' use of language, form and structure to create meaning.
Numeracy	Status and tension graphs to measure changes over the course of a text and Venn Diagrams to compare characters, themes and writers' methods both across and between texts.
SMSC, British Values and Citizenship	We will study of a range of pre-eminent writers from across the past 500 years. We will be linking the to the social/historical contexts and exploring the key messages that they hold for contemporary audiences.



# GCSE Food Preparation and Nutrition

Course code: AQA 8585

## Aims:

- To demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.
- To understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices.
- To demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment.

## Contents

Students will develop a greater understanding of nutrition, food provenance and the working characteristics of food materials. Food preparation skills are integrated throughout the course and students will appreciate the science behind food and cooking.

## Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<p><b>Term 1:</b> Developing knowledge and understanding of nutrition and health including macronutrients, micronutrients, nutritional needs and health risks.</p> <p><b>Term 2:</b> Developing knowledge and understanding of food science and food safety, food spoilage and contamination.</p> <p><b>Term 3:</b> Developing knowledge and understanding of food choice and food provenance (environmental impact and sustainability of food; food processing and production).</p> <p>Food preparation skills will be taught and developed through a range of practical activities during Year 10.</p>	<p>During year 10, students will be assessed internally with regular feedback and termly tests to prepare for year 11 assessments.</p> <p>This theoretical knowledge and application of, is assessed in the exam and both NEA tasks in year 11.</p>
Year 11	<p><b>Term 1:</b> Non-exam assessment 1: Food investigation task (15%)</p> <p><b>Term 2:</b> Non-exam assessment 2: Food preparation task (35%)</p> <p>Students will revise and apply knowledge and understanding from year 10.</p>	<p>There will be two non-exam assessment tasks. There will also be a written exam (paper 1).</p>

## Assessment

Four weighted assessment objectives (AO) are covered by the programme of study. The exam and non-exam assessment (NEA) will measure how students have achieved the following assessment objectives.



AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation (20%)

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation (30%)

AO3: Plan, prepare, cook and present dishes, combining appropriate techniques (30%)

AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others (20%)

**Paper 1 (50%):** The written exam assesses theoretical knowledge of food preparation and nutrition.

The second part of the assessment will be non-examination assessment and will consist of two tasks, involving practical work.

**Task 1 (15%):** Food investigation is a written report (1,500–2,000 words) including photographic evidence of the practical investigation. Students will carry out an investigation into the scientific principles that underpin the preparation and cooking of food.

**Task 2 (35%):** Food preparation assessment is a written portfolio including photographic evidence. Students' knowledge, skills and understanding are assessed in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

### Extended Learning:

Students completing Food Preparation and Nutrition will be expected to actively contribute to their own learning every week. This takes many different forms such as independently gathering research and continue to practice and refine their own work practical skills. Students may investigate reasons into food choice, consider nutritional analysis of foods or investigate food production methods.

### Connection to the JTFS Approach

Whole School Theme	How does <i>Food Preparation and Nutrition</i> support this?
STRIPE	Self-manager skills are used to plan and organise work in and out of school. Students will improve and refine their ideas showing resilience and reflection, whilst innovate and create skills are evident throughout practical tasks.
STEAM	Technology allows students to become creative thinkers, problem solvers and question critically. It links to other areas of study in Science and Maths.
Literacy	Students will develop technical vocabulary and analytical skills through their practical tasks and written work. For example, interpreting information and data in nutritional analysis.
Numeracy	Numeracy skills are core to many aspects of food preparation and nutrition. Students will use this skill in areas such as measuring and costing ingredients; proportioning ingredients; and analysing nutritional information.
SMSC, British Values and Citizenship	Our food preparation and nutrition students are respectful and reflective learners. Students develop a life skill and develop an understanding into traditions around the world and food choice.



# GCSE Geography

Course code: AQA 8035

## Aims:

- To know about different places and how humans interact with them making them better or causing problems.
- To understand different, environments and processes; the interrelationships between places, environments and processes.
- To interpret, analyse and evaluate geographical information and issues to make judgements.

## Content:

- Living with the physical environment (Paper 1)
- Challenges in the human environment (Paper 2)
- Geographical skills + Geographical applications (Paper 3)

## Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<p><b><u>Physical landscapes in the UK</u></b> This physical module enables students to gain an understanding of the dynamic nature of physical processes and systems, and human interaction with them in a variety of places in the UK. We will study coastal and river landscapes in detail, looking at the scientific processes that shape our land as well as the engineering that can be put in place to protect people and businesses from these processes.</p> <p><b><u>The changing economic world</u></b> In this unit pupils will study a variety of places and at a range of scales looking at various stages of development, such as HICs, LICs and NEEs. We will see how history, politics and climate have influenced the development of these places as well as looking at and evaluating solutions to close the gap between the rich and the poor, including an in-depth look at tourism in Jamaica. Students will look at the dynamic nature of human environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity. Nigeria will be studied as the in-depth example of an NEE country. In the final section of this unit the changing UK economy will be studied.</p> <p><b><u>The challenge of natural hazards</u></b> This option allows students to consider the tectonic, geomorphological, and meteorological processes and features in different environments. We study volcanoes, earthquakes, tsunamis, weather hazards and climate change, alongside looking at the UK weather and whether it is getting more extreme. Students will also learn how humans can contribute to natural disasters as well as the need for management and engineering strategies. Four named case studies will be covered in this unit</p> <p><b><u>Fieldwork</u></b> Students will have the opportunity to undertake two fieldwork investigations (One Human, one Physical) across the two year course, which will be assessed in Paper 3.</p>	<p>Practice essay questions</p> <p>Knowledge tests</p> <p>End of Unit Summative Assessments</p> <p>End of year Mock exams</p>
Year 11	<p><b><u>Urban issues and challenges</u></b> The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. There will be a focus on the impact of migration and population within LICs and HICs (Rio and Birmingham)</p>	<p>Practice essay questions</p>



	<p><b><u>The living world</u></b> This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. During this module, students will study ecosystems and how plants and animals interact with their environment. We will focus on Tropical Rainforests and Hot Deserts, understanding their unique characteristics, as well as looking at how humans can contribute to the destruction or conservation of these fragile habitats.</p> <p><b><u>The challenge of resource management</u></b> This human study enables students to understand the supply and demand of resources around the world and how they are unfairly distributed. We will look at food and energy and then complete an in-depth study of water resources and how we can reach security around the world. This module brings together all the physical and human elements of our course as well as looking at how engineering and politics can influence our world.</p> <p><b><u>Issue evaluation</u></b> This section contributes a critical thinking and problem-solving element to the assessment structure. A resource booklet will be available twelve weeks before the date of the exam so that students can work through the resources, enabling them to become familiar with the material. This will then be assessed in paper 3 as a decision-making exercise, alongside Fieldwork questions.</p>	<p>Knowledge tests</p> <p>End of Unit Summative Assessments</p> <p>End of year Mock exams</p>
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**Assessment:**

- Paper 1: Living with the physical environment - Written exam, 1 hour 30 minutes, 35% of GCSE
- Paper 2: Challenges in the human environment - Written exam, 1 hour 30 minutes, 35% of GCSE
- Paper 3: Geographical applications - Written exam, 1 hour 15 minutes, 30% of GCSE (Pre-release resources booklet made available 12 weeks before Paper 3 exam)

**Extended Learning:**

*Students will extend their learning through a combination of key word revision, practice exam questions, research projects, challenge reading and revision.*

**Connection to the JTFS Approach**

Whole School Theme	How does <i>Geography</i> support this?
STRIPE	Students will develop their enquiry skills by learning to scan and skim read information effectively, draw conclusions and judgement from data and evidence as well as asking questions of various topics.
STEAM	Topics of study that link with STEAM include climate change, shifts in economic power and the challenge of sustainable resource use.
Literacy	Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate information in ways suitable for a range of target audiences.
Numeracy	Students will develop numerical skills that demonstrate an understanding of number, area and scales, and the quantitative relationships between units. Students will also design fieldwork data collection sheets and collect data with an understanding of accuracy, sample size and procedures, control groups and reliability. Students will understand and correctly use proportion and ratio, magnitude and frequency as well as being able draw informed conclusions from numerical data.
SMSC, British Values and Citizenship	Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. We also look at the impact of migration on our population and how this may have shaped our British Values.



## GCSE History

Course code: AQA 8145GB

### Aims:

- To demonstrate knowledge and understanding of the key features and characteristics of various historical periods.
- To be able to explain and analyse historical events and periods studied using second-order historical concepts.
- To be able to analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied and evaluate different historical interpretations.

### Content:

- Britain: Health and the people: c1000 to the present day
- Medieval England: the reign of Edward I, 1272–1307
- Conflict and tension: The inter-war years, 1918–1939
- Germany, 1890–1945: Democracy and dictatorship

### Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<p><b>Britain: Health and the people: c1000 to the present day</b>            This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.</p> <p><b>Medieval England: the reign of Edward I. 1272-1307</b>            This option allows students to study in depth Medieval England and the reign of Edward I. The depth study will focus on the major events of the reign of Edward considered from economic, religious, political, social and cultural standpoint, and arising contemporary and historical controversies. This unit also included the historic environment element.</p>	<p>How useful is source questions            Explain the significance of... questions            Explain two ways in which X and Y were similar/different?            Essay question using Factors</p> <p>How far do you agree question            Explain why questions            Write an account questions            Essay question linked to specified site</p>
Year 11	<p><b>Conflict and tension: The inter-war years, 1918–1939</b>            This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It looks at concepts such as national self-determination, ideas of internationalism and the challenges of revising the peace settlement. It focuses on the causes of the Second</p>	<p>How do interpretations differ questions            Why do interpretations differ questions            How convincing are Interpretations questions</p>



	<p>World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.</p> <p><b><u>Germany, 1890–1945: Democracy and dictatorship</u></b></p> <p>This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.</p>	<p>Describe questions In what ways... Explain your answer questions Essay question</p> <p>Source analysis questions How useful are Sources questions Write an account question Essay question</p>
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**Assessment:**

Paper 1: Understanding the modern world. Written exam – 2 hours long. 50% of GCSE History.

