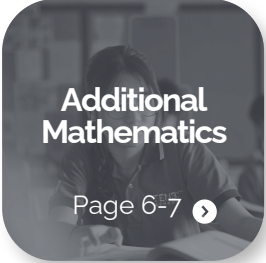
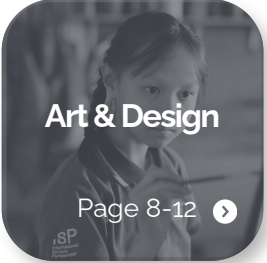
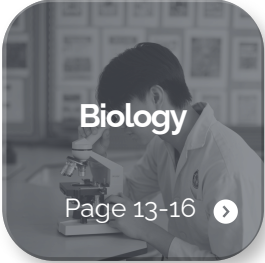
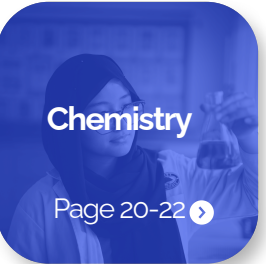
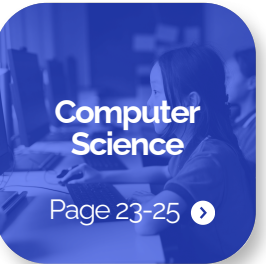
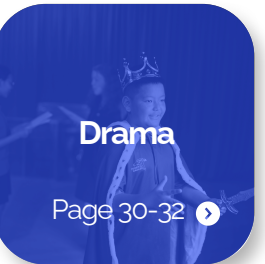
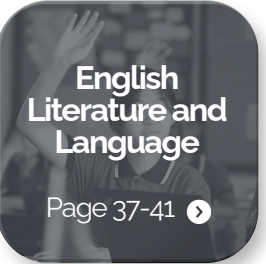
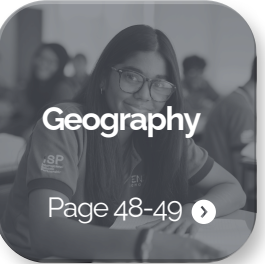
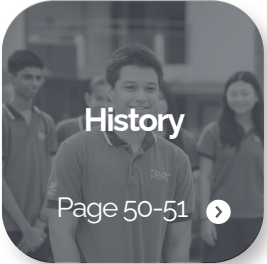
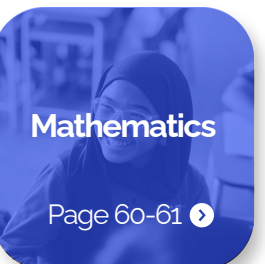
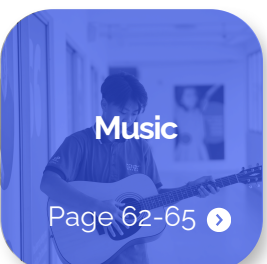
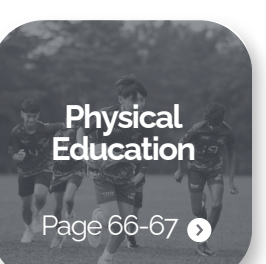
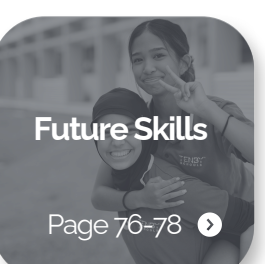




# Key Stage 4 Curriculum Handbook 2025

# Content

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# Document Overview



# Overview

## Learning in Key Stage 4

This document provides an overview of the subject content and order of delivery that will provide your child with the knowledge, skills and understanding to successfully complete their IGCSE (International General Certificate of Secondary Education) qualification.

While this curriculum document vitally tells us what the students need to learn, it does not explain how the student will learn.

Our experienced and highly skilled subject specialists develop and refine the planning and delivery of these shared topics to promote amazing learning opportunities. Challenge will be adapted so that every young person can experience good struggle in the hard wiring of knowledge, skills and understanding. Our students will develop not simply the ability to complete coursework and exams to an outstanding level. They will, through exciting and memorable experiences develop a passion for learning and a set of 'soft skills' that will enable them to adapt and prosper as successful lifelong learners in whatever their future holds.



# Overview

## How to use the Key Stage 4 Curriculum Overview

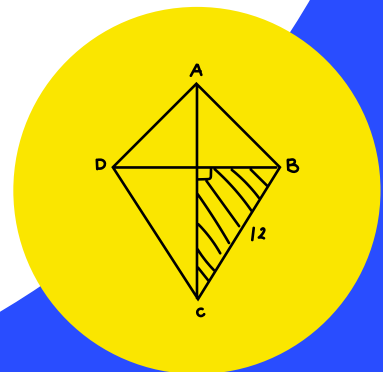
This Overview offers a clear chronological view of the syllabus content being delivered in every subject throughout the school year. It also offers coursework deadlines for Year 11 students this year. (Updated for current Year 10s next year)

You can use this information to:

- Plan towards key points in the school year such as module assessments, Year 10 Internal Exams, Year 11 mock exams and Year 11 coursework deadlines
- Support and complete pre-reading of topics in preparation for lesson delivery
- Support and guide independent research linked to lesson delivery
- Recognise when CHALLENGE or KEY topics are delivered to increase support and focus
- Guide discussion and support for student note taking, folder organization and revision planning
- Guide three way discussion and planning for support and intervention between students, teachers and parents leading up to coursework and exam completion

KS4

# Additional Mathematics



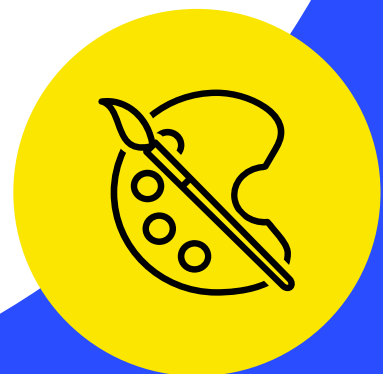
# Year 11 For Fast Track Students

**who have completed IGCSE Mathematics in Year 10**

| Half Term | Topics/ Skills Covered                                                                                                                                                                             |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <ul style="list-style-type: none"> <li>• Functions</li> <li>• Quadratics Functions</li> <li>• Equations, inequalities and graphs</li> <li>• Factors and Polynomials</li> </ul>                     |
| 2         | <ul style="list-style-type: none"> <li>• Logarithmic and exponential functions</li> <li>• Straight-line graphs</li> <li>• Coordinate geometry of the circle</li> <li>• Circular measure</li> </ul> |
| 3         | <ul style="list-style-type: none"> <li>• Trigonometry</li> <li>• Permutations and Combinations</li> <li>• Series</li> <li>• Calculus - Differentiation 1</li> <li>• MOCK EXAMS</li> </ul>          |
| 4         | <ul style="list-style-type: none"> <li>• Differentiation 2</li> <li>• Calculus - Integration</li> <li>• Kinematics</li> <li>• Vectors</li> </ul>                                                   |
| 5         | <ul style="list-style-type: none"> <li>• IGCSE ADDITIONAL Mathematics Exam</li> </ul>                                                                                                              |

# KS4

# Art & Design





# Introduction

## **AQA GCSE Art & Design Endorsement**

This overview provides a clear structure of the GCSE Art programme, outlining the key projects, learning objectives, and timelines for successful completion.

## **Course Overview**

Studying GCSE Art, Craft & Design offers students a diverse range of experiences that enhance their learning through various processes, tools, techniques, materials, and resources. This subject encourages students to produce different types of evidence showcasing their work and outcomes.

The curriculum places a strong emphasis on exploring a wide breadth of approaches that align with the demands of other GCSE subjects. Students will have the opportunity to engage with both two-dimensional and three-dimensional processes and media. This practical application of skills is complemented by the study of relevant critical and contextual sources, including the works of contemporary artists, craftspeople, and designers.

**Working within at least two areas for the coursework element from:**

- **Fine Art,**
- **Graphic Communication,**
- **Textiles design,**
- **Three-dimensional design**
- **Photography**

# Course Specification & further information

## **Component 1 - Coursework 60%**

Will show evidence of working in areas of study drawn from two or more of the titles considering the distinguishing characteristics of art, craft and design.

## **Component 2 - Exam 40%**

Will show evidence of areas of study drawn from one or more of the titles. GCSE Art has a ten-hour practical exam only.

## **What students learn about?**

1. Working to briefs and developing an exciting portfolio of work
2. Being able to analyse the work of other artists and designers
3. How to experiment with different materials and equipment
4. How to design and make products or final outcomes.

Furthermore, students will explore the various purposes, intentions, and functions of art, craft, and design, allowing them to connect these concepts to their own creative work.

Overall, studying GCSE Art, Craft & Design not only nurtures creativity but also develops critical thinking and practical skills that are valuable across many areas of life and future education.

