

Year 11

Curriculum Map



SALE HIGH SCHOOL

PSHE Curriculum 2026-27

Intent:

As a school, we strive to see all of our students grow, thrive and achieve both academically and personally. Whilst this does require our students to build and foster their own personal virtues, through our Sale High School Values, we ensure that all students understand their role as individuals, both within our school community and the wider communities in which we live. Our PSHE curriculum is just one of the ways in which we aim to support our students to become the best they can be throughout this important phase of personal and moral development.

Our PSHE (Personal, Social, Health, and Economic Education) curriculum encompasses key aspects of personal development, including emotional health and well-being, physical health, relationships, citizenship, financial literacy, and careers education. It is designed to encourage students to reflect on their values and beliefs, cultivate self-awareness, and foster respect for others. Sequenced expertly to build knowledge and personal skills, this PSHE curriculum is designed with keen focus on our Sale High School Values to ensure that our curriculum is both positive and meaningful, equipping teachers to give guidance that develops the character of each student, allowing them to flourish in their education and their life.

The PSHE Curriculum has been carefully planned to ensure that students from Year 7 – 11 will be focusing on building **key competencies** across a range of difference topics. Our key competencies are:

- Independence and aspiration
- Autonomy and advocacy
- Choices and influences.

This competencies-based model ensures that students are given key opportunities to build the skills needed to go on to be confident, resilient and ambition individuals, keeping in line with our Sale High School values (**Respect, Diversity, Community, Aspiration, Resilience, Achievement**). All students across the school will be focusing on the same competencies at the same time. Assemblies will also build on these key competencies so that students from Y7 to 11 will be receiving a similar message at the same time. Therefore, staff can refer to topics/key concepts/themes in their own subject areas and embrace opportunities for cross-curricular teaching and learning. It also allows the staff at Sale High School to be aware of the values/messages that are being shared so that PSHE can become embedded in the wider school curriculum through interactions with students.

PSHE Lessons will be taught in a Timetabled hour once per fortnight, allowing for consistency and encouraging students engage in meaningful discussions around the PSHE content.

Lessons in Years 10 and 11 will also **incorporate elements of core Religious Education to help us meet the Statutory Requirements for RE**, enabling students to be adequately prepared to be accepting and tolerant individuals in an ever-increasing multifaith society. Students will be encouraged to consider the worldviews of those of faith and of none, thus giving them a broad and balanced understanding of the world in which we live.



2025 / 26	Autumn 1 Independence and Aspirations	Autumn 2 Autonomy and Advocacy	Spring 1 Choices and Influence	Spring 2 Independence and Aspirations	Summer 1 Autonomy and Advocacy	Summer 2 Choices and Influences
Character Taught	Aspiration & Achievement	Resilience, Diversity, Community	Respect & Community	Aspiration & Achievement	Resilience & Diversity	Respect & Community
10	Developing goal-setting, adaptability and organisational skills: - Managing transition to KS4, including learning skills - Managing mental health.	Developing empathy and compassion, strategies to manage influence and assertive communication: - Relationship expectations - Impact of pornography - Identifying and responding to abuse and harassment	Developing respect for diversity, risk management and support-seeking skills: - Nature of committed relationships - Forced marriage - Diversity and discrimination - Extremism	Developing goal-setting, leadership and presentation skills: - Skills for employment - Applying for employment - Online presence and reputation	Government, Democracy & Politics - What is democracy - UK Government Structure - Elections & Voting - Political parties & ideologies - Active citizenship	Developing motivation, organisation, leadership and presentation skills: Preparation for and reflection on work experience
11	Developing goal-setting, confidence, adaptability and organisational skills: - Personal Statements - Managing stress relating to future employment	Developing communication and negotiation skills, risk management and support-seeking skills: - Relationship values - Maintaining sexual health - Sexual health services - Fertility, adoption & abortion - Managing relationship challenges and endings	Developing confidence, agency and support-seeking skills: - Making safe and healthy choices - Health promotion and self-examination - Blood, organ, stem cell donation	Government, Democracy & Politics - What is democracy - UK Government Structure - Elections & Voting - Political parties & ideologies - Active citizenship	Developing confidence, self-worth, adaptability and decision making skills: - Recognising and celebrating successes - Transition and new opportunities - Aligning actions with goals	

Yr 11 FRENCH overview

term	topic	Assessments.
Aut 1 8 weeks	PURPLE book (lifestyle & wellbeing) Food health / mental health body & illness lifestyle PINK book (travel & tourism) Describing holiday – 3 tenses Activities Accommodation	Listening and Reading assessment
Aut 2 7 weeks	(exam revision – as homework) Festivals Shopping on holiday ORANGE book (study & future) Post 16/ uni Jobs / skills GREEN book (neighbourhood) Town and local area / problems Directions	Mid Year Exams
Spring 1 6 weeks	GREEN book (neighbourhood) (Shopping – revisited) Environmental issues – local / global Solutions Exam skills practice – speaking focus	PPE SPEAKING EXAMS
Spring 2 5 weeks	Exam skill practice – Reading Listening Writing Speaking	PPE EXAMS R L W

Summer 1 7 weeks	GCSE SPEAKING EXAMS Revision – topic base and exam skill based – reading / listening / writing	
Summer 2 6 weeks		

**Intent:**

The Sale High Mathematics department will provide lessons which are both challenging and stimulating. Our aim is for all students to enjoy mathematics and to achieve their potential. A variety of teaching styles cater for all students' learning needs and staff are always available to support all students both in and out of the classroom. There are ample opportunities for students to learn maths in a variety of enriching ways including after school clubs and entering national competitions. Students who wish to go beyond the National Curriculum will be able to Study Level 2 further mathematics.

The combination of developing fluency and mathematical understanding in tandem will enable students to use their learning accurately, efficiently and flexibly to reason mathematically and solve routine and non-routine problems, so meeting the aims of the national curriculum and GCSE Edexcel Mathematics specification. It will enable students to solve problems efficiently in later life and students who pursue further studies in mathematics will have sufficient breadth and depth to enable success.

Why I study Maths?

"I learn mathematics because:

- It helps me solve everyday problems,
- Improves my communication skills,
- Make me better at managing my money,
- Opens up more future career options."

Cultural capital/enrichment

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

In year 11 we allow any student who wishes to be considered for entry to level 2 further maths.

Foundation

OVERVIEW

Students study topics in each of the five key strands in mathematics: Number, Algebra, Geometry, Ratio & Proportion and Statistics & Probability. Each strand builds on their prior learning from Years 7, 8, 9 and 10. We focus on developing knowledge and skills in each of the five strands which students will then build on to solve problems and reason mathematically. Our year 11 curriculum is adapted to suit the needs of our cohort based on question level analysis in formal exams.

Autumn

11.01: Pythagoras – calculating the hypotenuse and shorter sides of right angled triangles. Pupils will also apply this to context and multi-step problem solving.

11.02: Right-Angled Trigonometry – calculating missing side lengths and angles in right angled triangles using trigonometric ratios. Students will also apply this to context and multi-step problem solving.

11.03: Bearings and Scale Drawings – calculating bearings and using scales in context to solve real-life problems. Students will link this to compound measure in multi-step problem solving.

Assessment:

Students will be informally assessed every lesson using questioning and marking of independent work.

Students will sit a full set of past papers for their Mock 1 exams in November.

Students will work through a pre-seen cycle sitting an exam paper every two weeks which is marked by the class teacher.

Spring

11.04: Transformations – applying the four transformations of translation, reflection, rotation and enlargement. Students will also describe transformations and work combine transformations.

11.05: Congruence – applying the rules of congruency to triangles.

11.06: Vectors – manipulating column vectors using addition, subtraction and addition. Students will also draw and describe vectors.

11.07: Similar Shapes – determining whether shapes are similar to one another and calculating missing side lengths using the relationship between the two.

11.08: Constructions and Loci – use the standard ruler and compass constructions – perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point and bisecting a given angle. Use these constructions to then solve loci problems.

Assessment:

Students will be informally assessed every lesson using questioning and marking of independent work.

Students will sit a full set of past papers for their Mock 2 exams in March.

Students will work through a pre-seen cycle sitting an exam paper every two weeks which is marked by the class teacher.

Summer

Revision Programme – students follow a bespoke revision programme based on topics identified from assessment QLAs. Topics studied will be selected from the following:

Rearranging Formulae, Linear Graphs, Gradient and Y-Intercept, Compound Measure, Quadratic Graphs, Turning Points and Roots, Linear Simultaneous Equations, Further Graphs, Probability, Standard Form, Simple Interest, Growth and Decay, Further Ratio, Statistics, Pythagoras, Right Angled Trigonometry, Bearings and Scale Drawings, Transformations, Congruence, Vectors, Similar Shapes, Constructions and Loci

Assessment:

Students will be informally assessed every lesson using questioning and marking of independent work.

Students will sit a full set of past papers for their GCSE exams in May/June.

Students will work through a pre-seen cycle sitting an exam paper every two weeks which is marked by the class teacher.

Useful resources for supporting your child at home:

Videos on SparxMaths ([SparxMaths](#))

Videos on Corbett Maths ([Videos and Worksheets – Corbettmaths](#))

CGP GCSE Maths Edexcel Revision Guide ([link here](#))

REVISE Pearson Edexcel GCSE (9-1) Mathematics ([link here](#))

Maths Genie – Past Papers and Practice Questions ([link here](#))

Homework:

Homework will be set on Sparx Maths ([SparxMaths](#)).

Homework will be set each week on Sparx Maths. Students are expected to reach 100% completion with a 100% success rate.

There are opportunities for students to work with their Maths teacher prior to the deadline to receive help.

Higher

OVERVIEW

Students study topics in each of the five key strands in mathematics: Number, Algebra, Geometry, Ratio & Proportion and Statistics & Probability. Each strand builds on their prior learning from Years 7, 8, 9 and 10.

We focus on developing knowledge and skills in each of the five strands which students will then build on to solve problems and reason mathematically. Our year 11 curriculum is adapted to suit the needs of our cohort based on question level analysis in formal exams.

Autumn

11.09: Further Statistics – finding quartiles from a data set, box plots, cumulative frequency, histograms

11.10: Transformations – reflections, rotations, translations, enlargements, combinations of transformations

11.08: Further trigonometry – area of a triangle, sine rule, cosine rule

11.07: Circle Theorems – Angle at centre is twice the angle at the circumference, angle in a semi-circle, angles in the same segment are equal, opposite angles in a cyclic quadrilateral, Alternate Segment Theorem, tangent and radius meet at a right angle, tangents outside a circle are equal, proof

11.04: Iteration – introduction to iteration, using iteration to find a solution

Assessment:

Students will be informally assessed every lesson using questioning and marking of independent work.

Students will sit a full set of past papers for their Mock 1 exams in November.

Students will work through a pre-seen cycle sitting an exam paper every two weeks which is marked by the class teacher.

Spring

11.03: Functions – Introducing functions, composite functions, inverse functions, function problems creating equations

11.01: Algebraic Proof – equivalent statements, proof from given terms, proof from given statements

11.05: Quadratic Inequalities – graphing linear inequalities and shading regions, quadratic inequalities

11.06: Bearings & Scale Drawings – measuring and reading, drawing, bearings and angles, bearings, Pythagoras and trigonometry

11.11: Congruence – congruent shapes, congruent triangles

11.12: Vectors – vectors from a line segment, adding and subtracting vectors, multiplying vectors, drawing vectors, parallel vectors, midpoints and ratios, co-linear vectors

11.14: Graphical transformations – translations of functions, reflections of functions

Assessment:

Students will be informally assessed every lesson using questioning and marking of independent work.

Students will sit a full set of past papers for their Mock 2 exams in March.

Students will work through a pre-seen cycle sitting an exam paper every two weeks which is marked by the class teacher.

Summer

Revision Programme – students follow a bespoke revision programme based on topics identified from assessment QLAs. Topics studied will be selected from the following:

Further statistics, Transformations, Congruence, Vectors, Further gradients, area under a graph and kinematics, Graphical transformations, Bounds, Rearrange formulae, Proportion, Volume & SA, Similar shapes, Circle Theorems, Construction & Loci, Manipulate quadratics, Rearrange formulae, Right angled Trigonometry and Pythagoras, $y=mx+c$ (plotting & algebraic), Surds, Direct and inverse, proportion, Construction & Loci, Bounds, Transformations (inc. fractional and negative), Volume & SA, Further Number, Further Algebra, Tree diagrams, Venn diagrams, Histograms and CF, Graphical transformations

Assessment:

Students will be informally assessed every lesson using questioning and marking of independent work.

Students will sit a full set of past papers for their GCSE exams in May/June.

Students will work through a pre-seen cycle sitting an exam paper every two weeks which is marked by the class teacher.

Useful resources for supporting your child at home:

Videos on MathsWatch ([MathsWatch](#))

Videos on Corbett Maths ([Videos and Worksheets – Corbettmaths](#))

CGP GCSE Maths Edexcel Revision Guide ([link here](#))

REVISE Pearson Edexcel GCSE (9-1) Mathematics ([link here](#))

Homework:

Homework will be set on MathsWatch ([MathsWatch](#)).

Homework will be set once a week and students are expected to achieve over 70% on their homework each week. Homework is bespoke for each class and based on GCSE style exam questions.



Intent:

The Year 11 Art, Craft, and Design curriculum is designed to provide our students with a transformative and intellectually stimulating artistic journey, emphasizing the cultivation of creative autonomy and a deep understanding of art's diverse and profound nature. Our primary intent is to empower our students as they embark on their independent projects, grounded in the prompts of past AQA Art exam papers to prepare them for the actual exam paper release in January of Year 11. This undertaking is structured to align seamlessly with the four assessment objectives established by the exam board. Students will develop their observational drawing skills, honing their ability to keenly perceive and document the world around them. These drawings will be enriched by critical annotations, fostering insightful reflection and reinforcing their capacity to communicate ideas visually and verbally. The curriculum encourages students to explore and integrate the influence of established artists into their work. They will analyse, understand, and respond to artistic traditions and contemporary voices, elevating their artistic vocabulary and contextual knowledge. Through experimentation with an array of media, students will broaden their artistic horizons. They will learn to manipulate materials, exploring their potential and limitations. This process will equip them with a versatile toolkit to express their creative vision. In refining their ideas and developing outcomes, students will focus on the intricate process of turning inspiration and experimentation into cohesive and engaging artistic pieces. They will learn to navigate the journey from concept to the final presentation of their work.

Assessment Objective 1 (AO1): Develop ideas through investigations, demonstrating critical understanding of sources.

- Students are expected to gather and explore a wide range of sources of inspiration, such as direct observation, secondary research, and personal experiences.
- They should demonstrate a critical understanding of their chosen sources, analysing and evaluating their relevance to the project.
- This AO assesses the ability to generate ideas and develop concepts through comprehensive investigations and research.

Assessment Objective 2 (AO2): Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques, and processes.

- Students need to experiment with different media, materials, techniques, and processes relevant to their chosen theme or project.

- They should show evidence of refining and improving their work through experimentation, adapting their approaches to achieve desired outcomes.
- This AO assesses the ability to creatively manipulate materials and techniques to develop the artwork.

Assessment Objective 3 (AO3): Record ideas, observations, and insights relevant to intentions, reflecting critically on work and progress.

- Students are required to keep a sketchbook or portfolio that records their ideas, observations, and insights.
- They should demonstrate an ongoing process of reflection and critical analysis, evaluating their work's strengths and weaknesses.
- This AO evaluates the ability to maintain a consistent and reflective record of their artistic journey.

Assessment Objective 4 (AO4): Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language.

- Students need to produce a final, personal, and meaningful response to their chosen project, demonstrating their understanding of the visual language and its effective use.
- The response should reflect their creative intentions and encompass the knowledge and skills gained throughout the project.
- This AO assesses the ability to produce a finished piece that communicates artistic intent effectively.

These four Assessment Objectives guide the evaluation of students' coursework and examinations in the AQA Art, Craft, and Design GCSE. They are designed to assess not only the final outcomes but also the entire creative process, from initial investigations to the presentation of a personal and meaningful response. The Year 11 curriculum is guided by these objectives, not as mere assessment requirements but as essential elements of artistic growth and expression. Our intention is to foster a love for art that extends beyond the classroom, to equip our students with the skills and perspectives necessary for artistic independence, and to prepare them for the challenges and opportunities that lie ahead on their artistic journeys. Through this curriculum, our students will not only create artworks of depth and meaning but also develop into artists capable of making significant contributions to the creative world.

Why I study Art?

I study Art because:

- It helps me find meaning in the world.
- It helps me express my identity.
- It helps me explore culture and ideologies.

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Cultural capital/enrichment

Completing the AQA Art, Craft, and Design GCSE offers Year 11 students valuable cultural capital in various ways. Cultural capital, in this context, refers to the cultural knowledge, skills, and experiences gained through artistic education that can help students navigate the art world, appreciate diverse cultural perspectives, and contribute to their personal and professional development. Through their coursework, students become familiar with various art forms, media, and techniques. This literacy equips them to understand and appreciate art across different cultures and time periods. Students learn about the historical and cultural contexts of different art movements and artists. This knowledge enables them to contextualize and interpret art, recognizing the influences and factors that shape it. The coursework encourages critical thinking and analysis of their own work and the work of others. This skill is transferable to various aspects of life, promoting a deeper understanding of the world around them. As students explore different artists and artistic styles, they gain exposure to a wide range of cultural influences and perspectives. This broadens their cultural awareness and fosters an appreciation for diversity. Working on independent art projects helps students develop research and self-directed learning skills. These skills can be applied to various academic pursuits and lifelong learning. The ability to express artistic ideas and concepts is a valuable form of cultural capital. It can be applied to various fields, including visual communication, graphic design, and marketing. Through their coursework, students build a portfolio of their work. This portfolio can be used for applications to art schools, scholarships, or further education in the arts. Art encourages creative problem-solving, a skill applicable in various life situations, from personal challenges to professional endeavours. Completing an art GCSE often involves showcasing their work in an exhibition or presentation. This experience helps students develop public speaking and presentation skills. Art is a universal language that allows students to engage with and contribute to cultural conversations, whether through their own art or through appreciation and critique of others' work. Through their study of art, students often develop a lifelong appreciation for the arts, attending exhibitions, visiting galleries, and contributing to the cultural life of their communities.