- In Section A students will be examined on the Germany 1890-1945 unit
- In Section B students will be examined on the Conflict and tension: The inter-war years, 1918–1939 unit.

Paper 2: Shaping the nation. Written exam – 2 hours long. 50% of GCSE History.

- In Section A students will be examined on the Britain: Health and the people unit
- In Section B students will be examined on the Medieval England: Edward I unit

**Extended Learning:**

Students will extend their learning through a combination of source work, evaluation of interpretations, essay practice, retrieval practice and research projects and as well as challenge reading.

**Connection to the JTFS Approach**

Whole School Theme	How does <i>History</i> support this?
STRIPE	Students will improve their self-manager skills by learning to meet deadlines and motivate themselves in their learning as well as being encouraged to be team players with other students in class debates and discussions.
STEAM	Students will examine the development of medicine and public health in their Britain: Health and the People unit with some explicit links made to their learning in Science.
Literacy	Extended writing will be practised extensively with a focus on the correct application of historical terminology. Oracy and the ability to articulate arguments will also be a focus.
Numeracy	When examining change over time, students must understand the concept of chronology and be able to interpret graphical and statistical information.
SMSC, British Values and Citizenship	Students will examine the role of monarchy and democracy as well as the concept of free speech and the rule of law.





# GCSE Mathematics

Course code: Edexcel 1MA0

## Aims:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## Content:

The mathematics curriculum is broken down into six key areas:

1. Number – Structure and calculation, fractions, decimals & percentages, measures & accuracy
2. Algebra -Notation, vocabulary & manipulation, graphs, equations & inequalities, sequences
3. Geometry & Measure – Properties and constructions, mensuration & calculation, vectors
4. Probability
5. Statistics – Collection, representation, and analysis
6. Ratio, Proportion & Rate of Change

## Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	The foundations laid in KS3 Maths are extended and key links between topics are visible and embedded. All six topic areas listed above will be covered at all levels in the GCSE 1-9 scale. Number topics will be prominent in the year as well as Ratio, Proportion & Rates of Change	School Assessment Topic Assessments & Mock Exams
Year 11	Topics covered in Y10 are revisited and developed to consolidate and extend. A further emphasis on mathematical techniques that develop the rigour needed for studying maths at a higher level are embedded in topics such as proof, both algebraic and geometric. Algebra skills - including solving equations and manipulating expressions – along with geometrical applications feature heavily across the year	School Assessment Topic Assessments & Mock Exams  Final GCSE Assessment 1. Non Calculator Paper 1h 30m 2. Calculator Paper 1h 30m 3. Calculator Paper 1h 30m

## Assessment:

Students will sit three, tiered examinations at the end of Year 11, each contributing an equal weighting to the final grade. One non-calculator and two calculator papers assess these objectives:



AO 1: Use and apply standard techniques

- accurately recall facts, terminology and definitions
- use and interpret notation correctly
- accurately carry out routine procedures or set tasks requiring multi-step solutions

AO 2: Reason, interpret and communicate mathematically

- make deductions, inferences and draw conclusions from mathematical information
- construct chains of reasoning to achieve a given result
- interpret and communicate information accurately
- present arguments and proofs
- assess the validity of an argument and critically evaluate a given way of presenting information.

AO 3: Solve problems within mathematics and in other contexts

- translate problems in mathematical or nonmathematical contexts into a process or a series of mathematical processes
- make and use connections between different parts of mathematics
- interpret results in the context of the given problem
- evaluate methods used and results obtained
- evaluate solutions to identify how they may have been affected by assumptions made.

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

#### Extended Learning:

Extended learning will use a mixture of online and written tasks to consolidate in-lesson learning and provide chance for retrieval practice at regular intervals.

#### Connection to the JTFS Approach

Whole School Theme	How does <i>Maths</i> support this?
STRIPE	STRIPE skills that enable students to behave mathematically to produce a higher standard of written work will be highlighted throughout the course.
STEAM	STEAM contexts and applications to all mathematical topics will be discussed.
Literacy	Tier 3 vocabulary introduced and used throughout all topics with oracy skills developed to embed mathematical reasoning
Numeracy	Numeracy skills present in all lessons
SMSC, British Values and Citizenship	Maths in context will cover areas of finance, National statistics and historical mathematics from different cultures.



## Level 2 Further Mathematics

Course code: AQA 8365

This course is *not* part of the pathways process and would be studied during lunch time or after school depending on the timetable. If you are interested in studying Further Mathematics, Mr May will discuss this with you.

### Aims:

- Allows high achieving students to develop their higher order mathematical skills, particularly algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies.
- It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE Mathematics, rather than as a replacement. The content covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth.
- This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills.

