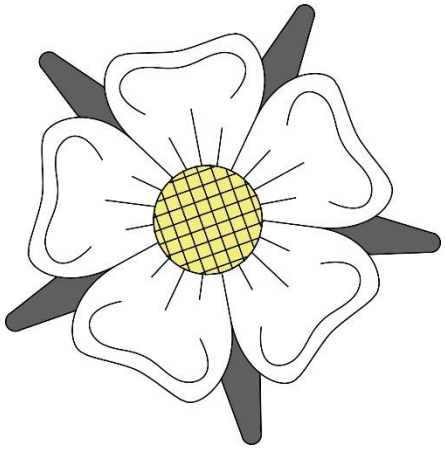


John Taylor Free School

Year 10 and 11 Curriculum

Constructing your KS4 pathway

Contents

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, most 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 than the previous A*. The Level 1/ 2 BTec 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 at and also enjoy the most.

Part One of your Curriculum Pathway:

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
PSHCE	1	n/a
Tutor Time	5	n/a
Physical Education	2	n/a
Total	22	5

Part Two of your Curriculum Pathway:

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

Part Three of your Personal Curriculum Pathway:

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. Each subject below is one GCSE to complete the 9 GCSE pathway. All subjects are offered as potential pathways; however pathways are dependent on numbers and may be subject to change, or in the case of low uptake, may not run. 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.

Part three of your personal curriculum pathway	Number of lessons per week
GCSE Courses	
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
GCSE Sociology	3
GCSE Textiles	3
Students can also opt either: GCSE Geography GCSE History	3
Students can also opt to study another Modern Foreign Language: GCSE French GCSE Spanish (if studying it in Year 9)	3
Level 2 Vocational Courses	
L1/2 Food and cookery	3
L1/2 ICT	3
OCR Cambridge National Level 1/2 Child Development	3
BTEC Level 1/Level 2 Tech Award in Performing Arts Dance Pathway	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.

Careers Event- **November 2025**

Assembly on **Monday, 24th November 2025**

Booklet and subject summary videos are also published to enable conversations at home

GCSE Pathways Evening on **Thursday, 22nd January 2025**

5- 7pm

One to one conversation with Personal Tutor

Conversations continue at home

Complete Forms entering preference information

From 5th February -13th February 2026

Deadline of **Friday, 13th February 2026**

for all discussion and Pathway form completion

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.

For information on Careers please see https://johntaylorfreeschool.co.uk/careers/

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 Mellors and Ms Ffrench are our SENDCos and they have the strategic leadership of the education for those students who have additional needs (LAC, EAL, SEN and catch up). They ensure 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 Bromcom/MCAS 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

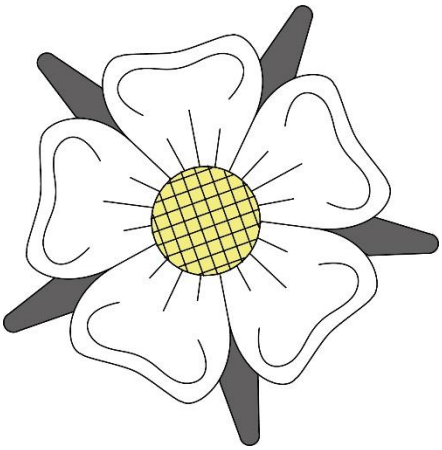
Parents can access reports for their child 3 times per year via Bromcom/MCAS

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 are be able to access reports via the MCAS/ Bromcom App.



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	Term 1: 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. Term 2 & 3: Developing sustained project work and final outcomes towards Component 1: The Portfolio, for themes based on a) Unusual Viewpoints b) Tangled, Trapped and Hidden	Component 1: portfolio. (60% of grade) 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.
Year 11	Term 1: Refinement of Component 1: The portfolio. Term 2: Component 2: The Externally Set Assignment. Independent work over several weeks (which is also submitted) before the 10-hour supervised unaided work (exam conditions).	Component 2: The Externally Set Assignment. (40% of grade) There will be regular opportunities where work is assessed against the four assessment objectives.

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 *Art & Design* 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	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. 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.	Business language and terminology retrieval practice Calculation practice Short answer exit ticket style tasks Extended written questions
Year 11	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.	Business language and terminology retrieval practice Calculation practice Short answer exit ticket style tasks Extended written questions

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 45 minutes 50% of the qualification (90 marks)

Theme 2- Written examination: 1 hour and 45 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 *GCSE Business* 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.

OCR Cambridge National Level 1/2 Child Development

Course code: J809

Aims:

- understand and apply the fundamental principles and concepts of Child Development to include health and well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years
- develop learning and practical skills that can be applied to real-life contexts and work situations
- think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the childcare sector and more widely.