By completing their AQA Art, Craft, and Design GCSE with independent art projects based on exam board prompts, Year 11 students not only gain artistic skills but also cultural capital that can enhance their lives, broaden their horizons, and enrich their personal and professional journeys. This cultural capital equips them to appreciate, engage with, and contribute to the world of art and culture in a meaningful way.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
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AUTUMN

	Artist influence, experimentation and development of ideas	Students are given the choice of which project they would like to begin at the end of year 10 based on a past AQA paper. They will produce work for this project up until January when they receive their live AQA exam paper. Students will produce a mind map and mood board, write a proposal, develop a plan, find their own artists, analyse their work and record from observation. Once they have primary images they will use these to develop ideas and take these forward to a final outcome. The majority of the work will be produced in a sketchbook. Written work and annotations will ensure all their thoughts and observations are recorded.	Observational Drawing: Developing the ability to create accurate and detailed observational drawings. Research Skills: Learning to gather, analyse, and apply information from various sources. Critical Analysis: Developing a critical eye to assess and interpret artworks and artistic concepts. Cultural Awareness: Gaining an understanding of art history, cultural influences, and contemporary art movements. Ideation and Concept Development: Generating and refining ideas for their creative projects. Annotation and Documentation: Effectively recording thoughts, processes, and critical reflections in sketchbooks or portfolios. Media Handling: Mastery of various art materials, techniques, and media. Technique Adaptation: The ability to adapt techniques to achieve desired artistic outcomes. Mixed Media Exploration: Experimenting with the combination of different media and materials. Sculptural Skills: Developing skills in three-dimensional art, including working with different materials and tools. Printmaking Skills: Proficiency in various printmaking techniques, such as etching, lino printing, or screen printing. Digital Art Proficiency: Utilizing digital tools and software for artistic expression. Conceptual Thinking: Cultivating the ability to translate ideas into meaningful and engaging artwork. Composition and Design: Understanding principles of composition, layout, balance, and visual hierarchy. Conceptual Development: Progressing from initial ideas to final, well-developed concepts. Artistic Problem-Solving: Effectively addressing challenges and making creative decisions. Personal Voice: Developing a distinctive artistic style and self-expression.	- Artist 1 response A01 - Development piece Key writing pieces such as artist analysis will be marked for accuracy, complexity of thought and SPAG.
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			18. Final Outcome Creation: Producing refined and well-crafted final pieces of artwork. 19. Presentation Skills: Learning to present and display artwork effectively. 20. Portfolio Development: Building a comprehensive and cohesive portfolio that showcases their range and skills. 21. Artistic Critique: Providing constructive feedback and critique on their work and the work of peers. 22. Self-Evaluation: Reflecting on their own artistic growth, strengths, and areas for improvement. 23. Response to External Influences: Demonstrating how external influences, such as other artists or cultural contexts, have informed their work. These skills are integral to a comprehensive art education and are key to success in the AQA Art, Craft, and Design GCSE. They equip students not only with artistic proficiency but also with the ability to think critically, work independently, and engage with the world of art and design in a meaningful way.	
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SPRING	AQA set Exam paper	Students are given their exam project questions paper in January. This is independent and controlled assessment work. They need to work to their strengths to develop a full project covering all 4 Assessment objectives as listed in the curriculum intent. They will write a proposal, develop a plan, find their own artists, analyse their work and record from observation. Once they have primary images they will use these to develop ideas and take forward to a final outcome. The majority of the work will be produced in a sketchbook with the exception being the work completed in their 10 hour timed examination. Written work and annotations will ensure all their thoughts and observations are recorded.	7. Observational Drawing: Developing the ability to create accurate and detailed observational drawings. 8. Research Skills: Learning to gather, analyse, and apply information from various sources. 9. Critical Analysis: Developing a critical eye to assess and interpret artworks and artistic concepts. 10. Cultural Awareness: Gaining an understanding of art history, cultural influences, and contemporary art movements. 11. Ideation and Concept Development: Generating and refining ideas for their creative projects. 12. Annotation and Documentation: Effectively recording thoughts, processes, and critical reflections in sketchbooks or portfolios. 13. Media Handling: Mastery of various art materials, techniques, and media. 14. Technique Adaptation: The ability to adapt techniques to achieve desired artistic outcomes. 15. Mixed Media Exploration: Experimenting with the combination of different media and materials. 16. Sculptural Skills: Developing skills in three-dimensional art, including working with different materials and tools. 17. Printmaking Skills: Proficiency in various printmaking techniques, such as etching, lino printing, or screen printing.	Holistic marking throughout the project via one to one sessions and continuous assessment and monitoring sheets. Key writing pieces such as artist analysis will be marked for accuracy, complexity of thought and SPAG.
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			18. Digital Art Proficiency: Utilizing digital tools and software for artistic expression. 18. Conceptual Thinking: Cultivating the ability to translate ideas into meaningful and engaging artwork. 19. Composition and Design: Understanding principles of composition, layout, balance, and visual hierarchy. 20. Conceptual Development: Progressing from initial ideas to final, well-developed concepts. 21. Artistic Problem-Solving: Effectively addressing challenges and making creative decisions. 22. Personal Voice: Developing a distinctive artistic style and self-expression. 21. Final Outcome Creation: Producing refined and well-crafted final pieces of artwork. 22. Presentation Skills: Learning to present and display artwork effectively. 23. Portfolio Development: Building a comprehensive and cohesive portfolio that showcases their range and skills. 24. Artistic Critique: Providing constructive feedback and critique on their work and the work of peers. 25. Self-Evaluation: Reflecting on their own artistic growth, strengths, and areas for improvement. 26. Response to External Influences: Demonstrating how external influences, such as other artists or cultural contexts, have informed their work.	
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			These skills are integral to a comprehensive art education and are key to success in the AQA Art, Craft, and Design GCSE. They equip students not only with artistic proficiency but also with the ability to think critically, work independently, and engage with the world of art and design in a meaningful way.	
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SUMMER	10 hour art Exam and cease of Art GCSE	Students undertake their final 10-hour exam, which is produced over a number of sessions under exam conditions, this will take place in the art rooms. They will be given their exam sketchbook prep work each session to be able to use as inspiration. This will be locked away after each session in a secure area. Their final piece will have been drafted and refined many times before the penultimate exam so students are well prepared. Students will not be permitted to add work to their portfolio once the 10 hour timed session has begun. Once the 10 hour examination is complete, students have finished the Art, Craft and Design GCSE and should feel extremely proud of themselves.	When preparing for the 10-hour final examination in the AQA Art, Craft, and Design GCSE, Year 11 students can gain a specific set of skills that are crucial for successfully completing this high-stakes assessment. These skills are a culmination of what they've learned throughout their chosen projects and coursework. Here are the key skills they can acquire: 1. Time Management: Learning to manage time effectively within the 10-hour examination period to ensure that they can complete their work on time. 2. Stress Management: Developing the ability to work under pressure and handle the stress associated with a time-limited examination. 3. Conceptualization: Applying the skills gained during project work to formulate and refine a clear concept or idea for their final outcome. 4. Material Selection: Choosing appropriate materials and media based on the project's requirements and their understanding of the medium's properties. 5. Technical Proficiency: Demonstrating mastery of various art techniques, both traditional and digital, as required for their chosen project. 6. Problem-Solving: Adapting to unexpected challenges or problems that may arise during the examination and finding creative solutions. 7. Focus and Concentration: Maintaining focus on the task at hand and concentrating on the creative process despite time constraints and examination conditions. 8. Decision-Making: Making critical artistic decisions regarding composition, colour, and form to achieve the desired outcome. 9. Adaptability: Being flexible in their approach and open to making changes if the initial concept isn't working as intended. 10. Critical Evaluation: Continuously assessing their work throughout the 10 hours, identifying areas that need improvement or adjustment. 11. Precision and Attention to Detail: Ensuring precision and a keen attention to detail in their final piece to create a polished and professional outcome.	Worked will be marked by Art teacher as follows: Component 1 (Year 10 natural forms project and Year 11 past paper project) = 60% of overall marks Component 2 (Exam board set paper released in January of year 11 + 10 hour exam) =40% of overall marks A sample of the work from the cohort is sent to another school to be standardised. A moderator working for AQA will then come into school to ensure consistent marking.
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			12. Creativity and Originality: Applying creative thinking to make their final piece unique and reflective of their personal artistic style. 13. Documentation: Keeping clear records and annotations about their process during the examination, which can be used to support their evaluation and reflection. 14. Confidence and Self-Assurance: Trusting their artistic skills and their ability to produce a high-quality outcome within the time constraints. 15. Presentation Skills: Preparing and presenting the final outcome for assessment, ensuring it is well-presented and effectively displayed. These skills are not only critical for success in the 10-hour examination but also transferable to other aspects of life, such as problem-solving, decision-making, and time management. Completing this examination is a significant achievement, and the skills gained during this process contribute to the students' artistic growth and development.	
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Curriculum Map Year 11: Design & Technology



Intent:

- Design & Technology encourages students to make informed technological choices, considering global, cultural, ethical, environmental, political, and economic factors.
- Students learn to innovate by combining traditional and modern technologies, focusing on the iterative design cycle to develop creative solutions to everyday challenges.
- The subject integrates mathematics, science, engineering, computing, geography, business, and art.
- It goes beyond practical skills, developing Creative Thinking & Innovation, Problem-Solving, Practical & Technical Skills, Collaboration & Teamwork, Project Management, Analytical & Research Skills, Resilience & Adaptability, Entrepreneurial Thinking, and Attention to Detail.

Why I study Design & Technology?

We provide opportunities, which allow students to develop a knowledge of a range of technology areas in KS3. Students should grow in confidence through dedicated teaching environments, manufacturing equipment and specialist teaching. As students' progress to KS4 they choose an area within Design & Technology to study. In the chosen area, the subject allows for deeper study of the world they live in, potential career opportunities and with the skills developed at KS3 the confidence to take risks, become resourceful, innovative, enterprising and capable citizens. The subject encourages students to design and make products that solve real and relevant problems, within a variety of contexts, while considering their own and other's needs, wants and values. Cultural capital is explored across the key stages by appreciation of the work of others locally, nationally and internationally, each subject identifies and relates to real contextual challenges focussing upon people, communities or businesses.

I learn Design & Technology because:

- It allows me to be creative and innovative.
- It develops my problem solving and evaluation skills.
- It increases my understanding of how the world around me has been created.

Cultural capital/enrichment

Our carefully structured DT curriculum provides opportunities that are additional to the National Curriculum. Design technology helps to build cultural capital through exposure to life-skills such as innovation and entrepreneurship. Our curriculum enables and nurtures a love of design and technology, helping students to develop the skills required for their future working life.

Students will learn about a range of areas where designing and creating for a purpose take places. We link these subjects to real life experiences and famous designers and communicating ideas and developing prototypes using CAD.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1&2 Spring 1&2	Gcse NEA.(course work).	Students will complete a controlled assessment that will form 50% of their final GCSE Grade. Key knowledge that they must cover is: Understand that all design and technological practice takes place within contexts which inform outcomes. know how to Identify and understand client and user needs through the collection of primary and secondary data. Demonstrate an ability to write a design brief and specifications from their own and others' considerations of human needs, wants and interests. Understand how to investigate factors, such as environmental, social and economic challenges, in order to identify opportunities and constraints that influence the processes of designing and making. Know how to explore and develop their ideas, testing, critically analysing and evaluating their work in order to inform and refine their design decisions thus achieving improved outcomes. Understand the importance of Investigating the work of past and present professionals and companies in the area of design and technology in order to help inform their own ideas.	Be able to analyse context in detail to identify design possibilities. Be able to analyse the wants and needs of a consumer and produce a report that takes into consideration primary and secondary data. Be able to write 3 design briefs that identify a design problem and consumer. Be able to write a detailed specification that has measurable criteria. Be able to conduct research that reflects on sustainability, social and human factors and be able to use this research to help form their design decisions. Be able to develop designs using the iterative method, students will be able to use arrange of methods including sketching, CAD and prototyping. Students will be able to use the work of other professionals to help develop their design ideas.	The NEA is a controlled assessment. There are strict requirements when using assessment and feedback. Students must work independently and self-assess their own work against the gcse specification's criteria.

		Understand how to develop, communicate, record and justify design ideas, applying suitable techniques, for example: formal and informal 2D and 3D drawing; system and schematic diagrams; annotated sketches; exploded diagrams; models; presentations; written notes; working drawings; schedules; audio and visual recordings; mathematical modelling; computer-based tools. Understand how to design and develop at least one prototype that responds to needs and/or wants and is fit for purpose, demonstrating functionality, aesthetics, marketability and consideration of innovation. Know how to make informed and reasoned decisions, respond to feedback about their own prototypes (and existing products and systems) to identify the potential for further development and suggest how modifications could be made.	Be able to make a commercially viable prototype that meets the wants and needs of an identified user and meets the requirements of a design specification. Be able to evaluate prototypes taking into consideration feedback received and suggest ways that the prototype can be improved.	
Summer 1&2	Exam preparation	Students will prepare for the summer exam by revisiting core and specialist knowledge covered in year 10.		Students will be assessed through varying formative and summative methods. White board quizzing.

		Technical principles Core knowledge and understanding topic areas: • design and technology and our world • smart materials • electronic systems and programmable components • mechanical components and devices • materials In-depth knowledge and understanding topic areas: • electronic systems, programmable components & mechanical devices • papers & boards • natural & manufactured timber • ferrous & non-ferrous metals • thermoforming & thermosetting polymers • fibres & textiles	Be able to develop core and specialist knowledge that will enable students to fully access the written GCSE exam.	Online quizzes Practice exams Peer and self-assessment activities
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Curriculum Map Year 11: Engineering

Intent:

Provide students with a secure understanding of the key engineering knowledge and skills developed in Year 10, enabling them to apply this learning confidently in Year 11.

Develop students' ability to independently plan, design, manufacture, test and evaluate an engineered product through completion of the NCFE NEA, worth 60% of the final qualification.

Strengthen technical knowledge, problem-solving, practical accuracy and the application of engineering drawing, materials, processes, CAD/CAM, mathematics and health and safety.

Prepare students for the summer external examination through structured retrieval, exam practice, feedback and targeted revision, while supporting progression to further education, apprenticeships or careers in engineering.

Why I study Design & Technology?

it provides a strong foundation in critical thinking and problem-solving skills, essential for tackling real-world challenges.

it fosters creativity and innovation, allowing me to design and build projects that make a positive impact on the world and society.

It develops project management, team working and communication skills.

Cultural capital/enrichment

Our carefully structured DT curriculum provides opportunities that are additional to the National Curriculum. Design technology helps to build cultural capital through exposure to life-skills such as innovation and entrepreneurship. Our curriculum enables and nurtures a love of design and technology, helping students to develop the skills required for their future working life.

Students will learn about a range of areas where designing and creating for a purpose take places. We link these subjects to real life experiences and famous designers and communicating ideas and developing prototypes using CAD.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Half term 1	Year 10 Retrieval and NEA Preparation Topics include: Engineering disciplines and health and safety Applied science and mathematics Reading engineering drawings and BS 8888 Properties and selection of engineering materials Engineering tools, equipment and machines Hand-drawn and CAD engineering drawings Production planning techniques Applied processing skills and techniques NCFE NEA introduction Understanding the task and assessment requirements	Understand and revisit the key knowledge from the Year 10 content areas. Understand how engineering knowledge is applied within examination questions and practical contexts. Understand the requirements, structure and assessment expectations of the NCFE NEA. Understand how to analyse an engineering problem and identify the needs of a user or client. Understand how research can be used to inform an engineering solution.	Be able to recall and apply Year 10 knowledge through retrieval and exam-style activities. Be able to identify strengths and gaps in prior learning and respond to feedback. Be able to interpret the NEA brief and identify the key requirements of the task. Be able to gather and evaluate relevant research and use this to define an engineering problem. Be able to begin developing a clear design specification for the NEA.	Assessment opportunities are provided through hands down questioning, discussions, quizzes, verbal feedback, self and peer assessment and whole class mark sheets. Assessment will focus on: Core knowledge retrieval Exam-style questions Year 10 diagnostic assessment NEA research and initial planning Teacher feedback against NCFE assessment criteria

	Initial research and problem identification			
Half term 2	NCFE NEA: Research, Specification and Design Development Topics include: Analysis of the engineering problem Research into existing products and solutions User/client needs Design specification Initial design ideas Engineering drawings Design development Material and process selection CAD modelling where appropriate	Understand how research and analysis inform the development of an engineering solution. Understand how measurable specification points are created from the needs of the task and user. Understand how engineering drawings and design communication techniques are used to present ideas accurately. Understand how material properties, manufacturing processes, sustainability and available resources influence design decisions.	Be able to analyse research and use findings to produce a detailed design specification. Be able to generate a range of appropriate design ideas that respond to the specification. Be able to communicate ideas using annotated sketches, engineering drawings and CAD where appropriate. Be able to develop and justify a final solution through iterative design and informed decision-making.	Ongoing formative assessment of NEA evidence. Teacher questioning and verbal feedback Self-assessment against the assessment criteria Research and specification evidence Initial and developed design work Engineering drawing/CAD evidence Regular NEA progress checks
Half term 3	NCFE NEA: Production Planning and Manufacture Topics include: Final design proposal Production planning Sequence of manufacture Tools and equipment Materials and components Risk assessment and control measures Quality control Manufacturing processes CAD/CAM where appropriate Safe use of tools and machinery	Understand how a detailed production plan supports accurate and efficient manufacture. Understand how tools, equipment, processes and materials are selected for specific manufacturing tasks. Understand the importance of hazards, risks, control measures and safe working practices. Understand how quality control checks and tolerances are used throughout manufacture to achieve a high-quality outcome.	Be able to produce a logical production plan that identifies processes, tools, materials, timings, quality control and health and safety requirements. Be able to select and safely use appropriate hand tools, power tools and fixed machinery. Be able to manufacture accurately using appropriate processes and control measures. Be able to record manufacturing progress and respond to problems or required changes during production.	Ongoing formative assessment of NEA evidence and practical work. Production plan checks Risk assessment and health and safety checks Observation of practical skills Quality control checks Photographic evidence of manufacture Teacher feedback against NCFE assessment criteria

Half term 4	NCFE NEA: Manufacture, Testing, Evaluation and Completion Topics include: Completion of manufacture Quality assurance and quality control Testing against the specification User/client feedback Evaluation of the final engineered product Identification of improvements Completion and submission of NEA evidence	Understand how testing can be used to determine whether an engineered product meets measurable specification requirements. Understand the importance of objective testing, quality assurance and user/client feedback. Understand how an evaluation should use evidence to judge the success of the final outcome and identify realistic improvements. Understand the requirements for presenting and completing the final NEA portfolio.	Be able to complete manufacture to an appropriate standard and apply final quality checks. Be able to test the final product against measurable specification criteria and record results clearly. Be able to gather and use feedback to support evaluation. Be able to evaluate the final outcome, identify justified improvements and complete all required NEA evidence for submission.	Final NEA assessment and completion. Practical outcome and quality checks Testing evidence Evaluation against specification Completion of portfolio evidence Final checks against NCFE assessment criteria NEA submission - 60% of the qualification
Half term 5	External Examination Preparation and Revision Topics include: Engineering disciplines Applied science and mathematics Reading engineering drawings Engineering materials Tools, equipment and machines Hand-drawn engineering drawings CAD engineering drawings Production planning techniques Applied processing skills and techniques	Revisit and consolidate the knowledge required across all examined content areas. Understand common command words and the requirements of different examination questions. Understand how knowledge from different content areas can be combined and applied to unfamiliar engineering contexts. Identify individual areas of strength and areas requiring further revision.	Be able to retrieve and apply technical knowledge accurately. Be able to complete calculations and engineering drawing questions using appropriate methods and conventions. Be able to interpret source material and apply knowledge to exam-style scenarios. Be able to structure extended responses and use appropriate engineering terminology. Be able to use feedback from practice papers to improve examination performance.	Assessment opportunities include: Retrieval quizzes Topic-based exam questions Timed exam sections Past paper questions Whole class feedback and modelling Self and peer assessment Mock/practice examination Targeted intervention based on identified gaps
Half term 6	Final Examination Revision Topics include:	Consolidate the key knowledge required for the external examination.	Be able to independently complete timed examination questions and full practice papers.	Final formative and summative examination preparation.

