



**Launceston College**

*Part of the Launceston College Multi Academy Trust*

# Curriculum Overviews

*by faculty*

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# English

At Launceston College, we seek to provide students with a broad and challenging English curriculum. Our intent is to provide students with opportunities to become rich in knowledge, building on what they already know. Speaking and listening, reading and writing are discrete strands of English and we seek to develop students' confidence and abilities in all these areas. We seek to develop mastery but also foster curiosity and prepare students for future life, learning or employment.

Our English curriculum aims to promote high standards of language and literacy as well as a love of reading. In order to achieve this we strive to provide opportunities for students to:

Enjoy a range of texts from the worlds of fiction and non-fiction, helping them to empathise and make connections with the world around them

Develop the habit of reading widely and often.

Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

Develop reading skills such as inference and analysis and make connections with a range of universal themes, thus appreciating our rich and varied literary heritage.

Develop reading skills such as recognising bias so that they are able to challenge what they read as well as being creative but responsible users of language themselves.

Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Contribute to learning through discussion, explaining thoughts and ideas clearly, respectfully, coherently and, where appropriate, persuasively and creatively.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>History of Language</b> The development of the English language from its origin in Northern Europe in 500 CE. The influence of Chaucer and William Shakespeare	<b>Myths and Legends</b> Greek Myths The legend of King Arthur	<b>Pilgrimages and Travel Writing</b> The Knight's Tale, The Prioress, The Wife of Bath.		<b>Stormy Shakespeare</b> The Tempest Shakespearean context Theatrical context	

<b>Year 8</b>	<b>Revenge Tragedy</b> Hamlet Shakespearean context Theatrical context		<b>Romantic Poetry</b> A range of poems to cover the Romantic era, including second wave Romantics. For example, Wordsworth, Blake, Keats and Byron. Discursive Writing		<b>Gothic Fiction</b> Frankenstein Discursive writing	
<b>Year 9</b>	<b>War Poetry</b> A range of poems to include a range of conflicts over time. For example, Tennyson, Owen, Agard and Pope		<b>Dystopian Fiction</b> Animal Farm Analysis work Creative writing		<b>Global Fiction</b> Of Mice and Men Analysis work Creative writing	
<b>Year 10</b>	<b>19<sup>th</sup> Century Novel, Poetry,</b> Language Paper 1		<b>Writers Viewpoints and Perspectives, Poetry</b> Language Paper 2		<b>Modern Text, Creative Writing</b> Language Paper 1, Literature Paper 2	
<b>Year 11</b>	<b>Shakespeare, Unseen Poetry</b> Literature Paper 1 and 2		<b>Poetry – Power and Conflict, Revision of Literature Texts</b> Literature Paper 2		<b>Class Specific Revision</b>	
<b>Year 12 Language</b>	<b>Introduction to key linguistic concepts</b> Standard and non-standard English Language and situation Language levels	<b>Linguistic concepts and the written mode</b>	<b>Linguistic concepts and the spoken mode</b>	<b>Linguistic concepts and the spoken mode</b>	<b>Revision of spoken and written modes</b>	<b>NEA</b> Language and identity
<b>Year 12 Literature</b>	<b>Othello/Unseen Poetry</b> Paper 1	<b>Othello/Wuthering Heights</b> Paper 1	<b>Poetry Anthology/Wuthering Heights</b> Paper 1	<b>Poetry Anthology/Unseen Poetry</b> Paper 1	<b>Essay skills</b> Using specified pre-1900 text for examples.	<b>NEA</b> Linking texts
<b>Year 12 Film studies</b>	<b>Intro to film form</b> Macro and micro elements of film form, meaning and response, contextual	<b>Global &amp; British film. E.g:</b>  Pan's Labyrinth Trainspotting	<b>Global &amp; British film. E.g:</b>  City of God Shaun of the Dead	<b>Hollywood. E.g:</b>  Blade Runner	<b>Classic Hollywood. E.g:</b>  Vertigo	<b>NEA</b> Storyboarding, script writing & evaluation or short film making and evaluation. This is

	influences, production					on-going personal study
<b>Year 13 Language</b>	NEA (continues independently) <b>Language change over time and 21<sup>st</sup> Century English</b>	<b>Language change over time and 21<sup>st</sup> Century English</b>	<b>Language concepts and issues.</b> Spoken language	<b>Language concepts and issues.</b> Spoken language	<b>Creative writing and synoptic revision</b>	<b>Synoptic revision</b>
<b>Year 13 Literature</b>	<b>The Handmaid's Tale/A Streetcar Named Desire</b> Literature Paper 2 (5 <sup>th</sup> hour to be dedicated to NEA)		<b>Unseen Prose/Poetry Collection</b> Literature Paper 2		<b>Class Specific Revision</b>	<b>Class Specific Revision</b>
<b>Year 13 Film studies</b>	<b>American mainstream &amp; Experimental Film. E.g:</b> No Country for old Men Pulp Fiction	<b>American independent &amp; documentary. E.g:</b> Captain Fantastic Amy	<b>Silent film. E.g:</b> Keaton's Cops		<b>Exam skills/preparation &amp; revision</b>	<b>Exam skills/preparation &amp; revision</b>

### Covid changes for Sept 2020-2021

<b>Year 10</b>	<b>19<sup>th</sup> Century Novel, Poetry,</b> Language Paper 1	<b>Writer's view points and perspectives (2-3 weeks) Poetry - Power and Conflict</b> Language Paper 2, Literature paper 2	<b>Poetry - Power and Conflict and introduction to the Modern Text,</b> Literature Paper 2
<b>Year 11</b>	<b>Shakespeare, Writers Viewpoints and Perspectives,</b> Literature Paper 1	<b>Writers Language Paper 2</b> <b>Poetry – Power and Conflict assessment</b> <b>Language assessments</b> <b>Revision of Macbeth</b>	<b>Shakespeare assessment</b>

## Texts and exam boards

Key Stage 3 (Years 7-9)	GCSE (Years 10-11)	A-level (Years 12-13)
<p><b>Exam board</b> N/A</p> <p><b>Core texts</b> Year 7: <i>Range of texts including myths such as Pandora; Kronos and Zeus Excalibur (from Merlin's perspective); a detailed article on the origin of King Arthur</i> <i>Non-fiction travel writing</i> <i>The Unlikely Pilgrimage of Harold Fry</i>, Rachel Joyce <i>The Tempest</i>, William Shakespeare</p> <p>Year 8: <i>Hamlet</i>, William Shakespeare Selection of Romantic poetry <i>Frankenstein</i>, Mary Shelley</p> <p>Year 9: Selection of war poetry <i>Animal Farm</i>, George Orwell <i>Of Mice and Men</i>, John Steinbeck</p>	<p><b>Exam board</b> AQA</p> <p><b>Core texts</b> <i>A Christmas Carol</i>, Charles Dickens <i>The Strange Case of Dr Jekyll and Mr Hyde</i>, Robert Louis Stevenson AQA GCSE poetry anthology (Power and Conflict) <i>Lord of the Flies</i>, William Golding <i>An Inspector Calls</i>, J.B Priestly <i>Macbeth</i>, William Shakespeare</p>	<p><b>Exam board</b> AQA (English literature) Eduqas (English language and film studies)</p> <p><b>Core texts</b> <u>English literature:</u> <i>Othello</i>, William Shakespeare <i>Wuthering Heights</i>, Emily Bronte <i>AQA literature anthology (Love through the Ages (Pre-1900))</i> <i>The Handmaid's Tale</i>, Margaret Atwood <i>A Streetcar Named Desire</i>, Tennessee Williams <i>Skirrid Hill</i>, Owen Sheers <i>Feminine Gospels</i> Carol Ann Duffy</p> <p><u>English language</u> (suggested wider reading and revision): <i>A Little Book of Language</i>, David Crystal <i>Revision Express, English Language</i></p> <p><u>Film studies:</u> <i>Pan's Labyrinth</i> (Del Toro, Spain, 2006) <i>City of God</i> (Mereilles, Brazil, 2002) <i>Captain Fantastic</i> (Ross, 2016) <i>No Country for Old Men</i> (Coen Bros, 2007) <i>Vertigo</i> (Hitchcock, 1958) <i>Blade Runner</i> (Scott, 1982) <i>Trainspotting</i> (Boyle, 1996) <i>Shaun of the Dead</i> (Wright, 2004)</p>

		Amy (Kapadia, 2015) Cops and other silent films (Keaton, 1922) Pulp Fiction (Tarantino, 1994)
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## Maths

Mathematics is a creative subject with many highly interconnected disciplines that has developed over centuries. It is essential to everyday life, the means of looking at patterns that make up our world and the intricate and beautiful ways in which they are constructed and realised. It is critical to science, technology and engineering, and necessary for our students to have good numerical literacy for most forms of employment.

We aim to provide high quality mathematics education, providing a foundation for understanding the world, through studying: Algebra; number; ratio and proportion; geometry and statistics at KS3 and 4. We encourage students to develop their mathematics further learning new skills and studying pure; mechanics; statistics and discrete mathematics at KS 5.

We set high expectations for all pupils to have a 'can do' attitude who can make connections in their learning. For students to discuss and reason methods, with a desire to learn and to improve on mistakes. They develop fluency through varied practice so that students can solve problems by applying their mathematical understanding to a variety of problems. Explore enrichment opportunities outside the curriculum to enhance pupils' enjoyment of mathematics.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>Algebraic Thinking</b> Sequences Algebraic notation Equality and equivalence between expressions	<b>Place Value and Proportion</b> Ordering integers and decimals Fraction, decimal and percentage equivalence	<b>Applications of Number</b> Solving problems with addition, subtraction multiplication & division	<b>Directed Number</b> Four operations with directed numbers - negative numbers <b>Fractional Thinking</b> Solving problems with fractions	<b>Lines and Angles</b> Geometric notation Geometric reasoning	<b>Reasoning with Number</b> Number sense Sets and probability Prime numbers and mathematical proof
Year 8	<b>Proportional Reasoning</b> Ratio and scale Multiplicative change Multiplying and dividing fractions	<b>Representations</b> Working in the Cartesian plane - coordinates Representing data Tables & probability	<b>Algebraic Techniques</b> Brackets, equations and inequalities Sequences Indices -powers	<b>Developing Number</b> Fractions and percentages Standard index form Number sense	<b>Developing Geometry</b> Angels in parallel lines and polygons Area of trapezia and circles Line symmetry and reflection	<b>Reasoning with Data</b> The data handling cycle Measures of location and spread
Year 9	<b>Reasoning with Algebra</b>	<b>Constructing in 2 and 3 Dimensions</b>	<b>Reasoning with Number</b>	<b>Reasoning with Geometry</b>	<b>Reasoning with Proportion</b>	<b>Representations and Revision</b>

	<p>Straight line graphs Forming and solving equations Testing conjectures</p>	<p>3 dimensional shapes Constructions and Congruency</p>	<p>Numbers Using percentages Maths and money</p>	<p>Deduction - solving angle problems Rotation and translation Pythagoras' Theorem</p>	<p>Enlargement and similarity Solving ratio &amp; proportion problems Rates - distance, speed and time; density, mass and volume</p>	<p>Probability Algebraic representation - drawing and interpreting graphs Revision</p>
<b>Year 10</b>	<p><b>Similarity</b> Congruency, similarity and enlargement Trigonometry</p>	<p><b>Developing algebra</b> Representing solutions of equations and inequalities Simultaneous equations</p>	<p><b>Geometry</b> Angles and bearings Working with circles Vectors</p>	<p><b>Proportions and proportional change</b> Ratios and fractions Percentages and interest Probability</p>	<p><b>Delving into data</b> Collecting, representing and interpreting data.</p>	<p><b>Using number</b> Non-calculator methods Types of number and sequences Indices and roots</p>
<b>Year 11</b>	<p><b>Graphs</b> Gradients and lines Non-linear graphs Using graphs</p>	<p><b>Algebra</b> Expanding and factorising Changing the subject Functions</p>	<p><b>Reasoning</b> Multiplicative reasoning Geometric reasoning Algebraic reasoning</p>	<p><b>Revision and communication</b> Transforming and constructing Listing and describing Show that...</p>	<p><b>Revision</b></p>	<p><b>Examinations</b></p>
<b>Year 12 AS Maths</b>	<p><b>Pure: Polynomials</b> Functions and graphs Dividing and factorising</p> <p><b>Pure: Binomial Expansion</b> Combinations</p>	<p><b>Pure: Vectors</b> Understanding notation Working with vectors</p> <p><b>Mechanics: Kinematics</b> Displacement &amp; distance Speed &amp; velocity</p>	<p><b>Pure: Differentiation</b> Gradient using tangents Differentiation from first principles Differentiating polynomials Applications</p>	<p><b>Pure: Integration</b> Fundamental theorem of calculus Applications</p> <p><b>Statistics: Binomial distribution</b></p>	<p><b>Mechanics: Variable acceleration</b> Applying calculus</p> <p><b>Pure: Exponential and logarithms</b> Exponential functions &amp; logarithms</p>	<p><b>Revision</b></p> <p><b>End of year assessment</b></p> <p><b>Pure: Differentiation</b> Shape of curves The Chain Rule The product &amp; quotient rules</p>

	<p>Using the binomial expansion</p> <p><b>Pure: Surds &amp; indices</b> Understanding surds Understanding indices</p> <p><b>Pure: Quadratic functions</b> Quadratic graphs and equations The quadratic formula</p> <p><b>Statistics: Data collection, processing, presentation &amp; interpretation</b> Collecting data Single variable data Bivariate data</p>	<p>Constant acceleration formulae</p> <p><b>Pure: Equations and inequalities</b> Solving simultaneous equations Solving inequalities</p> <p><b>Pure: Coordinate geometry</b> Points and straight lines Circles</p> <p><b>Pure: Graphs &amp; transformations</b> Sketching graphs Transformations of graphs</p>	<p><b>Mechanics: Forces and motion</b> Force diagrams and equilibrium Applying Newton's second law Connected objects</p> <p><b>Pure: Trigonometry</b> Trigonometric functions &amp; identities Trigonometric equations The sine &amp; cosine rules</p> <p><b>Statistics: Probability</b> Working with probability Probability distributions</p>	<p>Introduction to the binomial distribution</p> <p><b>Statistics: Statistical hypothesis testing</b> Introducing hypothesis testing Applying the binomial distribution Critical regions</p>	<p>The exponential function &amp; the natural logarithm Modelling curves</p> <p><b>Pure: Problem-solving</b> Solving mathematical problems Methods of proof</p>	<p>Rates of change</p> <p><b>Pure: Trigonometry</b> Working with radians Circular measure &amp; small angle approximations</p> <p><b>Pure: Series and Sequences</b> Notation &amp; definitions Arithmetic sequences Geometric sequences</p>
<p><b>Year 12 AS Further Maths</b></p>	<p><b>Pure: Matrices</b> Manipulation Transformations Invariance</p> <p><b>Pure: Determinant</b></p>	<p><b>Discrete: Networks</b> Minimum spanning trees The travelling salesperson problem</p>	<p><b>Discrete: Linear Programming</b> Formulate &amp; solve constrained optimisation problems.</p> <p><b>Discrete: Critical path analysis</b></p>	<p><b>Pure: Polar Coordinates</b> Notation Sketching polar curves</p> <p><b>Pure: Further Calculus</b></p>	<p><b>Pure: Hyperbolic Functions</b> Introduction to hyperbolic functions</p> <p><b>Revision</b></p>	<p><b>End of Year Assessment</b></p> <p><b>Pure: Further algebra &amp; graphs</b> Further rational functions Reciprocal graphs Modulus graphs</p>