### Content:

1. Number – Product rule and surds
2. Algebra – Functions, expressions, graphs, equations, sequences and proof
3. Coordinate Geometry – Straight lines and circles
4. Calculus – Differentiation and its applications using maxima and minima
5. Matrix Transformations
6. Geometry – Trigonometry, Pythagoras, Trigonometric Equations, and Geometric Proof

### Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	Topics in this section of the curriculum will extend the content covered in the GCSE Maths curriculum; investigating how the topic develops and builds on prior knowledge.	School Assessment Topic Assessments & Mock Exams
Year 11	Topics that carry forward into A Level, such as Coordinate Geometry, Calculus, and Matrix Transformations, will be covered with an emphasis on developing the mathematical rigour and thinking needed for further study.	School Assessment Topic Assessments & Mock Exams  Final Level 2 Exams Non Calculator Paper 1h 45m Calculator Paper 1h 45m



### Assessment:

Students will sit two examinations at the end of Year 11, each contributing an equal weighting to the final grade: The following objectives will be assessed in one non-calculator and one calculator exam:

- AO1: Recall and use knowledge of the prescribed content for routine and multi-step procedures
- AO2: Apply mathematical reasoning, skills and knowledge to solve mathematical problems including rigorous justification and formal proof

A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

### Extended Learning:

Students will have to complete extended learning once a week, for approximately 1 hour, to ensure content is consolidated and extended to a sufficient extent. This will largely take the form of extended written but will also include online tasks so that immediate feedback and accurate tracking can be included.

### Connection to the JTFS Approach

Whole School Theme	How does <i>Further Maths</i> support this?
STRIPE	STRIPE skills that enable students to behave mathematically to produce a higher standard of written work will be highlighted throughout the course.
STEAM	STEAM contexts and applications will be discussed in relevant topics such as calculus.
Literacy	Tier 3 vocabulary introduced and used throughout all topics with oracy skills developed to embed mathematical reasoning
Numeracy	Numeracy skills present in all lessons
SMSC, British Values and Citizenship	Historical development of mathematics discussed during topics



## GCSE French

Course code: Edexcel 1FR0

### Aims:

- The GCSE course will cover a range of topics, some of which will be familiar to pupils from work covered in KS3, but pupils will learn to deal with more advanced vocabulary and structures when speaking, writing, reading or listening to French that deals with these themes.
- Pupils will also be taught the grammar needed to express themselves clearly and accurately in French and which will allow them to access the highest marks at GCSE.
- The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country.

### Content:

Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course. Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension.

All themes and topics must be studied in the context of both the students' home country and that of countries and communities where French is spoken

### Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<p><b>Local area, holiday &amp; travel</b></p> <p>Students will be able to describe in detail usual and past holidays using both the present, preterite and imperfect tenses. This will cover booking accommodation and other holiday and tourist transaction which introduces the use of the formal "usted" form of verbs.</p> <p><b>Identity &amp; Culture</b></p> <p>This will equip students with the ability to discuss family and relationships as well as the use of social networks and what they do in their free time. This unit also covers a sub unit on what inspires you and what role models you have.</p> <p><b>School</b></p> <p>Students will build on their KS3 knowledge to discuss school life in more detail. This covers units on:</p> <p>Talking about school rules and problems</p>	<p>Formal speaking assessment</p> <p>Formal listening assessment</p> <p>Formal reading assessment</p> <p>Formal writing assessment</p> <p>Regular vocabulary quizzes</p>



	School activities: Talking about plans for a school exchange Talking about activities and achievements	
Year 11	<p><b>Future aspirations, study &amp; work</b> Students will cover how to talk about different jobs, how you earn money and describing a past work experience. Applying for a summer job Discussing gap years &amp; Discussing plans for the future</p> <p><b>International &amp; Global Dimension</b> Describing types of houses Considering global issues &amp; discussing natural disasters. Talking about international sporting events</p>	<p>Formal speaking assessment Formal listening assessment Formal reading assessment Formal writing assessment Regular vocabulary quizzes</p>

**Assessment:**

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in French consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. All four papers are equally weighted at 25% of the final grade. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year. Each paper is available at Foundation tier or Higher tier. Students must be entered for a single tier across all papers.

**Extended Learning:**

This will include a variety of activities with a big focus on the retrieval of new vocabulary through use of the online software "The Language Gym" and Quizlet. Students will also do some cultural research and analysis of authentic resources.

**Connection to the JTFS Approach**

Whole School Theme	How does French support this?
STRIPE	Students will frequently use their STRIPE skills to enhance and improve their learning. Students will regularly need to reflect on prior learning and new grammatical concepts will need them to "enquire" and question why certain grammatical rules apply .
STEAM	Many environmental issues are explored and discussed in various units however particularly in the International & Global Dimension topic which explores themes such as recycling, natural disasters and various other global concerns.
Literacy	Use of phonetics and a focus on speaking and listening promotes high standards of literacy across the curriculum. Reading aloud is a regularly feature of lessons and students will continue to explore authentic texts in a foreign language.
Numeracy	Numeracy continues to appear during KS4 learning through the revisiting of higher numbers in French and the use of number patterns plus the use of various weights & measures.
SMSC, British Values and Citizenship	This is a critical part of language learning at JTFS. Students will continually investigate what it means to be British by comparing and contrasting the culture with that of the Francophone world.