	Targeted revision of identified gaps Synoptic examination practice Applied mathematics and science questions Engineering drawing questions Materials and manufacturing questions Health and safety and production planning Timed past papers Examination technique Summer external examination	Understand how to select and apply relevant engineering knowledge to unfamiliar contexts. Understand how marks are awarded and how responses should be structured for different question types. Secure knowledge of key terminology, calculations, drawing conventions, materials, processes and health and safety requirements.	Be able to analyse questions, identify command words and select relevant knowledge. Be able to check calculations, units, drawings and written responses for accuracy. Be able to respond to feedback and complete focused revision before the summer external examination.	Timed past papers Exam-style questions Retrieval practice Teacher marking and feedback Whole class model answers Targeted revision tasks Summer external examination
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Intent:

The History Department aims to develop **curious, knowledgeable** and **critical thinkers** who can **understand** the complexities of the past, **evaluate** historical evidence, **appreciate diverse perspectives**, and **engage thoughtfully with the world around them**.

The History Department is committed to developing knowledgeable, thoughtful and intellectually curious young people who can understand the complexities of the past and make informed judgements about the present. Through a rich and diverse curriculum, we aim to equip students with the substantive knowledge, disciplinary understanding and literacy skills needed to succeed academically and engage confidently with the wider world.

As a diverse department, we value the different experiences, perspectives and expertise that our staff bring to our teaching. We believe that all students, regardless of background, deserve access to a challenging and ambitious history curriculum that inspires curiosity, develops critical thinking and promotes high achievement.

We are committed to excellence in historical scholarship, enquiry and understanding. Through a rigorous and engaging curriculum, students will develop both substantive historical knowledge and the disciplinary skills needed to think, read, write and argue as historians.

Year 11: In Year 11, students complete their GCSE studies by exploring two fascinating units that examine power, governance and change across British history. We begin with Migration, Empires and the People, c790 to the Present Day, tracing how movement to and from Britain has shaped society over more than a thousand years. Students investigate migration, conquest, empire and cultural change, considering the experiences of different groups and assessing the impact they have had on Britain's development over time.

Students also complete a depth study of Early Elizabethan England, 1558-1588, exploring the challenges faced by Elizabeth I during her reign. They investigate Elizabeth's government, religious settlement, relations with foreign powers and the threats posed by rivals such as Mary, Queen of Scots. Students then examine everyday life in Elizabethan England, including poverty, exploration, culture and the growing conflict with Spain, culminating in a study of the Spanish Armada and its significance.

Throughout the year, students refine the skills required for GCSE success, including analysing historical sources and interpretations, evaluating significance, explaining causes and consequences, and constructing detailed, evidence-based arguments. By the end of Year 11, students will have developed a sophisticated understanding of how migration, power, conflict and leadership have shaped Britain, while being fully prepared for their GCSE History examinations.

Why I study History?

I study History because:

- It helps me to develop a clear sense of identity
- I will appreciate the accomplishments of previous generations
- Learning from the past helps create a better future

Cultural capital/enrichment:

History encourages students to question, debate and evaluate a wide range of historical issues. Throughout Year 11, students consolidate and refine the advanced historical skills required for GCSE success, including analysing causes and consequences, assessing change and continuity, evaluating significance, interpreting historical sources and interpretations, and constructing detailed, evidence-based arguments. These disciplinary skills are embedded throughout the course, enabling students to think critically about how power, migration, protest and leadership have shaped Britain over time. [\[KS4 PACE Plan | Excel\]](#) To support learning beyond the classroom, we encourage students to engage with a variety of high-quality historical resources that deepen their understanding of the GCSE topics studied. Platforms such as **Seneca Learning** and **BBC Bitesize** provide excellent opportunities for knowledge retrieval, revision and independent study. Students may also benefit from topic-specific YouTube channels and videos that reinforce classroom learning, particularly those focused on migration, the development of democracy and rights in Britain, and Elizabethan England. These resources can help students strengthen both their subject knowledge and examination skills.

Our Year 11 curriculum begins with **Migration, Empires and the People, c790 to the Present Day**, exploring how migration has shaped Britain over more than a thousand years. Students investigate patterns of migration, conquest, empire and cultural change, examining the experiences of different groups and considering how migration has influenced British society, identity and culture over time.

Students then complete a depth study of **Early Elizabethan England, 1558-1588**, investigating the challenges faced by Elizabeth I during her reign. They examine Elizabeth's government, religious settlement, opposition from domestic and foreign rivals, everyday life in Elizabethan England, overseas exploration and the conflict with Spain. Students also undertake a historic environment study of the **Spanish Armada**, evaluating its significance within the wider context of Elizabeth's reign.

To enrich classroom learning, Sale High School provides a range of opportunities that encourage students to engage with history beyond their lessons and make meaningful connections between the past and present. Through the study of diverse sources, interpretations and historical perspectives, students develop a deeper understanding of themes such as migration, democracy, power, conflict, rights and social change.

By the end of Year 11, students will have developed a secure understanding of how migration, protest, political power and leadership have shaped Britain from the medieval period to the modern day. They will also have strengthened the analytical, evaluative and exam skills required for success in their GCSE History examinations and beyond.

Half term	Topic	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Migration, Empires and the People, c790 to the Present Day Part 1. Conquered and conquerors	Students will be able to: • Explain how migration, invasion and conquest shaped Britain in the medieval period. • Analyse the impact of Viking and Norman influence on Britain. • Assess the significance of key rulers and dynasties in shaping England. • Evaluate the consequences of conquest for different groups in society.	Students will know: • The impact of Viking invasions, the Danelaw and Danegeld. • The reigns of Alfred, Aethelred, Cnut and Emma of Normandy. • The creation and significance of the North Sea Empire. • The development of the Norman and Angevin Empires. • The English involvement in Ireland and France. • The significance of the Hundred Years' War.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments
	Part 2. Looking West	• Explain why England expanded overseas during the early modern period. • Analyse the causes and consequences of exploration and colonisation. • Assess the impact of plantation economies and the slave trade. • Evaluate the experiences of indigenous peoples and settlers.	• Reasons for English exploration and settlement in the New World. • The role of Sir Walter Raleigh. • The development of plantations and the growth of piracy. • The role of John Hawkins and the transatlantic slave trade. • The establishment of Jamestown and the Pilgrim Fathers. • Relationships between settlers and indigenous peoples. • Indentured servants and the impact of the American War of Independence.	

Autumn 2	Migration, Empires and the People, c790 to the Present Day Part 3. Expansion and Empire Part 4. Britain in the 20th Century	Students will be able to: • Explain why Britain expanded its empire during the eighteenth and nineteenth centuries. • Analyse the impact of imperial expansion on colonies and indigenous populations. • Assess the significance of the British Empire in India and Africa. • Evaluate the social, political and economic consequences of empire. • Explain how migration shaped Britain during the twentieth century. • Analyse migrant experiences and responses to migration. • Assess the impact of war, empire and decolonisation on migration patterns. • Evaluate the contribution of migrant communities to modern Britain.	Students will know: • The role of the East India Company in British expansion. • The significance of Robert Clive and Warren Hastings. • The causes and consequences of the Sepoy Rebellion. • Britain's expansion into Africa and the Scramble for Africa. • The role of Cecil Rhodes. • The importance of Egypt and South Africa to the British Empire. • The Boer War and imperial propaganda. • The impact of empire on colonised peoples. • Migration linked to industrialisation and empire. • Irish and Jewish migration to Britain. • Migration from Asia and Africa. • The impact of the First and Second World Wars. • The Windrush generation and Caribbean migration. • Ugandan Asian migration and post-war migration trends. • Hostility towards migrants, including the role of Enoch Powell. • Claudia Jones and the origins of the Notting Hill Carnival. • The decline of empire and the development of the Commonwealth.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments
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Spring 1	Early Elizabethan England, 1558-1588 Part 1. Elizabeth's Court and Parliament Part 2. Troubles at home and abroad	Students will be able to: • Explain how Elizabeth governed England. • Analyse the strengths and weaknesses of Elizabeth's government. • Assess the role of the Privy Council and the royal court. • Evaluate how successfully Elizabeth maintained her authority. • Explain the religious challenges faced by Elizabeth. • Analyse Catholic and Puritan opposition. • Assess the threat posed by Mary, Queen of Scots. • Evaluate how successfully Elizabeth dealt with religious opposition. • Explain why relations between England and Spain deteriorated. • Analyse the causes of war with Spain. • Assess the significance of England's military and naval successes. • Evaluate the impact of conflict on Elizabeth's reign.	Students will know: • Features of Elizabethan government. • The role of Parliament and the Privy Council. • Key advisers including William Cecil. • The significance of patronage and faction. • Essex's Rebellion and its impact on Elizabeth's authority. • Catholic opposition to the Religious Settlement. • Puritan challenges to the Church of England. • Mary, Queen of Scots and her claim to the throne. • The role of plots and conspiracies. • Elizabeth's responses to religious threats. • Anglo-Spanish relations. • Reasons for conflict with Spain. • The role of privateers. • Drake's circumnavigation. • Whether Elizabethan England deserves to be regarded as a Golden Age.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments
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Spring 2	Early Elizabethan England, 1558-1588 Part 3. Life in Elizabethan Times Part 4. Historic Environment 2026-27: The Spanish Armada	Students will be able to: • Explain the experiences of different groups in Elizabethan society. • Analyse the causes of poverty and social change. • Assess the importance of theatre and popular culture. • Evaluate the significance of exploration and overseas expansion. • Explain the causes and events of the Spanish Armada campaign. • Analyse different explanations for the Armada's defeat. • Assess the role of leadership, tactics, weather and logistics. • Use the historic environment to support GCSE exam judgements.	Students will know: • Causes of poverty and government responses. • Social hierarchy and daily life. • The growth of theatre and entertainment. • The work of William Shakespeare. • Reasons for exploration and overseas expansion. • The achievements of Sir Francis Drake and other explorers. • The aims of Philip II and the Spanish Armada. • The events of the Armada campaign in 1588. • Key locations and features linked to the historic environment. • The strengths and weaknesses of the English and Spanish fleets. • Different factors that contributed to the Armada's defeat. • The significance of the Armada within Elizabeth's reign.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments
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Summer 1	Revision of Y10/Y11 content Preparation for exams	Students will be able to: • Consolidate knowledge from all GCSE topics. • Identify connections between themes across units. • Apply historical knowledge to a range of exam questions. • Evaluate interpretations and sources confidently. • Construct detailed, examination-standard responses under timed conditions. • Refine revision techniques and examination strategies.	Students will know: • Key content from Paper 1: Conflict and Tension 1918-1939 • Key content from Paper 1: Germany, 1890–1945: democracy and dictatorship • Key themes and content from Paper 2: Migration, Empires and the People, c790-Present Day • Key events, individuals and developments from Paper 2: Early Elizabethan England, 1558-1588. • Examination requirements, command words and assessment objectives across all GCSE papers.	Knowledge Quizzes (in class and home learning) Home Learning worksheets with knowledge recall and extended writing tasks Extended Writing Tasks (Independent practice) Check Point Assessments
Summer 2				

Curriculum Map Year 10: Travel and Tourism



Intent: Travel and Tourism at Sale High School is intended to provide students with the knowledge and skills they will need if they embark on a career in the travel and tourism industry. We study topics that help students to understand the travel and tourism industry, including the features of travel and tourism organisations, the features of destinations that appeal to different types of tourist, the needs of tourist themselves and how organisations can help to support these, and we study different factors that can impact the industry. We often use the internet to research the travel and tourism industry and we produce reports and presentations. These activities help students with the skills that are often used in the workplace. We have to stick to deadlines and classwork is assessed.

In Year 10 students begin their studies of BTEC Travel and Tourism (Awarded by Pearson). They will cover Component 1: Travel and Tourism Organisations and Destinations, which they will complete an assignment for. The assignment will be assessed during the Spring Term. They will then begin learning the theory for Component 2: Customer Needs in Travel and Tourism, which they will be assessed on in the Autumn term of Y11.

Why do I study Travel and Tourism?

- It prepares me for the workplace.
- I can better appreciate the impact of travel and tourism organisations on people, the environment and the economy.
- I will become a global citizen who can make a positive change.

Cultural capital/enrichment

Fieldwork opportunities – Visit to Manchester Airport.

Listen – The Travel Diaries podcast by Holly Rubenstein

Watch – Tourist board videos for different countries and regions of the world. Who are they appealing to? What features do they focus on? *Watch 24 Hours In...* on Channel 4

Do – Visit a visitor attraction e.g. RHS Bridgewater, a football stadium or a theme park and look at the different roles that people do when working there. Consider how the attraction has catered for the needs of different tourists. Has the attraction done anything that makes you want to visit it again? If not, why?

Half Term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
1	C1 Learning Outcome A: Demonstrate an understanding of the UK travel and tourism industry	- The major components of the UK travel and tourism industry: accommodation providers, transport operators, visitor attractions, tour operators, travel agents, tourism promotion and ancillary services. - The ownership of travel and tourism organisations: private, public and voluntary ownership - The aims of travel and tourism organisations: financial and strategic - How travel and tourism organisations work together: interrelationships, interdependencies, ways of working together, examples and reasons for working together. - The role of consumer technology in travel and tourism: types, reasons and advantages and disadvantages of using technology.	- Working together - Knowledge of key features of the T&T sector - Learning key vocabulary - Research skills - Presentation skills	Practice PSA – students will research the ownership, aims and products and services of a leading UK travel agent. They will produce a report based on their research.
2	C1 Learning Outcome B: Explore popular visitor destinations	- Visitor destinations: types of visitor destination and features of destinations - Different types of travel and tourism activities - The types of tourism: domestic tourism, inbound tourism and outbound tourism. - The reasons for travel: Leisure tourism and business tourism - The popularity of destinations with different visitor types e.g. families, couples, individuals, business travellers and group travel. - Travel options to access tourist destinations - Modes of transport, hubs and routes	- Working together - Knowledge of key features of the T&T sector - Learning key vocabulary - Research skills - Presentation skills	Practice PSA – students will research a suitable holiday location for a particular type of tourist to suit their needs and wants. They will produce a report based on their research.
3	C1 Learning Outcomes A and B	Using knowledge of Learning Outcomes A and B to complete the Pearson Set Assignment		
4	C1 Learning Outcomes A and B	Using knowledge of Learning Outcomes A and B to complete the Pearson Set Assignment		
5	C2 Learning Outcome A Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends	- Types of market research: primary and secondary research, qualitative and quantitative information, advantages and disadvantages of a range of methods. - How travel and tourism organisations may use market research to identify customer needs and preferences: identify types of customers and their needs, identify market segments and target markets, inform product development, measure customer satisfaction	- Working together - Knowledge of key features of the T&T sector - Learning key vocabulary - Research skills	Practice PSA – students will research suitable methods of research to improve the products or services offered by a visitor attraction. They will produce a report based on their research.

		• How travel and tourism organisations may use research to identify travel and tourism trends.	• Presentation skills	
6	C2 Learning Outcome B Recognise how the needs and preferences of travel and tourism customers are met	• Customer needs and preferences: customer travel and needs and desirable preferences. • How travel and tourism organisations provide different products and services to meet customer needs and preferences e.g. child-friendly facilities, accessible facilities, business facilities and health and fitness • Customer needs and different types of travel: leisure travel, corporate travel, specialist travel, visiting family and friends and day trips	• Working together • Knowledge of key features of the T&T sector • Learning key vocabulary • Research skills • Presentation skills	• Practice PSA – students will research different transport operators and find out how they support customers with different languages and/or cultures. They will produce a report based on their research.