	<p>Calculating the determinant of a matrix Inverse matrices</p> <p><b>Discrete: Graphs</b> The language of graphs Graph theory</p> <p><b>Pure: Complex Numbers</b> Extending the number system Manipulation &amp; representation</p> <p><b>Pure: Roots of polynomials</b> Roots &amp; coefficients Solving equations with complex roots</p> <p><b>Pure: Vectors &amp; 3D space</b> Finding the angle between two vectors The vector equations of a line Finding distances</p>	<p><b>Pure: Sequences &amp; series</b> Notation Using standard results Method of differences Proof by induction Maclaurin series</p> <p><b>Pure: Rational functions</b> Graphs of rational functions Solving inequalities</p> <p><b>Mechanics: Work, energy and power</b> Energy and momentum Gravitational potential energy Power</p> <p><b>Mechanics: Impulse and Momentum</b> Impulse Conservation of momentum Newton's law of impact</p>	<p>Constructing an activity network Identifying critical paths</p> <p><b>Discrete: Network Flows</b> Route inspection problem Network flows</p> <p><b>Pure: Conics</b> Conic sections and their graphs</p> <p><b>Pure: Complex Numbers and Geometry</b> The modulus and argument Loci in the Argand diagram</p> <p><b>Mechanics: Circular Motion</b> Motion in a circle with constant speed</p>	<p>Volumes of revolutions Mean value theorem</p> <p><b>Discrete: Game Theory</b> Play-safe strategies and stable solutions Optimal mixed strategy</p> <p><b>Discrete: Binary Operations</b> Properties of binary operations</p> <p><b>Mechanics: Elastic &amp; springs</b> Hooke's Law Work and energy</p> <p><b>Mechanics: Dimensional Analysis</b> Dimensions of quantities &amp; units Dimensional consistency</p>	<p><b>Pure: Matrices</b> Working with 3x3 matrices Solving simultaneous equations with 3 variables Factorising a determinant</p> <p><b>Pure: Complex Numbers</b> De Moivre's theorem Applications of de Moivre's theorem</p> <p><b>Mechanics: Moments</b> Equilibrium of rigid bodies Sliding and toppling</p>
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<p><b>Year 12 Mathematical Studies</b></p>	<p><b>Modelling</b> Using spreadsheets Graphical representation to model real life situations</p> <p><b>Finance</b> Problem solving in a financial context Percentages Savings &amp; investments</p> <p><b>Statistics</b> Graphs, charts and numerical data interpretation Standard deviation</p>	<p><b>Modelling</b> Using shape and straight-line modelling in designing logos Estimation and quantifying real life practice</p> <p><b>Finance</b> Borrowing VAT Exchange rates Managing money</p> <p><b>Statistics</b> Scatter graphs, correlation and regression</p>	<p><b>Modelling</b> Using statistics to compare and evaluate real life situations</p> <p><b>Finance</b> Tax and insurance Monitoring inflation Budgeting</p> <p><b>Statistics</b> Normal distribution</p>	<p><b>Modelling</b> Critical analysis of case studies Fermi estimation</p> <p><b>Finance</b> Cost of university Mortgages Iteration</p> <p><b>Statistics</b> Confidence intervals</p>	<p><b>Work on the preliminary material</b></p> <p><b>Revision</b></p> <p><b>Examinations</b></p>	
<p><b>Year 13 A Level Maths</b></p>	<p><b>Pure: Functions</b> Functions, graphs and transformations Composite and inverse functions The modulus function</p> <p><b>Pure: Trigonometric Functions</b></p>	<p><b>Pure: Further Differentiation</b> Differentiating exponentials and logarithms Differentiating trigonometric functions Implicit differentiation</p> <p><b>Pure: Trigonometric Identities</b></p>	<p><b>Pure: Integration</b> Finding areas Integration by substitution Integration by parts</p> <p><b>Pure: Parametric equations</b> Parametric curves Parametric differentiation</p>	<p><b>Pure: Proof</b> Revision of AS techniques Proof by contradiction</p> <p><b>Mechanics: Moments of forces</b> Working with rigid bodies</p> <p><b>Mechanics: Projectiles</b></p>	<p><b>Pure: Numerical Methods</b> Solutions to equations Numerical integration</p> <p><b>Mechanics: A model for friction</b> Working with friction</p> <p><b>Revision</b></p>	<p><b>Revision</b></p> <p><b>Examinations</b></p>

	<p>Reciprocal trigonometric functions Inverse trigonometric functions</p> <p><b>Pure: Further Algebra</b> The general binomial expansion Rational expressions Partial fractions</p> <p><b>Statistics: Probability</b> Conditional probability</p>	<p>The compound angle formulae Harmonic form</p> <p><b>Mechanics: Kinematics</b> Motion in 2D</p> <p><b>Statistics: Statistical Distributions</b> The normal distribution</p>	<p><b>Mechanics: Forces and Motion</b> Resolving forces Newton's second law in 2D</p> <p><b>Pure: Vectors</b> Vectors in 3D</p> <p><b>Statistics: Statistical hypothesis testing</b> Revisiting the binominal distribution Using the normal distribution in hypothesis testing</p>	<p>Introduction General equations</p> <p><b>Pure: Differential Equations</b> Forming and solving differential equations</p> <p><b>Statistics: Statistical hypothesis testing</b> Testing for correlation</p>		
<p><b>Year 13 A Level Further Maths</b></p>	<p><b>Pure: Conics</b> Applying composite transformations</p> <p><b>Pure: Further Calculus</b> Improper integrals Inverse trigonometric functions</p> <p><b>Pure: Series and induction</b></p>	<p><b>Pure: Series and limits</b> Maclaurin series Limits L'Hopitals rule</p> <p><b>Pure: Polar Coordinates</b> Areas in polar curves</p> <p><b>Discrete: Networks</b> Revision</p>	<p><b>Pure: Further Calculus</b> Integrals with partial fractions</p> <p><b>Discrete: Game theory</b> Formulating a game as a linear programming problem</p> <p><b>Pure: First order differential equations</b></p>	<p><b>Pure: Hyperbolic Functions</b> Reciprocal hyperbolic functions Inverse hyperbolic functions Calculus and hyperbolic functions</p> <p><b>Pure: Further Integration</b> Integration techniques</p>	<p><b>Pure: Numerical Methods</b> Numerical integration Differential equations</p> <p><b>Discrete: Group theory</b> Properties of groups Subgroups Isomorphisms</p>	<p><b>Revision Examinations</b></p>

	<p>Method of difference using partial fractions</p> <p><b>Pure: Further Matrices</b> Eigenvalues and eigenvectors</p> <p><b>Discrete: Graphs</b> Planar graphs Kuratowski's theorem Isomorphism</p> <p><b>Mechanics: Centre of Mass</b> Finding centres of mass Solids of revolution Plane figures</p>	<p><b>Discrete: Critical Path Analysis</b> Gantt charts and resource histograms</p> <p><b>Discrete: Network Flows</b> Flow augmentation Upper and lower capacities</p> <p><b>Discrete: Linear Programming</b> The simplex algorithm</p> <p><b>Mechanics: Circular Motion</b> Motion in a horizontal circle Motion in a vertical circle</p>	<p>Separation of variables Integrating factors</p> <p><b>Pure: Vectors</b> The equation of a plane</p> <p><b>Mechanics: Impulse and momentum</b> Working in 2D</p>	<p>Reduction formulae Arc length and surface area</p> <p><b>Pure: Second order differential equations</b> Homogeneous differential equations Modelling oscillations Non-homogeneous differential equations Systems of differential equations</p> <p><b>Pure: Vectors</b> Lines and planes The vector product</p>	<p><b>Revision and exams</b></p>	
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### Texts and exam boards

Key Stage 3 (Years 7-9)	GCSE (Years 10-11)	A-level (Years 12-13)
	<p><b>Exam board</b> Edexcel</p> <p><b>Core texts</b> Edexcel GCSE (9-1) Mathematics - Pearson Revise Edexcel GCSE (9-1) Mathematics Revision Guide</p>	<p><b>Exam board</b> <b>AQA</b> <a href="https://www.aqa.org.uk/subjects/mathematics/as-and-a-level">https://www.aqa.org.uk/subjects/mathematics/as-and-a-level</a>  <a href="https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/mathematical-studies-1350">https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/mathematical-studies-1350</a></p>

	<p>Revise Edexcel GCSE (9-1) Mathematics Workbook  Revise Edexcel GCSE (9-1) Mathematics Practice Papers +</p>	<p><b>Core texts</b></p> <p><b>AS Maths</b>  Hodder AQA A Level Mathematics Year 1</p> <p><b>AS Further Maths:</b>  Hodder AQA A Level Further Mathematics For Core Year 1 and AS  Hodder AQA A Level Further Mathematics Discrete  Hodder AQA A Level Further Mathematics Mechanics</p> <p><b>Mathematical Studies</b>  Hodder AQA Level 3 Certificate in Mathematical Studies (Core Maths)</p> <p><b>A Level Maths</b>  Hodder AQA A Level Mathematics Year 1</p> <p><b>A Level Further Maths</b>  Hodder AQA A Level Further Mathematics For Core Year 2  Hodder AQA A Level Further Mathematics Discrete  Hodder AQA A Level Further Mathematics Mechanics</p>
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# Science

Science plays a fundamental role in shaping our daily lives, giving us the tools to explain the universe around us. At Launceston College, our science curriculum is designed around seven key concepts, known as big ideas, on which all learning is based through a 7-year curriculum. Students will learn and remember the essential knowledge of science related to these big ideas, and over time develop a deeper understanding of each idea, how they are interconnected, and how science connects with other subjects. The curriculum is challenging, engaging, and academically rigorous, with a strong emphasis a focus on practical work. We also look to make clear to students the relevance of to their everyday lives, as well as prepare them for progression into work or higher-level science study.

## Launceston College Big Ideas of Science

1. All material in the Universe is made of very small particles, and these particles can interact
2. Objects can only be affected by forces acting on them
3. Energy can be in different stores, can be transferred, but cannot be created or destroyed
4. Organisms are organised on a cellular basis
5. Organisms depend on each other and interactions with their environment
6. Genetic information is passed down through generations, and leads to evolution
7. The development of scientific knowledge requires evidence, which leads to theories and models that explain the evidence at the time.

Green = biology

Red = chemistry

Blue = physics

Blue = general science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	These topics are taught on rotation: <b>Cells, tissues organs, and the reproductive system</b> <b>Particles and matter</b>		These topics are taught on rotation: <b>Forces and their effects on objects</b> <b>Atoms, elements and compounds</b>		These topics are taught on rotation: <b>Energy stores and heat</b> <b>Ecology and food chains</b> <b>Science fair</b> (work like a scientist on your choice of project)	

<b>Year 8</b>	These topics are taught on rotation: <b>Photosynthesis and respiration</b> <b>Light and sound</b>	These topics are taught on rotation: <b>Chemical reactions 1: Acids, Alkalis, and Energetics</b> <b>Electrical circuits and magnetism</b>	These topics are taught on rotation: <b>Inheritance</b> <b>Earth's atmosphere and climate</b> <b>Science Fair</b> (work like a scientist on your choice of project)
<b>Year 9</b>	These topics are taught on rotation: <b>Diet and the digestive system</b> <b>Chemical reactions 2: Neutralisation and salts</b> <b>Speed and acceleration (with electricity recap)</b>	These topics are taught on rotation: <b>Chemical formulae and materials science</b> <b>Waves and space</b> <b>Working like a scientist</b> (introducing GCSE practical work)	<b>Ecosystems and interdependence</b> <b>Using Earth's resources</b> <b>Energy transfers by heating, and energy resources</b>
<b>GCSE Combined Science (Trilogy)</b>			
<b>Year 10</b>	These topics are taught on rotation: <b>Cells</b> <b>Particle model of matter</b> <b>Atomic structure</b> <b>Electricity</b> <b>Organisation and transport in organisms</b>	These topics are taught on rotation: <b>Organisation and transport in organisms (continued)</b> <b>Structure, bonding and quantitative chemistry</b> <b>Radioactivity</b> <b>Energy stores and transfers</b> <b>Chemical changes</b>	These topics are taught on rotation: <b>Energy stores and transfers (continued)</b> <b>Infection and response</b> <b>Chemical reactions and energetics</b> <b>Photosynthesis and respiration</b>
<b>Year 11</b>	These topics are taught on rotation: <b>Homeostasis and response</b> <b>Forces and motion</b> <b>Rate of reaction</b> <b>Organic chemistry</b> <b>Chemical analysis</b> <b>Inheritance, variation and evolution</b>	These topics are taught on rotation: <b>Inheritance, variation and evolution (continued)</b> <b>Chemistry of the atmosphere and resources</b> <b>Waves</b> <b>Electromagnetism</b> <b>Ecology</b>	<b>Revision and exams</b>
<b>GCSE Separate Science</b>			
<b>Year 10</b>	<b>Cells</b> <b>Organisation and transport in organisms</b> <b>Atomic structure</b> <b>Structure, bonding and quantitative chemistry</b> <b>Particle model of matter</b>	<b>Organisation and transport in organisms (continued)</b> <b>Infection and response</b> <b>Photosynthesis and respiration</b> <b>Structure, bonding and quantitative chemistry (continued)</b>	<b>Homeostasis and response</b> <b>Rate of reaction</b> <b>Organic chemistry</b> <b>Forces and motion (continued)</b>