# GCSE Spanish

## Course code: Edexcel 1SP0

### Aims:

- The GCSE course will cover a range of topics, some of which will be familiar to pupils from work covered in KS3, but pupils will learn to deal with more advanced vocabulary and structures when speaking, writing, reading or listening to Spanish that deals with these themes.
- Pupils will also be taught the grammar needed to express themselves clearly and accurately in Spanish and which will allow them to access the highest marks at GCSE.
- The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country.

### Content:

Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course. Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension.

All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Spanish is spoken

### Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<p><b>Local area, holiday &amp; travel</b> Students will be able to describe in detail usual and past holidays using both the present, preterite and imperfect tenses. This will cover booking accommodation and other holiday and tourist transaction which introduces the use of the formal "usted" form of verbs.</p> <p><b>Identity &amp; Culture</b> This will equip students with the ability to discuss family and relationships as well as the use of social networks and what they do in their free time. This unit also covers a sub unit on what inspires you and what role models you have.</p> <p><b>School</b> Students will build on their KS3 knowledge to discuss school life in more detail. This covers units on: Talking about school rules and problems School activities: Talking about plans for a school exchange</p>	Formal speaking assessment Formal listening assessment Formal Reading assessment Formal writing assessment Regular vocabulary quizzes



	Talking about activities and achievements	
Year 11	<p><b>Future aspirations, study &amp; work</b>            Students will cover how to talk about different jobs, how you earn money and describing a past work experience.            Applying for a summer job            Discussing gap years &amp;            Discussing plans for the future</p> <p><b>International &amp; Global Dimension</b>            Describing types of houses            Considering global issues &amp; discussing natural disasters.            Talking about international sporting events</p>	Formal speaking assessment Formal listening assessment Formal Reading assessment Formal writing assessment Regular vocabulary quizzes

**Assessment:**

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. All four papers are equally weighted at 25% of the final grade. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year. Each paper is available at Foundation tier or Higher tier. Students must be entered for a single tier across all papers.

**Extended Learning:**

This will include a variety of activities with a big focus on the retrieval of new vocabulary through use of the online software "The Language Gym" and Quizlet. Students will also do some cultural research and analysis of authentic resources.

**Connection to the JTFS Approach**

Whole School Theme	How does Spanish support this?
STRIPE	Students will frequently use their STRIPE skills to enhance and improve their learning. Students will regularly need to reflect on prior learning and new grammatical concepts will need them to "enquire" and question why certain grammatical rules apply .
STEAM	Many environmental issues are explored and discussed in various units however particularly in the International & Global Dimension topic which explores themes such as recycling, natural disasters and various other global concerns.
Literacy	Use of phonetics and a focus on speaking and listening promotes high standards of literacy across the curriculum. Reading aloud is a regularly feature of lessons and students will continue to explore authentic texts in a foreign language.
Numeracy	Numeracy continues to appear during KS4 learning through the revisiting of higher numbers in Spanish and the use of number patterns plus the use of various weights & measures.
SMSC, British Values and Citizenship	This is a critical part of language learning at JTFS. Students will continually investigate what it means to be British by comparing and contrasting the culture with that of the Hispanic world.





# GCSE Physical Education

Course code: OCR J587

## Aims:

- Develop the knowledge, understanding, skills and values to maintain performance in physical activities, and understand the benefits to health, fitness, and well-being.
- Develop knowledge of how physiological and psychological factors effect performance, whilst understanding the key socio-cultural influences which can affect involvement in physical activity and sport.
- Perform effectively in three different physical activities by developing skills, techniques and tactics, strategies and/or compositional ideas. Be able to analyse and evaluate to improve sports performance.

## Content:

Students will develop sports specific knowledge, linked to science, and apply them to sports performance. The course is separated into 3 components, including performance. When considering this option, students **must** be able to commit to improving their ability in 3 different sports, which may require additional work outside of lessons, for example training with a community-based club or with enrichment opportunities.

The theoretical based elements include:

**Component 01: Physical factors affecting performance:** applied anatomy and physiology and physical training.

**Component 02: Socio-cultural issues and sports psychology:** sociocultural influences upon participation in sport and physical activity; sports psychology; and the factors effecting health, fitness, and well-being.

The performance elements include:

**Performance in physical education** performance in three physical activities (one individual, one team and one other). Students need to analyse and evaluate their performance and action plan how they can improve.

## Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<p><b>Term 1:</b> the focus will be upon the human body, how it adapts to physical activity and the physiological adaptations that occur due to diet and training.</p> <p><b>Term 2:</b> the focus shifts to fitness, training and exercise physiology. Students will learn about the principals of training and training methods. We consider the structure and function of the skeletal and muscular systems, movement analysis, and the cardiovascular and respiratory systems.</p> <p><b>Term 3:</b> we introduce the components of fitness and how each can be measured, which includes practical application. We also learn the principals of training and preventing injury.</p> <p><b>Performance in Physical Education:</b> across the year, students will be assessed in performing a range of practical activities and learn how to analyse performance, alongside how to develop an action plan to make improvements.</p>	<p>Preparation for final written paper for component 01. There will be regular opportunities where work is assessed against the requirements of the course. This will include retrieval quizzes, short assessments and culminate in an example paper to check for knowledge and understanding.</p> <p>Students will be observed for their performance with internal moderation completed.</p> <p><b>Assessments for sports participated in outside of school must be confirmed by the end of Year 10.</b></p>



Year 11	<p><b>Term 1:</b> Students develop their knowledge of socio-cultural influences that impact on participation and performance in sport, e.g. socio-cultural influences, engagement patterns, commercialisation, and ethical/socio-cultural issues in sport.</p> <p><b>Term 2:</b> this term students will develop their understanding of psychological factors that can affect sports performers including the impact physical activity can have on health, fitness and well-being. Students will study the classification of skills, goal setting, mental preparation, types of guidance and feedback and diet/nutrition.</p> <p><b>Performance in Physical Education:</b> students will continue to be assessed in performing a range of practical activities, focusing on their chosen sports where possible. The analysis of performance and action plan will be finalised.</p>	<p>Preparation for final written paper for all components. There will be regular opportunities where work is assessed against the requirements of the course. This will include retrieval quizzes, short assessments and culminate in an example paper to check for knowledge and understanding.</p> <p>For the performance element, students will be observed and given opportunities to perform in moderation style situations, including a final moderation of grades awarded.</p>
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**Assessment:** There are 2 written papers and 1 practical component to the final assessment:

**Component 1: Physical factors affecting performance (30% of overall GCSE grade).** The exam board sets a written exam paper with a total of 60 marks completed in one hour, sat in Year 11. Includes a range of multiple choice, short answer, and extended/synoptic answer questions.

**Component 2: Socio-cultural issues and sports psychology (30% of overall GCSE grade).** The exam board sets a written exam paper with a total of 60 marks completed in one hour, sat in Year 11. Includes a range of multiple choice, short answer, and extended/synoptic answer questions.

**Component 3: in Physical Education (40% of overall GCSE grade).** 80 marks, externally moderated in Year 11. Assessment is in one individual, one team plus one other sport. Students need to demonstrate effective performance, use of tactics and techniques, and application of the rules. Students will also demonstrate their ability to analyse and evaluate their own performance and produce an action plan outlining how they can improve in one of their activities.

**Extended Learning:**

Students will be expected to actively contribute to their own learning every week, including participating in their chosen performance sports. Extended learning will take many different forms such as, maintaining a practical performance diary, research tasks, retrieval tasks and preparation for answering written examination questions.

**Connection to the JTFS Approach**

Whole School Theme	How does <i>PE</i> support this?
STRIPE	Self-manager skills are used to plan and organise work in and out of school. Students will be challenged so will need to show resilience and reflection, whilst innovate and create skills are evident throughout. Team player and participator skills will be developed through participation and assessment within team and individual sports.
STEAM	Use of performance analysis software as a tool to evaluate and improve performance. There will be close links to physiology and sports science including the use of specific equipment.
Literacy	Students will learn specialist language, defined, and used regularly. Oracy will be developed through analysis of performance and there will be assessed extended/synoptic questions.
Numeracy	Students will be encouraged to accurately analyse performance data/statistics and present data including graphs and tables.
SMSC, British Values and Citizenship	Our students are respectful and reflective learners and competitors on the pitch. Sportsmanship is essential. Respect towards rules and officials will be enhanced.



# Psychology

Course code: AQA 8182

## Aims:

- To demonstrate knowledge and understanding of psychological ideas, processes and procedures.
- To apply knowledge and understanding of psychological ideas, processes and procedures.
- To analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.

## Content:

### Cognition and behaviour

This unit of work focuses on how our brain understands the environment around us and how this has an impact on the way we act.

### Social context and behaviour

We will consider social and biological links between our thoughts, the brain and behaviour. We will use this to make further links to mental health and neuropsychology.

## Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<p><b>Cognition and Behaviour</b></p> <ul style="list-style-type: none"><li>• <b>Memory</b></li><li>• Perception</li><li>• Development</li><li>• Research Methods</li><li>• Data Handling</li></ul> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics. There will be a focus on understanding and then applying psychological theory to scenarios as well as being able to analyse and evaluate psychological ideas.</p>	<p>Practice essay questions</p> <p>Knowledge tests</p> <p>Mock exam</p>
Year 11	<p><b>Social Context and Behaviour</b></p> <ul style="list-style-type: none"><li>• Social Influence</li><li>• Language, Thought and Communication</li><li>• Brain and Neuropsychology</li><li>• Psychological Problems</li></ul> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics. There will be a focus on understanding and then applying psychological theory to scenarios as well as being able to analyse and evaluate psychological ideas.</p>	<p>Practice essay questions</p> <p>Knowledge tests</p> <p>Mock exam</p>



### Assessment:

#### Paper 1: Cognition and behaviour

What's assessed:

- Memory
- Perception
- Development
- Research methods

How it's assessed:

A 1 hour 45 minute written exam worth 100 marks, which is 50% of the GCSE.