Content:

Unit R057: Health and well-being for child development

In this unit you will learn about the importance of both pre-conception health and creating conditions in which a child can thrive, including the prevention and management of childhood illnesses and creating a safe environment.

- Pre-conception health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years

In this unit, you will learn how to create a safe environment for children from birth to five years in childcare settings. You will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.

- Creating a safe environment in a childcare setting
- Choosing suitable equipment for a childcare setting
- Nutritional needs of children from birth to five years

Unit R059: Understand the development of a child from one to five years

In this unit you will learn the expected developmental norms for children from one to five years. You will use observation and research techniques and skills to investigate these development norms and explore your findings. You will also learn the importance of creating plans and providing different play activities to support children in their development.

- Physical, intellectual and social developmental norms from one to five years
- Stages and types of play and how play benefits development
- Observe the development of a child aged one to five years
- Plan and evaluate play activities for a child aged one to five years for a chosen area of development

Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	Unit R059: Understand the development of a child from one to five years Physical, intellectual and social developmental norms from one to five years Stages and types of play and how play benefits development Observe the development of a child aged one to five years Plan and evaluate play activities for a child aged one to five years for a chosen area of development Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years Creating a safe environment in a childcare setting Choosing suitable equipment for a childcare setting Nutritional needs of children from birth to five years	OCR NEA set assignment, completed in controlled conditions. Students will need to carry out a child observation OCR NEA set assignment, completed in controlled conditions

Year 11	Unit R057: Health and well-being for child development Pre-conception health and reproduction Antenatal care and preparation for birth Postnatal checks, postnatal care and the conditions for development Childhood illnesses and a child safe environment	Practice exam questions Knowledge retrieval tests Trial exam

Assessment:

Unit R057: Health and well-being for child development

How it's assessed:

This unit is assessed by an exam. The exam is 1 hour and 15 minutes. It has two Sections – Section A and Section B. Section A has 40 marks. Section B has 30 marks. The exam has 70 marks in total. A range of question types will be used in the exam, but it will always require students to use the skills of analysis and evaluation.

Unit R059: Understand the development of a child from one to five years

How it's assessed:

OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated This set assignment contains four practical tasks. It should take approximately 12-14 hours to complete.

Unit R058: Create a safe environment and understand the nutritional needs of children from birth to five years

How it's assessed:

OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated. This set assignment contains two practical tasks. It should take approximately 10-12 hours to complete.

Extended Learning:

Students will extend their learning through a combination of practice exam questions, research, challenge reading and revision. They will need to complete research on specific topics.

Connection to the JTFS Approach

Whole School Theme	How does *Child Development* support this?
STRIPE	Students will develop their enquiry skills by learning to scan and skim read information effectively. They will think creatively, innovatively, analytically, logically and critically research skills – for example, within the NEA set assignment students will need to complete research for equipment to help make decisions on which to choose and explain why
STEAM	Students develop independence and confidence in using skills that would be relevant to the childcare sector and more widely. They will develop learning and practical skills that can be applied to real-life contexts and work situations
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. Students will develop communication skills – for example, within the NEA set assignment students will need to make recommendations to the nursery on how accidents can be prevented.
Numeracy	Students will need to be able to interpret data and to research statistics. They will need to interpret graphs regarding development of children.
SMSC, British Values and Citizenship	Working as a childcare professional needs an understanding of the care needs for children of all ages. This qualification will help you to develop knowledge, understanding and skills that will allow you to help and support those in your care, starting from preconception through to children aged birth to five years. It is important that childcare settings provide a safe and nurturing environment to care for babies and young children, as well as providing activities and support to help them develop. This qualification will allow you to gain knowledge and skills to help provide such an environment for children in your care.

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- Product Design

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 in 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	**Term 1: New and emerging technologies, Energy generation and storage, specialist technical knowledge** In addition to weekly theory lessons students will design and make a small workshop project. **Term 2: Materials and systems, Tools, and manufacturing** Students will also start a practice NEA task to further embed design and make skills. Students will learn 3D CAD modelling. **Term 3: Designing skills, Specialist technical knowledge.** 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	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. **NEA project commences (50% of GCSE)**
Year 11	**Term 1:** Students will design, develop, and model their GCSE NEA ideas. Alongside NEA self-led project theory lessons will still feature **Term 2/3:** Students will manufacture a final prototype and complete testing and evaluation. On completion of 20 pages of coursework work is submitted to AQA.	NEA (Project coursework) – 50% of final GCSE Eternally set exam – 50% of final GCSE