	Electricity Radioactivity	Chemical changes Radioactivity (continued) Energy stores and transfers Forces and motion	
Year 11	Homeostasis and response (continued) Inheritance, variation and evolution Organic chemistry (continued) Chemical analysis Waves and light Electromagnetism	Ecology and interdependence Chemistry of the atmosphere and resources Space	Revision and exams

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>A Level Biology</b>						
Year 12	Biological molecules, nucleic acids	Cell structure, transport, Immunity	Exchange DNA, genes and protein synthesis	Mass transport Genetic diversity Biodiversity	Revision and exams	Energy and ecosystems Populations in ecosystems
Year 13	Photosynthesis Inherited change	Respiration Populations and evolution	Response to stimuli Gene expression	Homeostasis Gene expression Recombinant DNA technology	Revision and exams	

<b>A Level Chemistry</b>						
Year 12	Atomic Structure Bonding	Kinetics and equilibria Fundamentals of organic chemistry	Chemistry of the periodic table Analysis of organic compounds	Revision and exams	Thermodynamics	
Year 13	Thermodynamics Equilibrium constants	Electrode potentials	Acids, bases and buffers Organic synthesis	Transition metal chemistry	Revision and exams Unit title	

	<b>Carbonyl chemistry</b>	<b>Aromatic chemistry</b>		<b>Structure determination</b>	
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<b>A Level Physics</b>						
<b>Year 12</b>	<b>Measurements and uncertainties Mechanics Particles and radiation</b>	<b>Mechanics and materials Particles and radiation</b>	<b>Waves Electricity</b>		<b>Revision and exams</b>	<b>Periodic motion and fields</b>
<b>Year 13</b>	<b>Further mechanics Fields and their consequences</b>	<b>Thermal energy Capacitance</b>	<b>Astrophysics Magnetic fields</b>	<b>Astrophysics Nuclear physics</b>	<b>Revision and exams</b>	

<b>A Level Psychology</b>						
<b>Year 12</b>	<b>Social Influence Research Methods Approaches</b>	<b>Social Influence Research Methods Psychopathology</b>	<b>Memory Research Methods Psychopathology</b>	<b>Memory Research Methods Attachment</b>	<b>Biopsychology Revision Attachment</b>	<b>Revision and exam Approaches</b>
<b>Year 13</b>	<b>Biopsychology Research Methods Issues and debates</b>	<b>Biopsychology Research Methods Schizophrenia</b>	<b>Research Methods Aggression</b>	<b>Revision Relationships</b>	<b>Revision and exams</b>	

<b>Level 3 BTEC Applied Science</b>						
<b>Year 12</b>	<b>Unit 1: Chemistry Unit 2: Learning Aim A - Titrations</b>	<b>Unit 1: Physics Unit 2: Learning Aim B – Cooling curves</b>	<b>Unit 1: Biology Unit 2: Learning Aim C - Chromatography</b>	<b>Revision Unit 2: Learning Aim D – Reflective Journal</b>	<b>Revision and exam</b>	<b>Unit 3: Science Investigation Skills</b>

<b>Year 13</b>	<b>Unit 8: Learning Aim A – Musculoskeletal system</b> <b>Unit 3: Science Investigation Skills</b>	<b>Unit 8: Learning Aim B – Lymphatic system</b> <b>Unit 3: Science Investigation Skills</b>	<b>Unit 8: Learning Aim A – Musculoskeletal system</b> <b>Unit 3: Science Investigation Skills</b>	<b>Unit 3: Science Investigation skills</b>	<b>Revision and exams</b>
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### Texts and exam boards

Key Stage 3 (Years 7-9)	GCSE (Years 10-11)	A-level (Years 12-13)
<b>Exam board</b> We have developed our KS3 curriculum in house, with reference to the AQA KS3 curriculum	<b>Exam board</b> AQA  <b>Core texts</b> Online versions of the key textbooks are available for students at kerboodle.com (log in required, contact science teacher) CGP revision guides are extensive and available to purchase through the College at certain times of the year.	<b>Exam board</b> A Levels – AQA BTEC – Pearson Edexcel  <b>Core texts</b> Online versions of the key textbooks are available for students at kerboodle.com or pearsonactivelearn.com (log ins required, contact teacher) CGP revision guides are extensive and available to purchase through the College at certain times of the year.

## French

The purpose of the Modern Foreign Languages curriculum at Launceston College is to provide a curriculum that is accessible to all pupils and opportunities for all pupils to develop a high level of literacy in MFL required for success in adult life. In the MFL Faculty, we aim to broaden pupils' horizons through a range of social and cultural opportunities, fostering positive attitudes towards other cultures and races. We aim to develop resilience to help pupils overcome the challenges they are likely to encounter in adult life.

The curriculum plan for KS3 follows the national curriculum plan for Languages and is using Pearson's Active Learn as a resource to enable students to gain confidence in their language learning by having access to online learning whilst at home. In KS4, pupils follow the AQA GCSE specifications in the language of their choice, enabling them to potentially achieve the English Baccalaureate. The MFL curriculum incorporates grammar and vocabulary as well as linguistic competence. In lessons, students will use the 4 skills of listening, speaking, reading and writing, as well as translating. Students will study a variety of topic areas as well as use authentic materials such as stories, books and films to enhance their cultural awareness. They will also study aspects of the target language world. We have planned a MFL curriculum that includes enrichment activities that helps develop our students' cultural understanding such as, European day of languages activities, cultural immersive learning days, French and Spanish exchanges, International Festival, etc... The curriculum at all key stages is underpinned by a mastery approach, equipping pupils with the potential for further study or future careers. Pupils' aspirations are raised through links and visits to local Higher Education establishments.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Phonics and Alphabet Classroom items	Me and My Family	Family and Pets	Family Relationships	Where I live	School and Subjects
Year 8	Jobs	Food	Clothes and Accessories	Weather and Free Time	Daily Routine	Holidays
Year 9	Family		Leisure		Customs	
Year 10	Town		Holidays		School	Mocks
Year 11	Future Jobs	Mocks	Global and Social Issues		Revision and Exams	
Year 12	Family Cinema	Cyberspace Film Study	Volunteering Music	Cultural Heritage Film Study	Speaking Practice Essay Writing and Exam Techniques	

<b>Year 13</b>	<b>Novel Marginalisation</b>	<b>Youth and Politics Marginalisation</b>	<b>Demonstrations and Strikes Criminality</b>	<b>Immigration Criminality</b>	<b>Speaking Practice, Revision film and Essay Writing</b>	
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### Texts and exam boards

<b>Years 7-8</b>	<b>GCSE (Years 9-11)</b>	<b>A-level (Years 12-13)</b>
<b>Core texts</b> Conti's EPI and The Language Gym.	<b>Exam board</b> AQA  <b>Core texts</b> Studio, Active Learn and Conti's EPI.	<b>Exam board</b> AQA  <b>Core texts</b> Oxford Textbooks and Kerboodle.

## Spanish

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Phonics and Alphabet Classroom items	Me and My Family	Family and Pets	Family Relationships	Where I live	School and Subjects
Year 8	Jobs	Food	Clothes and Accessories	Weather and Free Time	Daily Routine	Holidays
Year 9	Holidays		School		Family	
Year 10	Leisure		Town		Customs	Mocks
Year 11	Future Jobs	Mocks	Global and Social Issues		Revision and Exams	
Year 12	Family Values Regional Identity Film Study	Gender Equality Regional Identity Film Study	Cyberspace Cultural Heritage Film Study	Influence of Celebrities Cultural Heritage Film Study	Speaking Practice Essay Writing Exam Technique	
Year 13	Immigration The Youth in Today's Society	Racism The Youth in Today's Society	Conviviality Popular Movements	Monarchy and Dictatorships Popular Movements	Speaking Practice, Revision film and Essay Writing	

### Texts and exam boards

Years 7-8	GCSE (Years 9-11)	A-level (Years 12-13)
<b>Core texts</b> Conti's EPI and The Language Gym.	<b>Exam board</b> AQA  <b>Core texts</b> Viva, Active Learn and Conti's EPI.	<b>Exam board</b> AQA  <b>Core texts</b> Oxford Textbooks and Kerboodle.



## Year 7 Humanities

The aim of the humanities curriculum is to develop students' knowledge and understanding of the environment and community. This curriculum contributes to developing students' cultural capital, through the study of place and the impact that social, economic, environmental, political and religious factors have on the identity of place and people over time. We encourage students to investigate, question and challenge to what extent these factors may promote economic and social equality. Through this understanding we encourage students to consider different approaches to governance, environmental responsibility, economic growth and take part in ethical and philosophical debate. We develop students' understanding of the fundamental British values and the changing role that the UK has within the global community. The curriculum aims to engage and ignite a passion for learning within humanities, developing opportunities for experiences to be shared and developed outside of the classroom and school day. The humanities curriculum develops the skills and subject specific literacy required within each area to be successful whilst developing the skills that students need to be responsible, informed, active citizens within their local, national and global communities.

### Year 7 Humanities

The aim of the curriculum in year 7 is to develop students' knowledge and understanding of place; the environment and community that they live in. Investigating and questioning the importance of the physical and human landscape and how and why they have changed over time. The curriculum aims to engage and ignite a passion for learning within humanities and through local study will promote opportunities for experiences to be shared and developed outside of the classroom and school day. This curriculum builds up the skills that students need to be successful within the humanities over the next 7 years. These skills include source analysis, evaluation, data presentation and analysis, interpretation and evaluation of different viewpoints and drawing informed conclusions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7	<b>Cornwall, location and physical landscape</b> Location Coastal Landscape Moorland Landscape (Bodmin Moor)	<b>Cornwall Prehistory</b> Bronze Age Bodmin Moore: interaction with the landscape, religion and community Sacred Cornwall Iron Age Cornwall	<b>Cornwall History: Roman</b> The Roman Empire Romans in Cornwall Christianity and the Age of the Saints	<b>Medieval Cornwall</b> Cornwall and the Dark Ages Life in Medieval Launceston The impact of the Monarchy in our community: Launceston Castle in our community The impact of the Church in our community: Launceston Priory	<b>21<sup>st</sup> Century Cornwall:</b> Characteristics of Launceston's changing population Challenges facing our town Opportunities in our town Developing fieldwork skills		

# History

## History

The history curriculum is designed to develop students' understanding of the process of change and how key factors; social, political, economic, religious, ideological and military factors have changed societies, identities and the relationships between different groups overtime. Students develop their core historical skills; source analysis, critical thinking, weighing up evidence and arguments to come to informed judgements, whilst being encouraged to develop their ability to ask probing questions to challenge evidence. The history curriculum explores the big ideas of empire, trade and social change. It covers local, national and global history across the key stages; with local history underpinning much of the key stage 3 curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>HUMANITIES CURRICULUM</b>					
<b>Year 8</b>	<b>How did empire, trade, people and their stories link Britain to the rest of the world 1400-1900?</b>					
	<b>Tudors and Stuarts</b> The Tudor Dynasty The Age of Exploration		<b>The Slave Trade and the Industrial Revolution</b> The Trade triangle The role of the abolitionists The role of Cornwall and the Slave trade		<b>Victorian England and the Age of Empire</b> The development and impact of the British Empire Victorian England The Windrush Generation	
<b>Year 9</b>	<b>How far are the events of the 20th Century linked to the development of the British Empire?</b>					
	<b>Suffragettes</b> The role of the women's movement and WW1 in securing the vote <b>First World War</b> Causes and consequences of WW1		<b>The Inter War Years</b> The Paris Peace Treaties <b>Rise of Dictators</b> Impact of the Holocaust		<b>Causes and Consequences of Second World War</b> Britain and the Blitz/Home Front <b>Development of the Welfare State</b> Beveridge Report and the NHS	
<b>Year 10</b>	<b>AQA GCSE Paper 2:</b> Britain Health and The People 1000-present day		<b>AQA GCSE Paper 2:</b> Britain Health and The People Elizabethan England 1568-1603		<b>AQA GCSE Paper 2:</b> Elizabethan England 1568-1603	
<b>Year 11</b>	<b>AQA GCSE Paper 1:</b>		<b>AQA GCSE Paper 1:</b>		<b>AQA GCSE Paper 1</b>	

	The Inter War Year 1918-1939 Conflict and Tension		Opportunity and Inequality: America 1920-1973		America 1920-1973/Revision/ Exams	
<b>Year 12</b>	<b>Tudors</b> Henry VII <b>Cold War</b> 1945-1949	<b>Tudors</b> Henry VII <b>Cold War</b> 1945-1949	<b>Tudors</b> Henry VII <b>Cold War</b> 1949-1952	<b>Tudors</b> Henry VIII <b>Cold War</b> 1949-1952	<b>Tudors</b> Henry VIII <b>Cold War</b> 1952 -1963	<b>Tudors</b> Henry VIII/ revision <b>Cold War</b> 1952-1963/ revision
<b>Year 13</b>	<b>Tudors</b> Edward VI <b>Cold War</b> 1963-1975 <b>NEA</b> The development of African American Civil Rights in the USA	<b>Tudors</b> Edward VI <b>Cold War</b> 1963-1975 <b>NEA</b> The development of African American Civil Rights in the USA	<b>Tudors</b> Mary I <b>Cold War</b> 1975-1992 <b>NEA</b> The development of African American Civil Rights in the USA	<b>Tudors</b> Mary I/ Elizabeth I <b>Cold War</b> 1975-1992 <b>NEA (complete by Easter)</b> The development of African American Civil Rights in the USA	<b>Tudors</b> Elizabeth I/ revision <b>Cold War</b> 1975-1992/ revision	<b>Tudors</b> Elizabeth I/ revision <b>Cold War</b> 1975-1992/ revision  A' Level Exams (June)

### Texts and exam boards

Key Stage 3 (Years 8-9)	GCSE (Years 10-11)	A-level (Years 12-13)
	<b>Exam board – AQA</b> <b>Paper 1 /Paper 2</b>  <b>Core texts:</b>  AQA GCSE History: Health and the People (Hodder Education)  AQA GCSE History: Elizabethan England c1568-1603 (Hodder Education)	<b>Exam board – AQA</b>  <b>Cold War Paper (2R)</b> <b>Tudor Paper (1C)</b>  <b>Core texts</b>  AQA A 'Level approved text: The Tudors, England 1485-1603 (Hodder Education)  AQA A 'Level approved text: The Cold War: C1945-1991 (Oxford Press)



# Citizenship

The curriculum is designed to enable the building of knowledge and develop depth of understanding across the 4 years. The key themes that underpin the curriculum are: active citizenship, rights and responsibilities and fundamental British values; democracy, the rule of law, individual liberty, mutual respect and tolerance. The curriculum empowers students to actively participate within their local national and global communities, develop their ability to critically weigh up evidence, understand different view-points and put forward reasoned arguments.