#### Paper 2: Social context and behaviour

What's assessed:

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

How it's assessed:

A 1 hour 45 minute written exam worth 100 marks, which is 50% of the GCSE.

### Extended Learning:

Students will extend their learning through a combination of practice exam questions, research projects, challenge reading and revision.

### Connection to the JTFS Approach

Whole School Theme	How does <i>Psychology</i> support this?
STRIPE	Students will develop their enquiry skills by learning to scan and skim read information effectively, draw conclusions and judgement from data and evidence as well as asking questions of various topics especially through the study of research methods.
STEAM	Students study quantitative and qualitative methods including the experimental method (experimental designs, independent groups, repeated measures, matched pairs, including strengths and weaknesses of each experimental design). Students study laboratory experiments, field and natural experiments, interviews, questionnaires and case studies.
Literacy	Most communication is through the written word, raising the importance of good literacy skills. Students should be able to communicate information in ways that convey points clearly and concisely. There will be explicit teaching of specialist vocabulary.
Numeracy	An understanding of association between two variables and the use of scatter diagrams to show possible correlational relationships. The strengths and weaknesses of correlations are also studied. There is an extensive exploration of research methods and data handling which involved designing research, conducting research and analysing and interpreting data.
SMSC, British Values and Citizenship	Students should demonstrate knowledge and understanding of: ethical issues in psychological research as outlined in the British Psychological Society guidelines as well as ways of dealing with each of these issues.



# GCSE Religious Studies A

Course code: AQA 8062

## Aims:

- To demonstrate knowledge and understanding of religion including beliefs, practices and sources of authority
- To demonstrate knowledge and understanding of the influence of religion on individuals, communities and societies as well as similarities and differences within and/or between religions and beliefs.
- To analyse and evaluate aspects of religion and belief, including their significance and influence.

## Content:

- Component 1: The study of religions: beliefs, teachings and practices
- Component 2: Thematic studies

## Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<p><b><u>Component 1: The study of religions: beliefs, teachings and practices</u></b></p> <p><b><u>Christianity:</u></b> Students will study the beliefs, teachings and practices of Christianity and their basis in Christian sources of wisdom and authority. Students will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed will also be studied.</p> <p><b><u>Islam:</u></b> Students will study the beliefs, teachings and practices of Islam specified and their basis in Islamic sources of wisdom and authority. They will be able to refer to scripture and other writings where appropriate. Students will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Islam in the way beliefs and teachings are understood and expressed should be included throughout.</p> <p><b><u>Component 2: Thematic Studies:</u></b></p> <p><b><u>Relationships and families</u></b> Students will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They will be aware of contrasting perspectives in contemporary British society on all of these issues. Student will be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: contraception, sexual relationships before marriage and homosexual relationships.</p>	<p>Practice essay questions</p> <p>Knowledge tests</p> <p>Mock exam</p>
Year 11	<p><b><u>Religion, crime and punishment</u></b> Students will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in</p>	<p>Practice essay questions</p>





# GCSE Combined Science: Trilogy

Course code: AQA 8464

## Aims:

- To teach students a love of science through a variety of engaging, creative and motivational lessons by teaching both project based learning and stand-alone science lessons, providing opportunities for a hands on application of knowledge and skills.
- To use big ideas and mastery goals to equip all of the students for the future, providing students with the ability to connect concepts, ensuring that they can see the world analytically, explain phenomena and make predications
- To ensure that all students will gain the knowledge and practical skills to obtain appropriate GCSE grades, enabling them to become successful in science beyond GCSE.

## Content:

In Year 10 and 11 students will have 5 regular science lessons per week. Our curriculum is based on the AQA KS4 Combined Science: Trilogy Curriculum. In both years, we re-explore and develop a range of modules that students have been introduced to in year 7, 8 and 9, splitting these into the distinct disciplines of Biology, Chemistry and Physics. Students will be given the opportunity to explore their ideas and questions, follow the evidence from results and question everything. Students are taught using a variety of theoretical and practical based learning.

## Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	Students will study a range of Biology, Chemistry and Physical modules including Organisation, Infection and Response, Bioenergetics, Quantitative Chemistry, Chemical Changes, Electricity and Atomic Structure	Formal Exam style assessments, knowledge recall and creative extended learning pieces and retrieval quizzes in lessons.
Year 11	Students will study a range of Biology, Chemistry and Physical modules including Inheritance, Variation and Ecology, Chemistry of the Atmosphere and Using Resources, Waves and Magnetism	Formal Exam style assessments, knowledge recall and creative extended learning pieces and retrieval quizzes in lessons.