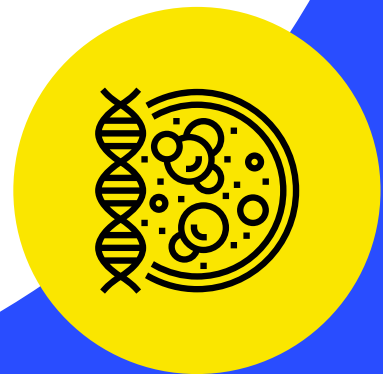
## Year 10

| Half Term | Course Structure (Delivered Over Two Years)                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <p>Year 1:</p> <p>Project One: Fragments (10–12 weeks)</p> <p>Initial workshops will assess students' skill levels to inform future planning. Focus will be on observational skills using drawing, painting, printmaking, and mixed media. Short activities will help build confidence with various materials and processes. Students will generate ideas, gather supporting research, experiment across different syllabus areas, and evaluate their work.</p> |
| 2         | <p>Project Two: Themematic (10–12 weeks)</p> <p>This project will present more challenging concepts and material exploration.</p> <p>Project Three: Personal Portfolio</p> <p>This final project of Year 1 will showcase a body of work reflecting a range of skills and interests to be developed further in Year 2. Students will also learn how to present their work professionally</p>                                                                     |

## Year 11

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <p>Year 2</p> <p>Component: Personal Portfolio -Terms 1 &amp; 2 (until end of January)</p> <p>Short coursework tasks will encourage individual responses. Students will receive support in idea generation, experimentation with media and processes, research, and progress evaluation. Individual tutorials and discussions will be key aspects of these lessons, fostering skills in research, critical thinking, and self-reflection.</p> <p>Consolidation &amp; Presentation Weeks (January to February - 3 weeks)</p> <p>Students will review and present their work for submission of Component One.</p> <p>Component 2: Externally Set Assignment (01 February to March - prior to study leave)</p> <ul style="list-style-type: none"> <li>Students will plan and prepare for this final component, which requires supporting studies and final pieces</li> </ul> |
| 2         | <p>Submission Dates:</p> <ul style="list-style-type: none"> <li>Submission of Component One in February and Component Two will occur in May of the examination year.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

# KS4 **Biology**



## Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <p>TOPIC 1: CELLS AND CELLS PROCESSES</p> <p><b>Unit 1: Characteristics and classification of living organisms</b></p> <p>1.1 Characteristics of living things</p> <p><b>Unit 2: Organisation of the organism</b></p> <p>2.1 Cell structure and organisation</p> <p>2.2 Size of specimens</p> <p><b>Unit 3: Movement in and out of cells</b></p> <p>3.1 Diffusion</p> <p>3.2 Osmosis</p> <p>3.3 Active transport</p> <p><b>Unit 4: Biological molecules</b></p> <p>4.1 Biological molecules</p> <p><b>Unit 5: Enzymes</b></p> <p>5.1 Enzymes</p> |
| 2         | <p>TOPIC 2: ANIMAL NUTRITION</p> <p><b>Unit 7: Human nutrition</b></p> <p>7.1 Diet</p> <p>7.2 Digestive system</p> <p>7.3 Physical digestion</p> <p>7.4 Chemical digestion</p> <p>7.5 Absorption</p> <p><b>Unit 20: Human influences on ecosystem</b></p> <p>20.1 Food supply</p>                                                                                                                                                                                                                                                                |
| 3         | <p><b>TOPIC 3: PLANT NUTRITION AND TRANSPORATION</b></p> <p><b>Unit 6: Plant nutrition</b></p> <p>6.1 Photosynthesis</p> <p>6.2 Leaf structure</p> <p><b>Unit 8: Transport in plants</b></p> <p>8.1 Xylem and Phloem</p> <p>8.2 Water uptake</p> <p>8.3 Transpiration</p> <p>8.4 Translocation</p>                                                                                                                                                                                                                                               |
| 4         | <p><b>Unit 14: Coordination and response</b></p> <p><b>14.5 Tropic responses</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



## Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                               |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5         | <p>TOPIC 5: CIRCULATORY AND RESPIRATORY SYSTEMS</p> <p><b>Unit 9: Transport in animals</b></p> <p>9.1 Circulatory system</p> <p>9.2 Heart</p> <p>9.3 Blood vessels</p> <p>9.4 Blood</p> <p><b>Unit 11: Gas exchange in humans</b></p> <p>11.1 Gas exchange in humans</p> <p><b>Unit 12: Respiration</b></p> <p>12.1 Respiration</p> <p>12.2 Aerobic respiration</p> <p>12.3 Anaerobic respiration</p> |
| 6         | <p>TOPIC 6: Human health and disease</p> <p><b>Unit 10: Disease and immunity</b></p> <p>10.1 Disease and immunity</p> <p><b>Unit 13: Excretion in humans</b></p> <p>13.1 Excretion in humans</p> <p><b>Unit 15: Drugs</b></p> <p>15.1 Drugs</p>                                                                                                                                                       |
| 7         | <p>TOPIC 7: Classification</p> <p><b>Unit 1: Classification</b></p> <p>1.2 Concept and use of a classification system</p> <p>1.3 Features of organisms</p>                                                                                                                                                                                                                                            |
| 8         | <p>TOPIC 4: Ecological relationship</p> <p><b>Unit 19: Organisms and their environment</b></p> <p>19.1 Energy flow</p> <p>19.2 Food chains and food webs</p> <p>19.3 Nutrient cycles</p> <p>19.4 Population</p>                                                                                                                                                                                       |

## Year 11

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <p>TOPIC 8: Reproduction</p> <p><b>Unit 16: Reproduction</b></p> <p>16.1 Asexual reproduction</p> <p>16.2 Sexual reproduction</p> <p>16.3 Sexual reproduction in plants</p> <p>16.4 Sexual reproduction in humans</p> <p>16.5 Sex hormones in humans</p> <p>16.6 Sexually transmitted infections (STIs)</p>                                                                                                                                                                                             |
| 2         | <p>Topic 9: Inheritance and Selection</p> <p><b>Unit 17: Inheritance</b></p> <p>17.1 Chromosomes, genes and proteins</p> <p>17.3 Mitosis</p> <p>17.4 Meiosis</p> <p>17.5 Monohybrid inheritance</p> <p><b>Unit 18: Variation and Selection</b></p> <p>18.1 Variation</p> <p>18.2 Adaptive features</p> <p>18.3 Selection</p> <p><b>Unit 21: Biotechnology and genetic engineering</b></p> <p>21.1 Biotechnology and genetic modification</p> <p>21.2 Biotechnology</p> <p>21.3 Genetic modification</p> |
| 3         | <p>Topic 10: Coordination and Response</p> <p><b>Unit 14: Coordination and response</b></p> <p>14.1 Coordination and response</p> <p>14.2 Sense organs</p> <p>14.3 Hormones</p> <p>14.4 Homeostasis</p>                                                                                                                                                                                                                                                                                                 |
| 4         | <p>Topic 11: Human influences on ecosystem</p> <p><b>Unit 20: Human influences on ecosystem</b></p> <p>20.2 Habitat destruction</p> <p>20.3 Pollution</p> <p>20.4 Conservation</p>                                                                                                                                                                                                                                                                                                                      |
| 5         | <ul style="list-style-type: none"> <li>• <b>Revision</b></li> <li>• Study leave</li> <li>• <b>CIE Final Examinations</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                     |

KS4

# Business Studies



## Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                       |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Unit 1: Understanding Business Activity</b> <ul style="list-style-type: none"> <li>• Business activity and economic sectors</li> <li>• Enterprise, business growth and size</li> <li>• Types of business organisations</li> </ul>                                                                                          |
| 2         | <b>Unit 1: Understanding Business Activity</b> <ul style="list-style-type: none"> <li>• Business objectives and stakeholder objectives</li> </ul> <b>Unit 3: Marketing</b> <ul style="list-style-type: none"> <li>• Marketing and the market</li> <li>• Market research</li> <li>• The marketing mix: product</li> </ul>      |
| 3         | <b>Unit 3: Marketing</b> <ul style="list-style-type: none"> <li>• The marketing mix: price</li> <li>• The marketing mix: promotion and technology in marketing</li> <li>• The marketing mix: place</li> <li>• E-commerce</li> <li>• Marketing strategy, entering new markets in other countries and legal controls</li> </ul> |
| 4         | <b>Unit 4: Operations Management</b> <ul style="list-style-type: none"> <li>• Production of goods and services</li> <li>• Technology and production of goods and services</li> <li>• Sustainable production of goods and services</li> </ul>                                                                                  |
| 5         | <b>Unit 4: Operations Management</b> <ul style="list-style-type: none"> <li>• Costs, scale of production and break-even analysis</li> <li>• Quality of goods and services</li> <li>• Location decisions</li> </ul>                                                                                                            |
| 6         | <b>Unit 5: Financial Information and Financial Decisions</b> <ul style="list-style-type: none"> <li>• Business finance</li> <li>• Cash flow forecast</li> <li>• Profit and loss</li> </ul>                                                                                                                                    |

## Year 11

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Unit 5: Financial information and financial decisions</b> <ul style="list-style-type: none"> <li>• Statement of financial position</li> <li>• Analysis of accounts</li> </ul> <b>Unit 2: People in business</b> <ul style="list-style-type: none"> <li>• Human resource management (HRM)</li> </ul> |
| 2         | <b>Unit 2: People In Business</b> <ul style="list-style-type: none"> <li>• Organisation and management</li> <li>• Methods of communication</li> <li>• Motivating employees</li> </ul>                                                                                                                  |
| 3         | <b>Unit 6: External Influences on Business Activity</b> <ul style="list-style-type: none"> <li>• Economic issues</li> <li>• Business and the international economy</li> </ul>                                                                                                                          |
| 4         | <b>Unit 6: External Influences on Business Activity</b> <ul style="list-style-type: none"> <li>• Business and the environment</li> <li>• Business and ethical issues, and pressure groups</li> </ul>                                                                                                   |
| 5         | <ul style="list-style-type: none"> <li>• <b>Revision/IGCSE EXAM</b></li> </ul>                                                                                                                                                                                                                         |