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 *Design Technology* 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 communicatee 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 Term 1	Creating, Performing, Responding • Using a Stimulus to promote lateral thinking • Applying Acting Skills to support the development of Character / role • Trial Devised Exam: Creating, Performing and Evaluation • Ensemble work / collaboration • Theatre Practitioner focus • Evaluation of Performance • Exploring set text practically (external exam)	Creating, Performing & Responding
Term 2	Devised Exam: • Practical Portfolio: research and initial ideas, creating and developing & Evaluation • Performance: Acting • Theatre Practitioner focus • Exploring set text practically (external exam)	Creating, Performing & Responding
Term 3	Presenting and Performing Texts: • Using an existing text: exploring style and genre • Applying Stanislavski's methodologies of acting • Performance: Acting	Performance
Year 11 Term 1	Presenting and Performing Texts: *Rehearsal and Performance* • Exploring set text practically (external exam) • Live Theatre Review	Performance

Term 2 Term 3	• Trial exam: Written paper Presenting and Performing Texts Exam • Exploring set text practically (external exam) • Live Theatre Review • Performance and Response Exam • Exploring set text practically (external exam) • Live Theatre Review	Performance 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.

BTEC Level 1/Level 2 Tech Award in Performing Arts Dance Pathway

Course code: 603/7054/3

Aims:

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills, such as creating performance or design content for a real vocational scenario. Everyone taking this qualification will study three components, covering the following content areas:

- Component 1: Exploring the Performing Arts. Dance students will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.
- Component 2: Developing Skills and Techniques in the Performing Arts. Dance students will develop their performing arts skills and techniques through the reproduction of dance repertoire as performers.
- Component 3: Responding to a Brief. Dance students will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer in response to a brief and stimulus.

Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	Term 1: Sept - Oct : Component 2 Exploration of technique and styles of dance including, street, Ballet, Jazz, Musical Theatre, Contemporary and Lyrical. A written diary of the individual dancers development and progress must be kept. Term 1 (Oct - Dec) : Component 2 Exploration of three contrasting professional dance works in a variety of workshops. Research to be completed for each style and professional works studied. Term 2: (Jan - Feb): Component 2 Development of the professional dance works to be performed. A written diary of the individual dancers development must be kept. Term 2: (Feb - Apr): Component 2 Final performance and coursework submission.	30% Performance to camera and written portfolio
Year 10	Term 3: (Apr -June): Component 1 Exploration of the role of a choreographer through workshops. Dancers will need to complete a written portfolio for each of these. Term 3: (June - July): Component 1 Selection and development of the professional repertoire for performance to a live audience. Dancers will be required to complete a portfolio of their process.	30% Performance to a live audience and written portfolio
Year 11	Term 1: Component 1 final performance and coursework submission December. Term 2: Component 3: Live Performance External Exam (Including re-submission)	As above **40%** Performance to a live audience and 3 controlled written assessmnets

Assessment

- Exploring the Performing Arts 30%

- Internal assessment 60 marks
- 2 tasks
- 12 hours of supervised sessions

- Developing skills and techniques in the Performing Arts 30%
- Internal assessment 60 marks
- 3 tasks
- 15 hours of supervised sessions

- Responding to a Brief 40%:
- External synoptic task 60 marks
- 8 hours of development work
- 3 hours supervised assessment

Extended Learning:

Extended learning will provide a key component to the students' development as a Dancer. Students will be expected to keep a detailed account of their individual development, research into the history of dance, dance styles and technique as well as evaluating both their own and professional repertoire. 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.

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 Dance Pathway. 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 performances are a key element of this course, students will be required to research and explain their understanding and development of choreography using tier three vocabulary.
Numeracy	Students will be expected to manage their own rehearsal time. Musicality and timing are an essential part of the pathway. Students will be responsible of ensuring their work meets the time restraints of the assessments.
SMSC, British Values and Citizenship	The exploration of the history and development of dance within society and across the world will help our students to appreciate a number of cultural aspects across a variety of dance styles

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	• AoS5 – an exploration of 'Conventions of Pop'. • An introduction to composition – reduced note range, cadences, primary chords, chord sequences. • Ensemble performances.	• Performance, listening tasks and compositions for AoS5. • Composition tasks. • Ensemble performance.
Year 10 Term 2	• AoS3 – an exploration of 'Rhythms of the World'. • Solo performance master classes to the rest of the group. • Composition tasks based on AoS3.	• Performance, listening tasks and compositions for AoS3. • Solo performance.
Year 10 Term 3	• AoS4 – an exploration of 'Film Music'. • Completion of composition for Integrated Portfolio. • Finalise ideas for solo performance (Integrated Portfolio).	• Performance, listening tasks and compositions for AoS4. • Integrated Portfolio Composition.