Year 7						
<b>Year 8</b> Fundamental British Values – What does it mean to live in a democracy?	<b>Democracy</b> Political system Parliament Electoral system Political parties Political campaigns	<b>Rule of Law</b> The rule of law The Criminal Justice System in the UK Citizens involvement in the Criminal Justice System		<b>How citizens can be involved in the democratic process</b> Methods of campaigning Pressure groups Social movement Contemporary issues within society Active citizenship		<b>Rights and Responsibilities</b> United Nations Convention on the Rights of the Child Case studies: Right to education and child trafficking Active citizenship
<b>Year 9 (2022-2023)</b> Global Rights and Responsibilities	<b>Global Commons</b> Threats to the global commons Global responsibility Global governance The Antarctic Treaty		<b>Human Rights</b> United Nations Declaration of Human Rights: legislation Conflicting human rights Violation of human rights across the world Active citizenship		<b>Global inequality</b> Globalisation Trade and development Working towards equality Active citizenship	<b>Relationships and the Law</b> How the law protects people within relationships.
<b>Year 9 (2021-2022)</b>	<b>Global Commons</b> Threats to the global commons Global responsibility Global governance The Antarctic Treaty		<b>Rule of Law</b> The rule of law The Criminal Justice System in the UK Citizens involvement in the Criminal Justice System		<b>Human Rights</b> United Nations Declaration of Human Rights: legislation Conflicting human rights Violation of human rights across the world Active citizenship	
			<b>Relationships and the Law</b>			

		How the law protects people within relationships.	
<b>Year 10</b>	<b>Rights and Responsibilities</b> The Criminal Justice System The nature of crime Human Rights International human rights law	<b>Active Citizenship Project</b> Individual active citizenship project Plan and take action to make a difference	<b>Politics and Participation (continue into Year 11)</b> Democracy Electoral systems and governance
<b>Year 11</b>	<b>Politics and Participation</b> Electoral systems and governance Active citizenship within the democratic process How other countries govern.	<b>Life in Modern Britain</b> Identity Population changes in the UK Diversity and unity Respect and Tolerance	<b>Revision for GCSE Exam</b>

### Texts and exam boards

<b>GCSE (Years 10-11)</b>
Exam board AQA

# Geography

The curriculum is designed to enable the building of geographical knowledge, conceptual understanding and skills across the 4 years (and through to post 16 education). We aim to nurture pupils' knowledge about diverse places, people, resources and natural and human environments. We also intend to develop pupils conceptual understanding to enable them to 'thinking like a geographer'. The conceptual understanding that we consider integral are; how human and physical processes shape places, appreciation of scale (spatial, temporal and individual to global) and change, interconnections, knowledge and understanding of locations, places and environments, awareness of environmental interaction and sustainable development and consideration of geographical issues and diversity. We intend to inspire pupils to; become enquiring geographers who are competent with the skills required to pose and explore geographical questions, develop a fascination with the world and its people and strive to act as responsible citizens in local, national and global communities..

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>						
<b>Year 8</b> Human and physical geography	<b>Rivers</b> Importance of rivers Erosional landforms Flooding	<b>Physical geography: Japan and Nigeria</b> Location and key characteristics Map skills Climate Ecosystems	<b>Human geography: Japan and Nigeria</b> Population Development Industry		<b>Influencing the Environment</b> Ecosystem cycles and the human effect Pollution Air pollution and management Farming and soils National Parks	<b>Micro-climate fieldwork</b> Micro-climates in urban and rural areas Data collection methods Data evaluation
<b>Year 9</b> Opportunities and challenges	<b>Volcanoes in Contrasting Areas</b> Tectonics Vulcanicity Cause, effect and response: Mount Nyiragongo and Mount Etna	<b>Contrasting urban areas: Lagos and Tokyo</b> Processes of urbanisation Opportunities Challenges (issues) Management	<b>Oceans: opportunities and challenges</b> Impacts of sea level rise Plastic Links to the water and carbon cycle Coral reefs Oceans and life on earth		<b>Changing places and future issues</b> Enquiry process Investigating change in the local setting Sustainable cities Economic inequality Environmental degradation Global security	

<b>Year 10</b>	<b>Introduction to Development: The Changing Economic World</b>	<b>Ecosystems/Tropical Rainforests</b>	<b>Urban Issues and Challenges</b>		<b>Coastal Landscapes in the UK</b>	<b>Resource Management and Energy/Fieldwork skills</b>
<b>Year 11</b>	<b>The Challenge of Natural Hazards</b>	<b>The Living World (Hot deserts or Cold environments)</b>	<b>Glacial Landscapes in the UK (Physical Landscapes in the UK)</b>	<b>Issue evaluation</b>	<b>The Challenge of Resource Management: Energy</b>	<b>Fieldwork skills /Revision A3s</b>
<b>Year 12</b>	<b>Changing Places/Coasts</b>			<b>Contemporary Urban Environments/Non Examined Assessment</b>		
<b>Year 13</b>	<b>Non Examined Assessment Contemporary Urban Environments/Ecosystems Under Stress</b>			<b>Global governance and global systems Revision</b>		

### Texts and exam boards

<b>Key Stage 3 (Years 8-9)</b>	<b>GCSE (Years 10-11)</b>	<b>A-level (Years 12-13)</b>
<b>Core texts</b> CGP Key Stage Three Geography Complete revision & practice	<b>Exam board: AQA</b> <b>Core texts</b> CGP GCSE AQA Geography Complete revision & practice  <a href="https://www.coolgeography.co.uk/">https://www.coolgeography.co.uk/</a>  <a href="https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc">https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc</a>	<b>Exam board: AQA</b> <b>Core texts</b> CGP A-Level Geography Complete revision & practice  <a href="https://www.coolgeography.co.uk/">https://www.coolgeography.co.uk/</a>  <a href="https://www.tutor2u.net/geography/store/selections/core-resource-packs-for-aqa-a-level-geography">https://www.tutor2u.net/geography/store/selections/core-resource-packs-for-aqa-a-level-geography</a>



# Religious Studies

## Religious Studies

This curriculum is striving to develop students' religious literacy and ability to ask philosophical and ethical questions. We encourage students to explore and reflect on their own beliefs and values whilst learning about different religions, values and traditions within contemporary Britain. By engaging and inspiring students they will become confident to scrutinise, evaluate and challenge contemporary complex issues, through the use of inclusive, rigorous and relevant content. Equipping them with the knowledge and skills to answer challenging and searching questions they will have knowledge of complex and diverse contexts of global beliefs, and the need for respecting diversity.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7						
Year 8	<b>Dharmic Buddhism</b> Beliefs/Practices and Duties Birth and life of Siddartha Gautama Becoming the Buddha Three Marks of Life Noble Eightfold Path Never ending cycle Monks and Nuns Meditation Festivals Dalai Lama		<b>Science and Religion</b>		<b>Abrahamic traditions</b>	
Year 9	<b>Christianity</b> Beliefs and Teachings Nature of God Creation Incarnation Resurrection Salvation Afterlife Evil and suffering		<b>Christianity</b> Worship and Festivals Prayer Worship Baptism Eucharist Pilgrimage Festivals	<b>Role of the Church</b> Worldwide Community Mission and evangelisation Church growth Persecution World poverty	<b>Religion, Crime and Punishment</b> Reasons for Crime Attitudes Aims of punishment Suffering Treatment of criminals Forgiveness Death penalty	

<b>Year 10</b>	<b>Islam Beliefs and Worship</b> Nature of God Sunni and Shia Angels Predestination After life Prophethood Immamate Holy books	<b>Islam Duties and Festivals</b> 5 Pillars and ten obligatory Acts Jihad Festivals	<b>Religion, Peace and Conflict</b> Violence and terrorism War Nuclear War and weapons of WMD Just War Holy War Pacifism and Peace making Victims of war
<b>Year 11</b>	<b>Religion and Life</b> Origins of the Universe Value of the world Environment and Pollution Animals Origins of human life Abortion Euthanasia Death and afterlife	<b>Relationships and Families</b> Human sexuality Sexual relationships Contraception Marriage Divorce Nature and purpose of families Gender equality.	<b>Revision</b>

### Texts and exam boards

<b>GCSE (Years 9-11)</b>
<b>Exam board – AQA</b> <b>CGP revision guide: Religious Studies</b>
<b>Audiopi- podcasts for Christianity and Islam.</b>

## Design and Technology

The design and enterprise faculty curriculum intends to successfully equip students with transferable life skills. Student learning and progress is central to everything we strive to do. Our curriculum is designed to give all students every opportunity to develop the skills, qualities and attributes required to prepare them effectively for adult and working life.

The design and enterprise faculty is committed to providing students access to a wide range of subjects. The breadth of our curriculum offers all students the opportunity to be able to achieve, to develop decision making skills, to challenge themselves, to work as a team, to develop research and problem-solving skills and to further their creativity whilst drawing on their cross curricular knowledge and expertise.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7	<p><b>Pod</b> Students will be exploring polymers.</p> <p><b>Print</b> Students will be exploring printing and textiles.</p> <p><b>Food</b> Students will explore some basic cooking skills and make a range of simple sweet and savoury recipes.</p> <p><b>Jewellery</b> Students will be exploring metals and timbers.</p>	<p><b>Pod</b> Students will be exploring polymers.</p> <p><b>Print</b> Students will be exploring printing and textiles.</p> <p><b>Food</b> Students will explore some basic cooking skills and make a range of simple sweet and savoury recipes.</p> <p><b>Jewellery</b> Students will be exploring metals and timbers.</p>	<p><b>Pod</b> Students will be exploring polymers.</p> <p><b>Print</b> Students will be exploring printing and textiles.</p> <p><b>Food</b> Students will explore some basic cooking skills and make a range of simple sweet and savoury recipes.</p> <p><b>Jewellery</b> Students will be exploring metals and timbers.</p>	<p><b>Pod</b> Students will be exploring polymers.</p> <p><b>Print</b> Students will be exploring printing and textiles.</p> <p><b>Food</b> Students will explore some basic cooking skills and make a range of simple sweet and savoury recipes.</p> <p><b>Jewellery</b> Students will be exploring metals and timbers.</p>	<p><b>Pod</b> Students will be exploring polymers.</p> <p><b>Print</b> Students will be exploring printing and textiles.</p> <p><b>Food</b> Students will explore some basic cooking skills and make a range of simple sweet and savoury recipes.</p> <p><b>Jewellery</b> Students will be exploring metals and timbers.</p>	<p><b>Pod</b> Students will be exploring polymers.</p> <p><b>Print</b> Students will be exploring printing and textiles.</p> <p><b>Food</b> Students will explore some basic cooking skills and make a range of simple sweet and savoury recipes.</p> <p><b>Jewellery</b> Students will be exploring metals and timbers.</p>	<p><b>Pod</b> Students will be exploring polymers.</p> <p><b>Print</b> Students will be exploring printing and textiles.</p> <p><b>Food</b> Students will explore some basic cooking skills and make a range of simple sweet and savoury recipes.</p> <p><b>Jewellery</b> Students will be exploring metals and timbers.</p>
Year 8	<p><b>Metals</b> Students will be developing their knowledge of</p>	<p><b>Metals</b> Students will be developing their knowledge of</p>	<p><b>Metals</b> Students will be developing their knowledge of</p>	<p><b>Metals</b> Students will be developing their knowledge of</p>	<p><b>Metals</b> Students will be developing their knowledge of</p>	<p><b>Metals</b> Students will be developing their knowledge of</p>	

	<p>materials and processes. <b>Storage</b> Students will be developing their knowledge of textile materials and processes. <b>Light Box</b> Students will be developing their knowledge of timbers and basic electronics. <b>Food</b> Students will build on their skills learnt in Year 7 and make a range of more challenging sweet and savoury recipes.</p>	<p>materials and processes. <b>Storage</b> Students will be developing their knowledge of textile materials and processes. <b>Light Box</b> Students will be developing their knowledge of timbers and basic electronics. <b>Food</b> Students will build on their skills learnt in Year 7 and make a range of more challenging sweet and savoury recipes.</p>	<p>materials and processes. <b>Storage</b> Students will be developing their knowledge of textile materials and processes. <b>Light Box</b> Students will be developing their knowledge of timbers and basic electronics. <b>Food</b> Students will build on their skills learnt in Year 7 and make a range of more challenging sweet and savoury recipes.</p>	<p>materials and processes. <b>Storage</b> Students will be developing their knowledge of textile materials and processes. <b>Light Box</b> Students will be developing their knowledge of timbers and basic electronics. <b>Food</b> Students will build on their skills learnt in Year 7 and make a range of more challenging sweet and savoury recipes.</p>	<p>materials and processes. <b>Storage</b> Students will be developing their knowledge of textile materials and processes. <b>Light Box</b> Students will be developing their knowledge of timbers and basic electronics. <b>Food</b> Students will build on their skills learnt in Year 7 and make a range of more challenging sweet and savoury recipes.</p>	<p>materials and processes. <b>Storage</b> Students will be developing their knowledge of textile materials and processes. <b>Light Box</b> Students will be developing their knowledge of timbers and basic electronics. <b>Food</b> Students will build on their skills learnt in Year 7 and make a range of more challenging sweet and savoury recipes.</p>
<p>Year 9</p>	<p><b>Fashion</b> Students will explore the world of fashion to manufacture a pair of shorts. <b>Lamp</b> Students will be developing their knowledge of timbers and textiles within one product. <b>Food</b></p>	<p><b>Fashion</b> Students will explore the world of fashion to manufacture a pair of shorts. <b>Lamp</b> Students will be developing their knowledge of timbers and textiles within one product. <b>Food</b></p>	<p><b>Fashion</b> Students will explore the world of fashion to manufacture a pair of shorts. <b>Lamp</b> Students will be developing their knowledge of timbers and textiles within one product. <b>Food</b></p>	<p><b>Fashion</b> Students will explore the world of fashion to manufacture a pair of shorts. <b>Lamp</b> Students will be developing their knowledge of timbers and textiles within one product. <b>Food</b></p>	<p><b>Fashion</b> Students will explore the world of fashion to manufacture a pair of shorts. <b>Lamp</b> Students will be developing their knowledge of timbers and textiles within one product. <b>Food</b></p>	<p><b>Fashion</b> Students will explore the world of fashion to manufacture a pair of shorts. <b>Lamp</b> Students will be developing their knowledge of timbers and textiles within one product. <b>Food</b></p>