# KS4 Chemistry



## Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>TOPIC 1: Fundamentals of Chemistry</b><br><b>1 States of Matter</b><br>12 Experimental techniques<br>12.1 Experimental design<br>12.3 Chromatography<br>12.4 Separation and purification<br><br><b>2 Atoms, elements, and compounds</b><br>2.1 Elements, compounds, and mixtures<br>2.2 Atomic Structure and the Periodic Table<br>2.3 Isotopes<br>2.4 Ions and ionic bonds<br>2.5 Simple molecules and covalent bonds<br>2.6 Giant covalent structures<br>2.7 Metallic bonding |
| 2         | <b>TOPIC 2: Periodic Table</b><br>8 The Periodic Table<br>8.1 Arrangement of elements<br>8.2 Group 1 properties<br>8.3 Group VII properties<br>8.4 Transition elements<br>8.5 Noble gases                                                                                                                                                                                                                                                                                          |
| 3         | <b>TOPIC 3: Stoichiometry: (Part 1)</b><br>3 Stoichiometry<br>3.1 Formulae<br>3.2 Relative masses of atoms and molecules<br>6.4 Redox                                                                                                                                                                                                                                                                                                                                              |
| 4         | <b>TOPIC 4: Metals</b><br>9 Metals<br>9.1 Properties of metals<br>9.2 Uses of metals<br>9.3 Alloys and their properties<br>9.4 Reactivity series<br>9.6 Extraction of metals<br>9.5 Corrosion of metals                                                                                                                                                                                                                                                                            |
| 5         | <b>TOPIC 5: Electricity</b><br>4 Electrolysis<br>4.1 Electrolysis<br>4.2 Hydrogen-oxygen fuel cells                                                                                                                                                                                                                                                                                                                                                                                |
| 6         | <b>TOPIC 7: Acids, bases and salts:</b><br>7 Acids, bases and salts<br>7.1 The characteristic properties of acids and bases<br>7.2 Oxides<br>7.3 Preparations of salts<br>12 Experimental techniques and chemical analysis<br>12.2 Acid-base titration<br>12.5 Identification of ions and gases                                                                                                                                                                                    |



## Year 11

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                    |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>TOPIC 8: Energy Changes &amp; Chemical Reactions:</b><br><b>5 Chemical Energetics</b><br>5.1 Exothermic and endothermic reactions<br><b>6 Chemical reactions</b><br>6.1 Physical and chemical changes<br>6.2 Rate of reaction<br>6.3 Reversible reactions and equilibrium<br><b>10 Chemistry of the Environment</b><br>10.2 Fertilizers |
| 2         | <b>Topic 9: Environmental Chemistry:</b><br>10 Chemistry of the environment<br>10.1 Water<br>10.3 Air quality and climate                                                                                                                                                                                                                  |
| 3         | <b>TOPIC 10 : Organic Chemistry:</b><br><b>11 Organic Chemistry</b><br>11.1 Formulae, functional groups and terminology<br>11.2 Naming organic compounds<br>11.3 Fuels<br>11.4 Alkanes<br>11.5 Alkenes<br>11.6 Alcohols<br>11.7 Carboxylic acids<br>11.8 Polymers                                                                          |
| 4         | <ul style="list-style-type: none"> <li>• <b>Revision</b></li> <li>• <b>Study leave</b></li> <li>• <b>CIE Final Examinations</b></li> </ul>                                                                                                                                                                                                 |

KS4

# Computer Science



## Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                             |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Paper 1 – Computer Systems</b><br>1 Data representation<br>1.1 Number systems<br>1.2 Text, sound and images<br>1.3 Data storage and compression<br><br><b>Unit 2 – Programming (Variable, Selection, loops and Array)</b><br>2 Data transmission<br>2.1 Types and methods of data transmission<br>2.2 Methods of error detection |
| 2         | 2.3 Encryption<br><br>3 - Hardware<br>3.1 Computer architecture<br>3.2 Input and output devices<br><br><b>Unit 2 – Programming (Variable, Selection, loops and Array)</b>                                                                                                                                                           |
| 3         | 3 - Hardware<br>3.3 Data storage<br>3.4 Network hardware<br><br><b>Unit 2 – Python Programming (Variable, Selection, loops and Array)</b>                                                                                                                                                                                           |
| 4         | 4 – Software<br>4.1 Types of software and interrupts<br>4.2 Types of programming language, translators and integrated development environments (IDEs)<br><br><b>Unit 2 – Programming (Function and methods)</b>                                                                                                                     |
| 5         | 5 The internet and its uses<br>5.1 The internet and the world wide web<br>5.2 Digital currency<br>5.3 Cyber security<br><br><b>Unit 2 – Programming (Function and methods)</b>                                                                                                                                                      |
| 6         | 6 Automated and emerging technologies<br>6.1 Automated systems<br>6.2 Robotics<br>6.1 Artificial intelligence                                                                                                                                                                                                                       |

## Year 11

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Paper 2 Algorithm, programming and logic.</b><br>7 Algorithm design and problem-solving<br>7.1 The programming development lifecycle<br>7.2 Designs of algorithms (Structure, Flowchart and Pseudocode)<br>7.3 Purpose of Algorithms<br>7.4 Standard Methods of Solution<br>7.5 Validation & Verification<br>7.6 Testing & Test Data<br>7.7 Trace tables to document dry runs of algorithms<br>7.8 Identifying errors in algorithms<br>7.9 Writing and amending algorithms |
| 2         | <b>8 Programming</b><br>8.1 Programming concepts<br>8.2 Arrays<br>8.3 File handling                                                                                                                                                                                                                                                                                                                                                                                           |
| 3         | <b>9 Databases</b><br>9.1 Define a single-table database from given data storage requirements<br>9.2 Suggest suitable basic data types<br>9.3 Understand the purpose of a primary key and identify a suitable primary key for a given database table<br>9.4 Read, understand and complete structured query language (SQL) scripts to query data stored in a single database table                                                                                             |
| 4         | <b>10 Boolean logic</b><br>10.1 Standard Logic Gates symbols<br>10.2 The function of the six logic gates<br>10.3 Logic circuits, logic expressions, truth tables and problem statements                                                                                                                                                                                                                                                                                       |
| 5         | Revision & Recap Paper 1 Topics<br>Revision & Recap Paper 2 Topics<br>Exam preparation and Techniques                                                                                                                                                                                                                                                                                                                                                                         |

KS4

# Design & Technology



## Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <p><b>Core technical principles</b></p> <ul style="list-style-type: none"> <li>• Industry and enterprise</li> <li>• Natural and manufactured timbers</li> <li>• <b>Focused practical task: Tea light holder</b></li> <li>• Sustainability and the environment</li> <li>• People, culture and society</li> <li>• Production techniques and systems</li> <li>• Polymers</li> <li>• <b>Focused practical task: Resin paper weight</b></li> <li>• Informing design decisions</li> <li>• Energy generation</li> <li>• <b>Focused practical task: Phone Stand</b></li> <li>• Energy storage</li> <li>• <b>Focused practical task: 3D Dice</b></li> <li>• Modern materials</li> <li>• Smart materials</li> <li>• Textiles</li> <li>• <b>Focused practical task: Rudolph Ornament</b></li> <li>• Composite materials and technical textiles</li> <li>• Systems approach to designing</li> <li>• Electronic systems processing</li> <li>• Mechanical devices</li> <li>• Paper and boards</li> </ul> |
| 2         | <p><b>Graphic Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Product analysis.</li> <li>• Isometric and orthographic drawing, Rendering, Sketching and presentation skills, working drawings.</li> <li>• Papers and boards, sources, properties, uses, source, sustainability of paper &amp; boards.</li> <li>• <b>Focused Practical Task: Pop-up card</b></li> <li>• Modelling skills. Practical <b>The Pringles Challenge</b></li> <li>• CAD/CAM (Adobe Illustrator, Onshape and laser cutter)</li> <li>• 6Rs, Scales of production.</li> <li>• The work of others</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     |

## Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3         | <b>Plastic/Metal Skills &amp; Knowledge Project</b> <ul style="list-style-type: none"> <li>• Thermo plastic and, thermoset, properties, source, sustainability of polymers,</li> <li>• Stock forms types and sizes.</li> <li>• Composite materials</li> <li>• Selection of materials</li> <li>• Surface treatments and finishes</li> <li>• Moulds, casting</li> <li>• CAD/CAM – laser cutter, 3D printer</li> <li>• Workshop: School of Hard Knocks</li> <li>• QC, H&amp;S, COSHH.</li> <li>• Adhesives and fixings</li> <li>• Tools, machinery, equipment</li> </ul> |
| 4         | <b>Design Knowledge and Skills</b> <ul style="list-style-type: none"> <li>• Designing principles</li> <li>• CAD/CAM use in Design</li> <li>• Practical Live client brief</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   |
| 5         | <b>Prototype Design Challenge</b> <ul style="list-style-type: none"> <li>• How solve a problem</li> <li>• Design for user/universal design</li> <li>• Iterative design</li> <li>• Coursework preparation</li> <li>• Before Summer Design Brief, Problem and Plan of Research completed.</li> </ul>                                                                                                                                                                                                                                                                    |
| 6         | <b>Exam Practice</b> <ul style="list-style-type: none"> <li>• Exam style questions</li> <li>• Revision of Material Knowledge.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                              |