	• Initial ideas for ensemble performance (Practical Component).	
Year 11 Term 1	• AoS4 – an exploration of 'Concerto Through Time'. • Record completed solo performance for Integrated Portfolio. • Work through the newly released composition brief for Practical Component.	• Performance, listening tasks and compositions for AoS4. • Integrated Portfolio solo performance.
Year 11 Term 2	• Revisit all content for Listening Exam. • Prepare and record ensemble performance for Practical Component. • Complete composition for Practical Component.	• Practical Component Ensemble performance. • Practical Component Composition.

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 reading skills through focusing on a piece of fiction writing, exploring how writers manipulate language, sentence structure, rhetoric and narrative to engage their readers. We will then use these to develop creative writing, allowing students to respond to a stimulus and use the attributes of established writers within their own work. They will then analyse a range literary non-fiction texts from the 19th, 20th and 21st centuries from a variety of contexts and perspectives before going on to develop their non-fiction writing skills. This will involve students producing speeches, letters, leaflets, newspaper and magazine articles about a range of subjects. In addition, the students will also complete a spoken language assessment, which indicates their ability to communicate complex ideas and engage an 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.	Exam practice for both papers Mock exam (June) Speaking Presentation
Year 11	Year 11 will build on learning to ensure that students are well prepared for: • 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 • read and evaluate texts critically and make comparisons between texts • summarise and synthesise information or ideas from texts • use knowledge gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately • use grammar correctly and punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language • listen to and understand spoken language and use spoken Standard English effectively.	Mock exam (Nov) Mock exam (March) Further in-class assessments throughout the year.

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 at 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 writers 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 us 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 20th 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 19th century novel- Charles Dickens' novel 'A Christmas Carol' which explores ideas of poverty and wealth 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	The course will begin by reading An Inspector Calls. Students will then write in detail about both extracts and the novel as a whole. Poetry Anthology Cluster 1- All 'poetry cluster texts' will provide opportunity for comparison. There are three opportunities to engage with poetry anthology to develop these skills. Students will then read Macbeth and from this learning students will produce a detailed written response about an extract and the play as a whole. Poetry Anthology Cluster 2	Various mock exam questions throughout the year using the GCSE mark scheme. Mock GCSE Papers
Year 11	Building on the learning in year 10 we engage in the novel, A Christmas Carol by Charles Dickens. Set in Victorian England, this novel explores themes such as poverty, morality and redemption. Poetry Anthology Cluster 3 Using unseen poetry and adapting the skills developed with the Poetry Anthology Clusters students will compare styles and content. Year 11 will conclude with reviewing and revising prior learning to develop further confidence and knowledge.	Various mock exam questions throughout the year using the GCSE mark scheme Whole Paper Mock Exam

Assessment:

Paper 1: Shakespeare and the 19th Century Novel - 40% of GCSE (I 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, 19th 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	Term 1: Developing knowledge and understanding of nutrition and health including macronutrients, micronutrients, nutritional needs and health risks. Term 2: Developing knowledge and understanding of food science and food safety, food spoilage and contamination. Term 3: Developing knowledge and understanding of food choice and food provenance (environmental impact and sustainability of food; food processing and production). Food preparation skills will be taught and developed through a range of practical activities during Year 10.	During year 10, students will be assessed internally with regular feedback and termly tests to prepare for year 11 assessments. This theoretical knowledge and application of, is assessed in the exam and both NEA tasks in year 11.
Year 11	Term 1: Non-exam assessment 1: Food investigation task (15%) Term 2: Non-exam assessment 2: Food preparation task (35%) Students will revise and apply knowledge and understanding from year 10.	There will be two non-exam assessment tasks. There will also be a written exam (paper 1).

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 *Food Preparation and Nutrition* 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.

Level 2 Food and Cookery

Course code: NCFE 603/7014/2

Aims:

- To demonstrate knowledge and understanding of functional and nutritional properties of food ingredients, 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, food safety and the production of recipes for themselves and other key life stages or medical needs. 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	Term 1: Developing knowledge and understanding of nutrition and health including macronutrients, micronutrients, nutritional needs at different life stages and the links between nutrition and health. Term 2: Developing knowledge and understanding of recipe amendment for key life stages and medical needs. This includes food preparation, cooking skills and techniques. Followed by the development and evaluation of menus and action planning. Term 3: Developing knowledge and understanding of food choice and food provenance (environmental impact and sustainability of food; food processing and production). Food preparation skills will be taught and developed through a range of practical activities during Year 10.	During year 10, students will be assessed internally with regular feedback and termly assessments to prepare for year 11 assessments. This theoretical knowledge and application of, is assessed in the exam and both NEA tasks in year 11.
Year 11	Term 1: Non-exam assessment 1: Amendment of a recipe for a key target group Non-exam assessment 2: Preparing to cook and evaluate an amended recipe. Term 2: Non-exam assessment 3: Food preparation task 1 – Preparing, cooking and evaluating a two course meal. Non-exam assessment 4: Food preparation task 1 – Preparing, cooking and evaluating a dish suitable for someone with medical need. Term 3: Students will revise and apply knowledge and understanding from year 10 before their summer examination.	There will be four shorter non-exam assessment tasks. There will also be a written exam (paper 1).

Assessment

Seven 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: Health and safety relating to food, nutrition and the cooking environment
AO2: Food legislation and food provenance
AO3: Food groups, key nutrients and a balanced diet
AO4: Factors affecting food choice
AO5: Food preparation, cooking skills and techniques
AO6: Recipe amendment, development and evaluation
AO7: Menu and action planning for completed dishes

The written exam assesses theoretical knowledge of taught as part of the Level 2 Food and Cookery course.

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

Paper 1 (40%): The examination consists of 80 marks and is a mixture of multiple-choice, short-answer and extended response questions The written examination is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.

Non examined assessment (60%): The completion time for the NEA is 16 hours 30 minutes plus 2 hours preparation and research time. The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The NEA will target the following assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5

Extended Learning:

Students completing Level 2 Food and Cookery 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 *Food and Cookery* 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 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	**Local area, holiday & travel** 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. **Identity & Culture** 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. **School** Students will build on their KS3 knowledge to discuss school life in more detail. This covers units on: Talking about school rules and problems	Formal speaking assessment Formal listening assessment Formal reading assessment Formal writing assessment Regular vocabulary quizzes

	School activities: Talking about plans for a school exchange Talking about activities and achievements	
Year 11	Future aspirations, study & work 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 & Discussing plans for the future International & Global Dimension Describing types of houses Considering global issues & discussing natural disasters. Talking about international sporting events	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 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 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	<u>Physical landscapes in the UK</u> 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 initially study river landscapes then coastal 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. <u>The changing economic world</u> 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. <u>The challenge of natural hazards</u> 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 – Hurricane Katrina, Chile and Nepal Earthquakes and UK 2003 Heatwave) <u>Fieldwork</u> Students will have the opportunity to undertake two fieldwork investigations, which will be assessed in Paper 3. The Human fieldwork will be to Birmingham City Centre to view regeneration and the Physical to Carding Mill Valley to investigate river characteristics.	Practice essay questions Knowledge tests End of Unit Summative Assessments End of year Mock exams
Year 11	<u>Urban issues and challenges</u> 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 (Lagos and Birmingham)	Practice essay questions Knowledge tests

	<u>The living world</u> 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. <u>The challenge of resource management</u> 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. <u>Issue evaluation</u> 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.	End of Unit Summative Assessments End of year Mock exams

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 30 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 *Geography* 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 8145GC

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:

- Paper 1: Conflict and tension: The inter-war years, 1918–1939
- Paper 1: Germany, 1890–1945: Democracy and dictatorship
- Paper 2: Britain: Health and the people: c1000 to the present day
- Paper 2: Elizabethan England, c1568-1603

Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	**Conflict and tension: The inter-war years, 1918–1939** 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 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. **Britain: Health and the people: c1000 to the present day** 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.	Source analysis question How useful are sources question Write an account question Essay question How useful is a source question Explain the significance of… question Explain two ways in which X and Y were similar/different? Essay question using factors

Year 11	<u>Germany, 1890–1945: Democracy and dictatorship</u> 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 the period 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. Elizabethan England, c.1568-1603 This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. This unit also includes the historic environment element.	'How do interpretations differ' question 'Why do interpretations differ' question 'How convincing are Interpretations' question 'Describe' question 'Explain' question. Essay question 'How convincing is interpretation' question 'Explain why' question 'Write an account' question Essay question linked to specified site

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 Elizabethan England 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 *History* 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.

Level 1/2 Vocational Award in ICT

Course code: 5539QA

Aims:

WJEC Level 1/2 Vocational Awards (Technical Awards) provide learners with opportunities to study vocational subjects alongside GCSEs and other general and vocational qualifications as part of a broad programme of study.

Students will learn a wide range of key ICT skills. Vocational ICT is a skills and knowledge based course which aims to give students the ICT foundation they will need in future life. During this course, students can expect to develop practical skills in office software and develop their understanding of information communication technology.