	<p>Students will develop their skills learnt in Year 7 and 8 and make a range of more intricate dishes using their own twist.</p> <p><b>Contextual Challenge</b> Students will explore and solve a contextual challenge.</p>	<p>Students will develop their skills learnt in Year 7 and 8 and make a range of more intricate dishes using their own twist.</p> <p><b>Contextual Challenge</b> Students will explore and solve a contextual challenge.</p>	<p>Students will develop their skills learnt in Year 7 and 8 and make a range of more intricate dishes using their own twist.</p> <p><b>Contextual Challenge</b> Students will explore and solve a contextual challenge.</p>	<p>Students will develop their skills learnt in Year 7 and 8 and make a range of more intricate dishes using their own twist.</p> <p><b>Contextual Challenge</b> Students will explore and solve a contextual challenge.</p>	<p>Students will develop their skills learnt in Year 7 and 8 and make a range of more intricate dishes using their own twist.</p> <p><b>Contextual Challenge</b> Students will explore and solve a contextual challenge.</p>	<p>Students will develop their skills learnt in Year 7 and 8 and make a range of more intricate dishes using their own twist.</p> <p><b>Contextual Challenge</b> Students will explore and solve a contextual challenge.</p>
<b>Year 10 Fashion &amp; Textiles</b>	<p><b>Skills</b> Students will investigate a range of core textile skills to manufacture a kit roll.</p>	<p><b>Christmas Hoodie</b> Students will investigate fashion design, fabrics and applique to manufacture a hoodie.</p>	<p><b>Jewellery</b> Students will research, design and develop jewellery designs which will be realised using polymers and metals.</p>	<p><b>Interiors</b> Students will explore timbers and textiles to create an interior product.</p>	<p><b>Contextual Challenge</b> Students will work with a given contextual challenge to solve problems.</p>	<p><b>Non-Examined Assessment NEA</b> Students will begin work on section A of their NEA using contexts set by the exam board.</p>
<b>Year 10 Product Design</b>	<p><b>Skills</b> Students will investigate core skills in timbers, metals and polymers.</p>	<p><b>Design and Make</b> Students will develop their designing and making skills.</p>	<p><b>Design and Make</b> Students will develop their designing and making skills.</p>	<p><b>Contextual Challenge</b> Students will develop their problem-solving skills.</p>	<p><b>Contextual Challenge</b> Students will develop their problem-solving skills.</p>	<p><b>Non-Examined Assessment NEA</b> Students will begin work on section A of their NEA using contexts set by the exam board.</p>
<b>Year 10 Food Preparation &amp; Nutrition</b>	<p><b>Nutrition and Health</b> Students demonstrate an understanding of</p>	<p><b>Nutrition and Health</b> Students demonstrate an understanding of</p>	<p><b>Food Science</b> Students explore the key terms through theory and practical lessons.</p>	<p><b>Food Safety</b> Theory and practical skills using high-risk foods to</p>	<p><b>Food Choice</b> Students study factors affecting food choice, British and International</p>	<p><b>Food Provenance</b> Students explore sustainability, food processing and production,</p>

	macro and micronutrients with a combination of theory and practical skills.	macro and micronutrients with a combination of theory and practical skills.		demonstrate awareness of food safety based on the 4 C's.	cuisine, sensory analysis, labelling and marketing.	technological developments, genetically modified and smart foods.
<b>Year 11 Fashion &amp; Textiles</b>	<b>NEA</b> Students will focus on sections B and C of their NEA.	<b>NEA</b> Students will focus on sections C and D of their NEA.	<b>NEA</b> Students will focus on section E of their NEA.	<b>NEA &amp; Exam Preparation</b> Students will focus on section F of their NEA and begin exam preparation.	<b>Exam Preparation</b> Students will work on exam preparation and technique.	<b>Exam Preparation</b> Students will work on exam preparation and technique.
<b>Year 11 Product Design</b>	<b>NEA</b> Students will focus on sections B and C of their NEA.	<b>NEA</b> Students will focus on sections C and D of their NEA.	<b>NEA</b> Students will focus on section E of their NEA.	<b>NEA &amp; Exam Preparation</b> Students will focus on section F of their NEA and begin exam preparation.	<b>Exam Preparation</b> Students will work on exam preparation and technique.	<b>Exam Preparation</b> Students will work on exam preparation and technique.
<b>Year 11 Food Preparation &amp; Nutrition</b>	<b>Non-Examined Assessment NEA 1</b> Students will begin working on their NEA 1 set by the exam board.	<b>NEA 2</b> Students will begin working on their NEA 2 set by the exam board.	<b>NEA 2</b> Students will continue working on their NEA 2 and complete the practical exam.	<b>Exam Preparation</b> Students will work on exam preparation and technique.	<b>Exam Preparation</b> Students will work on exam preparation and technique.	<b>Exam Preparation</b> Students will work on exam preparation and technique.
<b>Year 12 Product Design</b>	<b>Design and Make</b> Students will develop their designing and making skills,	<b>Materials Investigation</b> Students will develop their investigative skills	<b>AS NEA</b> Students will focus on sections D and C. <b>Mock NEA</b>	<b>AS NEA</b> Students will focus on section E. <b>Mock NEA</b>	<b>Exam Preparation</b> Students will work on exam preparation and technique.	<b>NEA</b> Students will begin work on section A of their NEA using contexts set by the exam board.

	concentrating on timber-based products including movements and mechanisms.	looking at materials and processes. <b>AS NEA</b> Students will focus on sections A and B.	Students will explore a mock NEA.	Students will explore a mock NEA.		
<b>Year 13 Product Design</b>	<b>NEA</b> Students will focus on sections B and C of their NEA.	<b>NEA</b> Students will focus on section C of their NEA.	<b>NEA</b> Students will focus on sections D and E of their NEA.	<b>NEA &amp; Exam Preparation</b> Students will complete their NEA and will begin exam preparation.	<b>Exam Preparation</b> Students will work on exam preparation and technique.	<b>Exam Preparation</b> Students will work on exam preparation and technique.

### Texts and exam boards

Key Stage 3 (Years 7-9)	GCSE (Years 10-11)	A-level (Years 12-13)
<b>Design and Technology National Curriculum</b>	<b>AQA</b> Design and Technology 8552 Food Preparation and Nutrition 8585  <b>Core texts</b> Collins AQA GCSE 9-1 Revision Design and Technology Food Preparation and Nutrition	<b>AQA</b> Product Design 7552  <b>Core texts</b> AQA AS/A Level Design and Technology Product Design

## Business

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10 BTEC Tech Award in Enterprise</b>	<b>Unit 1 Exploring Enterprises</b> Description <b>A:</b> Examine the characteristics of enterprises <b>B:</b> Explore how market research helps enterprises meet customer needs and understand competitor behaviour <b>C:</b> Investigate the factors that contribute to the success of an enterprise					<b>Unit 3 Promotion and Finance</b> Description Preparation for external examination in February.
<b>Year 11</b>	<b>Unit 3: Promotion and Finance</b> Description: Preparation for external examination in February.		<b>Unit 2: Planning for and Running an Enterprise</b> Description: Prepare, Plan and Pitch an Enterprise Activity Idea			
<b>Year 12 AS/A level business</b>	<b>Unit 1</b> Description: Marketing and People		<b>Unit 2</b> Description: Managing Business Activities			
<b>Year 12 BTEC Business</b>	<b>Units 1 and 2 Exploring business and Developing a Marketing campaign</b> <b>Coursework unit and external assessment</b>					
<b>Year 13</b>	<b>Unit 3</b> Description: Business Decisions and Strategy			<b>Unit 4</b> Description: Global Business		
<b>Year 13 BTEC Business</b>	<b>Unit 3 and 8</b> Personal and Business Finance and Recruitment and Selection Process <b>Coursework unit and external assessment</b>					



## Texts and exam boards

BTEC Tech Award Enterprise	A-level (Years 12-13)	BTEC Business
<p><b>Exam board: Pearson</b> Description</p> <p><b>Core texts: BTEC Tech Award Enterprise Student Book</b> Description Pearson Cathy Richards</p>	<p><b>Exam board: Pearson</b> Description</p> <p><b>Core texts Edexcel AS/A Level Business</b> Description Dave Hall</p>	<p><b>Exam board: Pearson</b> Description</p> <p><b>Core texts: Pearson BTEC National Business</b> Description Student Book 1 2016</p>

## Computing/ICT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><b>Introduction and Baseline</b> Students will have an introduction to the computer systems at college and undertake a baseline assessment.</p>	<p><b>Digital Life</b> Students will explore the digital world, the importance of accurate and bias websites, cyberbullying and being safe online.</p>	<p><b>Computational knowledge and understanding</b> Students will explore binary, encryption, The Legal and ethical impact of computers on the world.</p>	<p><b>Graphics and Animation</b> A project-based task looking at vector and bitmap graphics linked with animation.</p>	<p><b>Microbits</b> Students will use BBC Microbits to program their own code using the block editor and advancing into Python code.</p>	<p><b>IDEA - Inspiring Digital Enterprise Bronze Award</b> Students will become digital all-rounders, but will be given the opportunity to take their learning deeper in different areas of digital learning.</p>
Year 8	<p><b>Binary and Logic Gates</b> Students will know how the binary system works, accurately converting binary to denary and vice versa. Students will draw up simple and combined truth tables and accurately determine the output from logic gates.</p>	<p><b>Networks and the internet</b> Students will learn about LAN's and WAN's being able to describe and explain the differences between them.</p>	<p><b>Logo Programming</b> Students will get an introduction to the logo programming language, using programming techniques to make more efficient code so solve given problems.</p>	<p><b>Computer Hardware</b> Students will learn about the key components inside a computer.</p>	<p><b>Web design</b> Students will be able to define HTML, apply HTML tasks to style a web page to a set given scenario.</p>	<p><b>IDEA - Inspiring Digital Enterprise Silver Award</b> Learners will continue to make progress with their bronze award and becoming the digital all rounders as first started in Year 7, making progress towards completing bronze.</p>
Year 9	<p><b>Digital World</b> Students will explore the digital world and the</p>	<p><b>Back to the future</b> Students will complete weekly</p>	<p><b>Python Programming</b></p>	<p><b>Digital Life</b> Students will understand the</p>	<p><b>Web Design</b> Students will create a logical web</p>	<p>IDEA - Inspiring Digital Enterprise Gold Award</p>

	reliability of sources with the topic focus of : Content, Propaganda and contact	modules from the past linking to : Encryption, Problem solving and logic gates.	Students will use a programming language “Python”, which is textual, to solve a variety of computational problems; making appropriate use of data structures; design and develop modular programs that use procedures and functions.	concept of critical thinking and apply it to examples online. Looking at Fact and opinion. Students will evaluate what is trustworthy online.	design structure to solve a given task, using advanced features web design software offers to integrate advance features such as rollovers and enhance user interaction.	Students are independently challenging themselves to complete the Bronze, Silver and to be released Gold award (2020) as part of the IDEA award (Inspiring digital enterprise award)
<b>Year 10</b>	<b>Computer Hardware</b> The CPU Memory Storage	<b>Algorithms</b> Computational Thinking Writing Algorithms Search Algorithms Sorting Algorithms,	<b>Development</b> Programming Theory Defensive Design Testing Translators and IDE’s	<b>Logic</b> Binary Logic Logic Gates Truth Tables Logic Circuits Logic Expressions	<b>Data Representation</b> Binary Number System Hexadecimal Number System Character Sets Image Representation Compression	<b>Procedural Programming</b> Linked to support NEA.
<b>Year 11</b>	<b>Procedural Programming</b> Linked to support NEA.	<b>Procedural Programming</b> Linked to support NEA.	<b>Networks</b> Local Area Networks Wide Area Networks Internet Communication System Security	<b>Software</b> Operating Systems Utility Software	<b>Exam Preparation</b>	<b>Exams Preparation</b>
	<b>BTEC ICT</b>					
<b>Year 12</b>	<b>Creating Systems to Manage Information.</b>			<b>Using Social Media in Business</b>		

	<p>Students will demonstrate knowledge of database development terminology, standards, concepts and processes</p> <p>Students will apply knowledge and understanding of database development terminology, standards, concepts and processes to create a software product to meet a client brief</p> <p>Students will analyse information about database problems and data from test results to optimise the performance of a database solution</p> <p>Students will evaluate evidence to make informed judgements about the success of a database's design and performance</p> <p>Students will be able to develop a database solution to meet a client brief with appropriate justification</p>	<p>Students will explore the impact of social media on the ways in which businesses promote their products and services</p> <p>Students will develop a plan to use social media in a business to meet requirements</p> <p>Students will Implement the use of social media in a business.</p>
<p>Year 13</p>	<p><b>Website Development</b></p> <p>Students will understand the principles of website development</p> <p>Students will design a website to meet client requirements</p> <p>Students will develop a website to meet client requirements.</p>	<p><b>Information Technology Systems</b></p> <p>Students will demonstrate knowledge and understanding of information technology terms, standards, concepts and processes</p> <p>Students will apply knowledge and understanding of information technology terms, standards, concepts and processes</p> <p>Students will select and use information technologies and procedures to explore likely outcomes and find solutions to problems in context</p> <p>Students will analyse and evaluate information, technologies and procedures in order to recommend and justify solutions to IT problems</p> <p>Students will make connections between the application of technologies, procedures, outcomes and solutions to resolve IT problems</p>

## Texts and exam boards

Key Stage 3 (Years 7-9)	GCSE (Years 10-11)	A-level (Years 12-13)
<p>Exam board N/A</p> <p><b>Core texts</b>  <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study/national-curriculum-in-england-computing-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study/national-curriculum-in-england-computing-programmes-of-study</a>            National Curriculum Programme of study.</p>	<p><b>Exam board</b>            OCR J277 -  <a href="https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/">https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/</a></p> <p><b>Core texts</b>  <a href="#">OCR GCSE Computer Science eTextbook Second Edition</a></p> <p><a href="#">GCSE Computer Science for OCR Student Book</a></p>	<p><b>Exam board</b>            Pearson BTEC -  <a href="https://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html">https://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html</a></p> <p><b>Core texts</b></p> <p><i>Revise BTEC National Information Technology Units 1 and 2 Revision Workbook</i></p> <p><i>Revise BTEC National Information Technology Revision Guide</i></p>