		Wk beg	3/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	1/2	8/2	22/2	1/3	8/3	15/3	22/3	13/4	19/4	26/4	3/5	10/5	17/5	24/5	7/6	14/6	21/6	28/6	5/7	12/7		
		Autumn Term														Spring Term														Summer Term													
YEAR 7	Week	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	6		
		Block 1 (Core rules + skills)														Block 2 (Core rules + skills)														Block 3 (Core rules + skills)													
		Half Term 1							Half Term 2							Half Term 3							Half term 4							Half Term 5							Half term 6						
	Boys 1	Groupings	Football	Rugby	Gymnastics		Basketball	Inter Form	Fitness	OAA	Lacrosse	Handball	Inter Form	Athletics	Cricket	Softball	Badminton																										
	Girls 1		Netball	Dance	Rugby		Gymnastics		Badminton	Lacrosse	OAA	Football		Rounders	Athletics	Cricket	Fitness																										
	Boys 2		Rugby	Gymnastics	Basketball		Football		Lacrosse	Handball	Fitness	OAA		Badminton	Softball	Athletics	Cricket																										
	Girls 2		Dance	Badminton	Netball		Rugby		OAA	Fitness	Football	Lacrosse		Handball	Rounders	Athletics	Gymnastics																										
	KPI's		Warm up							Muscles							Effects of exercise							Training zones							Components of fitness							Skeleton					
	KPI's assessment matrix to underpin each lesson																																										
Wet Weather Lessons	Boys 1	Groupings	Indoor football	Badminton	Fitness		Leadership/Badminton	Inter Form	Fitness	Badminton	Leadership	Handball	Inter Form	Badminton	Fitness	Leadership	Handball	Inter Form	Badminton	Fitness	Leadership	Handball	Inter Form	Badminton	Fitness	Leadership	Handball	Inter Form	Badminton	Fitness	Leadership	Handball	Inter Form	Badminton	Fitness	Leadership	Handball	Inter Form	Badminton	Fitness	Leadership	Handball	
	Girls 1		Benchball	Dance	Badminton/Leadership		Fitness		Badminton	Fitness	OAA	Dance		Badminton	Fitness	OAA	Dance		Badminton	Fitness	Leadership	Fitness																					
	Boys 2		Indoor football	Gymnastics	Fitness		Leadership/Badminton		Fitness	Badminton	Leadership	Handball		Badminton	Fitness	Leadership	Handball		Badminton	Fitness	Leadership	Handball																					
	Girls 2		Dance	Badminton	Dance/Leadership		Fitness		Dance	Fitness	Leadership	Fitness		Dance	Fitness	Leadership	Fitness		Dance	Leadership	Fitness	Dance																					

		Wk beg	3/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	1/2	8/2	22/2	1/3	8/3	15/3	22/3	13/4	19/4	26/4	3/5	10/5	17/5	24/5	7/6	14/6	21/6	28/6	5/7	12/7			
YEAR 8			Autumn Term														Spring Term														Summer Term													
	Week		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	6		
			Block 1 (Advanced rules + skills)														Block 1 (Advanced rules + skills)														Block 1 (Advanced rules + skills)													
			Half Term 1							Half Term 2							Half Term 3							Half term 4							Half Term 5							Half term 6						
	Boys 1		Groupings	Football		Rugby		Gymnastics					Basketball		Inter Form	Fitness		OAA		Lacrosse		Handball			Inter Form	Athletics		Cricket		Softball		Badminton												
	Girls 1			Netball		Dance		Rugby					Gymnastics			Badminton		Lacrosse		OAA		Football				Rounders		Athletics		Cricket		Fitness												
	Boys 2			Rugby		Gymnastics		Basketball					Football			Lacrosse		Handball		Fitness		OAA				Badminton		Softball		Athletics		Cricket												
	Girls 2			Dance		Badminton		Netball					Rugby			OAA		Fitness		Football		Lacrosse				Handball		Rounders		Athletics		Gymnastics												
	KPI's			Warm up							Muscles							Effects of exercise								Training zones							Components of fitness							Skeleton				
		KPI's assessment matrix to underpin each lesson																																										
Wet Weather Lessons	Boys 1		Indoor football		Badminton		Fitness					Leadership/Badminton		Fitness		Badminton		Leadership		Handball			Badminton		Fitness		Leadership		Handball															
	Girls 1		Benchball		Dance		Badminton/Leadership					Fitness		Badminton		Fitness		OAA		Dance			Fitness		Leadership		Fitness		Fitness															
	Boys 2		Indoor football		Gymnastics		Fitness					Leadership/Badminton		Fitness		Badminton		Leadership		Handball			Badminton		Fitness		Leadership		Handball															
	Girls 2		Dance		Badminton		Dance/Leadership					Fitness		Dance		Fitness		Leadership		Fitness			Dance		Leadership		Fitness		Dance															

		Wk beg	3/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	1/2	8/2	22/2	1/3	8/3	15/3	22/3	13/4	19/4	26/4	3/5	10/5	17/5	24/5	7/6	14/6	21/6	28/6	5/7	12/7				
		Autumn Term														Spring Term														Summer Term															
YEAR 9	Week	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	5	6	7				
		Block 1 (Tactics, Outwitting opponents)														Block 1 (Tactics, Outwitting opponents)														Block 1 (Tactics, Outwitting opponents)															
		Half Term 1							Half Term 2							Half Term 3							Half term 4							Half Term 5							Half term 6								
	Boys 1	Groupings	Football	Rugby	Gymnastics		Basketball	Inter Form	Fitness	OAA	Lacrosse	Handball	Inter Form	Athletics	Cricket	Softball	Badminton																												
	Girls 1		Netball	Dance	Rugby		Gymnastics		Badminton	Lacrosse	OAA	Football		Rounders	Athletics	Cricket	Fitness																												
	Boys 2		Rugby	Gymnastics	Basketball		Football		Lacrosse	Handball	Fitness	OAA		Badminton	Softball	Athletics	Cricket																												
	Girls 2		Dance	Badminton	Netball		Rugby		OAA	Fitness	Football	Lacrosse		Handball	Rounders	Athletics	Gymnastics																												
	KPI's		Warm up							Muscles							Effects of exercise							Training zones							Components of fitness							Skeleton							
	KPI's assessment matrix to underpin each lesson																																												
Wet Weather Lessons	Boys 1	Groupings	Indoor football	Badminton	Fitness		Leadership/Badminton	Inter Form	Fitness	Badminton	Leadership	Handball	Inter Form	Badminton	Fitness	Leadership	Handball	Inter Form	Badminton	Fitness	Leadership	Handball	Inter Form	Badminton	Fitness	Leadership	Handball	Inter Form	Badminton	Fitness	Leadership	Handball	Inter Form	Badminton	Fitness	Leadership	Handball	Inter Form	Badminton	Fitness	Leadership	Handball			
	Girls 1		Benchball	Dance	Badminton/Leadership		Fitness		Badminton	Fitness	OAA	Dance		Badminton	Fitness	OAA	Dance		Badminton	Fitness	Leadership	Fitness																							
	Boys 2		Indoor football	Gymnastics	Fitness		Leadership/Badminton		Fitness	Badminton	Leadership	Handball		Badminton	Fitness	Leadership	Handball		Badminton	Fitness	Leadership	Handball																							
	Girls 2		Dance	Badminton	Dance/Leadership		Fitness		Dance	Fitness	Leadership	Fitness		Dance	Leadership	Fitness	Dance		Leadership	Fitness	Dance																								

		Wk beg	3/9	7/9	14/9	21/9	28/9	5/10	12/10	19/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	1/2	8/2	22/2	1/3	8/3	15/3	22/3	13/4	19/4	26/4	3/5	10/5	17/5	24/5	7/6	14/6	21/6	28/6	5/7	12/7			
YEAR 10			Autumn Term														Spring Term														Summer Term													
	Week	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	6			
	Block 1 (Sports Education/Leadership Model)														Block 1 (Sports Education/Leadership Model)														Block 1 (Sports Education/Leadership Model)															
	Half Term 1							Half Term 2							Half Term 3							Half term 4							Half Term 5							Half term 6								
	Boys 1	Groupings	Football			Basketball			Handball			Inter Form	Rugby			HRF			Badminton			Inter Form	Cricket			Athletics			Softball															
	Girls 1		Netball			Dance			HRF				Lacrosse			OAA			Tag Rugby				Rounders			Athletics			Badminton/Multi															
	Boys 2		Basketball			Rugby			Football				HRF			Badminton			OAA				Athletics			Softball			I															
	Girls 2		Dance			OAA			Netball				Badminton			Lacrosse			HRF				Badminton/Ath			Rounders			Multi Sports															
	Girls 3		Tag rugby			Netball			Dance				OAA			Football			Lacrosse				Rounders			Multi			Athletics															
	KPI's	Groupings	Warm up			Muscles			Fitness components			Aerobic/Anaerobic			Effects of exercise			Training zones			Cardiovascular			Respiratory			Skeleton																	
KPI's assessment matrix to underpin each lesson																																												
Wet	Boys 1	Weather Lessons	Indoor football			Basketball			Leadership			Fitness			Badminton/Leadership			Badminton/Leadership			Fitness			Leadership			Handball																	
Girls 1	Benchball			Dance			Fitness			Dance			Benchball			Benchball			Dance			Fitness			Dance																			
Boys 2	Indoor football			Basketball			Leadership			Fitness			Badminton/Leadership			Badminton/Leadership			Fitness			Leadership			Handball																			
Girls 2	Dance			Fitness			Fitness			Badminton			Benchball			Fitness/Leadership			Badminton			Fitness			Fitness																			
Girls 3	Dance			Fitness			Leadership			Badminton			Dance/Leadership			Fitness/Leadership			Badminton			Leadership			Fitness																			

This Scheme of Work is designed to work alongside the following resources which are recommended to benefit and support the delivery of the AQA GCSE Specification theory content in school. As well as the student's primary sport, the department offer a rock climbing course and deliver handball within practical sessions, to ensure all students are able to perform three sports at the required level.

PowerPoints: Created by department members

Text Book: Howitt, R. & Murray M. (2016). AQA GCSE (9-1) PE. Hodder & Stoughton. ISBN: 9781471859526

Unit & Topic	Learning & Assessment Objectives	Content	Resources	Delivery suggestions
3.1.3 Physical Training	AO1, AO2, AO3 Paper 1	3.1.3.1. The relationship between health and fitness and the role exercise plays in both. - Relationship between Health & Fitness. - Definitions. 3.1.3.2. Components of fitness, benefits for sport and how fitness is measured and improved. - Definitions of all 10 components of fitness. -Linking sports and activities to components of fitness.	-PowerPoint -YouTube -Text Book pages 42 – 49.	-Delivery of 'Components of Fitness' PowerPoint resource. -Range of strategies for 'reflection tasks', including individual, paired and group work. -Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment.
	AO1, AO2, AO3 Paper 1	3.1.3.2. Fitness Testing – Introducing the tests used to measure each of the 10 components of fitness. -Reasons for and limitations of fitness testing. 3.1.4. Data analysis. - Introducing different types of data and interpretation linked to fitness tests.	-PowerPoint -YouTube -Text Book pages 51 – 61.	-Delivery of 'Fitness Testing' PowerPoint resource. -Range of strategies for 'reflection tasks', including individual, paired and group work. -Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment. -Practical engagement with a variety of fitness tests to support data analysis and deepen k&u of fitness tests.
	AO1, AO2, AO3 Paper 1	3.1.3.3. The principles of training and their application to personal exercise/training programmes. - Introduction of SPORT and FITT principles.	-PowerPoint -YouTube -Text Book pages 61 – 72.	-Delivery of 'Principles of Training' PowerPoint resource. -Range of strategies for 'reflection tasks', including individual, paired and group work.

		-Application of the principles of training. - Types of training. Introducing the 7 different methods of training with examples. - Advantages and disadvantages of the different types of training with examples.		-Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment.
	AO1, AO2, AO3 Paper 1	3.1.3.4. Optimising training and injury prevention -Introduction of aerobic and anaerobic respiration. -Calculating and understanding the training thresholds for aerobic and anaerobic training. -Altitude training concepts.	-PowerPoint -YouTube -Text Book pages 67 and 73.	-Delivery of 'Aerobic and Anaerobic Training Thresholds' PowerPoint resource. -Range of strategies for 'reflection tasks', including individual, paired and group work. -Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment.
	AO1, AO2, AO3 Paper 1	3.1.3.4. Optimising training and injury prevention. - Injury prevention methods - Seasonal aspects – training seasons introduced and explained. 3.1.3.5 Effective use of warm ups and cool down. -Warm ups and cool down methods introduced and explained.	-PowerPoint -YouTube -Text Book pages 73 – 78.	-Delivery of 'Injury Prevention and Training Seasons' PowerPoint resource. -Range of strategies for 'reflection tasks', including individual, paired and group work. -Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment. -Practical tasks linked to delivery of warm ups and cool downs.
3.2.2 Socio-Cultural Influences	AO1, AO2, AO3 Paper 2	3.2.2.1 Engagement patterns of different social groups and the factors affecting participation. -Engagement patterns of different social groups affecting participation.	-PowerPoint -YouTube -Text Book pages 102 – 112.	-Delivery of 'Engagement and Participation' PowerPoint resource. -Range of strategies for 'reflection tasks', including individual, paired and group work. -Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment. -Questionnaire task to gather quantitative data for analysis.
	AO1, AO2, AO3 Paper 2	3.2.2.3 Ethical and socio-cultural issues in physical activity and sport.	-PowerPoint -YouTube	-Delivery of 'Ethical Issues' PowerPoint resource.

		-Conduct of performers. - Prohibited substances. - Prohibited methods and PEDS. - Advantages and disadvantages of taking PEDS. - Spectator behaviour. - Hooliganism – Reasons why this occurs and strategies to combat hooliganism.	-Text Book pages 126 – 134.	-Range of strategies for ‘reflection tasks’, including individual, paired and group work. -Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment. -School trip to a live sports event to experience the atmosphere.
	AO1, AO2, AO3 Paper 2	3.2.2.2 Commercialisation of physical activity and sport. -Commercialisation - Sponsorship and the media - Positive and negative impacts of sponsorship and the media - Positive and negative impacts of technology	-PowerPoint -YouTube -Text Book pages 113 – 125.	-Delivery of ‘Commercialisation’ PowerPoint resource. -Range of strategies for ‘reflection tasks’, including individual, paired and group work. -Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment.
3.1.1 Applied Anatomy and Physiology	AO1, AO2, AO3 Paper 1	3.1.1.1 The structure and functions of the musculoskeletal system. -Bones -Structure of the skeleton -Functions of the skeleton -Muscles of the body	-PowerPoint -YouTube -Text Book pages 2 – 9.	-Delivery of ‘Structure and functions of the musculoskeletal system’ PowerPoint resource. -Range of strategies for ‘reflection tasks’, including individual, paired and group work. -Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment.

		-Joints (Synovial and freely-movable) and the different types of joints -How movement occurs		
	AO1, AO2, AO3 Paper 1	3.1.1.2 The structure and functions of the cardiorespiratory system. -The pathway of air -Gaseous exchange -Blood vessels -Structure of the heart -Cardiac cycle, cardiac output and stroke volume -Mechanics of breathing -Interpretation of a spirometer trace	-PowerPoint -YouTube -Text Book pages 10 – 18.	-Delivery of 'Structure and functions of the cardiorespiratory system' PowerPoint resource. -Range of strategies for 'reflection tasks', including individual, paired and group work. -Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment.
	AO1, AO2, AO3 Paper 1	3.1.1.3 Anaerobic and aerobic exercise. -Aerobic and anaerobic terms and use in exercise -Oxygen consumption and EPOC -The recovery process. 3.1.1.4 Short and long term effects of exercise. -Immediate effects of exercise -Short-term effects of exercise	-PowerPoint -YouTube -Text Book pages 19 – 26.	-Delivery of 'Aerobic, anaerobic and the effects of exercise' PowerPoint resource. -Range of strategies for 'reflection tasks', including individual, paired and group work. -Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment.

		-Long-term effects of exercise		
3.2.1 Sport Psychology	AO1, AO2, AO3 Paper 2	3.2.1.1 Classification of skills (basic/complex, open/closed). -Skills and ability -Classification of skills -Type of goals (performance or outcome) 3.2.1.2 The use of goal setting and SMART targets to improve and/or optimise performance. -Evaluating performance and outcomes -SMART targets	-PowerPoint -YouTube -Text Book pages 79 – 85.	-Delivery of ' Classification of Skills and SMART Targets ' PowerPoint resource. -Range of strategies for 'reflection tasks', including individual, paired and group work. -Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment.
3.2.1 Sport Psychology	AO1, AO2, AO3 Paper 2	3.2.1.3 Basic information processing. -Basic information processing model -Input/Output/Decision making processes 3.2.1.4 Guidance and feedback on performance. -Types of guidance and feedback and their effectiveness.	-PowerPoint -YouTube -Text Book pages 88 - 93.	-Delivery of ' Information Processing and Feedback ' PowerPoint resource. -Range of strategies for 'reflection tasks', including individual, paired and group work. -Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment.
3.2.1 Sport Psychology	AO1, AO2, AO3 Paper 2	3.2.1.5 Mental Preparation for Performance. -Arousal and the Inverted-U Theory -Optimal arousal and stress management.	-PowerPoint -YouTube -Text Book pages 94 – 101.	-Delivery of ' Mental Preparation for Performance ' PowerPoint resource. -Range of strategies for 'reflection tasks', including individual, paired and group work. -Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment.

3.2.1 Health, Fitness and well-being	AO1, AO2, AO3 Paper 2	3.2.3.1 Physical, emotional, social health, fitness and well-being. -Linking physical activity and exercise to health, well-being and fitness. 3.2.3.2. Consequences of a sedentary lifestyle. -Sedentary lifestyles introduced -Obesity and its effect on performance -Somatotypes	-PowerPoint -YouTube -Text Book pages 135 – 147.	-Delivery of ‘ Health and Well-Being and the Consequences of a Sedentary Lifestyle ’ PowerPoint resource. -Range of strategies for ‘reflection tasks’, including individual, paired and group work. -Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment.
3.2.1 Health, Fitness and well-being	AO1, AO2, AO3 Paper 2	3.2.3.3 Energy, Diet and Nutrition. -Energy use -Nutrition and balanced diet -Nutrition and the role of carbohydrates, proteins, fats and vitamins/minerals -Maintaining water balance (hydration)	-PowerPoint -YouTube -Text Book pages 147 - 153. -Examples of healthy vs non-healthy foods.	-Delivery of ‘ Energy, Diet and Nutrition ’ PowerPoint resource. -Range of strategies for ‘reflection tasks’, including individual, paired and group work. -Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment.
3.1.2 Movement analysis	AO1, AO2, AO3 Paper 1	3.1.2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement. -First, second and third class lever systems within sports examples -Mechanical advantages linked to the lever systems -Analysis of basic sporting movements 3.1.2.2 Planes and axes of movement.	-PowerPoint -YouTube -Text Book pages 27 - 41.	-Delivery of ‘ Movement Analysis in Sport ’ PowerPoint resource. -Range of strategies for ‘reflection tasks’, including individual, paired and group work. -Use of exam-style questions in exam conditions or as homework tasks – mark schemes to be used as peer/self-assessment. -Practical-based sessions to observe movement patterns across a range of different activities.