## Year 11

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                              |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>IGCSE Coursework</b> <ul style="list-style-type: none"> <li>• Situation Brief, research, working from Yr 10 Half term 6 work.</li> <li>• Specification</li> <li>• Initial Ideas</li> <li>• Modelling and development</li> <li>• Making</li> </ul> |
| 2         | <ul style="list-style-type: none"> <li>• Testing and Evaluation</li> <li>• Revision of Year 10 knowledge</li> <li>• Exam Preparation</li> </ul>                                                                                                      |
| 3         | <b>Revision</b>                                                                                                                                                                                                                                      |



# KS4 Drama



## Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Unit 1 – The language of drama</b> <ul style="list-style-type: none"> <li>Acquire skills in practical drama and understand appropriate technical terminology.</li> <li>Demonstrate skills in structuring a piece of drama.</li> <li>Understanding dramatic terms and how to use them when writing about drama.</li> </ul>                                                                                                                                 |
| 2         | <b>Unit 2 – Approach to devised drama</b> <ul style="list-style-type: none"> <li>Approaching the devising of original work.</li> <li>Demonstrate skills in creating drama from a dramatic stimulus.</li> <li>Understanding how original drama may be created from a given stimulus and developing skills in writing about it.</li> </ul>                                                                                                                     |
| 3         | <b>Unit 3– Approaches to text (The Curious Incident of the Dog in the Night-time)</b> <ul style="list-style-type: none"> <li>Approaching text-based work.</li> <li>Demonstrate skills in interpreting a piece of dramatic text.</li> <li>Understanding how dramatic texts may be performed and developing skills in writing about them.</li> </ul>                                                                                                           |
| 4         | <b>Unit 4 – Writing about drama</b> <ul style="list-style-type: none"> <li>Understand the dramatic intention of text.</li> <li>Understand methods of creating original drama.</li> <li>Understanding dramatic genres</li> </ul> <b>Unit 5 – Solo performance (Shakespeare Monologues)</b> <ul style="list-style-type: none"> <li>Review of performance techniques.</li> <li>Develop and refine skills in interpreting a monologue.</li> </ul>                |
| 5         | <b>Unit 6 – Devising drama (Verbatim Theatre)</b> <ul style="list-style-type: none"> <li>Review of devised work in Unit 3.</li> <li>Demonstrate skills in creating drama from a dramatic stimulus.</li> <li>Understanding how original drama may be created from a given stimulus and developing skills in writing about it.</li> </ul>                                                                                                                      |
| 6         | <b>Unit 7 Writing about Drama (Y10 Exam Prep)</b> <ul style="list-style-type: none"> <li>Understand the dramatic intention of text.</li> <li>Understand methods of creating original drama.</li> <li>Understanding dramatic genres</li> </ul> <b>Unit 8 – Solo performance (Contemporary Monologues)</b> <ul style="list-style-type: none"> <li>Review of performance techniques.</li> <li>Develop and refine skills in interpreting a monologue.</li> </ul> |

## Year 11

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Unit 4- Text into Performance 1 (Varied depending on class)</b> <ul style="list-style-type: none"> <li>• Review of text-based work in Unit 2.</li> <li>• Develop and refine skills in interpreting a piece of dramatic text.</li> <li>• Understanding how dramatic texts may be maximized and developing skills in writing about them</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        |
| 2         | Pre-released material <ul style="list-style-type: none"> <li>• Looking into the 2 extracts released by Cambridge</li> <li>• Reading, researching and understanding the extracts.</li> <li>• Analyzing Plot, character, structure, etc related to the extracts.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 3         | <b>Unit 9- Dramatic Techniques</b> <ul style="list-style-type: none"> <li>• Demonstrate skills in creating drama from a dramatic stimulus.</li> <li>• Understand the performance process and develop skills in writing about it.</li> <li>• Understand methods of creating original drama.</li> <li>• Understand the dramatic intention of original drama.</li> </ul> <b>Unit 8- Text into Performance 2</b> <ul style="list-style-type: none"> <li>• Develop and refine skills in interpreting a piece of dramatic text.</li> <li>• Understanding how dramatic texts may be maximize and developing skills in writing about them.</li> <li>• Understand the dramatic intention of text.</li> <li>• Understand dramatic genres.</li> </ul> |
| 4         | <b>Revision</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 5         | <b>IGCSE EXAM</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

KS4

# Economics



## Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                              |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <p><b>The basic economic problem</b></p> <ul style="list-style-type: none"> <li>• Factors of production</li> <li>• Opportunity cost</li> <li>• Resource allocation</li> <li>• PPC/PPF</li> </ul> <p><b>How the market works</b></p> <ul style="list-style-type: none"> <li>• Economic systems</li> <li>• Demand and supply analysis</li> <li>• Elasticity</li> </ul> |
| 2         | <p><b>How the market works</b></p> <ul style="list-style-type: none"> <li>• Elasticity</li> <li>• Market failure</li> <li>• True economic impact – social costs and benefits</li> </ul> <p><b>Individual as producer, consumer and borrower</b></p> <ul style="list-style-type: none"> <li>• Functions of money</li> </ul>                                           |
| 3         | <p><b>Individual as producer, consumer and borrower</b></p> <ul style="list-style-type: none"> <li>• Process of exchange</li> <li>• Financial institutions</li> </ul> <p><b>Individual as producer, consumer and borrower</b></p> <ul style="list-style-type: none"> <li>• Labour markets</li> <li>• Saving, spending and borrowing</li> </ul>                       |
| 4         | <p><b>Individual as producer, consumer and borrower</b></p> <ul style="list-style-type: none"> <li>• Saving, spending and borrowing</li> </ul> <p><b>Private firm as producer and employer</b></p> <ul style="list-style-type: none"> <li>• Organisation types and sizes</li> <li>• Factor demand/derived demand</li> </ul>                                          |

## Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                            |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5         | <b>Private firm as producer and employer</b> <ul style="list-style-type: none"> <li>• Costs and revenue</li> <li>• Profit maximization and business goals</li> <li>• Perfect competition</li> <li>• Monopoly and oligopoly</li> <li>• Economies of scale</li> <li>• Perfect competition</li> <li>• Monopoly and oligopoly</li> <li>• Economies of scale</li> </ul> |
| 6         | <b>The Macroeconomy</b> <ul style="list-style-type: none"> <li>• Aggregate demand and supply</li> <li>• Government macroeconomic goals</li> </ul> <b>Y10 Examinations &amp; Review</b>                                                                                                                                                                             |

## Year 11

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>The Macroeconomy</b> <ul style="list-style-type: none"> <li>• Demand and supply-side policies</li> <li>• Taxation</li> <li>• Conflicting macroeconomic policies</li> </ul> <b>Economic indicators</b> <ul style="list-style-type: none"> <li>• Price indices</li> <li>• Inflation and deflation</li> </ul>                                          |
| 2         | <b>Economic indicators</b> <ul style="list-style-type: none"> <li>• Employment and unemployment</li> <li>• The economic cycle</li> <li>• GDP and other measures of living standards</li> </ul> <b>Economic indicators</b> <ul style="list-style-type: none"> <li>• The economic cycle</li> <li>• GDP and other measures of living standards</li> </ul> |
| 3         | <b>Y11 Mock Examinations</b><br><b>Developed and developing economies, trends in production, population and living standards</b> <ul style="list-style-type: none"> <li>• Developed and developing countries</li> <li>• Absolute and relative poverty</li> <li>• Population</li> <li>• Differences in living standards</li> </ul>                      |
| 4         | <b>International aspects</b> <ul style="list-style-type: none"> <li>• Specialisation – absolute and comparative</li> <li>• Protectionism</li> <li>• The balance of payments</li> <li>• Exchange rates</li> </ul>                                                                                                                                       |
| 5         | <b>Past Paper practice and revision</b>                                                                                                                                                                                                                                                                                                                |
| 6         | <b>IGCSE EXAM</b>                                                                                                                                                                                                                                                                                                                                      |

# KS4 English





## Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>0475 Literature in English: Poetry (Songs of Ourselves selection)</b> <ul style="list-style-type: none"> <li>• Knowledge and understanding of the texts</li> <li>• Use and interpretation of key quotations</li> <li>• Exploration of major themes and contexts</li> <li>• Close analysis of language, structure and form</li> <li>• Developing a personal response</li> <li>• Essay writing skills</li> </ul> |
| 2         | <b>0500 First Language English: Paper 1 (non-fiction reading and writing)</b> <ul style="list-style-type: none"> <li>• Reading for explicit and implicit meaning</li> <li>• Selecting key information</li> <li>• Summary skills</li> <li>• Explaining and analysing words and phrases</li> <li>• Rewriting for a specified audience and purpose</li> </ul>                                                        |
| 3         | <b>0500 First Language English: Paper 2 (composition)</b> <ul style="list-style-type: none"> <li>• Developing compositions to engage the reader</li> <li>• Planning and structuring descriptive and narrative pieces</li> <li>• Building vocabulary and language techniques</li> <li>• Mastering written accuracy</li> </ul>                                                                                      |
| 4         | <b>0475 Literature in English: Unseen Analysis</b> <ul style="list-style-type: none"> <li>• Strategies for building understanding of an unseen text</li> <li>• Use and interpretation of key quotations</li> <li>• Exploration of major themes</li> <li>• Close analysis of language, structure and form</li> <li>• Developing a personal response</li> <li>• Essay writing skills</li> </ul>                     |
| 5         | <b>0475 Literature in English: Prose (<i>Things Fall Apart</i>)</b> <ul style="list-style-type: none"> <li>• Knowledge and understanding of the text</li> <li>• Use and interpretation of key quotations</li> <li>• Exploration of major themes and contexts</li> <li>• Close analysis of language, structure and form</li> <li>• Developing a personal response</li> <li>• Essay writing skills</li> </ul>       |
| 6         | <b>0500 First Language English: Skills Review</b>                                                                                                                                                                                                                                                                                                                                                                 |