## Hair and Beauty

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<p><b>Unit 113</b> Follow health and safety in the salon</p> <p>The aim of this unit is to provide the learner with an introduction into the knowledge and understanding of health and safety, within the hairdressing and beauty industry. There are Practical observations and a written test.</p>	<p><b>Unit 101</b> Introduction to the hair and beauty sector.</p> <p>. This unit should enable learners to gain a general introduction to the sector and understand the characteristics of working in the sector, to know the range of services and treatments offered in hair and beauty and to know the different types of salon and the type of clients they attract. There is a written assignment.</p>	<p><b>Unit 102</b> Presenting a professional image in a salon</p> <p>This unit should enable learners to present and maintain a professional image in a salon environment and communicate and behave professionally in a salon environment. There are practical observations and an assignment.</p>	<p><b>Unit 103</b> Styling women’s hair</p> <p>The aim of this unit is to introduce the learner to the basic techniques of styling hair for women, engaging their interest through experiential learning of selected hairdressing skills focused on achieving a final finished look. This unit will allow the learner to develop their creativity skills further and practise under supervision, achieving a finished look using a selected range to practical hair styling techniques, products and equipment. There are practical assessments, an assignment and a written test.</p>	<p><b>Unit 105</b> Plaiting and twisting hair</p> <p>The aim of this unit is to introduce the learner to the basic techniques of plaiting and twisting hair. The learner will look at the steps to be followed to achieve a finished look, using both on and off scalp plaits and twisting the hair. They will discover how to decorate the plaits and twists using a range of materials to achieve a finished look. This unit provides opportunity for development of the learner’s skills of dexterity and creativity, exploration of cultural hair</p>	<p><b>Unit 112</b> Create a hair and beauty image</p> <p>The aim of this unit is to introduce the learner to creative approaches, using hair and beauty techniques, to develop, produce and present an image. There are practical assessments and an assignment.</p>

					diversity and recognition of how hair can be considered as an expression of individuality. There are practical assessments and an assignment.	
<b>Year 11</b>	<p><b>Unit 109 Providing basic manicure treatment</b> This unit is about providing basic manicure treatments. The knowledge gained in this unit includes how to prepare and provide basic manicure treatments. It contains a written test and a practical observation.</p>	<p><b>Unit 201 Exploring the world of hair and beauty</b> The purpose of this unit is for learners to explore the exciting world of hair and beauty and the global environment in which its industries operate. They will explore key features of typical hair and beauty businesses and know how a range of trades and industries link to the sector.</p>	<p><b>Unit 202 Science of Hair and Beauty</b> The purpose of this unit is to encourage learners to explore the relevance of the associated sciences in hair and beauty and how science influences the development of products in the hairdressing and cosmetic industry. The study of the application of science in the hairdressing and cosmetic industry should promote an understanding of the commercial application of</p>	<p><b>Unit 203 Design in the hair and beauty sector</b> The purpose of this unit is for learners to explore the creative world of design used in business. Learners' will have the opportunity to plan and create their own design image using technical hair and beauty skills.</p>	<p><b>001 Synoptic assignment</b>  Learners will be carrying out in controlled assessment settings a synoptic assessment which is moderated by City and Guilds. This will cluster the skills and knowledge learnt and is graded pass, merit or distinction</p>	<p><b>002/502 Level 2 Hair and Beauty Studies – Theory exam</b> Revision and preparation for a two-hour exam that is marked and moderated by City and Guilds. Grading is pass, merit or distinction. If the learner fails unit 001 and units 002/502 they will not achieve the full certification.</p>

			science and how it may affect personal decisions that are not solely related to hair and beauty.			
<b>Year 12</b>	<p><b>Unit 602 Health and Safety/ Cross unit.</b> Knowledge of Health and Safety/ COSHH regulations, safety procedures, hair types, test requirements, code of conduct and expectations and requirements across all units. Written test 100% achievement required.</p>	<p><b>Unit 205 Advise and consult clients</b> Knowledge and practical skills, demonstrating the important skills of consulting with clients to determine their ideas and requirements. Making suitable recommendations for services and products based on the information and the results of the examination of the hair skin and scalp.</p>	<p><b>Unit 201 Style and finish hair.</b> Learn the scientific background to styling and how to style different hair lengths into different looks, the types of styling and finishing products and their uses. There are practical observations in a real working environment and a written test.</p>	<p><b>Unit 202. Set and dress hair</b> Learn the scientific explanations for setting and dressing and the range of setting tools, products and equipment. Demonstrate competence in a controlled assessment salon, creating different looks, including hair ups against the standards of the criteria. There are practical observations and a written test.</p>	<p><b>Unit 206 Shampoo, treat and condition hair.</b> Learn the science behind how shampoo and conditioner work on the hair and scalp, the different products and their uses for different hair and scalp conditions. To be confident in using a combination of massage techniques to create a relaxing enjoyable experience for the clients. There are practical observations and a written test.</p>	<p><b>Unit 210 Plait and twist hair.</b> Learn how to create plaiting and twisting techniques to create looks by combining these techniques for a wedding style or a special occasion. Develop the scientific and theoretical knowledge requirements required for this unit. There are practical observations and a written test.</p>



## Texts and exam boards

GCSE (Years 10-11)	A-level (Years 12-13)
<p><b>Exam board City and Guilds.</b> <b>Year 10 – Level 1 certificate in Hair and Beauty.</b> This qualification includes ongoing assessments that are practical and theory related. They are individually graded as pass, merit and distinction.</p> <p><b>Year 11- Level 2 Technical award in Hair and Beauty</b> This qualification contains an externally set exam and synoptic assignment which is carried out towards the end of the course.</p>	<p><b>Exam board City and Guilds Level 2 NVQ hairdressing units.</b> These units have been chosen to prepare you for an apprenticeship. These skills will develop your knowledge and practical skills to be able to support the stylist within the salon and develop them further towards your chosen hairdressing route.</p>

## Motor Vehicle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<p><b>L1MV01</b> Health &amp; Safety in the work place The learner will cover the following</p> <p>Risk hazards in the workshop. Manual handling. Fire risks. Types of fire extinguishers.</p> <p>On-Line exam Question based and ongoing assessment</p> <p><b>L1MV02</b> Locating, interpreting and using Technical information The learner will cover the following. Vehicle servicing schedules. Vehicle technical information from arrange of different manufactures.</p>	<p><b>L1MV03</b> Applying engineering techniques in an automotive environment.</p> <p>The learner will cover the following.</p> <p>Use arrange of engineering skill such measuring, assembly methods and identifying different materials used in designing vehicles.</p> <p>On-line exam, Question based, ongoing assessment.</p> <p><b>L1MV04</b> Knowledge relating to automotive foundation skills The learner will cover the following. Tools used in the workshop,</p>	<p><b>L1MV11</b> Health &amp; safety practices in a maintain and repair environment The learner will cover the following.</p> <p>Disposal of materials such as oil, brake fluid and acids</p> <p>Practical assessment. Question based</p>	<p><b>L1MV15</b> Health &amp; safety practices in a valeting and detailing environment. The learner will cover the following.</p> <p>Hazards while using valeting materials and tools and disposal of used materials.</p> <p>Practical assessment. Question based</p> <p><b>L1MV20</b> Compression ignition engine system components and operation The learner will cover the following.. Identify major components of a diesel engine and remove and refit a cylinder head to the required standard.</p>	<p><b>L1MV20 (Continue)</b> Compression ignition engine system components and operation The learner will cover the following.</p> <p>Identify major components of a Diesel engine and remove and refit a cylinder head to the required standard.</p> <p>Practical assessment. Question based</p>	<p><b>L1MV26</b> Compression ignition fuel system maintenance. The learner will cover the following.</p> <p>High pressure pumps, Common fuel rails and how to deal with contaminated fuel.</p> <p>Practical assessment Question based.</p>

	<p>On-line exam Question based and ongoing assessment.</p>	<p>Series and parallel electric circuit.</p> <p>Question based Practical assessment</p>		<p>Practical assessment. Question based</p>		
Year 11	<p><b>L1MV06</b> Preparing to become a vehicle driver. The learner will cover the following.</p> <p>Know how to book a driving test, Understand what both tests are and what they need to do.</p> <p>Practical assessment Question based.</p> <p><b>L1MV08</b> Reducing risks when driving a vehicle, The learner</p>	<p><b>L1MV19</b> Spark ignition engine system components and operation The learner will cover the following.</p> <p>Identify major components of a Petrol engine and remove and refit a cylinder head to the required standard.</p> <p>Practical assessment. Question based</p>	<p><b>L1MV28</b> Light vehicle braking system components and maintenance The learner will cover the following.</p> <p>Identify major braking system components. Replace a set of disc brakes and drum brakes to the required standards.</p> <p>Practical assessment Question based</p>	<p><b>L1MV28 (Continue)</b> Light vehicle braking system components and maintenance The learner will cover the following.</p> <p>Identify major braking system components. Replace a set of disc brakes and drum brakes to the required standards.</p> <p>Practical assessment Question based</p>	<p><b>L1MV47</b> Electrical foundation skills The learner will cover the following.</p> <p>Identify major electrical components, Build a parallel and series circuits and test for faults.</p> <p>Practical assessment Question based</p>	<p><b>L1MV47 (Continue)</b> Electrical foundation skills The learner will cover the following.</p> <p>Identify major electrical components, Build a parallel and series circuits and test for faults.</p> <p>Practical assessment Question based</p>

	<p>will cover the following.</p> <p>Be able to carry out basic checks on a vehicle before starting a journey</p> <p>Practical assessment, Question based.</p>					
<b>Year 12</b>	<b>Unit title</b> Description	<b>Unit title</b> Description	<b>Unit title</b> Description	<b>Unit title</b> Description	<b>Unit title</b> Description	<b>Unit title</b> Description
<b>Year 13</b>	<b>Unit title</b> Description	<b>Unit title</b> Description	<b>Unit title</b> Description	<b>Unit title</b> Description	<b>Unit title</b> Description	<b>Unit title</b> Description

### Texts and exam boards

<b>GCSE (Years 10-11)</b>
<p><b>Exam board</b></p> <p><b>IMI awards</b></p> <p><b>Core texts</b></p> <p>Level 1 certificate in transport maintenance Generic</p> <p>This engaging and motivating Vocationally Related Qualification (VRQ) is generally aimed at learners 14-19 years old, who have a keen interest to learn about the maintenance of various types of transport and the job roles that are available within the sector.</p>

## Professional Cookery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<p><b>Unit title 202 food safety in Catering</b> This unit provides candidates with a range of food safety skills directly relevant to the catering and hospitality industry. (E-volve multiple choice test on line)</p>	<p><b>Unit title 603 Health and safety awareness in catering and hospitality.</b> The unit will provide learners with a basic awareness of health and safety practices including legal responsibilities and reasons for health and safety.</p>	<p><b>Unit title 605 Introduction to kitchen equipment.</b> The aim of this unit is to enable the learner to develop knowledge of a range of equipment and utensils and to be able to select and demonstrate correct and safe use of the equipment in order to apply this to professional working practices.</p>	<p><b>Unit title 607 Prepare and cook food by boiling, poaching and steaming.</b> The aim of this unit is to enable the learner to develop the skills and knowledge required to prepare and cook foods using the boiling, poaching and steaming methods of cookery</p>	<p><b>Unit title 609 Prepare and cook food by grilling, baking and roasting.</b> The aim of this unit is to enable the learner to develop the skills and knowledge required to prepare and cook foods using the baking, roasting and grilling methods of cookery.</p>	<p><b>Unit title 610 Prepare and cook food by deep frying and shallow frying.</b> The aim of this unit is to enable learners to develop the skills and knowledge required to prepare and cook foods using the deep frying and shallow frying methods of cookery.</p>
<b>Year 11</b>	<p><b>Unit title 202 food safety in Catering.</b>  Complete an exam on E-volve. Paper-based short answer test. Assessment pack.</p>	<p><b>Unit title 603 Health and safety awareness in catering and hospitality</b> The assignment covers the practical activities for all outcomes and will also sample underpinning</p>	<p><b>Unit title 605 Introduction to kitchen equipment</b> The assignment covers the practical activities for all outcomes and will also sample underpinning knowledge to</p>	<p><b>Unit title 607 Prepare and cook food by boiling, poaching and steaming</b> Individual practical assessment tasks, that are set by City &amp; Guilds, delivered and marked by the tutor/assessor, and will be</p>	<p><b>Unit title 609 Prepare and cook food by grilling, baking and roasting</b> Individual practical tasks Collectively the above practical assessments will cover all the activities in the outcomes, as well</p>	<p><b>Unit title 610 Prepare and cook food by deep frying and shallow frying.</b>  Individual practical tasks Collectively the above practical assessments will cover all the activities in the</p>

		knowledge to verify coverage of the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds	verify coverage of the unit. It is set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds	externally verified by City & Guilds	as sampling the underpinning knowledge to verify coverage of the units. They are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds	outcomes, as well as sampling the underpinning knowledge to verify coverage of the units. They are set by City & Guilds, delivered and marked by the tutor/assessor, and will be externally verified by City & Guilds
<b>Year 12</b>	<p><b>Unit title Unit title 202 food safety in Catering</b> This unit provides candidates with a range of food safety skills directly relevant to the catering and hospitality industry. (E-volve multiple choice test on line)</p>	<p><b>Unit title 707 Prepare and cook stocks, sauces and soups.</b> Stocks, soups and sauces are the key building blocks of many dishes and an understanding of them is essential for any chef. The aim of this unit is to equip learners with the knowledge and skills required to prepare, cook and store stocks, soups and sauces, by completing set assessments and</p>	<p><b>Unit title 708 Prepare and cook fruit and vegetables</b> The aim of this unit is to enable the learner to develop the necessary skills, knowledge and understanding of the principals involved in preparing and cooking fruit and vegetables to produce dishes at a professional level. Set assessment task marked by the assessor and</p>	<p><b>Unit title 709 Prepare and cook meat, offal and poultry.</b> The aim of this unit is to provide learners with a rounded experience in preparing and cooking meat, poultry and offal dishes. They will learn to recognise the quality points of meat and offal with emphasis placed on the development, practice and acquisition of practical skills in</p>	<p><b>Unit title 711 Prepare and cook fish and shellfish.</b> The aim of this unit is to provide learners with a sound, rounded experience in preparing and cooking fish and shellfish dishes. They will learn to recognise the quality points of fish and shellfish with emphasis on safe and hygienic practices when preparing and cooking fish and shellfish.</p>	<p><b>Unit title 713 Prepare and cook hot and cold puddings and hot and cold desserts.</b> This unit covers the preparation, cooking and finishing of hot and cold desserts and puddings for service in restaurants and to paying customers set external practical assessments and under pinning knowledge test.</p>

		underpinning knowledge tests.	underpinning knowledge tests.	preparation and cooking, you will complete set practical assessment's and underpinning knowledge questions.	Emphasis is placed on the development, practice and acquisition of practical skills in preparation and cooking practical assessments and knowledge tests.	
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### Texts and exam boards