		-Introduction of the different planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement in sport.		
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Curriculum Map Year 11:



Intent: Across both Key Stages, we aim to ensure that our students are able to learn how to **identify** and **explore** the **impact of language** within a variety of different contexts. We explore various genres, forms, structures and purposes of literary works, in order to emphasise the importance of reading and writing as a way of **successfully engaging with the world**, both within the school context and the wider society. At the core, we strive to inspire our young learners to become **competent and confident communicators**, consciously teaching reading and writing skills within every year group, which enables us to demonstrate the progress students make when accessing a multitude of texts which have been produced across the ages for a variety of different reasons.

Through the Key Stages we have designed the curriculum to help our students both improve and refine their reading and writing skills, with a progressively more demanding set of skills taught and revisited throughout the schemes as students travel from Year 7 to Year 11, implementing things such as variations of sentence structures and increasingly difficult and interesting vocabulary. We explore the **etymology** of language and how this correlates to the context from within which it was written, aiding our students' ability to **interpret and infer** with greater confidence.

We want to inspire our students to develop their own **love of language**, to become **critical thinkers**, engaging with moral ideas, and to widen their perspectives when establishing their own impressions and opinions when exploring literary materials. Furthermore, we continue to develop our curriculum content to encourage and enable our students to be empathetic with different points of view, to be understanding when analysing and evaluating character and theme and to be able to both speak and write with clarity and purpose.

Why I study English?

I study English because:

- *It enables me to communicate freely and effectively*
- *I understand more about global culture, thought and literature*
- *Having a love of language and literature transports me to other worlds*

Cultural capital/enrichment

Whilst curriculum time in Year 11 is both precious and limited, students are still afforded the opportunity to develop their understanding of the set Literature texts studied in the form of a live 'Macbeth' performance. In the Spring term, we will be welcoming performers into school for an on-site visit, which will be delivered in our Main Hall.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	AQA English Literature Paper 2: Power and Conflict Poetry Anthology AQA English Language Paper 2: writers' viewpoints and perspectives	Students will complete their study of the poetry cluster in the Poetry Anthology. Several poems were studied during their time in Year 10. They will practice reading and understanding, interpreting, analysing language and structure, comparing poems and the ideas of the poets. Following this, pupils will then move onto English Language. They will be required to read two unseen non-fiction extracts and answer a series of questions about them. The questions assess pupils' ability to identify information, summarise information and make inferences, analyse language, compare how writers' communicate their perspectives, and to write a speech or article or letter in which they present their viewpoint on a topic. Previous topics include: travel, education, the importance of hobbies and interests, animal welfare and the use of artificial intelligence. In the final week, pupils will begin revising 'An Inspector Calls' which will appear alongside Power and Conflict on English Literature Paper 2.	Students will be given opportunities to develop the key skills of the Assessment Objectives, which include developing a personal response (AO1), using textual references/quotations to support interpretations (AO1), analysing language, form and structure (AO2) and considering the ideas of the poets (AO3). Students will develop and refine skills in: - Writing imaginative non-fiction texts. - Planning and proof reading. - Structuring a written argument. - Analysing poetry. - Comparing the ideas of writers.	Formative on-going assessment of knowledge using starters and plenaries, low stakes quizzing and learning checks. Students will complete a knowledge check test on the Power and Conflict poetry cluster.

Autumn 2	Winter Exam – AQA English Language Paper 2 and English Literature Paper 2. AQA English Literature Paper 1: A Christmas Carol revision for Spring mock.	Students will start the term by revising for their upcoming Winter mocks. Students will revise the set text ‘An Inspector Calls’, the ‘Power and Conflict’ poetry anthology, and the skills required to successfully comment on/analyse unseen poetry to equip them with the skills needed for their GCSE mock exam this term. As part of this revision, students will: - Show an understanding of tasks/texts, plot, characters. Use quotations and make inferences (AO1); - Explain, comment and analyse the use of language & structural features to achieve effects and influence readers (AO2); - Show an understanding of the relationship between the texts and the context they were written (AO3); - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (AO4); Students will also revise for English Language Paper 2. Following on from this, students will revise ‘A Christmas Carol’.	Student will return to and refine their skills of: - Knowing how to actively read and annotate; - identifying and explaining a writer’s intention in a play and poetry; - identifying language and structural techniques used, e.g. metaphor, simile, personification, semantic field; - identifying and explaining the impact of structural techniques (use of dialogue, developments across text, changes in setting & character, foreshadowing, flashbacks, media res, rhyme, juxtaposition etc.); - identifying and explaining the use of form; - using quotations to support responses: varying length and being judicious; - responding to a previously unseen text (unseen poetry); - writing thesis statements and refining their essay writing skills, including writing comparisons.	Whole class feedback sheets. Winter Exams: Students will complete a full AQA English Language Paper 2 and English Literature Paper 2 in exam conditions. This will be completed within the school’s mock exam window, and will be in controlled conditions.
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Spring 1	AQA English Literature Paper 1: Macbeth, by William Shakespeare, revision for Spring mock. AQA English Language Paper 1 revision for Spring mock.	Students will continue to develop their understanding of this classic tragedy. They will further develop their ability to respond to a literary text, writing analytically through their exploration of how Shakespeare uses language, structure and dramatic techniques to present characters and themes. Students will be required to analyse a given extract and explore themes, characters and ideas presented in both the extract and elsewhere in the play, so will be working on developing skills of written analysis in response to their reading of the play. They will develop a confident understanding of Shakespeare's characters, themes, ideas, social and historical context of the Jacobean era, as well as how to approach and interpret Shakespeare's language in order to successfully interpret and analyse this. Students will explore how ideas within the text are contextually linked and shaped by society at the time and learn how to effectively cross-reference ideas to formulate a perceptive and critical argument. During the second half of this half term students will begin revising for their Spring mock on AQA English Language Paper 1.	Building on the previous Literature units already studied by this point, students will develop an understanding of how to: - Identify and interpret the focus of their GCSE question, in order to craft successful responses; - Carefully select relevant and valuable references from the text for the purpose of analysis; - Successfully structure an essay response, practising the use of topic sentences and/or a thesis statement; - Effectively analyse a writer's use of language, structure and form, using accurate subject terminology.	Formative on-going assessment of knowledge using starters and plenaries and low stakes quizzing to incorporate spiral learning. Learning checks. Students will complete a knowledge check test on Macbeth. Questions will be on essay writing skills, plot, characters, quotations, methods, themes and context.
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Spring 2	Spring mock revision. Revision for final GCSE exams.	Students will continue to revise for their Spring mocks in English Language Paper 1 and English Literature Paper 1. AQA English Language Revision: Students will explore a variety of fiction texts from the 19th, 20th and 21st centuries, analysing how writers use language, structure and form to share ideas. As part of this revision, students will: - Identify and interpret explicit and implicit information and ideas (AO1); Explain, comment and analyse the use of language (AO2); Evaluate the effects of a writers' use of language and structure (AO4); Communicate clearly and organise information (AO5; use a range of punctuation and vocabulary (AO6).	Student will return to and refine their skills of: - Identifying information in a text. - Selecting quotations. - Making inferences. - Comment/analysing on the use of language and structure. - Evaluating the effect of techniques used by a writer. - How to write creatively making engaging use of language and structure. - How to plan an effective piece of creative writing.	SPR2 PPE Exams (Dates TBC): Students will complete a full AQA Language Paper 1 and AQA English Literature Paper 1 in exam conditions. These will be completed within the school's mock exam window, and will be in controlled conditions.
Summer Term	GCSE Exams begin. Revision will take place in class, recapping and revisiting knowledge and skills in order to suit the scheduling of exams within the AQA exam timetable.			

Curriculum Map Year 11: Geography



Intent: Geography at Sale High School is intended to provide a wealth of knowledge about the world. We investigate topics on various scales, in locations close to home and far away. This helps us to appreciate the beauty, excitement, wonder, and problematic nature of the world we live in. Geography lessons encourage students to apply their own knowledge, understanding and judgement of theories studied in class. We also gain knowledge from practical experiences and at times we debate critical issues. From this we hope that each student can gain their own unique but well-informed understanding of how they are shaping the world around them, and how it shapes them in return.

In Year 11, student's complete units across all three papers for their final examinations. They will learn about diverse environments, such as the hot deserts in Pakistan and rivers in the UK, as well as human features of the UK economy and Mumbai as a key global city. By the end of Year 11 we want our students to knowledgeable about the world around them and have a deep understanding of the forces that govern their lives, so that they can empowered and contribute to their communities. We hope that our students feel fulfilled from their studies of Geography at Sale High School and that many of them will choose to study geography beyond high school, or at least to travel and have exciting experiences in the world beyond Greater Manchester.

Why do I study Geography?

- It helps me to understand the wider world.
- I can better appreciate diversity.
- I will become a global citizen who can make a positive change.

Cultural capital/enrichment

Fieldwork opportunities – Visit to Salford Quays in Year 10 highlights the change in industrial structure in the UK.

Read – *A Short History of Nearly Everything* by Bill Bryson, *Can We Protect People From Natural Disasters?* by Earth Debate, *No One Is Too Small To Make A Difference* by Greta Thunberg, *There Is No Planet B* by Mike Breners-Lee, *This is Planet Earth* by New Scientist

Watch – *Planet Earth – Hot Deserts* on BBC iPlayer, *Brassed Off* (cert 15) – industrial decline in the UK.

Do - Visit to a local woodland e.g. Delamere Forest to consider relationships between biotic and abiotic features. Local business (Stanley Green) and science parks (Waters Science Park) to consider how their features support the economic activities carried out.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
1	Paper 1 Section A: The Challenge of Natural Hazards – Tectonic Hazards	- Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk. - Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. - Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard. - How the effects and responses to earthquakes varied between Kathmandu, Nepal (LIC) and Kaikoura, New Zealand (HIC). - Reasons why people continue to live in areas at risk from a tectonic hazard. - How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.	- Dot maps - Magnitude and frequency - Qualitative data – photograph analysis / news reports - Describing and explaining patterns, processes and impacts - Categorising and comparing impacts	- Exam practise done in class based on tectonic processes at a plate margin - This unit will be tested in checkpoint quizzes and Winter Exam. - Teacher to use formative assessment to check understanding in each lesson. - Use of whole class feedback as appropriate.
1	Paper 3 Section B: Fieldwork	- Conducting our own fieldwork in Salford Quays and River Lady Brook - The advantages and disadvantages of using different presentation techniques. - Analysing data to consider how processes are affecting the location - Giving reasons why patterns in data have been found - Linking data sets - Coming to conclusions - Evaluating the enquiry process	- Data collection methods – pedestrian count, land use survey, environmental quality survey, velocity survey, river depth survey load size survey - Data presentation including dispersion graphs, radar graph overlay,	- Exam practise done in class based on tectonic processes at a plate margin - This unit will be tested in checkpoint quizzes and Winter Exam. - Teacher to use formative assessment to check understanding in each lesson. - Use of whole class feedback as appropriate.

			bar charts, line graphs, land use maps	
1	Paper 2 Section C: Resource Management - Water	• Areas of surplus (security) and deficit (insecurity): global patterns of water surplus and deficit. • Reasons for increasing water consumption: economic development, rising population. • Factors affecting water availability: climate, geology, pollution of supply, over abstraction, limited infrastructure, poverty. Impacts of water insecurity – waterborne disease and water pollution, food production, industrial output, potential for conflict where demand exceeds supply. • Overview of strategies to increase water supply: diverting supplies and increasing storage, dams and reservoirs, water transfers and desalination • An example of a large-scale water transfer scheme to show how its development has both advantages and disadvantages. • Moving towards a sustainable resource future: water conservation, groundwater management, recycling, 'grey' water. • An example of a local scheme in an LIC or NEE to increase sustainable supplies of water.	• Flow line maps / proportional maps • Using secondary sources • Issue evaluation • Using case study facts to describe • Thorough explanations • Analysing impacts • Conflict matrix	• This unit will be tested in checkpoint quizzes and Winter Exam. • Teacher to use formative assessment to check understanding in each lesson. • Frequent use of whole class feedback as appropriate.
2	Paper 2 Section A Part i: Urban Issues and Challenges - Mumbai	• The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs. Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. The emergence of megacities. • A case study of a major city in an LIC or NEE to illustrate: • The location and importance of the city, regionally, nationally and internationally. Causes of growth: natural increase and migration. • How urban growth has created opportunities: social: access to services – health and education; access to resources – water supply, energy. Economic: how urban industrial areas can be a stimulus for economic development • how urban growth has created challenges: managing urban growth – slums, squatter settlements, providing clean water, sanitation systems and energy, providing access to services – health and education, reducing unemployment and crime, managing environmental issues – waste disposal, air and water pollution, traffic congestion.	• Dot maps – distribution • Choropleth maps – comparing values • Describing and explaining patterns, processes and impacts • Comparing features • Using case study facts • Assessing features	• This unit will be tested in checkpoint quizzes, mid-year and end of year exams in Y11. • Teacher to use formative assessment to check understanding in each lesson. • Frequent use of whole class feedback as appropriate.

		An example of how urban planning is improving the quality of life for the urban poor.	Evaluating usefulness	
2	Paper 1 Section B Part ii: The Living World - Hot Deserts	- The physical characteristics of a hot desert. The interdependence of climate, water, soils, plants, animals and people. - How plants and animals adapt to the physical conditions. Issues related to biodiversity. - A case study of a hot desert to illustrate: development opportunities in hot desert environments: mineral extraction, energy, farming, tourism. Challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. - Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. - Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology.	- Latitude - Analysing photographs - Choropleth maps - Atlas maps – location of Thar Desert	- Exam Q: For a hot desert environment that you have studied, assess the importance of management strategies used to reduce the risk of environmental damage. [9 marks] SP2 - This unit will be tested in checkpoint quizzes, mid-year and end of year exams in Y11. - Teacher to use formative assessment to check understanding in each lesson. - Frequent use of whole class feedback as appropriate.
3	Paper 2 Section B Part ii: The Changing Economic World – The UK Economy	- Economic futures in the UK: causes of economic change: deindustrialisation and decline of traditional industrial base, globalisation and government policies. - Moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks. - Impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable - Social and economic changes in the rural landscape in one area of population growth and one area of population decline. - Improvements and new developments in road and rail infrastructure, port and airport capacity. - The north–south divide. Strategies used in an attempt to resolve regional differences the place of the UK in the wider world. - Links through trade, culture, transport, and electronic communication. Economic and political links: the European Union (EU) and Commonwealth.	- Line graph and pie chart analysis - Aerial photographs along with OS maps (location of science and business parks)	- This unit will be tested in checkpoint quizzes and end of year exam in Y11. - Teacher to use formative assessment to check understanding in each lesson. - Frequent use of whole class feedback as appropriate.

3	Paper 1 Section C Part i: UK Physical Landscapes - Coasts	• An overview of the location of major upland/lowland areas and river systems. • Wave types and characteristics. • Coastal processes: weathering processes – mechanical, chemical. Mass movement – sliding, slumping and rock falls. Erosion – hydraulic power, abrasion and attrition. Transportation – longshore drift. Deposition – why sediment is deposited in coastal areas. • How geological structure and rock type influence coastal forms. Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars. An example of a section of coastline in the UK to identify its major landforms of erosion and deposition. • The costs and benefits of the following management strategies: hard engineering – sea walls, rock armour, gabions and groynes. Soft engineering – beach nourishment and reprofiling, dune regeneration. Managed retreat – coastal realignment. An example of a coastal management scheme in the UK to show: the reasons for management, the management strategy, the resulting effects and conflicts.	• Physical maps (analysis) • Drawing diagrams • Annotating diagrams • Cost-benefit analysis • Using key terms • Use of case study facts to describe and explain • OS map analysis • Photograph analysis	• Exam Q: Using the Figure and your own understanding, assess the effectiveness of strategies used to protect coastlines against erosion. (6 marks) 2022 • This unit will be tested in checkpoint quizzes and end of year exam in Y11. • Teacher to use formative assessment to check understanding in each lesson. • Frequent use of whole class feedback as appropriate.
5	Paper 3 Section A: Issue Evaluation – released in March 2024	• Students will study a pre-release resource booklet that contains information about a geographical issue. The content of the Issue Evaluation is released in March of the exam year. Topics are based on an aspect of the specification that is a compulsory unit. Students will conduct analytical tasks relating to the information in the pre-release booklet. They will consider different opinions relating to the geographical issue being addressed and will apply their geographical understanding. Students are likely to complete a decision-making exercise where they will decide on the best course of action to deal with the geographical issue.	Likely skills include: • Statistical analysis • Understanding different types of maps • OS maps – scale, distance, grid references • calculating averages • Graph analysis • Cost-benefit analysis	• Exam Q: taken from UL guidance of Issue Evaluation. [9 marks] • This unit will be tested in checkpoint quizzes and end of year exam in Y11. • Teacher to use formative assessment to check understanding in each lesson. • Frequent use of whole class feedback as appropriate.

Curriculum Map Year 11: Religion and Ethics



Intent:

At Sale High School, our aim for Religion & Ethics is to provide students with an academically rigorous study of religious beliefs and practices, and broader ethical questions. Our curriculum empowers students to thrive in a diverse, multi-faith society by fostering a deep understanding of different religious and non-religious worldviews. Students will gain a strong disciplinary knowledge, enabling them to explore, critically, different religions and worldviews and fully analyse and evaluate different teachings and practices. This equips students to address moral and ethical dilemmas and become well-rounded individuals who are academically proficient, culturally sensitive, and morally responsible.