Content:

- The wide use of hardware in society.
- The use of application and specialist software.
- How information is used in a wide range of contexts including businesses, education and homes.
- Legal, moral and ethical implications of using ICT
- Environmental impacts of using ICT
- How data and information are transferred.
- Extensive spreadsheet knowledge and skills, including Formulas, Functions, Formatting, Conditional Formatting, Macros and More
- Extensive knowledge of databases, including Queries, Table designs, Data Types and More. Knowledge of editing digital images
- Understanding how to solve problems in a vocational setting

Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	• Introduction to the qualification Audit of learner knowledge, understanding and skills related to qualification content Introduction to hardware and software used by organisations and individuals • Development of ICT skills Application of ICT skills in context Consideration of the use of ICT services How data and information is used and transferred • How data and information is used and transferred • The security of data • The moral, ethical and legal issues associated with ICT The cultural, personal and environmental impact of ICT Development of ICT skills continued Application of ICT skills in context • Development of ICT skills continued Application of ICT skills in context	Online class assessments Homework exam question assessment End of half term assessments

Year 11	• Completion of Unit 2 content delivery Introduction to the Unit 2 assessment brief • Unit 2 Assessment Reinforcement of Unit 1 content through Unit 2 assessment • Unit 2 Assessment Reinforcement of Unit 1 content through Unit 2 assessment • Completion of Unit 2 assessment Revision for Unit 1 examination Unit 1 examination to be taken	Online class assessments Homework exam question assessment End of half term assessments Online mock tests

Assessment:

Unit 1: ICT in Society On-screen examination: 1 hour 20 minutes 40% of qualification 80 mark

Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

Unit 2: ICT in Context Controlled assessment: 40 hours 60% of qualification.

An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.

Extended Learning:

Seneca is used weekly to support the learning and assessment of students. In addition, tasks may be set to reinforce learning within the classroom. Revision is embedded and will be required to be done as part of the course extended learning.

Connection to the JTFS Approach

Whole School Theme	How does ICT support this?
STRIPE	ICT skills needed for the workplace and future learning are linked to STRIPE methods. For example, Self Manager would reflect in the correct completion of lesson tasks and extended learning to meet the course deadlines, a skill that can be transferred to industry.
STEAM	ICT 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 can 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	The ability to successfully create and manipulate data using spreadsheets and databases provides a link to numeracy that is desired in the workplace and in future learning.
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 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 *Maths* 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 *Further Maths* 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 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. It is preferable for students to be competing in three sports, one team sport, one individual sport and one of either, if they wish to select this pathway.

Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	Term 1: 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. Term 2: 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. Term 3: 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. Performance in Physical Education: 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.	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. Students will be observed for their performance with internal moderation completed. Assessments for sports participated in outside of school must be confirmed by the end of Year 10.

Year 11	Term 1: 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. Term 2: 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. Performance in Physical Education: 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.	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. For the performance element, students will be observed and given opportunities to perform in moderation style situations, including a final moderation of grades awarded.

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 *PE* 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.

GCSE 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	Cognition and Behaviour • Memory • Perception • Development • Research Methods • Data Handling 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.	Practice exam questions Knowledge tests Trial exam
Year 11	Social Context and Behaviour • Social Influence • Language, Thought and Communication • Brain and Neuropsychology • Psychological Problems 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.	Practice exam questions Knowledge tests Trial exam

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. Students will also have access to Seneca for revision.

Connection to the JTFS Approach

Whole School Theme	How does *Psychology* 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	<u>Component 1: The study of religions: beliefs, teachings and practices</u> <u>Christianity:</u> 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. <u>Islam:</u> 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. <u>Component 2: Thematic Studies:</u> <u>Relationships and families</u> 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.	Practice essay questions Knowledge tests Mock exam
Year 11	<u>Religion, crime and punishment</u> Students will study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in	Practice essay questions

	the modern world. They will be aware of contrasting perspectives in contemporary British society on all of these issues. They 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: corporal punishment, death penalty and forgiveness. <u>Religion, human rights and social justice.</u> 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. They 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: human rights, discrimination, and poverty. <u>Religion and life</u> 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. Student will be aware of contrasting perspectives in contemporary British society on all of these issues. Students will 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: abortion, euthanasia and animal experimentation.	Knowledge tests Mock exam

Assessment:

- Component 1: Written exam: 1 hour 45 minutes, 50% of GCSE
- Component 2: Written exam: 1 hour 45 minutes, 50% of 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 *Religious Studies* support this?
STRIPE	Students will improve their participator skills by engaging debates over a range of philosophical topics. They will be encouraged to be active listeners to build on and challenge the viewpoints of others.
STEAM	Students will examine the relationship between religion and science as well as topics such as abortion, animal experimentation and weapons of mass destruction.
Literacy	Extended writing will be practised extensively with a focus on the correct application of specialised terminology. Oracy and the ability to articulate arguments will also be a focus.
Numeracy	Students will practice interpreting statistics and forming judgements around this.
SMSC, British Values and Citizenship	Students will examine the role of free speech, crime and punishment and the legal system in the United Kingdom. Students will also examine the links between religion, relationships in the family, sexual relationships, contraception and homosexuality. Students will also examine peace, conflict and how it links to religion.