## Year 11

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>0500 First Language English: Paper 2 (directed writing)</b> <ul style="list-style-type: none"> <li>• Reading and annotating for arguments, opinions and bias</li> <li>• Developing persuasive writing to engage the reader</li> <li>• Planning and structuring persuasive pieces</li> <li>• Building vocabulary and language techniques</li> <li>• Mastering written accuracy</li> </ul>                                                        |
| 2         | <b>Revision and Mock Exam Preparation:</b> <ul style="list-style-type: none"> <li>• 0500 First Language English: Paper 2</li> <li>• 0475 Literature in English: Paper 1</li> </ul>                                                                                                                                                                                                                                                                 |
| 3         | <b>0475 Literature in English: Drama (2026: A Streetcar Named Desire. 2027: A Midsummer Night's Dream)</b> <ul style="list-style-type: none"> <li>• Knowledge and understanding of the text</li> <li>• Use and interpretation of key quotations</li> <li>• Exploration of major themes and contexts</li> <li>• Close analysis of language, structure and form</li> <li>• Developing a personal response</li> <li>• Essay writing skills</li> </ul> |
| 4         | <b>Revision: All Units</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 5         | <b>Final Preparations</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Second / Additional Language

Note that core reading, writing, speaking and listening skills will be covered through thematic units, as directed by the Cambridge curriculum. As students move through the second language course, the teacher will increasingly tailor the content to suit the needs of the class. The thematic units outlined below are listed as guidelines only. The assessment objectives, covered through each unit, are listed below the unit plans.

### Year 10

| Half Term | Topics / Skills Covered                                      |
|-----------|--------------------------------------------------------------|
| 1         | <b>0511 English as a Second Language: Travel</b>             |
| 2         | <b>0511 English as a Second Language: Consumer Society</b>   |
| 3         | <b>0511 English as a Second Language: Science and Nature</b> |
| 4         | <b>0511 English as a Second Language: Lifestyles</b>         |
| 5         | <b>0511 English as a Second Language: Media and Films</b>    |
| 6         | <b>0511 English as a Second Language: Skills Review</b>      |

### Year 11

| Half Term | Topics / Skills Covered                                                                     |
|-----------|---------------------------------------------------------------------------------------------|
| 1         | <b>0511 English as a Second Language: Technology</b>                                        |
| 2         | <b>0511 English as a Second Language: Preparation for Speaking and Listening Assessment</b> |
| 3         | <b>0511 English as a Second Language: Speaking Assessment and Skills Review</b>             |
| 4         | <b>0511 English as a Second Language: Skills Review</b>                                     |
| 5         | <b>Final Preparations</b>                                                                   |

## AO1: Reading

Candidates will be assessed on their ability to:

- R1 demonstrate understanding of specific factual information
- R2 demonstrate understanding of the connections between the ideas, opinions and attitudes
- R3 identify and select details for a specific purpose
- R4 demonstrate understanding of implied meaning

## AO2: Writing

Candidates will be assessed on their ability to:

- W1 communicate information, ideas and opinions
- W2 organise ideas into coherent text using a range of linking devices
- W3 use a range of appropriate grammatical structures and vocabulary
- W4 use appropriate register and style for the given purpose and audience

## AO3: Listening

Candidates will be assessed on their ability to:

- L1 demonstrate understanding of specific information
- L2 demonstrate understanding of speakers' ideas, opinions and attitudes
- L3 demonstrate understanding of the connections between ideas, opinions and attitudes
- L4 demonstrate understanding of what is implied but not directly stated

## AO4: Speaking

Candidates will be assessed on their ability to:

- S1 communicate a range of ideas, facts and opinions
- S2 demonstrate control of a range of vocabulary and grammatical structures
- S3 develop responses and maintain communication
- S4 demonstrate control of pronunciation and intonation

KS4

# Food Preparation & Nutrition



## Year 10

| Half Term | Theory                                                                                                                                                                                                                                                                                                                          | Practical                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <p><b>Topics</b><br/>The Eatwell Guide, The Senses, Protein, Carbohydrate, Fats, Functions of Ingredients, Micronutrients, Minerals</p> <p><b>Demonstration</b></p> <ul style="list-style-type: none"> <li>• Classic roast chicken and gravy, Asian Fish Soup, Focaccia Bread, Spanish Paella, Meringues, Mayonnaise</li> </ul> | <ul style="list-style-type: none"> <li>• Classic roast chicken and gravy</li> <li>• Asian Fish Soup</li> <li>• Focaccia bread</li> <li>• Spanish Paella</li> <li>• Meringues</li> <li>• Mayonnaise</li> <li>• Mini NEA Task 1 – Food Investigation</li> <li>• Spaghetti/Lasagna</li> <li>• Fruit Tart</li> <li>• Profiteroles</li> <li>• Mini NEA Task 2 – Food Preparation: Choose from one from 2 tasks given</li> <li>• Bake off Challenge: British Tea Party</li> </ul> |
| 2         | <p><b>Topics</b><br/>The Eatwell Guide, Food Choices, Special Dietary Needs, Energy Needs, Dietary Related Illnesses, Food and Heat Transference, Functional and chemical properties of food, Raising Agents, Food Poisoning, Food contamination and spoilage</p>                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3         | <p><b>Topics</b><br/>Food Trip, Food Choices, British and International Cuisine, Food Provenance, The 6Rs, Sustainability</p>                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Year 11

| Half Term | Theory                      | Practical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Revision</b>             | NEA Task 1: Food Investigation <ul style="list-style-type: none"> <li>• Research</li> <li>• 3 practical Investigation</li> <li>• Analysis and Evaluation</li> </ul><br>NEA Task 2: Food Preparation and Nutrition <ul style="list-style-type: none"> <li>• Researching the task</li> </ul><br>NEA Task 2: Food Preparation and Nutrition <ul style="list-style-type: none"> <li>• Demonstrating technical skills – skill trials</li> <li>• Planning for the final menu</li> <li>• Making the final dishes – 3 Hours</li> <li>• Analyse and evaluate</li> </ul> |
| 2         | <b>Mock Exams</b>           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 3         | <b>Revision</b>             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 4         | <b>IGCSE Revision/ Exam</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

KS4

# French Foreign Language





## Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                           |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Home life, school routine</b><br>Information about daily routine. Household tasks.<br>Information about school, school descriptions, subjects studied, rules and regulations, likes and dislikes.                                              |
| 2         | <b>Eating and drinking, health and fitness</b><br>Food and drink. Eating habits and favourite food. Healthy diet. The importance of maintaining a healthy lifestyle.                                                                              |
| 3         | <b>Leisure, entertainments, invitations, eating out</b><br>Opinions about entertainments. Accepting and refusing invitations to go out and giving excuses. Questions on food requirements.                                                        |
| 4         | <b>Festival and special occasions, holidays, getting around, accommodation</b><br>Significant festivals in French-speaking countries. Different types of holidays and appropriate means of transport. Questions about accommodation requirements. |
| 5         | <b>Home town and geographical surroundings, finding the way, shopping, public services</b><br>Information about the local area. Giving and seeking directions. Information about different shops. Opinions on clothes and fashion.                |

## Year 11

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                   |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Festival and special occasions, holidays, getting around, accommodation</b><br>Significant festivals in French-speaking countries. Different types of holidays and appropriate means of transport. Questions about accommodation requirements.         |
| 2         | <b>Further education, training, future career plans</b><br>Exams and preferences for future study. Discuss exam preparation and revision. Work experience. Preferences for work and careers. Different aspects of a job, part-time jobs and pocket money. |
| 3         | <b>Meeting people, places and customs</b><br>General facts about people from other countries. Different ways of meeting people. Festivals and customs in other countries.                                                                                 |
| 4         | <b>World events and issues</b><br>Different viewpoints about world issues.<br><b>Preparation to oral exam. Exam practice.</b>                                                                                                                             |
| 5         | <b>Natural environment, weather</b><br>Problems affecting the environment such as climate change and pollution and remedial measures such as conservation and recycling.<br><b>Preparation to oral exam. Exam practice.</b>                               |
| 6         | <b>Revision/ IGCSE Exam</b>                                                                                                                                                                                                                               |

# KS4

# Geography



## Year 10 – new specification (for 1st Examination 2027)

| Half Term | Topics / Skills Covered                                                                    |
|-----------|--------------------------------------------------------------------------------------------|
| 1         | Population Change (Topic 6)<br>Changing Towns and Cities (Topic 7) - Paper 2               |
| 2         | Development (Topic 8) - Paper 2                                                            |
| 3         | Changing River Environments (Topic 1)<br>Changing Coastal Environments (Topic 2) - Paper 1 |
| 4         | Changing Ecosystems (Topic 3) - Paper 1                                                    |
| 5         | Tectonics (Topic 4) and Climate Change (Topic 5) - Paper 1                                 |
| 6         | Maps skills and Revision                                                                   |

## Year 11 – current specification

| Half Term | Topics / Skills Covered                                           |
|-----------|-------------------------------------------------------------------|
| 1         | Hazards; Weather and Climate – Paper 1 Theme 2                    |
| 2         | Geographical Skills, Map Skills, Cartographic Skills – Paper 2    |
| 3         | Alternative to Coursework Preparation, Research Methods – Paper 4 |
| 4         | Economic Development – Paper 1 Theme 3                            |
| 5         | Exam Revision and Practice                                        |