Sequencing:

At KS3, students will begin by exploring the fundamental philosophical inquiries such as “What is a worldview?”, leading into an in-depth examination of various religious traditions, such as the Abrahamic Religions in Year 7 and the Dharmic Religions in Year 8. Students will also receive an opportunity to engage with moral philosophy, considering different ethical theories and their application to topics such as fast fashion, abortion, euthanasia, capital punishment, and more. These ‘big questions’ encourage students to use the disciplinary knowledge that is acquired across other humanities subjects to analyse and examine contemporary topics. This will also allow students to critically explore the significance and impact that different interpretation of scripture can bring to different worldviews and religious practices. At KS4, students can opt to complete the Religious Education GCSE course through the AQA exam board. This GCSE course builds upon students’ knowledge of Islam and Christianity, whilst also continuing to develop the disciplinary knowledge to critically analyse scripture and examine the influences of religious belief on human behaviour. It also encourages students to develop skills of empathy and cultural understanding, preparing them for thoughtful and inclusive engagement in an increasingly diverse world.

I study RE because:

- I learn more about spirituality, faith, diversity, and belief
- I feel empowered to make a positive contribution and make informed moral choices
- I learn more about how beliefs and values affect current issues and cultures.

Cultural capital/enrichment

RE provides opportunities for authentic interfaith dialogue, spending time considering the religious make-up of Great Britain, Greater Manchester and Sale, understanding the ways in which we can celebrate diversity in our local communities. The focus in year 7 is on understanding the disciplines of philosophy, theology and sociology. Pupils are encouraged to read texts for meaning and use contextual knowledge to build a deeper understanding of the meaning being conveyed. This provides cross-curricular skills which can enhance understanding in History, Geography, Literature and Languages. Pupils use statistical skills to understand data about social attitudes and religious affiliation, this provides an opportunity for the practical application of skills from mathematics. The study of religions also provides opportunities to link with MFL and geography in enhancing pupils understanding of the culture and traditions of different places. Students also benefit from an interfaith club where they can explore other cultures and traditions and celebrate the diversity of the school.

Unit	Topic (Lens)	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative)
Unit 1	Theme A: Relationships & Families (Theology, Philosophy & Sociology)	Students should be able to: - Engage with religious, philosophical and ethical arguments relating to issues in the modern world. - Explain contrasting beliefs on contraception, sexual relationships before marriage and same sex relationships. - Critically evaluate religious and non-religious beliefs about human sexuality including heterosexual and same sex relationships. - Evaluate religious and non-religious views around the purpose of sex, sexual relationships outside of marriage and contraception / family planning. - Consider ethical arguments relating to divorce, including those based on sanctity of marriage, vows and compassion. - Examine the nature of families, including the role of parents and children, extended families and the purpose of family. - Critically evaluate contemporary family dynamics, such as same-sex parents, polygamy. - Critically engage with discussions around gender prejudice and discrimination.	Students will know religious, non-religious and ethical views about: Sex, marriage and divorce - Human sexuality including: heterosexual and same sex relationships. - Sexual relationships before and outside of marriage. - Contraception and family planning. - The nature and purpose of marriage. - Same-sex marriage and cohabitation. - Divorce, including reasons for divorce, and remarrying. - Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. Families and gender equality The nature of families, including: - the role of parents and children - extended families and the nuclear family. The purpose of families, including: - procreation - stability and the protection of children - educating children in a faith. Contemporary family issues including: - same-sex parents - polygamy. The roles of men and women. Gender equality. Gender prejudice and discrimination, including examples.	Exam style paper: 1. Multiple choice, 2. State beliefs; 3. Explain concepts or influences 4. Explain concepts or influences (+ SOWA) 5. Evaluate the statement:

Unit 2	Theme B: Religion and Life (Theology, Philosophy & Sociology)	Students will be able to: - Explain different beliefs and interpretations of the origins of the universe and critically evaluate the relationship between scientific and religious views. - Explain different beliefs about the value of the world and the impact of beliefs such as stewardship, dominion and khalifah. - Critically evaluate different religious and non-religious views about the use and abuse of the environment, including the use of natural resources and pollution. - Critically evaluate different religious and non-religious views about the use and abuse of animals, including animal experimentation and animals as food. - Explain diverse religious and non-religious beliefs about the value of human life, including the sanctity of life, and critically evaluate the relationship between scientific and religious views. - Critically assess the diverse religious and ethical approaches to the topic of abortion and euthanasia, including the impact and influence such beliefs have on human life today. - Critically assess the diverse religious and non-religious beliefs about death and the afterlife, including the impact and influence such beliefs have on human life today.	Students will know religious, non-religious and ethical views about: The origins and value of the universe: - The origins of the universe, including: religious teachings about the origins of the universe, and different interpretations of these; the relationship between scientific views, such as the Big Bang theory, and religious views. - The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. - The use and abuse of the environment, including the use of natural resources, pollution. - The use and abuse of animals, including: animal experimentation, the use of animals for food. The origins and value of human life: - The origins of life, including: religious teachings about the origins of human life, and different interpretations of these; the relationship between scientific views, such as evolution, and religious views. - The concepts of sanctity of life and the quality of life. - Abortion, including situations when the mother's life is at risk. - Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. - Euthanasia. - Beliefs about death and an afterlife, and their impact on beliefs about the value of human life. -	Exam style paper: - Multiple choice, - State beliefs; - Explain concepts or influences - Explain concepts or influences (+ SOWA) - Evaluate the statement: <i>“Euthanasia is never the best option”</i> Winter Mock: Paper 1 (beliefs) & Paper 2 (A & B)
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Unit 3	Theme D: Religion, Peace and Conflict (Theology, Philosophy & Sociology)	Students will be able to: -	Students will know religious, non-religious and ethical views about: Religion, violence, terrorism and war - The meaning and significance of: peace, justice, forgiveness, reconciliation. - Violence, including violent protest. - Terrorism. - Reasons for war, including greed, self-defence and retaliation. - The just war theory, including the criteria for a just war. - Holy war. - Pacifism. Religion and belief in 21st century conflict: - Religion and belief as a cause of war and violence in the contemporary world. - Nuclear weapons, including nuclear deterrence. - The use of weapons of mass destruction. - Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. - Religious responses to the victims of war including the work of one present day religious organisation.	Exam style paper: 1. Multiple choice, 2. State beliefs; 3. Explain concepts or influences 4. Explain concepts or influences (+ SOWA) 5. Evaluate the statement: <i>“All religious believers should be pacifists and never fight.”</i>
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Unit 4	Theme E: Religion, Crime and Punishment. (Theology, Philosophy & Sociology)	Students will be able to: - Critically evaluate different beliefs about good and evil intentions and actions. - Explain and assess the different reasons for crime and types of crime. - Critically assess different religious beliefs regarding those who break the law. - Explain the different aims of punishment and evaluate the strengths and weaknesses of them. - Critically evaluate the treatment of criminals, including different types of punishment. Explain and assess the different ethical arguments relating to the death penalty, including those based on the principle of utility and sanctity of life.	Students will know religious, non-religious and ethical views about: Religion, crime and the causes of crime - Good and evil intentions and actions, including whether it can ever be good to cause suffering. - Reasons for crime, including: poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law. - Views about people who break the law for these reasons. - Views about different types of crime, including hate crimes, theft and murder. Religion and punishment - The aims of punishment, including: retribution, deterrence, reformation. - The treatment of criminals, including: prison, corporal punishment, community service. - Forgiveness. - The death penalty. Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.	Exam style paper: 1. Multiple choice, 2. State beliefs; 3. Explain concepts or influences 4. Explain concepts or influences (+ SOWA) 5. Evaluate the statement: <i>“Deterring people from committing crime is the best aim of punishment.”</i> Spring Mock: AQA RS Paper 2 (full)
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Curriculum Map Year 10: Travel and Tourism



Intent: Travel and Tourism at Sale High School is intended to provide students with the knowledge and skills they will need if they embark on a career in the travel and tourism industry. We study topics that help students to understand the travel and tourism industry, including the features of travel and tourism organisations, the features of destinations that appeal to different types of tourist, the needs of tourist themselves and how organisations can help to support these, and we study different factors that can impact the industry. We often use the internet to research the travel and tourism industry and we produce reports and presentations. These activities help students with the skills that are often used in the workplace. We have to stick to deadlines and classwork is assessed.

In Year 11 students begin the year by putting into practise the theory they learned in the Summer Term of Y10, but completing their Component 2 PSA, which is based on demonstrating an understanding of *Customer Needs in Travel and Tourism*. In the Spring term they will move on to study the third and final unit *Influences on Global Travel and Tourism*, which they will be examined on in the Summer Term, and which will make up 40% of their final grade.

Why do I study Travel and Tourism?

- It prepares me for the workplace.
- I can better appreciate the impact of travel and tourism organisations on people, the environment and the economy.
- I will become a global citizen who can make a positive change.

Cultural capital/enrichment

Fieldwork opportunities – Visit to Manchester Airport.

Listen – The Travel Diaries podcast by Holly Rubenstein

Watch – Tourist board videos for different countries and regions of the world. Who are they appealing to? What features do they focus on? *Watch 24 Hours In...* on Channel 4

Do – Visit a visitor attraction e.g. RHS Bridgewater, a football stadium or a theme park and look at the different roles that people do when working there. Consider how the attraction has catered for the needs of different tourists. Has the attraction done anything that makes you want to visit it again? If not, why?

Half Term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
1	C2 Learning Outcomes A and B	Using knowledge of Learning Outcomes A and B to complete the Pearson Set Assignment		
2	C2 Learning Outcomes A and B	Using knowledge of Learning Outcomes A and B to complete the Pearson Set Assignment		
3	C3 Learning Outcome A Factors that Influence Global Travel and Tourism And Learning Outcome B Impact of travel and tourism and sustainability	Learning Outcome A: • Factors affecting travel and tourism: economic, political, natural, media, safety and security, health. • Responses to these factors from travel and tourism organisations, government and voluntary organisations. Learning Outcome B: • Possible impacts of tourism on sustainability – sociocultural, economic, environmental • Sustainable tourism – what it is and its aims.	• Interpreting graphs and data • Knowledge of key features of the T&T sector • Learning key vocabulary • Writing extended exam answers	• Practice exam questions through Independent Practise • Completing a full Paper 3 mock exam • The final exam set by Pearson is worth 40% of the final grade
6	C3 Completing Learning Outcome B And Learning Outcome C Destination Management	Learning Outcome B: • Managing sociocultural, economic and environmental impacts Learning Outcome C: • The importance of partnerships in destination managements – types of partnership and their purpose, possible advantages and disadvantages of partnerships.		

Curriculum Map Year 11: NCFE Level 1/2 Food and Cookery

Intent

Year 11 completes the NCFE Level 1/2 Technical Award in Food and Cookery by bringing together knowledge and practical skills from all seven mandatory content areas. The curriculum places increased emphasis on recipe amendment and development, evaluation, interpreting customer briefs, menu and action planning, synoptic practical performance and examined-assessment technique. Students are prepared to work with independence, precision and resilience while applying knowledge to unfamiliar scenarios and producing justified, evidence-based decisions.

Why I study Food and Cookery

Studying Food and Cookery in Year 11 allows me to use my knowledge in realistic vocational situations. I learn to respond to customer needs, develop and evaluate recipes, plan menus and organise practical work efficiently. I also strengthen my exam technique and learn how to communicate decisions clearly using technical vocabulary. These skills support progression to further study, apprenticeships and careers across food, catering and hospitality.

Cultural capital / enrichment

Students consider how professional food businesses respond to customer briefs, dietary needs, sustainability, cost, quality and presentation. They experience iterative recipe development, sensory evaluation, timed planning and increasingly professional practical standards. Progression is explicitly linked to Level 3 Food Science and Nutrition, professional cookery, T Level routes, apprenticeships and roles such as chef, sous chef, catering assistant and other food-industry occupations.

Curriculum Map Year 11 – Curriculum Content

Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative)	Key pieces / practical application
Year 11 reactivation & synoptic retrieval	- Revisit Content Areas 1–5 from Year 10 - Identify personal knowledge gaps and practical priorities - Re-establish NCFE command words and assessment expectations - Connect theory knowledge to customer briefs and practical decisions	- Retrieve knowledge efficiently and make cross-topic links - Interpret questions and briefs accurately - Prioritise revision using evidence from assessments - Work safely and independently under greater time pressure	- Diagnostic assessment - Targeted retrieval quizzes - Practical skills audit - Individual revision / intervention targets	- Knowledge-gap tracker - Synoptic practical refresher - Personal revision plan

Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative)	Key pieces / practical application
Content Area 6 – Recipe amendment and development	• Reasons recipes may need to be amended • Ways ingredients, quantities, methods and presentation can be developed • Responding to nutritional, dietary, cost, sensory and customer requirements • Effects amendments can have on the finished dish	• Analyse a recipe against a stated need or brief • Propose realistic amendments and justify each decision • Predict how changes affect nutrition, sensory qualities, cost and practicality • Trial and refine ideas using evidence	• Recipe-development exercises • Justification questions using command verbs • Practical trials and feedback • Teacher / peer review against criteria	• Recipe-development portfolio • Adaptation trials • Before / after nutritional and sensory comparison
Content Area 6 – Evaluating completed dishes	• Purpose and features of effective evaluation • Sensory properties: appearance, aroma, flavour and texture • Using evidence and feedback to judge success • Identifying specific, realistic improvements	• Use precise sensory vocabulary • Compare outcomes with requirements and success criteria • Analyse feedback and make evidence-based judgements • Write evaluative rather than descriptive conclusions	• Sensory-analysis activities • Evaluation writing using exemplars • Practical reflection against success criteria • Extended evaluation questions	• Structured dish evaluations • Sensory testing • Improvement / redevelopment proposals
Content Area 7 – Interpreting a customer brief & menu planning	• Identifying explicit and implicit requirements within a customer brief • Selecting dishes that work together as a menu • Nutritional, dietary, cost, seasonality, skill and presentation considerations • Justifying menu choices against the brief	• Annotate and deconstruct a brief • Generate and compare appropriate menu ideas • Justify choices with evidence from research and specification knowledge • Balance ambition with realistic time and skill constraints	• Mock customer briefs • Menu-planning tasks • Written justifications • Teacher feedback against assessment criteria	• Customer-brief analysis • Menu proposal / rationale • Dish selection trials

Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative)	Key pieces / practical application
Content Area 7 – Action planning for completed dishes	• Purpose and structure of an effective action plan • Sequencing, timings, dovetailing and quality-control points • Equipment, ingredients, hygiene and safety considerations • Contingency planning and efficient use of time	• Produce detailed, workable action plans • Dovetail tasks across more than one dish • Build in safety, hygiene and quality checks • Adapt plans when problems occur	• Timed planning exercises • Action-plan peer / teacher review • Mock practical planning • Quality-control questioning	• Detailed action plans • Timed multi-dish practical rehearsals • Post-practical plan evaluation
NEA preparation & synoptic practical application	• Synoptic use of knowledge and skills from all seven content areas • Research, planning, preparation, cooking, presentation and evaluation • Importance of following current NCFE assessment controls and centre guidance	• Work independently within assessment conditions • Select and apply appropriate practical skills • Record decisions clearly and justify them against the brief • Manage time, hygiene, presentation and quality consistently	• Practice briefs and formative rehearsal before live assessment • Skills checks and feedback outside controlled assessment • Live NEA completed under NCFE requirements • Internal marking / external moderation	• Mock synoptic project • Live NEA evidence and practical outcomes • Reflection on skills for progression
Examined Assessment – knowledge, application & exam technique	• Recall and application across all seven content areas • Command words and mark allocation • Using food examples, technical vocabulary and developed explanations • Approaches to unfamiliar scenarios and extended responses	• Interpret questions precisely • Structure answers to match command words and marks • Apply knowledge to unfamiliar food / customer contexts • Review and improve answers using mark-scheme principles	• Topic tests and mixed papers • Timed examined-assessment practice • Question-level analysis and intervention • Retrieval / spacing / interleaving	• Revision knowledge organisers • Timed practice papers • Personal error log / target list
Final consolidation, assessment & progression	• Secure synoptic understanding of the qualification • Links to further study, apprenticeships and food / hospitality careers • Personal strengths in practical, analytical and evaluative work	• Consolidate weakest content areas • Demonstrate independent revision and exam readiness • Reflect on transferable skills: organisation, problem solving, teamwork and resilience • Articulate progression routes and career interests	• Final low-stakes retrieval and targeted intervention • Examined Assessment (EA) in the chosen series • Final course reflection	• Final revision programme • EA preparation • Progression / careers reflection



Curriculum Map Year 11 Triple Science (GCSE Biology, Chemistry and Physics)

Science Intent Statement - The Science department at Sale High School follows a 5 year in depth, knowledge rich Science curriculum which covers all aspects of the National Curriculum, supported by using the Exploring Science Year 7 – 9 structure. At Key Stage 4 we offer both Combined and Triple Science GCSEs through the Edexcel exam board. Practicals play a key role in developing pupil's skills, practicals will be used to develop scientific enquiry skills collecting, recording and processing data. The Science curriculum is further enriched through Science club, Sale Scholars, Physics Olympiads and Science ambassadors.

We have a high level of pupils opting to take triple Science and great progression onto Science based A levels and University courses, we believe this is due to having high expectations, strong work ethic and most importantly our desire to develop pupils love for Science and thirst for knowledge.

Why study Science?

"I learn science because:

- It develops my analytical and problem-solving skills.
- It increases my fundamental knowledge, linked to real life situations
- It helps me to develop my curiosity about the world around us."

Cultural capital/enrichment - : Pupils have the opportunity to attend revision sessions as per timetable (this is published fully after Christmas and includes morning, lunch time and half term revision sessions). Pupils also have the opportunity to continue their science ambassador roles from year 10 or even apply to be one.