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.

Curriculum Map

Year	Curriculum Overview	Assessment
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.

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

GCSE Sociology

Course code: WJEC Eduqas C200QS

Aims:

- apply their sociological knowledge, understanding and skills to develop an understanding of relationships and tension between social structures and individual agency within a UK and global context
- critically analyse information and use evidence in order to make informed arguments, reach substantiated judgements and draw conclusions
- use and apply their knowledge and understanding of how social structures and processes influence social control, power and inequality
- use sociological theories to understand social issues, debates, social changes and continuities over time
- understand and evaluate sociological methodology and a range of research methods
- use sociological terminology appropriately and make connections between the key areas of subject content.

Content:

Component 1 – Understanding social processes.

Key concepts and processes of cultural transmission Students will study sociological concepts such as culture, norms, values, roles, status, and identity, explore debates over the acquisition of identity, including the nature vs nurture debate. The process of socialisation will be explored. Learning about how the family, education, media and peer group influence us.

Families Students will learn about different family forms and diversity with the UK. They will be able to explain changes in family structure. Finally, they will learn about the different sociological theories of the role of the family.

Education Students will be able to explain the sociological theories on the role of education, exploring the Functionalist, Marxist, and Feminist view of education. They will understand the reasons for different patterns of achievement, linked with social class, gender and ethnicity.

Sociological research methods Students will explain different types of data and methods of research, including questionnaires, interviews, and observations. They will learn about different sampling techniques and the role of ethical guidelines in research.

Component 2 – Understanding social structures.

Social differentiation and stratification Students will learn about the sociological theories of stratification, including the consensus and conflict approaches. They will explore different sources of power, agencies of social control and equality and inequality within society. They will explore a wide range of factors that can influence life chances and power.

Crime and deviance Students learn about different concepts of crime and ways in which society has social control. They will explore patterns of crime. Finally looking at sociological explanations of crime, including consensus and conflict views. Students will also have a chance to explore crime rates and to assess the usefulness of crime data.

Applied methods of sociological enquiry Building upon knowledge of research methods, students will understand the process of research and how to interpret data.

Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	Understanding social processes Key concepts and processes of cultural transmission Families Education Sociological research methods	Practice essay questions Knowledge retrieval tests Trial exam
Year 11	Understanding social structures Social differentiation and stratification Crime and deviance Applied methods of sociological enquiry	Practice essay questions Knowledge retrieval tests Trial exam

Assessment:

Component 1: Understanding social processes

What's assessed:

- Key concepts and processes of cultural transmission
- Families
- Education
- Sociological research methods

How it's assessed: A 1 hour 45 minute written exam worth 100 marks, which is 50% of the GCSE.

Paper 2: understanding social structures

What's assessed:

- Social differentiation and stratification
- Crime and deviance
- Applied methods of sociological enquiry

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, challenge reading and revision. Students will also have access to Seneca for revision.

Connection to the JTFS Approach

Whole School Theme	How does *Sociology* 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 different types of data. They will find out about interviews, questionnaires, and observations. Learning about how to carry out sociological research.
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 how to interpret graphs, diagrams, charts and tables to be able to discern patterns and trends.
SMSC, British Values and Citizenship	Students should demonstrate knowledge and understanding of: ethical issues in sociological research. They will learn about poverty and its effects on society.

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	**Local area, holiday & travel** 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. **Identity & Culture** 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. **School** 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	Formal speaking assessment Formal listening assessment Formal Reading assessment Formal writing assessment Regular vocabulary quizzes

	Talking about activities and achievements	
Year 11	Future aspirations, study & work 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 & Discussing plans for the future International & Global Dimension Describing types of houses Considering global issues & discussing natural disasters. Talking about international sporting events	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 Textiles (Art and Design)

Course code: AQA 8204

Aims:

- Acquire and develop technical skills through working with a broad range of textile materials, techniques, processes and technologies with purpose and intent
- Actively engage in the creative process of Textile, Art and Design in order to develop as effective and independent learners, and as critical and reflective thinkers
- 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 merging their skills and knowledge from both Art and Design and Technology Textiles. Rather than our driving question, themes will be used to stimulate creating your portfolio of work. This will form Component 1.