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# KS4 History



## Year 10

| Half Term | Topics / Skills Covered                                             |
|-----------|---------------------------------------------------------------------|
| 1         | Were the peace treaties of 1919-1923 fair?                          |
| 2         | To what extent was the League of Nations a success?                 |
| 3         | Why had international peace collapsed by 1939?                      |
| 4         | Who was to blame for the Cold War?                                  |
| 5         | How effectively did the USA contain the spread of Communism?        |
| 6         | How secure was the USSR's control over Eastern Europe, 1948–c.1989? |

## Year 11

| Half Term | Topics / Skills Covered                                    |
|-----------|------------------------------------------------------------|
| 1         | Paper 2 source skills<br>Depth Study: USA or Germany       |
| 2         | Depth Study: USA or Germany<br>Depth Study: USA or Germany |
| 3         | Depth Study: USA or Germany<br>Paper 4 skills              |
| 4         | Revision and Paper 1, 2, 4 Skills Practice                 |
| 5         | Revision / IGCSE Exam                                      |

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KS4

# Malay Foreign Language



## Year 10 & 11

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <p><b>TEMA: TEMPAT-TEMPAT UNTUK DILAWATI DAN TARIKAN PELANCONG</b></p> <ul style="list-style-type: none"> <li>• Talk about Malaysian places of interest and tourists' attractions.</li> <li>• Use the relative pronoun</li> <li>• To learn about vocabularies related to vacation/tourism</li> </ul> <p><b>TEMA: ALAM SEMULA JADI</b></p> <ul style="list-style-type: none"> <li>• To use reduplication words</li> <li>• To use vocabulary relating to natural environment</li> </ul> |
| 2         | <p><b>TEMA: KAMPUNG HALAMAN DAN PERSEKITARAN</b></p> <ul style="list-style-type: none"> <li>• To use the comparative</li> <li>• To use adjectives describe feeling and emotions</li> <li>• Use vocabularies relating to city and village life</li> </ul> <p><b>TEMA: MAKANAN DAN MINUMAN DARI SERATA DUNIA</b></p> <ul style="list-style-type: none"> <li>• Talk about foods and drinks from other country</li> <li>• Use the passive voice</li> </ul>                                |
| 3         | <p><b>TEMA: Perkhidmatan awam (bangunan, orang, pengangkutan)</b></p> <ul style="list-style-type: none"> <li>• Talk about public services</li> <li>• Write a formal letter</li> <li>• Connectives / Q words</li> </ul>                                                                                                                                                                                                                                                                |
| 4         | <p><b>TEMA: Komunikasi (Kerjaya)</b></p> <ul style="list-style-type: none"> <li>• Talk about different ways of communicating</li> <li>• Talk about future plans</li> <li>• Affixes (suffix and Prefix)</li> </ul>                                                                                                                                                                                                                                                                     |
| 5         | <b>Independent Self-study</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 6         | <b>Independent Self-study</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



KS4

# Mandarin Foreign Language



## Year 10 Fast Track

All students complete this programme end of Term 3 Y10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <p><b>Topic</b> - Home Life/School routine</p> <p><b>Comprehension</b><br/>Story, dialogue, Informal letter, article, speech &amp; advertisement</p> <p><b>Writing</b><br/>Continuous writing: informal and formal letters, completing story and article<br/>Directed writing: short story, postcard, memo and email</p> <p><b>Speaking</b><br/>Role play and speech</p>                                                                                                                                |
| 2         | <p><b>Topic</b><br/>Eating &amp; Drinking/Health &amp; Fitness/Self &amp; Family/ Personal Relationships</p> <ul style="list-style-type: none"> <li>• Buying presents</li> <li>• Money</li> </ul> <p><b>Comprehension</b><br/>Story, dialogue, memo, formal letters and article</p> <p><b>Writing</b><br/>Continuous writing: informal and formal letters, completing story and article<br/>Directed writing: short story, postcard, memo and email</p> <p><b>Speaking</b><br/>Role play and Speech</p> |
| 3         | <p><b>Topic</b><br/>Everyday Life/Eating Out/Holidays</p> <p><b>Comprehension</b><br/>Story, speech, dialogue and report</p> <p><b>Writing</b><br/>Continuous writing: informal and formal letters, completing story and article<br/>Directed writing: short story, postcard, memo and email</p> <p><b>Speaking</b><br/>Role play and speech</p>                                                                                                                                                        |

## Year 10 Fast Track

All students complete this programme end of Term 3 Y10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <p><b>Topic</b><br/>Hometown/Geographical Surroundings/Clothes</p> <p><b>Comprehension</b><br/>Story, informal letter and article</p> <p><b>Writing</b><br/>Continuous writing: informal and formal letters, completing story and article<br/>Directed writing: short story, postcard, memo and email</p> <p><b>Speaking</b><br/>Role play and speech</p>                                                       |
| 5         | <p><b>Topic</b><br/>Shopping/Public Services/Weather/Finding the way</p> <p><b>Comprehension</b><br/>Story, dialogue, informal letter and report</p> <p><b>Writing</b><br/>Continuous writing: informal and formal letter, completing story and article<br/>Directed writing: short story, postcard, memo and email</p> <p><b>Speaking</b><br/>Role play and speech</p>                                         |
| 6         | <p><b>Topic</b><br/>Meeting and Greeting/Travel and Transport/Famous Sites and Cities/Animals</p> <p><b>Comprehension</b><br/>Dialogue, speech, informal and formal letters and article</p> <p><b>Writing</b><br/>Continuous writing: informal and formal letters, completing story and article<br/>Directed writing: short story, postcard, memo and email</p> <p><b>Speaking</b><br/>Role play and speech</p> |

KS4

# Mandarin as a Second Language



## Year 10

All students completed in Term 3 of Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                     |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <p><b>Topic</b><br/>School and Education/Future Career and Plans</p> <p><b>Comprehension</b><br/>Story, dialogue, Informal letter, article, speech &amp; advertisement</p> <p><b>Writing</b><br/>Directed writing: informal letters, email, speech<br/>Argumentative writing: informal letters, essay</p> <p><b>Speaking</b><br/>Speech</p> |
| 2         | <p><b>Topic</b><br/>Friendship/Peer Pressure and Conflict</p> <p><b>Comprehension</b><br/>Story, dialogue, memo, formal letters and article</p> <p><b>Writing</b><br/>Directed writing: informal letters, email, speech<br/>Argumentative writing: informal letters, essay</p> <p><b>Speaking</b><br/>Speech</p>                            |
| 3         | <p><b>Topic</b><br/>Generation gap/Young People</p> <p><b>Comprehension</b><br/>Story, speech, dialogue and report</p> <p><b>Writing</b><br/>Directed writing: informal letters, email, speech<br/>Argumentative writing: informal letters, essay</p> <p><b>Speaking</b><br/>Speech</p>                                                     |

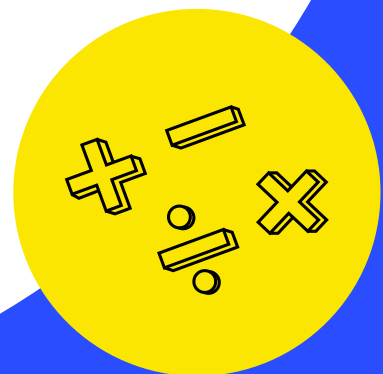
## Year 10

All students completed in Term 3 of Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                  |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4         | <p><b>Topic</b><br/>Healthy Eating/Sport and Exercise</p> <p><b>Comprehension</b><br/>Story, informal letter and article</p> <p><b>Writing</b><br/>Directed writing: informal letters, email, speech<br/>Argumentative writing: informal letters, essay</p> <p><b>Speaking</b><br/>Speech</p>                            |
| 5         | <p><b>Topic</b><br/>Films and Media/Hobbies/New means of communication</p> <p><b>Comprehension</b><br/>Story, dialogue, informal letter and report</p> <p><b>Writing</b><br/>Directed writing: informal letters, email, speech<br/>Argumentative writing: informal letters, essay</p> <p><b>Speaking</b><br/>Speech</p>  |
| 6         | <p><b>Topic</b><br/>Social Networking/Learning Technology</p> <p><b>Comprehension</b><br/>Dialogue, speech, informal and formal letters and article</p> <p><b>Writing</b><br/>Directed writing: informal letters, email, speech<br/>Argumentative writing: informal letters, essay</p> <p><b>Speaking</b><br/>Speech</p> |

KS4

# Mathematics



## Year 10

Accelerated Maths students will complete IGCSE end of Term 2 and start Additional Maths in Term 3

| Half Term | Topics / Skills Covered                                                                                                            |
|-----------|------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Chapter 21: Ratio, Rate and Proportion</b><br><b>Chapter 10: Straight Lines and Quadratic Equations</b>                         |
| 2         | <b>CONT Chapter 10: Straight Lines and Quadratic Equations</b><br><b>Chapter 14: Further Solving of Equations and Inequalities</b> |
| 3         | <b>Chapter 22: More Equations, Formulae and Functions</b><br><b>Chapter 18: Curved Graphs</b>                                      |
| 4         | <b>CONT Chapter 18: Curved Graphs</b><br><b>Chapter 9: Sequences and Sets</b>                                                      |
| 5         | <b>Chapter 15: Scale Drawing, Bearings and Trigonometry</b><br><b>Chapter 8: Introduction to Probability</b>                       |
| 6         | <b>Chapter 24: Probability Using Tree Diagrams and Venn Diagrams</b>                                                               |