## Assessment:

This qualification is linear, meaning that all students will sit all their exams at the end of the course. There are six papers: two Biology, two Chemistry and two Physics. Each paper will assess knowledge and understanding from distinct topic areas. Each paper is 1 hour and 15 minutes in length, consists of 70- marks and has a range of multiple choice, structured, closed short answer and open response questions. Each paper accounts for 16.7% of the GCSE. Students will achieve 2 GCSE Grades.

- Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.
- Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.



- Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.
- Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.
- Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure
- Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism

There is also a practical aspect to the course with the practical assessment being designed to support and consolidate scientific concepts, develop investigative skills and build and master practical skills. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities. These questions will count for at least 15% of the overall marks for the qualification.

### Extended Learning:

Extended learning in science takes the form of Mode A extended learning, where the extended learning focusses on knowledge recall and Mode B, where the students are invited to express themselves creatively in order to succeed. There will also be opportunity for students to engage with science outside of the classroom through the enhanced curriculum provided at John Taylor Free School. This includes the STEAM club (Science Technology, Engineering, Arts and Maths) and attending science educational visits.

### Connection to the JTFS Approach

Whole School Theme	How does Science support this?
STRIPE	STRIPE habits are used constantly within science; team player during experimental teamwork and the reflective and resilient strand where students are encouraged to reflect and refine their methodology. Students are also constantly encouraged to be innovative when designing investigations.
STEAM	As science is one of the key strands of STEAM, we focus on many opportunities for students to connect their learning to other subjects. We also focus on job opportunities and possibilities that exist for students beyond GCSE
Literacy	Students are encouraged to write like a scientist. This includes learning many new science specific words and using them appropriately within their work. This is particularly relevant when recording the required practical element of the course and for achieving high marks in open response questions.
Numeracy	Students are encouraged throughout this module to relate the content that they study to the skills they have learnt in maths. Modules in physics encourage students to re-arrange equations, convert figures and perform complex calculations.
SMSC, British Values and Citizenship	Students will investigate fuels for the future and methods to reduce the impact of climate change. They are encouraged to build respect for others in the community with lessons around cloning and contraception. Students considering how scientific perceptions can alter due to the development of new technologies. Students will consider local issues that develop British values, such as light pollution in Astronomy or Recycling





## AQA GCSE Separate Science

Course code: GCSE Biology 8416, Chemistry 8462 and Physics 8463.

### Aims:

- To teach students a love of science through a variety of engaging, creative and motivational lessons by teaching both project based learning and stand-alone science lessons, providing opportunities for a hands on application of knowledge and skills.
- To use big ideas and mastery goals to equip all of the students for the future, providing students with the ability to connect concepts, ensuring that they can see the world analytically, explain phenomena and make predications
- To ensure that all students will gain the knowledge and practical skills to obtain appropriate GCSE grades, enabling them to become successful in science beyond GCSE.

### Content:

In Year 10 and 11 students will have 8 science lessons per week. Our curriculum is based on the AQA KS4 Separate Science Curriculum in which students will achieve 3 GCSE grades in Biology, Chemistry and Physics. This route is specifically designed for students who wish to be challenged further in science. This course covers all of the content explored in the combined science route, with additional lessons embedded within. In both years, we re-explore and develop a range of modules that students have been introduced to in year 7, 8 and 9, splitting these into the distinct disciplines of Biology, Chemistry and Physics. Students will be given the opportunity to explore their ideas and questions, follow the evidence from results and question everything. Students are taught using a variety of theoretical and practical based learning.

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Year 10	Additional Content includes the production of antibodies in fighting disease, looking in depth at the eye and the brain, alternative fuels, Nuclear fusion and fusion reactions, radiation	Formal Exam style assessments, knowledge recall and creative extended learning pieces and retrieval quizzes in lessons.
Year 11	Additional content includes exploring cloning and sustainable food production, the use of fertilisers, how microphones work and a study of space.	Formal Exam style assessments, knowledge recall and creative extended learning pieces and retrieval quizzes in lessons.

### Assessment:

This qualification is linear, meaning that all students will sit all their exams at the end of the course. There are six papers: two Biology, two Chemistry and two Physics. Each paper will assess knowledge and understanding from distinct topic areas. Each paper is 1 hour and 45 minutes in length, consists of 100 marks and has a range of multiple choice, structured, closed short answer and open response questions. Each paper accounts for 50% of the Biology, chemistry or Physics GCSE. Students will achieve 3 Grades.

- Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.
- Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
- Chemistry Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.



- Chemistry Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.
- Physics Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.
- Physics Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

There is also a practical aspect to the course with the practical assessment being designed to support and consolidate scientific concepts, develop investigative skills and build and master practical skills. Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities. These questions will count for at least 15% of the overall marks for the qualification.

#### Extended Learning:

Extended learning in science takes the form of Mode A extended learning, where the extended learning focusses on knowledge recall and Mode B, where the students are invited to express themselves creatively in order to succeed. There will also be opportunity for students to engage with science outside of the classroom through the enhanced curriculum provided at John Taylor Free School. This includes the STEAM club (Science Technology, Engineering, Arts and Maths) and attending science educational visits.

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