GCSE (Years 10-11)	A-level (Years 12)
<p><b>Exam board City and Guilds</b> Level 1 award introduction to Culinary skills.</p> <p>You are new to the industry and want to gain a good basic understanding of catering work, enough to succeed in a job or move on to further study</p>	<p><b>Exam board City and Guilds</b> Level 2 Diploma in culinary skills</p> <p>You want to gain a formal qualification and increase your skills so that you can take on a more senior role.</p>

## Childhood Studies

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<p><b>Unit 1: Patterns of Child Development</b>  <b>LAA:</b> Students will understand growth and development in children  <b>LAB:</b> Students will understand the characteristics of children’s development from birth up to eight years  <b>LAC:</b> Students will understand how adults in early years settings can support children’s development                      Exam: January</p>	<p><b>Unit 2: Promoting Children’s Development through Play</b>   <b>LAA:</b> Students will understand how play promotes children’s development in early years settings</p>	<p><b>Unit 2: Promoting Children’s Development through Play</b>   <b>LAA:</b> Students will understand how play promotes children’s development in early years settings   <b>LAB:</b> Students will understand how different play opportunities promote children’s development</p>	<p><b>Unit 2: Promoting Children’s Development through Play</b>   <b>LAB:</b> Students will understand how different play opportunities promote children’s development</p>	<p><b>Unit 2: Promoting Children’s Development through Play</b>   <b>LAB:</b> Students will understand how different play opportunities promote children’s development   <b>LAC:</b> Students will understand how play is structured in early years settings to promote children’s development</p>	<p><b>Unit 2: Promoting Children’s Development through Play</b>   <b>LAC:</b> Students will understand how play is structured in early years settings to promote children’s development</p>
<b>Year 11</b>	<p><b>Unit 3: The Principles of Early Year’s Practice</b>   <b>LAA:</b> Students will understand the importance of inclusive practice in early years</p>	<p><b>Unit 3: The Principles of Early Year’s Practice</b>   <b>LAB:</b> Students will explore ways in which early years settings implement inclusive practice</p>	<p><b>Unit 3: The Principles of Early Year’s Practice</b>   <b>LAC:</b> Students will understand how children are empowered in early years settings</p>	<p><b>Unit 3: The Principles of Early Year’s Practice</b>   <b>LAD:</b> Students will understand the importance of the key person approach in supporting children’s development</p>	<p><b>Unit 3: The Principles of Early Year’s Practice</b>   <b>LAD:</b> Students will understand the importance of the key person approach in supporting children’s development</p>	



**Exam boards:**

**GCSE (Years 10-11)**

**BTEC exam: January (Year 10)**

Unit 1: Patterns of Child Development

## Health and Social Care

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 12</b>	<p><b>Unit 1: Human Lifespan Development</b></p> <p><b>LAA:</b> Students will understand human growth and development across life stages and the factors that affect it</p>	<p><b>Unit 1: Human Lifespan Development</b></p> <p><b>LAB:</b> Students will investigate how individuals deal with life events</p> <p><b>Unit 2: Health and Social Care Services and Values</b></p> <p><b>LAA:</b> Students will understand the different types of health and social care services and barriers to accessing them</p>	<p><b>Unit 2: Health and Social Care Services and Values</b></p> <p><b>LAA:</b> Students will understand the different types of health and social care services and barriers to accessing them</p> <p><b>LAB:</b> Students will demonstrate care values and review own practice</p>	<p><b>Unit 2: Health and Social Care Services and Values</b></p> <p><b>LAB:</b> Students will demonstrate care values and review own practice</p> <p><b>Unit 3: Health and Wellbeing</b></p> <p><b>LAA:</b> Students will understand factors that affect health and wellbeing</p>	<p><b>Unit 3: Health and Wellbeing</b></p> <p><b>LAA:</b> Students will understand factors that affect health and wellbeing</p> <p><b>LAB: Students will be able to</b> interpret health indicators</p> <p><b>LAC: Students will understand</b> Person-centred health and be able to create wellbeing improvement plans</p>	

**Exam boards:**

<b>GCSE (Years 10-11)</b>
<p><b>BTEC exam: May</b> <b>Unit 3: Health and Wellbeing</b></p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p><b>Unit 1: Human Lifespan Development</b></p> <p><b>LAA:</b> Students will understand human growth and development across life stages and the factors that affect it</p>	<p><b>Unit 1: Human Lifespan Development</b></p> <p><b>LAA:</b> Students will understand human growth and development across life stages and the factors that affect it</p>	<p><b>Unit 1: Human Lifespan Development</b></p> <p><b>LAA:</b> Students will understand human growth and development across life stages and the factors that affect it</p>	<p><b>Unit 1: Human Lifespan Development</b></p> <p><b>LAB:</b> Students will investigate how individuals deal with life events</p>	<p><b>Unit 1: Human Lifespan Development</b></p> <p><b>LAB:</b> Students will investigate how individuals deal with life events</p>	<p><b>Unit 1: Human Lifespan Development</b></p> <p><b>LAB:</b> Students will investigate how individuals deal with life events</p>
Year 11	<p><b>Unit 2: Health and Social Care Services and Values</b></p> <p><b>LAA:</b> Students will understand the different types of health and social care services and barriers to accessing them</p>	<p><b>Unit 2: Health and Social Care Services and Values</b></p> <p><b>LAB:</b> Students will demonstrate care values and review own practice</p>	<p><b>Unit 3: Health and Wellbeing</b></p> <p><b>LAA:</b> Students will understand factors that affect health and wellbeing</p>	<p><b>Unit 3: Health and Wellbeing</b></p> <p><b>LAB:</b> Students will be able to interpret health indicators</p>	<p><b>Unit 3: Health and Wellbeing</b></p> <p><b>LAC:</b> Students will understand Person-centred health and be able to create wellbeing improvement plans</p> <p><b>Exam: Mid May</b></p>	

**Exam boards:**

GCSE (Years 10-11)
<p><b>BTEC exam: May (Year 11)</b>  <b>Unit 3: Health and Wellbeing</b></p>

## Travel & Tourism

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 12</b>	<p><b>Unit title - UK as a destination</b>  <b>Description</b> – This unit will research how the UK has become a tourist destination both for inbound and domestic tourists and will identify where tourist visit and why they go there.                      The students will also research what different types of tourist will need to have a successful holiday in the UK</p>		<p><b>Unit title – Investigating the Travel &amp; tourism sector</b>  <b>Description</b> – This unit looks at the business sectors that make up the travel and tourism industry and identifies:                      How they work together to provide an integrated product                      What can affect the ways of working and the profitability of the industry.</p>		<p><b>Unit title – Long Haul Destination</b>  <b>Description</b> – This unit looks at the areas of the world (outside of Europe) that are favourite travel destinations for UK tourist. Identifying what makes them popular and what might prevent or discourage UK tourists from visiting.                      This unit also includes the opportunity to develop a holiday itinerary for a long haul destination</p>	
<b>Year 13</b>	<p><b>Unit title – Preparing for employment in Travel &amp; Tourism</b>  <b>Description</b> – This unit allows the student to investigate the wide range of job roles and career progression within the sector and to prepare themselves for applying for employment by completing CV's, letters and application forms as well as practicing interview techniques.                      The also study recruitment in the industry from the point of view of the employer.</p>		<p><b>Unit title – The Business of Travel &amp; Tourism</b>  <b>Description</b> – This unit looks at:                      The importance of Travel &amp; tourism to the economy of the UK and other countries                      How businesses in the industry are structured to allow them to be profitable.                      How they are financed and regulated                      The students have the opportunity to pitch a business plan for a Travel and tourism enterprise.</p>		<p><b>Unit title – Customer Service in the Travel &amp; tourism industry</b>  <b>Description</b> – This unit assesses the importance of good customer service to the profitability of an organisation                      It also looks at what is good customer service in the travel &amp; tourism industry.                      Students will have opportunity to understand how to deliver good customer service in certain situations</p>	

### Texts and exam boards

A-level (Years 12-13)
<p><b>Exam board Pearson</b>                      BTEC Sub diploma in Travel &amp; Tourism</p> <p><b>Core texts</b>                      BTEC Travel &amp; Tourism e-Books (available through the College)</p>

## Bricklaying

	Autumn 1	Spring 1	Summer 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<p><b>Unit 002 /101 Health and Safety</b> Introduction to Centre requirements and course documents. Introduction to tools, materials and Health and Safety. You will learn the importance of health and safety in the construction industry and how to minimise the risk of accidents caused by hazards. You will be familiar with safety signs and their categories. There are question papers and practical tests</p>	<p><b>Unit 005</b> You will learn the skills to construct a half brick walling and know how to set out and build brick walls. You will be able to prepare, set out and build half brick thick walls and set up /maintain a clean and safe working environment.  There are question papers and practical tests</p>	<p><b>Unit 118</b> To complete this task, you must build a 100mm thick lightweight block wall to the specification in the diagrams, identified and used appropriate Personal Protective Equipment (PPE) identified, selected and used the materials required identified, selected and used the correct tools and equipment, measured and set up profiles to a given specification, set up a mortar board and stacked the</p>	<p><b>Unit 119 Return brickwork</b>  To complete this task, using the tools and materials provided, you must build a half brick thick return corner to the specifications and to plan. You will identify and use appropriate personal protective equipment (PPE), selected, have used the materials, tools and equipment required, and measured /set up profiles to a given specification. You will demonstrate how to set up a mortar board and stack the correct number of blocks required. Demonstration of safe setup of the work area will also be observed. There are question papers and practical tests</p>	<p><b>Unit 120 Cavity walling</b>  You will learn to competently list the correct PPE used in construction building block and brick walls and Identified/used appropriate personal protective equipment (PPE) You will learn to Identify and select the tools/ equipment needed for the task/ assessments and will demonstrate the assessment using the materials required. You will demonstrate competence in measuring and setting up profiles to a given specification. You will learn and demonstrate how to lay DPC and installing wall ties to plan.</p>	<p><b>121 One brick thick walling English, Flemish Garden wall bonds Queens and Kings</b>  List correct PPE used in construction building brick walls. You will Identify and use appropriate personal protective equipment (PPE) and have Identified, selected and used the materials, tools and equipment required You will have Measured and set up profiles to a given specification, laid DPC and installed wall ties to plan. You will have set up a mortar board and stacked the correct number of blocks required and demonstrated safe setup of the work area There are question papers and practical tests</p>

			<p>number of blocks required You will also demonstrate safe setup of the work area There are question papers and practical tests</p>		<p>You will learn to competency in laying up a mortar board/ stacking the correct number of blocks required. You will demonstrate the safe setup of the work area. There are question paper and practical tests</p>	
<p><b>Year 11</b></p>	<p><b>Understanding Principles of building</b> The first term of year 11 will be continuing with formative assessments to check understanding across all units. Evidence will need to be collected to ensure that evidence is in place to be able to plan the assessment against the criteria. Once assessments are complete we will build our knowledge and skills towards further competency. You will learn the confirmation of roots foundations as well as the architect's abbreviations drawings and scales. Written tests and practical observations will be carried out throughout.</p>	<p><b>Understanding Principles of Setting out</b> You will be developing your skills further and will investigate and carry out practical training on Tee junctions returns and stopped ends used in brickwork. Written tests and practical observations will be carried out throughout</p>	<p><b>Understanding Principles of Block laying</b> You will develop your knowledge, understanding and practical skills relating to the principles of the setting out process in blockwork. This will include T-junction stop ends in brickwork and blockwork built to industrial standards. Written tests and practical observations will</p>	<p><b>Understanding Principles of Bricklaying</b> You will develop your knowledge and skills by investigating the construction process and the undertaking of projects. This will include the practical skills used for raped ends, returns cuts and dimensions. It will meet industrial standards. Written tests and practical observations will be carried out throughout</p>	<p><b>Understanding Principles of Cavity Walling</b> You will be demonstrating the skills learned by carrying out various practical observations, using the skills that you have developed. This will be clustered together to demonstrate progression. You will develop your understanding further in the principles and methods for setting out for constructing</p>	<p><b>CSCS CITB Site preparation</b> Test centre preparation for onsite certification requirements Skill check/ clustering practical observations and underpinning knowledge to identify progression results. Written tests and practical observations will be carried out throughout</p>

			be carried out throughout		cavity work, including the inclusion of wall ties and DPC and methods of providing stability and strength. Written tests and practical observations will be carried out throughout	
Year 12	<p><b>Unit 101. Health and Safety</b> You will be able to State the roles of the Health and Safety Executive, demonstrating the understanding of the health and safety regulations and the common causes of accidents/ risks and Hazards, understanding safety signs and their meanings identifying COSHH and PPE requirements There are question papers and practical tests</p>	<p><b>Unit 102 Setting out</b> You will Describe different types of drawings, identifying scales, understanding measurements. You will be able to locate all building services the reasons behind site clearance You will have clear understanding of building control, and information sources,</p>	<p><b>Unit 103 Principles of Block laying</b> You will be able to list common hazards associated with block Line and will be listing information sources and resources required, producing checklists and calculating quantities of resources. You will be setting out</p>	<p><b>Unit 104 Principles of Bricklaying</b> You will be listing common hazards associated with bricklaying and interpret the drawings and information sources. You will demonstrate coherence in using instructions, whilst preparing and setting out with regards to building straight Walls. Return corners and junctions in brickwork using a</p>	<p><b>Unit 105 Principles of Cavity Walling</b> You will be able to list resources when erecting cavity Walling. You will use understanding methods for checking against the specifications and understanding requirements. You will be proficient in understanding of different types of walling, materials tools and equipment.</p>	<p><b>CSCS CITB</b> Site preparation Skill check and exams The summer term will be used to prepare you for working in industry or as an apprentice. During this time skills tests will be allocated to showcase your work learnt to employers. Employers will attend the construction site to identify any prospective employees. You will also prepare for your CSCS which is a qualification that is needed to work in the</p>

		<p>regarding setting out. There are question papers and practical tests</p>	<p>and building block walls, internal and external corners and junctions. You will understand the bonds and methods of cutting and the use of hand tools/sequences of work</p> <p>There are question papers and practical tests</p>	<p>variety of joint finishes You will also demonstrate One brick thick walling and use English, Flemish, Garden wall bonds and Queens and Kings Piers. There are question papers and practical tests</p>	<p>You will have the knowledge and be able to demonstrate the methods of setting out, producing checklists, having the extensive knowledge of the quantities of resources required, insuring that the working activities meets the official guidance and industrial standards. You will be able to transfer horizontal and vertical datum points and produce joint finishes to give them the specifications.</p> <p>There are question papers and practical tests</p>	<p>construction industry on site.</p>
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### Texts and exam boards