## Year 11

Only for those not sitting Additional Maths

| Half Term | Topics / Skills Covered                                                                                                                                                                              |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>CONT- Chapter 24: Probability Using Tree Diagrams and Venn Diagrams</b><br><b>Chapter 12: Averages and Measures of spread</b><br><b>Chapter 20: Histogram and Frequency Distribution Diagrams</b> |
| 2         | <b>Chapter 23: Vectors and Transformations</b><br><b>MOCK EXAMS</b>                                                                                                                                  |
| 3         | <b>REVISION PROGRAM</b>                                                                                                                                                                              |
| 4         | <b>REVISION PROGRAM</b>                                                                                                                                                                              |



# KS4 Music



## Year 10

All students completed in Term 3 of Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Overview and Skills Audit</b> <ol style="list-style-type: none"> <li>1.Acquire skills in Music and understand appropriate technical, subject specific terminology.</li> <li>2.Demonstrate skills in Performance</li> <li>3.Demonstrate skills in Composition</li> <li>4.Demonstrate skills in Music Theory and Aural skills</li> </ol> <p>Core content 1: key signatures, pulse, rhythm, metre, harmony, cadences, aural, ornaments, scales, intervals, modulation, exploring melody</p> |
| 2         | <b>Focus on Unit 2 – Performance</b> <ol style="list-style-type: none"> <li>1.Approaching the performance using your instrument</li> <li>2.Application of the mark scheme to your performance</li> <li>3.Experiencing Music Theory in practice</li> <li>4.Creating effective rehearsal processes</li> </ol> <p><b>Core content 1: Baroque and Ground Bass</b></p>                                                                                                                           |
| 3         | <b>Focus on Unit 3 – Composition</b> <ol style="list-style-type: none"> <li>1.Finding your own compositional process</li> <li>2.Demonstrate Music Technology skills</li> <li>3.Creation of basic piece(s) of music to fulfill mark scheme requirements</li> <li>4.Experiencing Music Theory in practice</li> </ol> <p><b>Core content 1: Classical</b></p>                                                                                                                                  |
| 4         | <b>Unit 2 – Solo Performance</b> <ol style="list-style-type: none"> <li>1.Appropriate selection of material</li> <li>2.Development and implementation of rehearsal format for selected piece and related skill set</li> <li>3.Performance of selected piece</li> </ol> <p><b>Core content 1 – Romantic</b></p>                                                                                                                                                                              |

## Year 10

All students completed in Term 3 of Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5         | <b>Unit 3 – Free Composition</b> <ol style="list-style-type: none"> <li>1. Setting brief for free composition based on personal style and choice</li> <li>2. Development of piece using compositional skill set</li> <li>3. Creation of basic piece(s) of music to fulfill mark scheme requirements</li> <li>4. Final realization of composition using either live or technological instruments</li> </ol> <b>Core content – Music for Words</b>                                                   |
| 6         | <b>Unit 1 – Listening and Appraising</b> <ol style="list-style-type: none"> <li>1. Development of key terminology and music theory knowledge</li> <li>2. Application of knowledge to understand musical techniques and skills in set works</li> <li>3. Ability to critical analyse set works based on KS4 final exam style questions</li> </ol> <b>Completed by end of Year 10 – Solo performance and Composition 1 (30% of course/50% of coursework)</b><br><b>Core content – Music for Dance</b> |

## Year 11

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Unit 3 – Western Classical Composition</b> <ol style="list-style-type: none"> <li>1.Ensure clear links to composition brief</li> <li>2.Development of piece using compositional skill set</li> <li>3.Final realization of composition using either live or technological instruments</li> <li>4.Completion of Composition log for both compositions</li> </ol> <b>Core content – Music for Small Ensemble</b>                                                  |
| 2         | <b>Unit 2 – Ensemble Performance</b> <ol style="list-style-type: none"> <li>1.Approaching the performance using your instrument, in relation to working with others</li> <li>2.Application of the mark scheme to your performance, including appropriateness of selected piece to fulfill criteria</li> <li>3.Experiencing Music Theory in practice</li> <li>4.Creating effective rehearsal processes</li> </ol> <b>Core content – Music for Stage and Screen</b> |
| 3         | <b>Unit 2 &amp; 3 – Performance and Composition</b> <ol style="list-style-type: none"> <li>1.Ensuring successful completion of all performances</li> <li>2.Ensuring successful completion of all compositions, with all scores, commentary and audio files</li> </ol> <b>Completion of all coursework<br/>(60% of course/100% of coursework)</b>                                                                                                                  |
| 4         | <b>Unit 1 – Listening and Appraising focus on core content</b>                                                                                                                                                                                                                                                                                                                                                                                                    |
| 5         | <b>IGCSE Revision/Exam</b>                                                                                                                                                                                                                                                                                                                                                                                                                                        |

KS4

# Physical Education



## Year 10

| Half Term | Topics / Skills Covered                                                                            |
|-----------|----------------------------------------------------------------------------------------------------|
| 1         | Anatomy and physiology: The skeletal and muscular system                                           |
| 2         | Anatomy and physiology: Respiratory system                                                         |
| 3         | Anatomy and physiology: Circulatory system                                                         |
| 4         | Anatomy and physiology: Energy supply and the effects of exercise on the body. Simple biomechanics |
| 5         | Health, fitness and training: Health and well-being                                                |
| 6         | Health, fitness and training: Training                                                             |

## Year 11

| Half Term | Topics / Skills Covered                                                           |
|-----------|-----------------------------------------------------------------------------------|
| 1         | Skill acquisition and psychology: Skills and skill acquisition                    |
| 2         | Skill acquisition and psychology: Psychology                                      |
| 3         | Social, cultural and ethical influences: Social and cultural influences           |
| 4         | Social, cultural and ethical influences: Ethics and other issues/ Revision theory |
| 5         | Revision/ IGCSE Exam                                                              |

# KS4 Physics



## Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <p><b>MOTION , FORCES and ENERGY</b></p> <p><b>1.1 Physical quantities and measurement techniques</b><br/> <b>1.2 Motion</b><br/> <b>1.3 Mass and weight</b><br/> <b>1.4 Density</b></p> <p><b>1.5 Forces</b><br/> 1.5.1 Effects of forces<br/> 1.5.2 Turning effect<br/> 1.5.3 Centre of gravity</p> <p><b>1.6 Momentum</b></p> <p><b>1.7 Energy, work and power</b><br/> 1.7.1 Energy<br/> 1.7.2 Work<br/> 1.7.3 Energy resources<br/> 1.7.4 Power</p> <p><b>1.8 Pressure</b></p>                                                                         |
| 2         | <p><b>THERMAL PHYSICS</b></p> <p><b>2.1 Kinetic particle model of matter</b><br/> 2.1.1 States of matter<br/> 2.1.2 Particle model<br/> 2.1.3 Gases and the absolute scale of temperature</p> <p><b>2.2 Thermal properties and temperature</b><br/> 2.2.1 Thermal expansion of solids, liquids and gases<br/> 2.2.2 Specific heat capacity<br/> 2.2.3 Melting, boiling and evaporation</p> <p><b>2.3 Transfer of thermal energy</b><br/> 2.3.1 Conduction<br/> 2.3.2 Convection<br/> 2.3.3 Radiation<br/> 2.3.4 Consequences of thermal energy transfer</p> |



## Year 10

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                       |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3         | <b>WAVES</b><br><br><b>3.1 General wave properties</b><br><br><b>3.2 Light</b><br>3.2.1 Reflection of light<br>3.2.2 Refraction of light<br>3.2.3 Thin lenses<br>3.2.4 Dispersion of light<br><br><b>3.3 Electromagnetic spectrum</b><br><br><b>3.4 Sound</b> |

## Year 11

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3         | <b>ELECTRICITY AND MAGNETISM</b><br><b>4.1 Simple phenomena of magnetism</b><br><br><b>4.2 Electrical quantities</b><br>4.2.1 Electric charge<br>4.2.2 Current<br>4.2.3 Electromotive force and potential difference<br>4.2.4 Resistance<br>4.2.5 Electrical power and energy<br><br><b>4.3 Electric circuits</b><br>4.3.1 Circuit diagrams<br>4.3.2 Series and parallel circuits<br>4.3.3 Action and use of circuit components<br><br><b>4.4 Electrical safety</b><br><br><b>4.5 Electromagnetic effects</b><br>4.5.1 Electromagnetic induction<br>4.5.2 The a.c. generator<br>4.5.3 The magnetic effect of a current<br>4.5.4 Force on a current-carrying conductor<br>4.5.5 d.c. motor<br>4.5.6 The transformer |

## Year 11

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3         | <p><b>ATOMIC PHYSICS</b></p> <p>5.1 The nuclear atom</p> <p>5.1.1 Atomic model</p> <p>5.1.2 Nucleus</p> <p><b>5.2 Radioactivity</b></p> <p>5.2.1 Detection of radioactivity</p> <p>5.2.2 Characteristics of the three kinds of emission</p> <p>5.2.3 Radioactive decay</p> <p>5.2.4 Half-life</p> <p>5.2.5 Safety precaution</p> <p><b>SPACE PHYSICS</b></p> <p><b>6.1 Earth and the Solar System</b></p> <p>6.1.1 The Earth</p> <p>6.1.2 The Solar System</p> <p><b>6.2 Stars and the Universe</b></p> <p>6.2.1 The Sun as a star</p> <p>6.2.2 Stars</p> <p>6.2.3 The Universe</p> |