Theme 1 – Fashion Design and Illustration Theme 2 – Costume Design

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 10hour exam.

Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	Term 1: Developing skills using a range of art techniques and develop analytical skills with a diverse range of fashion designers/ artist/ contextual sources. Practical work might cover: Fashion drawing, digital imagery, weaving, printing, textile 2D and 3D constructions, abstract and representational styles. Learning will be increasingly personalised to students strengths and interests. Term 2 & 3: Developing sustained project work and final outcomes towards Component 1: The Portfolio, for themes based on c) Fashion Design and Illustration d) Costume Design	Component 1: portfolio. (60% of grade) 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.
Year 11	Term 1: Refinement of Component 1: The portfolio. Term 2: Component 2: The Externally Set Assignment. Independent work over several weeks (which is also submitted) before the 10-hour supervised unaided work (exam conditions).	Component 2: The Externally Set Assignment. (40% of grade) There will be regular opportunities where work is assessed against the four assessment objectives.

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 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:

Designers completing GCSE Textiles (Art & Design) 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 designers work and continue to practice and refine their own work practical skills.

Connection to Connection to the JTFS Approach

Whole School Theme	How does *Art & Design* support this?
STRIPE	Enquirer skills to investigate which materials and approach works for you as a designer. 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	Textiles cover both the A and T in STEAM education. Textiles allows students to become great creative thinkers, problem solvers and question critically. It complements other areas of study to be well rounded students.
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.

Level 2 Higher Project Qualification (HPQ)

Course code: AQA 7992

This course is *not* part of the pathways process and would be studied after school depending on the timetable.

The AQA Level 2 Higher Project Qualification (HPQ) is an independent research project worth half a GCSE. Students choose a topic they are interested in, carry out research, and produce a written report and presentation. It helps them develop skills essential for GCSEs, A-Level, university and the workplace.

Aims:

- Identify, design and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives.
- Obtain, critically select and use information from a range of sources. Analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic.
- Select and use a range of skills, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes.
- Evaluate outcomes both in relation to agreed objectives and own learning and performance.
- Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.

Content:

- Research skills, including locating, evaluating and selecting appropriate sources of information within the chosen topic.
- Practical and technical skills required to carry out the project safely and ethically, including risk assessment, use of appropriate research methods and consideration of ethical implications.
- ICT skills that support effective research, organisation and presentation of the final report.
- Project management skills, including time management, organisation of resources and coordination of tasks.
- Understanding of academic conventions, including the structure and style expected in formal research reports.

Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	Students learn core skills including research, independent study, planning, evaluating sources, note-taking, academic writing, synthesising information and project evaluation. They apply these skills to develop a focused question, research effectively and produce a well-structured written report.	Non-examined assessment comprising a production log and a written report of 2,000 words.
Year 11	Students learn to prepare and deliver a presentation to a non-specialist audience, developing clear and confident oral communication skills. They also develop the ability to reflect on their learning and progress.	Non-examined assessment comprising of a presentation to a non-specialist audience.

Assessment:

The HPQ is assessed entirely through coursework, with no formal written examinations. Students are assessed by their supervisor, who provides guidance and support without directing the project.

The evidence for assessment will comprise the following:

1. A completed Production Log.
2. The final project product: a 2,000 word written report and any additional evidence appropriate to the student's topic.
3. A presentation delivered to a non-specialist audience.

Extended Learning:

Independent study is an important part of the HPQ. Students are expected to take responsibility for developing their project outside of lesson time. This includes researching their chosen topic, gathering and evaluating information, planning their next steps and refining their work as it progresses. Success in the qualification relies heavily on a student's ability to self-manage and stay organised.

Connection to the JTFS Approach

Whole School Theme	How does *HPQ* support this?
STRIPE	The HPQ requires students to work independently outside the classroom, researching and developing their chosen project. This helps them to self-manage their time, show resilience when facing challenges, and demonstrate key STRIPE values such as independence, perseverance, and responsibility.
STEAM	The HPQ offers excellent opportunities to explore STEAM through independent projects that combine creativity, research, and problem-solving.
Literacy	Students use subject-specific vocabulary and academic terminology throughout the research and writing process, strengthening their literacy skills.
Numeracy	Students develop their ability to gather, interpret and apply data effectively to support their arguments and conclusions.
SMSC, British Values and Citizenship	The HPQ develops British Values by encouraging independent choices, ethical research practice and responsible expression of ideas. Students engage with diverse perspectives, promoting mutual respect, tolerance and reflective citizenship.