GCSE (Years 10-11)	A-level (Years 12-13)
<p><b>Exam board City &amp; Guild introduction 6219-08 Certificate Bricklaying</b></p> <p>These qualifications are suitable for 14-19 year olds, or for individuals of any age wanting an introduction to the variety of</p>	<p><b>Exam board City &amp; Guild Diploma Level 1 / 2 Bricklaying</b></p> <p>Bricklaying is one of the traditional trades both in the UK and around the world - Sir Winston Churchill is known to have enjoyed laying</p>



<p>construction trades, to gain skills in those areas and perhaps to decide which trade is the right one to pursue a career in. No previous knowledge or experience is required.</p>	<p>bricks and building walls during his lifetime. Those studying bricklaying will learn a variety of skills to enable them to build, repair and maintain the country's housing stock.</p>
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## PE

In our Physical Education curriculum, we aim to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We aim to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

<b>Across KS3 students will develop competence and confidence in executing skills, techniques, tactics and strategies in a broad range of physical activities.</b> <b>Activities: Hockey, Football, Netball, Basketball, Handball, Badminton, Volleyball, Table Tennis, Tennis, Gymnastics, Dance, Health Related Fitness, Cricket, Softball, Rounders, Athletics</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Topic: Responsibility</b> Students will create routines of being organised in PE (Kit and Equipment) Students will develop responsibility for theirs and others learning within PE.	<b>Topic: Responsibility</b> Students will create routines of being organised in PE (Kit, Equipment) Students developing responsibility for theirs and others learning within PE. Students develop understanding of how their actions can affect others in their PE.	<b>Topic: Creativity</b> What creativity looks like in different PE activities. Attacking and defending concepts in PE Identify and implement fundamental choreography strategies. Using stimuli for inspiration	<b>Topic: Creativity</b> Develop ability to reflect on self and peer performance. Explore and develop tactics and strategies within physical activities.	<b>Topic: Health</b> How can high effort and resilience levels impact our skill development and fitness? Explore the body's response to exercise. Responding to failure in a proactive way.	<b>Topic: Health</b> The promotion of health and wellbeing through physical activity and exercise <i><b>'The power of practise'</b></i> How practice improves knowledge and skill development in PE. Different types of fitness how they help sports performance.
<b>Year 8</b>	<b>Topic: Responsibility</b> Undertaking the roles and responsibilities of the official Respect sportsmanship and fair play in sport. Develop effective communication skills.	<b>Topic: Responsibility</b> Demonstrate cooperation and develop skills to work effectively as a team. Understanding others needs to promote effective teamwork.	<b>Topic: Creativity</b> Understand how composition effects overall performance. <i><b>'The power of practise'</b></i> Adapting practice to seek challenge and develop skills.	<b>Topic: Creativity</b> The use of tactics, strategies and choreographic ideas to improve performance Develop skills to evaluate performance and provide feedback.	<b>Topic: Health</b> Nutrition in sports performance. Social benefits of physical activity	<b>Topic: Health Health</b> The long-term impact of regular physical activity on physical health. Goal Setting to improve skill performance and fitness levels
<b>Year 9</b>	<b>Topic: Responsibility</b> Effective sports leadership skills and attributes	<b>Topic: Responsibility</b> Effective sports leadership skills and attributes	<b>Topic: Creativity</b> Appreciation for how performance looks to an audience or an observer	<b>Topic: Creativity</b> Analysing and evaluating sports	<b>Topic: Health</b> Improve different areas of fitness through a	<b>Topic: Health</b> Physiology understanding how the

	Leadership styles and the application of Sports Leadership. Principles of coaching and providing constructive and effective feedback.	Leadership styles and the application of Sports Leadership Principles of coaching and providing constructive effective feedback.		performance to refine and improve skill. Problem Solving in PE	variety of training methods.  Using motivation to improve sports performance	body works during physical activity.  Identify different methods to measure fitness levels.
<b>Year 10/11 Core PE</b>	<b>Take responsibility of personal health, wellbeing and physical activity. Explore a range of activities to develop skills, tactics and strategies.</b>					
<b>Year 10 BTEC</b>	<b>Unit 1: Fitness for Sport and Exercise</b> <i>Know about the components of fitness and the principles of training</i>  <b>Unit 6: Leading Sports Activities</b> <i>Know the attributes associated with successful sports leadership</i>	<b>Unit 1: Fitness for Sport and Exercise</b> <i>Explore different fitness training methods</i>  <b>Unit 6: Leading Sports Activities</b> <i>Undertake the planning and leading of sports activities</i>	<b>Unit 1: Fitness for Sport and Exercise</b> <i>Investigate fitness testing to determine fitness levels.</i>  <b>Unit 6: Leading Sports Activities</b> <i>Undertake the planning and leading of sports activities</i>	<b>Unit 2: Practical Performance in Sport</b> <i>Understand the rules, regulation and scoring systems for a selected sport</i>  <b>Unit 6: Leading Sports Activities</b> <i>Undertake the planning and leading of sports activities</i>	<b>Unit 2: Practical Performance in Sport</b> <i>Practically demonstrate skills, techniques and tactics in selected sports</i>  <b>Unit 6: Leading Sports Activities</b> <i>Undertake the planning and leading of sports activities</i>	<b>Unit 2: Practical Performance in Sport</b> <i>Be able to review performance.</i>  <b>Unit 6: Leading Sports Activities</b> <i>Review the planning and leading of sports activities</i>
<b>Year 11 BTEC</b>	<b>Unit 3: Applying the Principles of Personal Training</b> <i>designing a personal fitness training programme</i>	<b>Unit 3: Applying the Principles of Personal Training.</b> <i>musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training</i>	<b>Unit 3: Applying the Principles of Personal Training.</b> <i>Implement a self-designed personal fitness training programme to achieve own goals and objectives</i>	<b>Unit 3 Applying the Principles of Personal Training.</b> <i>Review a personal fitness training programme</i>	<b>Exams</b>	<b>Exams</b>
<b>Year 12</b>	<b>Anatomy &amp; Physiology</b> <b>Exercise Physiology</b> <b>Skill Acquisition</b>	<b>Anatomy &amp; Physiology</b> <b>Exercise Physiology</b> <b>Sports Psychology</b>	<b>Biomechanics</b> <b>Exercise Physiology</b> <b>Sport and Society</b>	<b>Biomechanics</b> <b>Exercise Physiology</b> <b>Sport and Society</b> <b>NEA:</b> <b>Coursework/</b>	<b>Revision/Exam preparation</b>	<b>Anatomy &amp; Physiology</b> <b>Sports psychology</b>

	NEA: Coursework/practical performance	NEA: Coursework/practical performance	NEA: Coursework/practical performance	<i>practical performance</i>		
<b>Year 13</b>	Anatomy & Physiology Sports Psychology NEA: Coursework/practical performance	Anatomy & Physiology Biomechanics Contemporary issues in Sport NEA: Coursework/practical performance	Biomechanics Contemporary issues in Sport NEA: Coursework/practical performance	Revision/Exam preparation	Revision/Exam preparation	Revision/Exam preparation

### Texts and exam boards

Key Stage 3 (Years 7-9)	GCSE (Years 10-11)	A-level (Years 12-13)
<p><b>Core texts</b></p> <p><b>Power of practise:</b>  <a href="https://www.matthewsyed.co.uk/resource/bounce-the-myth-of-talent-and-the-power-of-practice/">https://www.matthewsyed.co.uk/resource/bounce-the-myth-of-talent-and-the-power-of-practice/</a></p>	<p><b>Exam board</b> Pearson BTEC Level 1/Level 2 First Award in Sport</p> <p><b>Core texts</b> Specification:  <a href="https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368_BTECFIRST_AWD_SPORT_SPECS_ISS4.pdf">https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368_BTECFIRST_AWD_SPORT_SPECS_ISS4.pdf</a></p>	<p><b>Exam board</b> OCR A Level PE</p> <p><b>Core texts</b> Specification:  <a href="https://www.ocr.org.uk/Images/234833-specification-accredited-a-level-gce-physical-education-h555.pdf">https://www.ocr.org.uk/Images/234833-specification-accredited-a-level-gce-physical-education-h555.pdf</a> Text Book: OCR A Level PE ISBN: 9781510473317</p>

## Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	About Me Introduction	Colours, Synaesthesia	Skills Project, Japanese illustration work	3D Project Clay	Cultural Project – Aboriginal Art	
Year 8	Drawing/Negative Space	Perspective 1	Perspective 2	3D Project	Art History: Rousseau/Cezanne/Munch/African Art	
Year 9	Art History Op Art/Pop Art/Street Art		3D Project Cylinder Pots and Clay Animal Heads		Skills Project/Face Drawing	
Year 10	Ernst Haekel Drawing	Nunzio Paci	3D		Drawing Project/Portraiture	
Year 11	Continuation of Year 10 Work		GCSE Examination Work			
Year 12	Skills Based Project drawing, painting, monoprints, collage, artists introduction		AS Exam Topic Creating Artwork in response to exam paper			
Year 13	A Level written essay, 1500 – 4,000 words		Personal investigation related to written essay			

### Texts and exam boards

GCSE (Years 10-11)	A-level (Years 12-13)
Exam board OCR Description Art GCSE	Exam board OCR Description Fine Art and Photography
Core texts	Core texts

## Drama

	Autumn	Autumn	Spring	Spring	Summer	Summer
Year 7	Mime		Greek Theatre		Romeo and Juliet	
Year 8	Melodrama		The Mansion		Macbeth and Stage Combat	
Year 9	Let 'im have it Devised Piece		Fame and Celebrity Response to Stimulus Material		Stone Cold	
Year 10	Discrimination Devised Piece with Analysis and Evaluation	An Inspector Calls Text and Performance	Devised Assessment Piece and Portfolio Mock Exam Live Theatre visit			
Year 11	Devised Assessment Piece and Portfolio Internally Assessed Practical Exam		Text and Performance		Exam Preparation	
Year 12	Curious Incident of the Dog in the Night Time, Brecht, Devised Piece and Portfolio		The Accidental Death of an Anarchist, Exam Techniques and Preparation		Lysistrata Exam Preparation	
Year 13	The Crucible and Stanislavski		Text and Performance		Accidental Death of an Anarchist, Lysistrata, Exam Preparation	

### Texts and exam boards

Key Stage 3 (Years 7-9)	GCSE (Years 10-11)	A-level (Years 12-13)
<b>Core texts</b> Romeo and Juliet by Shakespeare Macbeth by Shakespeare	<b>Exam board</b> Edexcel  <b>Core texts</b> An Inspector Calls by JB Priestley	<b>Exam board</b> Edexcel  <b>Core texts</b>

Stone Cold by Joe Standerline and Robert Swindells		The Curious Incident of the Dog in the Night time by Simon Stephens Lysistrata by Aristophanes Accidental Death of an Anarchist by Dario Fo
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## Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>The Haunted House – Exploring the Elements of Music</b>		<b>Drumbeats and Rap</b>		<b>March Tune and Melody Composition</b>	
Year 8	<b>Stand by Me – Exploring musical textures</b>		<b>Music and the Moving Image</b>		<b>12 Bar Blues</b>	
Year 9	<b>Remix and Variations</b>		<b>Motivic Music and Dance Music</b>		<b>Song writing</b>	
Year 10	<b>Introduction to GCSE</b>	<b>First Composition and First Performance</b> Intro to set works	<b>Completion of First Composition</b> Further input on set works	<b>Initial Work on Further Composition and Further Performance</b> Further input on set works	<b>Further Work on Further Composition and Further Performance</b> Further input on set works	<b>Completion of Further Composition</b> Further input on set works
Year 11	<b>Initial Work on Briefed Composition and Ensemble Performance</b> Revision of set works	<b>Further Work on Briefed Composition and Ensemble Performance</b> Revision of set works	<b>Final Work on Briefed Composition and Solo Performance</b> Revision of set works	<b>Final Work on Free Composition and Ensemble Performance</b> Revision of set works	<b>Revision and final exam preparation</b>	

**Texts and exam boards**



Key Stage 3 (Years 7-9)	GCSE (Years 10-11)	A-level (Years 12-13)
N/A	Exam board Edexcel	Exam board Edexcel

## IAG

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Introduction to College Life The Launceston College Project	Review of the Launceston College Project Responsibilities	Relationships and Understanding Others	Enterprise 10X Challenge	Emotional Wellbeing Residential Preparation	Residential Review Starting a New Year
Year 8	Looking After Yourself Financial Capability	You Are Awesome	The Global Village Conflict Resolution	CEIAG	Drugs and Alcohol Education First Aid and CPR	Rights and Responsibilities Starting a New Year
Year 9	Emotional Wellbeing British Values	PREVENT Radicalisation	Options Talks CEIAG	Emotional Wellbeing	Emerging Gender Identity	Skills and Bills (KS2 KS4 prep) Starting GCSE Year 10
Year 10	Mental Health Sexual Health	CEIAG	Study Skills/Revision Skills	Staying Safe – Drugs and Alcohol	Is Money Real?	Writing a CV Preparation for Work Experience Starting Year 11
Year 11	Reflection, Evaluation/Study Skills	Sixth Form Presentations and Applications CEIAG	Strategies for Final Revision	Personal Revision	Personal Revision	

<b>Year 12</b>	<b>Sixth Form Learner</b>	<b>Beyond the classroom</b>	<b>Work Experience and progression preparation</b>	<b>Investigating Higher Education</b>	<b>Personal Revision</b>	<b>Personal Statements and UCAS applications</b>
<b>Year 13</b>	<b>UCAS Applications</b>	<b>Beyond the Sixth Form</b>	<b>Revision Skills</b>	<b>Personal Revision 6<sup>th</sup> Form Experience Student Review</b>	<b>Personal Revision</b>	

**Covid changes for Sept 2020-2021**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	<b>Introduction to College Life The Launceston College Project</b>	<b>Review of the Launceston College Project Responsibilities</b>	<b>Relationships and Understanding Others</b>	<b>Enterprise 10X Challenge</b>	<b>Continuation of 10X Challenge Emotional Wellbeing</b>	<b>Starting a New Year</b>

	<b>Autumn 1</b>
<b>All Years</b>	<b>Initial 2 weeks on Emotional Wellbeing</b>