Please note that pupils will study all three sciences across the 2 years. At the end of the two years pupils will complete 6 exams (2 x Biology, 2 x Chemistry and 2 x Physics) This Curriculum map covers what they will learn for GCSE Biology, Chemistry and Physics in Year 10.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Biology Topic 8 – Exchange and transport in animals Biology Topic 9 – Ecosystems and material cycles Chemistry Topics 17 -19 Groups in the	Biology Pupils will learn: -how alveoli are adapted for gas exchange by diffusion between air in the lungs and blood in capillaries. -how the structure of the blood is related to its function. - how the structure of the blood vessels are related to their function. -how the structure of the heart and circulatory system is related to its function. -cellular respiration is an exothermic reaction which occurs continuously in living cells to release energy for metabolic processes, including aerobic and anaerobic respiration. -the differences between aerobic and anaerobic respiration. -the different levels of organisation from individual organisms, populations, communities, to the whole ecosystem. -how communities can be affected by abiotic and biotic factors.	Pupils will learn: -Appropriate experimental techniques to complete required investigations. - how to.... Investigate the rate of respiration in living organisms Investigate the relationship between organisms and their environment using field-work techniques, including quadrats and belt transects. Investigate the proportion of oxygen in the atmosphere. Investigate the presence of water vapour and carbon dioxide in the atmosphere.	Baseline 30 mark knowledge test Biology, Chemistry and Physics. Literacy task – 6 mark question based on electricity review.

	periodic table, rates of reaction, heat energy and chemical changes. (Review content not taught in Year 10) Chemistry Topics 20 & 21 – Fuels, earth and atmospheric science. Start	-the importance of interdependence in a community. -how some energy is transferred to less useful forms at each trophic level and that this affects the number of organisms at each trophic level, limits the length of a food chain and determines the shape of a pyramid of biomass in an ecosystem. -how the survival of some organisms is dependent on other species, including parasitism and mutualism. -the positive and negative human interactions within ecosystems and their impacts on biodiversity. -the benefits of maintaining local and global biodiversity, including the conservation of animal species and the impact of reforestation. -how different materials cycle through the abiotic and biotic components of an ecosystem. -the importance of the carbon cycle, including the processes involved and the role of microorganisms as decomposers. -the importance of the water cycle, including the processes involved and the production of potable water in areas of drought including desalination. -how nitrates are made available for plant uptake, including the use of fertilisers, crop rotation and the role of bacteria in the nitrogen cycle. -the use of indicator species as evidence to assess the level of pollution -the effects of temperature, water content and oxygen availability on the rate of decomposition in food preservation. -the effects of temperature, water content and oxygen availability on the rate of decomposition in composting. Chemistry Groups is continued from Year 10 Triple – please see year 10 for full details. Pupils will learn: -that hydrocarbons are compounds that contain carbon and hydrogen only. -crude oil is a complex mixture of hydrocarbons and that crude oil is an important source for fuels and feedstock for the petrochemical industry. -the separation of crude oil into simpler, more useful mixtures is by the process of fractional distillation, including the names and uses of the fractions. -how hydrocarbons in different fractions differ from each other and are mostly members of the alkane homologous series. -an homologous series is a series of compounds which have the same general formula, differ by CH₂ in molecular formulae from neighbouring compounds, show a gradual variation in physical properties and have similar chemical properties. -the complete combustion of hydrocarbon fuels is a reaction in which carbon dioxide and water are produced and energy is given out.	Investigate the volume of air used up and products formed when candles are burned. Carry out the test for oxygen. Investigate the effects of changing the conditions of a reaction on the rates of chemical reactions by: a measuring the production of a gas (in the reaction between hydrochloric acid and marble chips) b observing a colour change (in the reaction between sodium thiosulfate and hydrochloric acid) the chemical test for oxygen Literacy skills: answering extended writing GCSE questions. Maths Skills: Calculate the rate of diffusion using Fick's law: surface area concentration difference diffusion thickness of membrane rate of $\propto \frac{1}{a}$ 3a, 3d Calculation of surface area : volume ratio. Calculate heart rate, stroke volume and cardiac output, using the equation cardiac output = stroke volume $\times$ heart rate how to determine the number of organisms in a given area using raw data from field-work techniques, including quadrats and belt transects. Calculate rate changes in the decay of biological material Calculate the efficiency of energy transfers between trophic levels and percentage calculations of biomass Drawing and interpreting appropriate graphs from data to determine rate of reaction. Determining gradients of graphs as a measure of rate of change to determine rate. Extract and interpret information from charts, graphs and tables. Calculate the energy change in a reaction given the energies of bonds (in kJ mol⁻¹)	End of topic test -Biology Topic 8 End of Topic test – Biology topic 9. Spelling Bees. Chemistry Topics 17,18 and 19 - Groups, rates of reaction and heat energy changes End of topic test - Chemistry Topics 20 & 21 – Fuels, earth and atmospheric science. Literacy task – 6 mark question based on electrolysis review
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		-the incomplete combustion of hydrocarbons can produce carbon and carbon monoxide and the problems associated with carbon monoxide and soot. -how impurities in some hydrocarbon fuels result in the production of sulfur dioxide and some of the problems associated with acid rain caused when sulfur dioxide dissolves in rain water. -when fuels are burned in engines, oxygen and nitrogen can react together at high temperatures to produce oxides of nitrogen, which are pollutants. -the advantages and disadvantages of using hydrogen, rather than petrol, as a fuel in cars -why cracking involves the breaking down of larger, saturated hydrocarbon molecules (alkanes) into smaller, more useful ones, some of which are unsaturated (alkenes) and why cracking is necessary -that the gases produced by volcanic activity formed the Earth's early atmosphere. -that the Earth's early atmosphere was thought to contain little or no oxygen, large amounts of carbon dioxide, water vapour and small amounts of other gases. how the earth cooled and condensation of water vapour formed oceans. -how the amount of carbon dioxide in the atmosphere was decreased when carbon dioxide dissolved as the oceans formed. -how the growth of primitive plants used carbon dioxide and released oxygen by photosynthesis and consequently the amount of oxygen in the atmosphere gradually increased. - how various gases in the atmosphere, including carbon dioxide, methane and water vapour, absorb heat radiated from the Earth, subsequently releasing energy which keeps the Earth warm: known as the greenhouse effect. -the evidence for human activity causing climate change and the potential effects on the climate with increased levels of carbon dioxide and methane generated by human activity, including burning fossil fuels and livestock farming. -the composition of today's atmosphere.		
Autumn 2	Chemistry Topics 20 & 21 – Fuels, earth and atmospheric science. Finish Chemistry Topics 22, 23 & 24 - Hydrocarbons, alcohols,	Please see details above for chemistry topics 20 and 21. Chemistry Pupils will learn: -the formulae and structures of the alkanes, methane, ethane, propane and butane, and draw the structures of these molecules, showing all covalent bonds. - the difference between saturated and unsaturated molecules. -the formulae of molecules of the alkenes, ethene, propene, butene, and draw the structures of these molecules, showing all covalent bonds. -the addition reaction of ethene with bromine. -how bromine water is used to distinguish between alkanes and alkenes. - the complete and incomplete combustion reactions of alkene and alkanes. -what a polymer and a monomer are and examples of polymerisation reactions.	Pupils will learn: -Appropriate experimental techniques to complete required investigations. - how to.... Prepare a solution of ethanol by fermentation. Core Practical: Investigate the temperature rise produced in a known mass of water by the combustion of the alcohols ethanol, propanol, butanol and pentanol Investigate the forces of attraction and repulsion between charged objects.	Winter exam – paper 1 Biology, Chemistry and Physics. Literacy task – key question from exam paper1. Spelling bees – paper 1 key words

	carboxylic acids and polymer. Physics Topics 8, 9, 10 and 11 - Energy, forces and their effects and Electricity and circuits and static electricity - Finish Physics Topic 12 & 13 Magnetism, motor effect and electromagnetic induction	- how addition and condensation polymerisation reactions take place, including products formed. - examples of polymers linked to their properties and uses. - problems associated with polymers. - that DNA is a polymer made from four different monomers called nucleotide, starch is a polymer based on sugars and proteins are polymers based on amino acids - the formulae of molecules of the alcohols, methanol, ethanol, propanol and butanol and draw the structures of these molecules, showing all covalent bonds. - the functional group in alcohols is -OH and that alcohols can be dehydrated to form alkenes. - the formulae of molecules of the carboxylic acids, methanoic, ethanoic, propanoic and butanoic acids, and draw the structures of these molecules, showing all covalent bonds. - the functional group in carboxylic acids is -COOH and that solutions of carboxylic acids have typical acidic properties. - ethanol can be oxidised to produce ethanoic acid. - members of a given homologous series have similar reactions because their molecules contain the same functional group. - the production of ethanol by fermentation of carbohydrates in aqueous solution, using yeast to provide enzymes. - how to obtain a concentrated solution of ethanol by fractional distillation of the fermentation mixture. Physics Topics 8, 9 10,11 please see Year 10 (any content not covered in Year 10 will be covered or reviewed) Physics Topic 12 and 13 Pupils will learn: - that unlike magnetic poles attract and like magnetic poles repel. - the uses of permanent and temporary magnetic materials and the difference between permanent and induced magnets. - the shape and direction of the magnetic field around bar magnets and for a uniform field. - how the behaviour of a magnetic compass is related to evidence that the core of the Earth must be magnetic. - that a current can create a magnetic field and that the strength of the field depends on the size of the current and the distance from the long straight conductor. - how inside a solenoid the fields from individual coils add together to form a very strong almost uniform field along the centre of the solenoid and cancel to give a weaker field outside the solenoid. - that a current carrying conductor placed near a magnet experiences a force and that an equal and opposite force acts on the magnet.	The use of plotting compasses to show the shape and direction of the field of a magnet and the Earth's magnetic field. Literacy skills: answering extended writing GCSE questions. Maths Skills: Recall and use Fleming's left-hand rule. Recall and use the equations: force on a conductor at right angles to a magnetic field carrying a current (newton, N) = magnetic flux density (tesla, T or newton per ampere metre, N/A m) $\times$ current (ampere, A) $\times$ length (metre, m) $F = B \times I \times l$ *potential difference across primary coil (volt, V) $\times$ current in primary coil (ampere, A) = potential difference across secondary coil (volt, V) $\times$ current in secondary coil (ampere, A) $P P S S V \times I = V \times I$	End of topic test - Chemistry Topics 22, 23 & 24 - Hydrocarbons, alcohols, carboxylic acids and polymer.
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		-that magnetic forces are due to interactions between magnetic fields. - the factors that affect the size and direction of an induced potential difference. -how an alternating current in one circuit can induce a current in another circuit in a transformer. -that a transformer can change the size of an alternating voltage. -why, in the national grid, electrical energy is transferred at high voltages from power stations, and then transferred at lower voltages in each locality for domestic uses and explain where and why step-up and step-down transformers are used in the transmission of electricity in the national grid. - the action of the microphone in converting the pressure variations in sound waves into variations in current in electrical circuits, and the reverse effect as used in loudspeakers and headphones.		
Spring 1	Chemistry Topics 25 & 26 - Quantitative and ion tests, plus properties of matter and nanoparticles. Physics Topic 14 and 15 Particle model, forces and matter	Chemistry Pupils will learn: -why the test for any ion must be unique. -flame tests to identify ions in solids. -tests to identify ions in solids or solution, aluminium ion, Al^{3+}, calcium ion, Ca^{2+}, copper ion, Cu^{2+}, iron(II) ion, Fe^{2+}, iron(III) ion, Fe^{3+} and ammonium ion, NH_4^+ using sodium hydroxide solution. -the chemical test for ammonia. -tests to identify ions in solids or solutions, carbonate ion, CO_3^{2-}, using dilute acid and identifying the carbon dioxide evolved, sulfate ion, SO_4^{2-}, using dilute hydrochloric acid and barium chloride solution, chloride ion, Cl^-, bromide ion, Br^-, iodide ion, I^-, using dilute nitric acid and silver nitrate solution. -that instrumental methods of analysis are available and that these may improve sensitivity, accuracy and speed of tests -how the properties of nanoparticulate materials are related to their uses including surface area to volume ratio of the particles they contain, including sunscreens. -the possible risks associated with some nanoparticulate materials. -the physical properties of glass and clay ceramics, polymers, composites and metals. -why the properties of a material make it suitable for a given use and use data to select materials appropriate for specific uses Physics Pupils will learn: - the differences in density between the different states of matter in terms of the arrangements of the atoms or molecules. -that when substances melt, freeze, evaporate, boil, condense or sublimate mass is conserved.	Pupils will learn: -Appropriate experimental techniques to complete required investigations. - how to.... Core Practical: Identify the ions in unknown salts, using the tests for the specified cations and anions in. To link a simple kinetic theory model to explain the different states of matter (solids, liquids and gases) in terms of the movement and arrangement of particles Investigate factors affecting the generation of electric current by induction. Investigate the temperature and volume relationship for a gas. Investigate the stretching of rubber bands. Investigate the properties of water by determining the specific heat capacity of water and obtaining a temperature-time graph for melting ice. Investigate the densities of solid and liquids. Investigate the extension and work done when applying forces to a spring. Literacy skills: answering extended writing GCSE questions Maths Skills:	Knowledge test – 30 marks – Biology, Chemistry and Physics. End of topic test Physics 12&13 Magnetism, motor effect and electromagnetic induction. Literacy task – 6 mark key question from exam paper 2 Spelling bees – paper 1 and 2 key words. End of topic test 25 and 26 Quantitative,

		-how heating a system will change the energy stored within the system and raise its temperature or produce changes of state. -definitions for the terms specific heat capacity and specific latent heat and explain the differences between them. -ways of reducing unwanted energy transfer through thermal insulation -the pressure of a gas in terms of the motion of its particle. -the effect of changing the temperature of a gas on the velocity of its particles and hence on the pressure produced by a fixed mass of gas at constant volume. -the term absolute zero, -273°C, in terms of the lack of movement of particles. the pressure of a gas produces a net force at right angles to any surface and changing the volume of a gas effects the rate at which its particles collide with the walls of its container. -that stretching, bending or compressing an object requires more than one force. -the difference between elastic and inelastic distortion. -the difference between linear and non-linear relationships between force and extension -why atmospheric pressure varies with height above the Earth's surface. -the pressure in a fluid is due to the fluid and atmospheric pressure and the pressure in fluids causes a force normal to any surface. -how pressure in fluids increases with depth and density -why an object in a fluid is subject to an upwards force (upthrust) and that upthrust is equal to the weight of fluid displaced. -how the factors (upthrust, weight, density of fluid) influence whether an object will float or sink.	Evaluate data from a flame photometer: a to determine the concentration of ions in dilute solution using a calibration curve b to identify metal ions by comparing the data with reference data. Compare the size of nanoparticles with the sizes of atoms and molecules. density (kilogram per cubic metre, kg/m^3) = mass (kilogram, kg) $\div$ volume (cubic metre, m^3) $V = m/\rho$ *change in thermal energy (joule, J) = mass (kilogram, kg) $\times$ specific heat capacity (joule per kilogram degree Celsius, $\text{J/kg}^{\circ}\text{C}$) $\times$ change in temperature (degree Celsius, $^{\circ}\text{C}$) $\Delta Q = m \times c \times \Delta\theta$ *thermal energy for a change of state (joule, J) = mass (kilogram, kg) $\times$ specific latent heat (joule per kilogram, J/kg) $Q = m \times L$ Convert between the kelvin and Celsius scale. *force exerted on a spring (newton, N) = spring constant (newton per metre, N/m) $\times$ extension (metre, m) $F = k \times x$ *energy transferred in stretching (joule, J) = $0.5 \times$ spring constant (newton per metre, N/m) $\times$ (extension (metre, m))² $E = \frac{1}{2} k \times x^2$ Use the equation: $P_1 \times V_1 = P_2 \times V_2$ to calculate pressure or volume for gases of fixed mass at constant temperature. use the equation: pressure (pascal, Pa) = force normal to surface (newton, N) $\div$ area of surface (square metre, m^2) Use the equation to calculate the magnitude of the pressure in liquids and calculate the differences in pressure at different depths in a liquid: pressure due to a column of liquid (pascal, Pa) = height of column (metre, m) $\times$ density of liquid (kilogram per cubic metre, kg/m^3) $\times$ gravitational field strength (newton per kilogram, N/kg) $P = h \times \rho \times g$	ions tests plus properties of matter and nano particles. PPE exam – paper 2 Biology, Chemistry and Physics. Walking talking exams to be completes by pupils themselves.
Spring 2	Revision and booster	Pupils will be using lesson time to review previously studied content. This will be based around revision lessons, past paper exams and walking talking exams.		GCSE Exams.

	sessions for GCSE Exams	Exams start in May and continue throughout June. Pupils will sit 6 exams		
Summer 1	Revision and booster sessions for GCSE Exams	Biology Paper 1. The assessment is 1 hour and 45 minutes. Topic 1 – Key concepts in biology, topic 2 – Cells and control, topic 3 – Genetics, topic 4 – Natural selection and genetic modification and topic 5 – Health, disease and the development of medicines Paper 2. The assessment is 1 hour and 45 minutes. Topic 1 – Key concepts in biology, topic 6 – Plant structures and their functions, topic 7 – Animal coordination, control and homeostasis, topic 8 – Exchange and transport in animals and topic 9 – Ecosystems and material cycles Chemistry Paper 1. The assessment is 1 hour and 45 minutes. Topic 1 – Key concepts in chemistry, topic 2 – States of matter and mixtures, topic 3 – Chemical changes, topic 4 – Extracting metals and equilibria and topic 5 – Separate chemistry 1. Paper 2. The assessment is 1 hour and 45 minutes. Topic 1 – Key concepts in chemistry, topic 6 – Groups in the periodic table, topic 7 – Rates of reaction and energy changes, topic 8 – Fuels and Earth science and Topic 9 – Separate chemistry 2 Physics Paper 1. The assessment is 1 hour and 45 minutes. Topic 1 – Key concepts of physics, topic 2 – Motion and forces, topic 3 – Conservation of energy, topic 4 – Waves, topic 5 – Light and the electromagnetic spectrum, topic 6 – Radioactivity and topic 7 – Astronomy. Paper 2. The assessment is 1 hour and 45 minutes. Topic 1 – Key concepts of physics, topic 8 – Energy - Forces doing work, topic 9 – Forces and their effects, topic 10 – Electricity and circuits, topic 11 – Static electricity, topic 12 – Magnetism and the motor effect, topic 13 – Electromagnetic induction, topic 14 – Particle model and topic 15 – Forces and matter.		GCSE Exams.
Summer 2	Revision and booster sessions for GCSE Exams	As above.		GCSE Exams.