KS4

# Textile Design



## Year 10

| Half Term | Theory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Practical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <p><b>Introduction: Skills demonstrations</b></p> <ul style="list-style-type: none"> <li>Hems, Seams, Darts, Gathers, Buttonholes, Zip</li> </ul> <p><b>Research Booklet</b></p> <ul style="list-style-type: none"> <li>Technical terms and different areas to consider when identifying a textile material.</li> </ul> <p><b>Pattern Cutting: Skills Demonstration</b></p> <ul style="list-style-type: none"> <li>Lay plans</li> <li>Pattern cutting</li> <li>Transference of pattern markings and tools.</li> </ul> <p><b>Man-Made and Natural Mediums Project</b></p> <ul style="list-style-type: none"> <li>Primary research</li> <li>Draw/paint/collage/pen drawing and record texture and images firsthand and using photography.</li> <li>Expert artist tutorial</li> </ul> <p><b>Textile Printing – skills demonstrations</b></p> <ul style="list-style-type: none"> <li>Block Printing, Mono Printing, Collograph Printing, Fruit/Vegetable Printing</li> </ul> | <p>Introduction</p> <ul style="list-style-type: none"> <li>Hems, Seams, Darts, Gathers, Buttonholes, Zip</li> </ul> <p>Presenting Technical Techniques in sketchbook</p> <ul style="list-style-type: none"> <li>Record method – step by step</li> <li>Analyse sample – positive and constructive reflection</li> <li>Clear and concise presentation</li> </ul> <p>Man Made and Natural Mediums Project</p> <ul style="list-style-type: none"> <li>Primary research</li> <li>Draw/paint/collage/pen drawing/watercolour/acrylic/charcoal</li> </ul> <p>Designer Spotlight Task</p> <p>Record information about 2 Designers and try to copy their work and produce an inspiration piece.</p> <ul style="list-style-type: none"> <li>Textile Printing (Natural and Man Made)</li> <li>Block Printing, Mono Printing, Collograph Printing, Fruit/Vegetable Printing</li> </ul> <p>Developing a textile: Pattern and Texture theme</p> <ul style="list-style-type: none"> <li>Developing Design Ideas</li> <li>Refining Design Ideas</li> <li>Final Design Idea and Pattern Development</li> <li>Printing Fabric and Making</li> <li>Reflection and Evaluation</li> </ul> <p>Exploring Textiles</p> <ul style="list-style-type: none"> <li>Machine Stitch, Fabric Manipulation, Dye, Hand Stitch, Weaving and Felting</li> <li>Personal Project</li> <li>Introduction to Exploring Textiles Themes</li> <li>Primary and Secondary Research</li> <li>Producing samples</li> <li>Design Development Pages</li> </ul> <p>Personal Project</p> <ul style="list-style-type: none"> <li>Final Design</li> <li>Making Final includes Mock Exam conditions 5 Hours</li> </ul> <p>Design Development Pages Personal Project</p> <ul style="list-style-type: none"> <li>Final Design</li> <li>Making Final includes Mock Exam conditions 5 Hours</li> </ul> |
| 2         | <p><b>Exploring Textiles – skills demonstration</b></p> <ul style="list-style-type: none"> <li>Machine Stitch, Fabric Manipulation, Dye, Hand Stitch, Weaving and Felting</li> </ul> <p><b>Product Manufacturing: Demonstration</b></p> <ul style="list-style-type: none"> <li>Wall hanging, Skirt, Cushion</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 3         | <p><b>Visit to Textiles Museum</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## Year 11

| Half Term | Theory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Practical                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <p><b>Introduction to Term 1 – Overview of the term what is expected</b></p> <ul style="list-style-type: none"> <li>primary research – quality and quantity</li> <li>combining textile surface manipulation techniques</li> </ul> <p><b>Presenting samples in sketchbook and preparing materials</b></p> <ul style="list-style-type: none"> <li>Include Primary research</li> <li>Record method – step by step</li> <li>Analyse samples</li> <li>Clear and concise presentation</li> <li>Reference the Assessment Objective</li> </ul>                       | <ul style="list-style-type: none"> <li>Felt making</li> <li>Embroidery Machine</li> <li>Hand Loom Weaving</li> <li>Heat press</li> <li>External Workshop</li> </ul> <p>Manipulating Materials</p> <ul style="list-style-type: none"> <li>Burning</li> <li>ripping</li> <li>distressing fabric</li> <li>creating new textures</li> <li>Layering Fabrics</li> <li>Using the felting machine</li> <li>Work with a range of thicknesses and variety of fabrics.</li> </ul> |
| 2         | <p>This half term is focused on pupils expanding their ability to create art from textiles using a more textural approach.</p> <p>Initial Ideas and Design Ideas<br/>Based on Textural responses<br/>Wall Hanging or Sculpture.<br/>Final Design and Making<br/>5 Hour Mock exam.<br/>Written evaluation of final pieces following the set guidelines.</p>                                                                                                                                                                                                   | <p>Students will continue to explore combining techniques whilst learning some new ones. Each pupil will produce an art outcome by the end of term.</p> <ul style="list-style-type: none"> <li>Bonding</li> <li>fusing and trapping materials together; Sequins, plastics, synthetics, ribbons.</li> </ul> <p>Completion of their final Outcome. In Mock exam conditions.</p>                                                                                          |
| 3         | <p><b>Preliminary Materials for Exam handed to Pupils.</b></p> <p>Pupils Brainstorm their chosen theme and start to discuss materials, techniques and visual references they might look at.</p> <ul style="list-style-type: none"> <li>Students begin to record primary research through sketches and photography.</li> <li>secondary resources as other designer inspiration</li> <li>Initial Samples</li> <li>Designer Spotlights</li> <li>Recording of work. Including clear annotation.</li> <li>Assessment Objectives evident at each stage.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Year 11

| Half Term | Theory                                                                                                                                                                                                                                                                                                                               | Practical |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 4         | <b>Exam Preparation Project</b> <ul style="list-style-type: none"> <li>• Design Development</li> <li>• Designer Spotlights</li> <li>• Sample Developments</li> <li>• Presentation of all work in Sketchbook</li> </ul>                                                                                                               |           |
| 2         | Exam Preparation Project <ul style="list-style-type: none"> <li>• Final Designs presented</li> <li>• Annotation of final designs</li> <li>• Prepare materials for the exam</li> <li>• Prepare pattern pieces for the exam</li> <li>• Practice making samples to ensure success</li> <li>• Prepare time plan for the exam.</li> </ul> |           |
| 3         | <b>IGCSE Exam</b>                                                                                                                                                                                                                                                                                                                    |           |

# KS4

# Future Skills



## Year 10

Learning to Learn:

- i. Levelling up Learning
- ii. Managing Exam Stress
- iii. Practicing Exam Techniques
- iv. Developing Critical Thinking Skills

| Half Term | Topics / Skills Covered                                                                                                                                                                                                                                                                                            |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Global Studies (Term 3B)</b> <ul style="list-style-type: none"> <li>• Global Citizenship</li> <li>• Citizenship: Borders and Migrations</li> <li>• Cultural Awareness and Diversity</li> <li>• Global Issues</li> </ul>                                                                                         |
| 2         | <b>Personal Development and Life Skills (Term 1B)</b> <ul style="list-style-type: none"> <li>• Goal Setting and Time Management</li> <li>• Build a New Routine</li> <li>• Maintaining Work-Life Balance</li> <li>• Leadership Skills</li> </ul>                                                                    |
| 3         | <b>Physical Health &amp; Wellbeing (Term 2B)</b> <ul style="list-style-type: none"> <li>• Healthy Lifestyles: Nutrition and Diet</li> <li>• Body Image</li> <li>• Substance Abuse</li> <li>• Physical Activity</li> </ul>                                                                                          |
| 4         | <b>Financial Literacy (Term 2A)</b> <ul style="list-style-type: none"> <li>• Introduction to Financial Literacy and Budgeting</li> <li>• Saving and Investing</li> <li>• Credit and Debt Management</li> <li>• Financial Planning and Management Risk</li> </ul>                                                   |
| 5         | <b>Values (Term 3A)</b> <ul style="list-style-type: none"> <li>• Introduction to Values</li> <li>• Exploring Values in Action</li> <li>• Implementing Values-based Initiatives/ Campaigns (planning their campaign)</li> <li>• Present Values-based Initiatives/ Campaigns (presenting their campaigns)</li> </ul> |



## Year 11

Learning to Learn:

- i. Independent Learning and Self-motivation
- ii. Advanced Research and Presentation Skills
- iii. Critical Reflection and Evaluation
- iv. Preparing for Life After GCSEs

| Half Term | Topics / Skills Covered                                                                                                                                              |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | <b>Sexual Education</b> <ul style="list-style-type: none"> <li>• GBV/ IPV/ DV</li> <li>• FGM - review (external)</li> </ul>                                          |
| 2         | <b>AI</b> <ul style="list-style-type: none"> <li>• Ethical Considerations in Ai</li> <li>• Future of Ai and Personal Responsibility</li> </ul>                       |
| 3         | <b>Societal Issues</b> <ul style="list-style-type: none"> <li>• Politics and Governance</li> <li>• Community Involvement &amp; Volunteering</li> </ul>               |
| 4         | <b>Critical Thinking</b> <ul style="list-style-type: none"> <li>• <b>Analysing Information</b></li> <li>• <b>Logical Fallacies &amp; Cognitive Biases</b></li> </ul> |