Curriculum Map Year 11: Combined Science

Science Intent Statement - The Science department at Sale High School follows a 5 year in depth, knowledge rich Science curriculum which covers all aspects of the National Curriculum, supported by using the Exploring Science Year 7 – 9 structure. At Key Stage 4 we offer both Combined and Triple Science GCSEs through the Edexcel exam board. Practicals play a key role in developing pupil's skills, practicals will be used to develop scientific enquiry skills collecting, recording and processing data. The Science curriculum is further enriched through Science club, Sale Scholars, Physics Olympiads and Science ambassadors.

We have a high level of pupils opting to take triple Science and great progression onto Science based A levels and University courses, we believe this is due to having high expectations, strong work ethic and most importantly our desire to develop pupils love for Science and thirst for knowledge.

Why study Science?

"I learn science because:

- It develops my analytical and problem-solving skills.
- It increases my fundamental knowledge, linked to real life situations
- It helps me to develop my curiosity about the world around us."

Cultural capital/enrichment: Pupils have the opportunity to attend revision sessions as per timetable (this is published fully after Christmas and includes morning, lunch time and half term revision sessions). Pupils also have the opportunity to continue their science ambassador roles from year 10 or even apply to be one.

Half term	Topic	Key knowledge <i>GCSE Combined Science – Edexcel Specification.</i>	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Biology Topics 8 and 9 – Exchange and transport in Animals, Ecosystems and material cycles Physics Topic 9 - Electricity and Circuits (Review content not taught in Year 10 this could be the full topic) Start	Pupils will learn: -how alveoli are adapted for gas exchange by diffusion between air in the lungs and blood in capillaries. -how the structure of the blood is related to its function. - how the structure of the blood vessels are related to their function. -how the structure of the heart and circulatory system is related to its function. -cellular respiration is an exothermic reaction which occurs continuously in living cells to release energy for metabolic processes, including aerobic and anaerobic respiration. -the differences between aerobic and anaerobic respiration. -the different levels of organisation from individual organisms, populations, communities, to the whole ecosystem. -how communities can be affected by abiotic and biotic factors. -the importance of interdependence in a community.	Pupils will learn: -Appropriate experimental techniques to complete required investigations. - how to.... Investigate the rate of respiration in living organisms Investigate the relationship between organisms and their environment using field-work techniques, including quadrats and belt transects. Construct electrical circuits to: a investigate the relationship between potential difference, current and resistance for a resistor and a filament lamp b test series and parallel circuits using resistors and filament lamps. Literacy skills: answering extended writing GCSE questions.	Baseline 30 mark knowledge test. End of topic test - Biology Topics 8 and 9 – Exchange, transport in animals, ecosystems and material cycles

	-how the survival of some organisms is dependent on other species, including parasitism and mutualism. -the positive and negative human interactions within ecosystems and their impacts on biodiversity. -the benefits of maintaining local and global biodiversity, including the conservation of animal species and the impact of reforestation. -how different materials cycle through the abiotic and biotic components of an ecosystem. -the importance of the carbon cycle, including the processes involved and the role of microorganisms as decomposers. -the importance of the water cycle, including the processes involved and the production of potable water in areas of drought including desalination. -how nitrates are made available for plant uptake, including the use of fertilisers, crop rotation and the role of bacteria in the nitrogen cycle. Pupils will also learn: -the structure of the atom. -how to draw and use electric circuit diagrams including circuit symbols. -the differences between series and parallel circuits. -that a voltmeter is connected in parallel with a component to measure the potential difference. -that potential difference (voltage) is the energy transferred per unit charge passed and hence that the volt is a joule per coulomb. -that an ammeter is connected in series with a component to measure the current, in amp, in the component. -that an electric current is the rate of flow of charge and the current in metals is a flow of electrons. -how changing the resistance in a circuit changes the current and how this can be achieved using a variable resistor. -if two resistors are in series, the net resistance is increased, whereas with two in parallel the net resistance is decreased. -how current varies with potential difference for the following devices and how this relates to resistance a filament lamps b diodes c fixed resistors. - how the resistance of a light-dependent resistor (LDR) varies with light intensity and how the resistance of a thermistor varies with change of temperature -that electrical energy is dissipated as thermal energy to the surroundings when an electrical current does work against electrical resistance. -ways of reducing unwanted energy transfer through low resistance wires . -the advantages and disadvantages of the heating effect of an electric current.	Maths Skills: Calculation of surface area : volume ratio. Calculate heart rate, stroke volume and cardiac output, using the equation cardiac output = stroke volume × heart rate how to determine the number of organisms in a given area using raw data from field-work techniques, including quadrats and belt transects. Recall and use the equation: energy transferred (joule, J) = charge moved (coulomb, C) × potential difference (volt, V) $E = Q \times V$. Recall and use the equation: charge (coulomb, C) = current (ampere, A) × time (second, s) $Q = I \times t$ Recall and use the equation: potential difference (volt, V) = current (ampere, A) × resistance (ohm, Ω) $V = I \times R$. Calculate the currents, potential differences and resistances in series circuits Recall and use the equation energy transferred (joule, J) = current (ampere, A) × potential difference (volt, V) × time (second, s) $E = I \times V \times t$. Recall and use the equations: power (watt, W) = energy transferred (joule, J) ÷ time taken (second, s). electrical power (watt, W) = current (ampere, A) × potential difference (volt, V) $P = I \times V$ electrical power (watt, W) = current squared (ampere², A²) × resistance (ohm, Ω) $P = I \times R^2$.	Literacy task – 6 mark question. Describe the carbon cycle. Spelling bees – Biology topic 9.
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		-power is the energy transferred per second and is measured in watts. -how, in different domestic devices, energy is transferred from batteries and the a.c. mains to the energy of motors and heating devices. -direct current (d.c.) is movement of charge in one direction and that alternating current (a.c.) is the movement of charge changes direction. -that in the UK the domestic supply is a.c., at a frequency of 50 Hz and a voltage of about 230 V. -the parts and function of wires in a plug and of fuses or circuit breakers in ensuring safety with electricity.		
Autumn 2	Physics Topic 9 - Electricity and Circuits - Finish Physics Topics 10,11, 12 and 13 - Magnetism, motor effect, electromagnetic induction, Particle model and forces and matter.	(As above for physics topic 9) Pupils will also learn: - that unlike magnetic poles attract and like magnetic poles repel. - the uses of permanent and temporary magnetic materials and the difference between permanent and induced magnets. -the shape and direction of the magnetic field around bar magnets and for a uniform field. - how the behaviour of a magnetic compass is related to evidence that the core of the Earth must be magnetic. -that a current can create a magnetic field and that the strength of the field depends on the size of the current and the distance from the long straight conductor. -how inside a solenoid the fields from individual coils add together to form a very strong almost uniform field along the centre of the solenoid and cancel to give a weaker field outside the solenoid. -that a current carrying conductor placed near a magnet experiences a force and that an equal and opposite force acts on the magnet. -that magnetic forces are due to interactions between magnetic fields. - the factors that affect the size and direction of an induced potential difference. -how an alternating current in one circuit can induce a current in another circuit in a transformer. -that a transformer can change the size of an alternating voltage. -why, in the national grid, electrical energy is transferred at high voltages from power stations, and then transferred at lower voltages in each locality for domestic uses and explain where and why step-up and step-down transformers are used in the transmission of electricity in the national grid. Pupils will also learn: -the differences in density between the different states of matter in terms of the arrangements of the atoms or molecules.	Pupils will learn: -appropriate experimental techniques to complete required investigations. -the use of plotting compasses to show the shape and direction of the field of a magnet and the Earth's magnetic field. -to link a simple kinetic theory model to explain the different states of matter (solids, liquids and gases) in terms of the movement and arrangement of particles Investigate factors affecting the generation of electric current by induction. Investigate the temperature and volume relationship for a gas. Investigate the stretching of rubber bands. Investigate the properties of water by determining the specific heat capacity of water and obtaining a temperature-time graph for melting ice. Investigate the densities of solid and liquids. Investigate the extension and work done when applying forces to a spring. Literacy skills: answering extended writing GCSE questions. Maths Skills: Recall and use Fleming's left-hand rule. Recall and use the equations:.....force on a conductor at right angles to a magnetic field carrying a current (newton, N) = magnetic flux density (tesla, T or newton per ampere metre, N/A m) × current (ampere, A) × length (metre, m) $F = B \times I \times l$	Winter exams – 3 x papers (biology, Chemistry and physics) Literacy task – Describe the structure of a plug and the safety features of a plug. Spelling bees – Paper 1 key words

		-that when substances melt, freeze, evaporate, boil, condense or sublime mass is conserved. -how heating a system will change the energy stored within the system and raise its temperature or produce changes of state. -definitions for the terms specific heat capacity and specific latent heat and explain the differences between them. -ways of reducing unwanted energy transfer through thermal insulation -the pressure of a gas in terms of the motion of its particle. -the effect of changing the temperature of a gas on the velocity of its particles and hence on the pressure produced by a fixed mass of gas at constant volume. -the term absolute zero, -273°C, in terms of the lack of movement of particles. -that stretching, bending or compressing an object requires more than one force. -the difference between elastic and inelastic distortion. -the difference between linear and non-linear relationships between force and extension.	*potential difference across primary coil (volt, V) $\times$ current in primary coil (ampere, A) = potential difference across secondary coil (volt, V) $\times$ current in secondary coil (ampere, A) $P P S S V \times I = V \times I$ *density (kilogram per cubic metre, kg/m^3) = mass (kilogram, kg) $\div$ volume (cubic metre, m^3) $V m p$ *change in thermal energy (joule, J) = mass (kilogram, kg) $\times$ specific heat capacity (joule per kilogram degree Celsius, $\text{J}/\text{kg } ^{\circ}\text{C}$) $\times$ change in temperature (degree Celsius, $^{\circ}\text{C}$) $\Delta Q = m \times c \times \Delta \theta$ *thermal energy for a change of state (joule, J) = mass (kilogram, kg) $\times$ specific latent heat (joule per kilogram, J/kg) $Q = m \times L$ - Convert between the kelvin and Celsius scale. *force exerted on a spring (newton, N) = spring constant (newton per metre, N/m) $\times$ extension (metre, m) $F = k \times x$ *energy transferred in stretching (joule, J) = $0.5 \times$ spring constant (newton per metre, N/m) $\times$ (extension (metre, m))$2 2 1 E = x k \times x$	
Spring 1	Chemistry Topics 13, 14 and 15 - Groups of the periodic table, rates of reaction, heat energy changes Chemistry 16 and 17 –Fuels and the atmosphere.	Pupils will learn: -why some elements can be classified as alkali metals (group 1), halogens (group 7) or noble gases (group 0), based on their position in the periodic table. -that alkali metals are soft and have relatively low melting points. -the reactions of lithium, sodium and potassium with water and how to explain the pattern of reactivity in terms of electronic configuration. -the colours and physical states of chlorine, bromine and iodine at room temperature. -the pattern in the physical properties of the halogens. - the chemical test for chlorine. -the reactions of the halogens, with metals to form metal halides and that the halogens, chlorine, bromine and iodine, form hydrogen halides which dissolve in water to form acidic solutions. - the relative reactivity of the halogens; chlorine, bromine and iodine, as shown by their displacement reactions with halide ions in aqueous solution - why these displacement reactions are redox reactions in terms of gain and loss of electrons, identifying which of the substances are oxidised and which are reduced. -the relative reactivity of the halogens in terms of electronic configurations. -why the noble gases are chemically inert and how the uses of noble gases depend on their inertness, low density and/or non-flammability.	Pupils will learn: -appropriate experimental techniques to complete required investigations. - How to..... - Investigate displacement reactions of halogens reacting with halide ions in solution. - Investigate the effect of potential catalysts on the rate of decomposition of hydrogen peroxide. - Measure temperature changes linking to type of reaction. - Investigate the fractional distillation of synthetic crude oil and the ease of ignition and viscosity of the fractions. - Investigate the products produced from the complete combustion of a hydrocarbon. - Investigate the cracking of paraffin oil. - Draw and label reaction profiles for endothermic and exothermic reactions, identifying activation energy - Investigate the proportion of oxygen in the atmosphere. - Investigate the presence of water vapour and carbon dioxide in the atmosphere.	End of topic test – Chemistry 13,14 and 15 - Groups of the periodic table, rates and energy changes. End of topic test - Chemistry 16 and 17 –Fuels and the atmosphere. Literacy task – Describe

		-the pattern in the physical properties of some noble gases and use this pattern to predict the physical properties of other noble gases. -how reactions occur when particles collide and that rates of reaction are increased when the frequency and/or energy of collisions is increased. -the effects on rates of reaction of changes in temperature, concentration, surface area to volume ratio of a solid and pressure -a catalyst is a substance that speeds up the rate of a reaction without altering the products of the reaction, being itself unchanged chemically and in mass at the end of the reaction. - that enzymes are biological catalysts and that enzymes are used in the production of alcoholic drinks. - an exothermic change or reaction is one in which heat energy is given out. -an endothermic change or reaction is one in which heat energy is taken in -that the breaking of bonds is endothermic and the making of bonds is exothermic -the overall heat energy change for a reaction is: exothermic if more heat energy is released in forming bonds in the products than is required in breaking bonds in the reactants or endothermic if less heat energy is released in forming bonds in the products than is required in breaking bonds in the Pupils will also learn: -that hydrocarbons are compounds that contain carbon and hydrogen only. -crude oil is a complex mixture of hydrocarbons and that crude oil is an important source for fuels and feedstock for the petrochemical industry. -the separation of crude oil into simpler, more useful mixtures is by the process of fractional distillation, including the names and uses of the fractions. -how hydrocarbons in different fractions differ from each other and are mostly members of the alkane homologous series. -an homologous series is a series of compounds which have the same general formula, differ by CH₂ in molecular formulae from neighbouring compounds, show a gradual variation in physical properties and have similar chemical properties. -the complete combustion of hydrocarbon fuels is a reaction in which carbon dioxide and water are produced and energy is given out. -the incomplete combustion of hydrocarbons can produce carbon and carbon monoxide and the problems associated with carbon monoxide and soot. -how impurities in some hydrocarbon fuels result in the production of sulfur dioxide and some of the problems associated with acid rain caused when sulfur dioxide dissolves in rain water. -when fuels are burned in engines, oxygen and nitrogen can react together at high temperatures to produce oxides of nitrogen, which are pollutants.	Investigate the volume of air used up and products formed when candles are burned. Carry out the test for oxygen. Investigate the effects of changing the conditions of a reaction on the rates of chemical reactions by: a measuring the production of a gas (in the reaction between hydrochloric acid and marble chips) b observing a colour change (in the reaction between sodium thiosulfate and hydrochloric acid) the chemical test for oxygen. Literacy skills: answering extended writing GCSE questions. Maths Skills: Drawing and interpreting appropriate graphs from data to determine rate of reaction. Determining gradients of graphs as a measure of rate of change to determine rate. Extract and interpret information from charts, graphs and tables. Calculate the energy change in a reaction given the energies of bonds (in kJ mol⁻¹)	how oxygen increased into the atmosphere and carbon dioxide increased. Spelling bees – paper 2 key words
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		-the advantages and disadvantages of using hydrogen, rather than petrol, as a fuel in cars -why cracking involves the breaking down of larger, saturated hydrocarbon molecules (alkanes) into smaller, more useful ones, some of which are unsaturated (alkenes) and why cracking is necessary -that the gases produced by volcanic activity formed the Earth's early atmosphere. -that the Earth's early atmosphere was thought to contain little or no oxygen, large amounts of carbon dioxide, water vapour and small amounts of other gases. - how the earth cooled and condensation of water vapour formed oceans. -how the amount of carbon dioxide in the atmosphere was decreased when carbon dioxide dissolved as the oceans formed. -how the growth of primitive plants used carbon dioxide and released oxygen by photosynthesis and consequently the amount of oxygen in the atmosphere gradually increased. - how various gases in the atmosphere, including carbon dioxide, methane and water vapour, absorb heat radiated from the Earth, subsequently releasing energy which keeps the Earth warm: known as the greenhouse effect. -the evidence for human activity causing climate change and the potential effects on the climate with increased levels of carbon dioxide and methane generated by human activity, including burning fossil fuels and livestock farming. -the composition of today's atmosphere.		
Spring 2	Revision and booster sessions for GCSE Exams.	Pupils will be using lesson time to review previously studied content. This will be based around revision lessons, past paper exams and walking talking exams. Exams start in May and continue throughout June. Pupils will sit 6 exams Each assessment is 1 hour and 10 minutes, the assessment is out of 60 marks and the assessment consists of six questions. Students must answer all questions. The paper will include multiple-choice, short answer questions, calculations and extended open-response questions. Available at foundation tier and higher tier. Students must complete all assessments for this qualification in the same tier. The foundation tier paper will target grades 1–5. The higher tier paper will target grades 4–9. Paper 1: Biology Content assessed Topic 1 – Key concepts in biology, Topic 2 – Cells and control, Topic 3 – Genetics, Topic 4 – Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines		PPE exams – 3 x papers (biology, Chemistry and physics) Spelling bees – paper 1 and 2 key words.

		Paper 2: Biology 2 Content assessed Topic 1 – Key concepts in biology, Topic 6 – Plant structures and their functions, Topic 7 – Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles Paper 3: Chemistry 1 Content assessed Topic 1 – Key concepts in chemistry, Topic 2 – States of matter and mixtures, Topic 3 – Chemical changes, Topic 4 – Extracting metals and equilibria. Paper 4: Chemistry 2 Content assessed Topic 1 – Key concepts in chemistry, Topic 6 – Groups in the periodic table, Topic 7 – Rates of reaction and energy changes, Topic 8 – Fuels and Earth science. Paper 5: Physics 1 Content assessed Topic 1 – Key concepts of physics, Topic 2 – Motion and forces, Topic 3 – Conservation of energy, Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum, Topic 6 – Radioactivity. Paper 6: Physics 2 Content assessed Topic 1 – Key concepts of physics, Topic 8 – Energy - Forces doing work, Topic 9 – Forces and their effects, Topic 10 – Electricity and circuits, Topic 12 – Magnetism and the motor effect, Topic 13 – Electromagnetic induction, Topic 14 – Particle model, Topic 15 – Forces and matter.		
Summer 1	Revision and booster sessions for GCSE Exams	As above		In GCSE Exams. Pupils will sit 6 exams (2 Biology, 2 Chemistry and 2 Physics) each exam will be 1 hour 10mins long.
Summer 2	Revision and booster sessions for GCSE Exams	As above		As above