



### Art, Craft & Design Curriculum Map KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y10</b>	<b>Image and Text</b> Experimenting with media, ideas and inspiration, A4 book	<b>Image and Text</b> How to refine and develop an idea, exploring collage, clay, painting and drawing skills	<b>Image and Text</b> Developing an outcome into a final piece of work to the project using chosen media	<b>Surrealism</b> How to use inspiration and research to come up with an idea, develop and refine outcomes, annotate art	<b>Surrealism</b> Developing idea into a final outcome outside of book on a larger scale – choice of media	<b>Skulls &amp; Skeletons</b> Observation drawings and photography skills, exploring media  5-hour art day end of term doing workshops in painting, printing, clay or digital
<b>Y11</b>	<b>Skulls &amp; Skeletons</b> Personal response to the theme, showing evidence of all four assessment objectives in the project	<b>Skulls &amp; Skeletons</b> Evidence of developing and refining ideas and skills through a series of outcomes, 5 hr trial exam at end of term	<b>Externally Set Assignment</b> from exam board, starting project through research and experimentation	<b>Externally Set Assignment</b> from exam board, developing project through refining ideas and improving skills	<b>Externally Set Assignment</b> from exam board, completing prep and 10 hours supervised sessions under exam conditions	

## Art Textiles Curriculum Map KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y10</b>	<b>Animals –</b> Experimenting with surface decoration techniques. Responding to Designers using animal print.	<b>Animals –</b> How to refine and develop an idea – exploring stencil, relief print and applique.	<b>Animals –</b> Developing an outcome using basic pattern drafting and construction techniques.	<b>Detail -</b> Use inspiration and research to come up with an idea – develop and refine outcomes building on relief printing and applique.	<b>Detail –</b> Developing ideas and samples into a final outcome of a wall hanging or art piece featuring silk screen printing.	<b>Major project –</b> choosing one design brief. Exploring artists and Designers creating practical responses using fabric manipulation techniques. 5-hour art day end of term doing workshops in garment construction.
<b>Y11</b>	<b>Major project–</b> Personal response to the theme - showing evidence of all four assessment objectives in the project	<b>Major project–</b> Evidence of developing and refining ideas and skills through a series of outcomes – 5 hr trial exam at end of term	<b>Externally Set Assignment</b> from exam board – starting project through research and experimentation	<b>Externally Set Assignment</b> from exam board – developing project through refining ideas and improving skills	<b>Externally Set Assignment</b> from exam board – completing and 10 hours supervised sessions under exam conditions	



## GCSE Business Curriculum Map KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	<p><b>Topic 1.1 Enterprise and entrepreneurship</b></p> <p>1.1.1 The dynamic nature of business 1.1.2 Risk and reward 1.1.3 The role of business enterprise</p> <p><b>Topic 1.2 Spotting a business opportunity</b></p> <p>1.2.1 Customer needs 1.2.2 Market research</p>	<p><b>Topic 1.2 Spotting a business opportunity</b></p> <p>1.2.3 Market segmentation 1.2.4 The competitive environment</p> <p><b>Topic 1.4 Making the business effective</b></p> <p>1.4.1 The options for start-up and small businesses</p>	<p><b>Topic 1.4 Making the business effective</b></p> <p>1.4.2 Business location 1.4.3 The marketing mix 1.4.4 Business plans</p> <p><b>Topic 1.3 Putting a business idea into practice</b></p> <p>1.3.1 Business aims and objectives 1.3.2 Business revenues, costs and profits</p>	<p><b>Topic 1.3 Putting a business idea into practice</b></p> <p>1.3.2 Business revenues, costs and profits (continued) 1.3.3 Cash and cash-flow 1.3.4 Sources of business finance</p> <p><b>Topic 1.5 Understanding external influences on business</b></p> <p>1.5.1 Business stakeholders</p>	<p><b>Topic 1.5 Understanding external influences on business</b></p> <p>1.5.2 Technology and business 1.5.3 Legislation and business 1.5.4 The economy and business 1.5.5 External influences</p>	<p><b>Topic 2.3 Making Operational decisions</b></p> <p>2.3.1 Business operations 2.3.2 Working with suppliers 2.3.3 Managing quality 2.3.4 The sales process</p>
Year 11	<p><b>Topic 2.5 Making human resource decisions</b></p> <p>2.5.1 Organisational structures 2.5.2 Effective recruitment 2.5.3 Effective training and development 2.5.4 Motivation</p>	<p><b>Topic 2.1 Growing the business</b></p> <p>2.1.1 Business growth 2.1.2 Changes in business aims and objective 2.1.3 Business and globalisation 2.1.4 Ethics, the environment and business</p>	<p><b>Topic 2.2 Making marketing decisions</b></p> <p>2.2.1 Product 2.2.2 Price 2.2.3 Promotion 2.2.4 Place 2.2.5 Using the marketing mix to make business decisions</p>	<p><b>Topic 2.4 Making financial decisions</b></p> <p>2.4.1 Business calculations 2.4.2 Understanding business performance</p> <p><b>Revision</b></p>	<p><b>Revision</b></p>	



### Drama Curriculum Map KS4

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 10	<p><b>INTRODUCTION TO GCSE DRAMA AND PERFORMANCE SKILLS.</b></p> <p><b>COMPONENT 1: WRITTEN PAPER</b></p> <p><i>Section A – Roles and responsibilities.</i> <i>Section B – Noughts &amp; Crosses.</i></p>	<p><b>COMPONENT 1: WRITTEN PAPER.</b></p> <p><b>INTRODUCTION TO DEVSING</b></p> <p><i>Section A – Roles and responsibilities.</i> <i>Section B – Noughts &amp; Crosses.</i> <i>Section C – Theatre review.</i></p>	<p><b>COMPONENT 1: WRITTEN PAPER</b></p> <p><b>COMPONENT 2: DEVSING</b></p> <p><i>Introduction to stimuli.</i></p>	<p><b>COMPONENT 2: DEVSING</b></p> <p><i>Devsing log section 1.</i></p>	<p><b>COMPONENT 2: DEVSING</b></p> <p><i>Devsing log section 2.</i></p>	<p><b>COMPONENT 2: DEVSING</b></p> <p><b>COMPONENT 1: WRITTEN PAPER</b></p> <p><i>Devsing log section 3.</i></p> <p><i>Internal examination 40%</i> <i>Practical 20 marks</i> <i>Devsing log 60 marks.</i></p>
Year 11	<p><b>COMPONENT 3: SCRIPTED</b></p> <p><b>COMPONENT 1: WRITTEN PAPER</b></p> <p><i>Introduction to scripted examination texts.</i></p>	<p><b>COMPONENT 3: SCRIPTED</b></p> <p><b>COMPONENT 1: WRITTEN PAPER</b></p> <p><i>Exploration of scripted examination texts.</i></p>	<p><b>COMPONENT 3: SCRIPTED</b></p> <p><b>COMPONENT 1: WRITTEN PAPER</b></p> <p><i>External examination 20%</i> <i>Statement of dramatic intentions</i> <i>X2 extracts from one play – monologue, duologue or group piece 40 marks.</i></p>	<p><b>COMPONENT 1: WRITTEN PAPER</b></p> <p><b>REVISION</b></p>	<p><b>COMPONENT 1: WRITTEN PAPER</b></p> <p><b>Written paper 40%</b></p> <p><i>Section A – Roles and responsibilities 4 marks.</i> <i>Section B – Noughts &amp; Crosses 44 marks.</i> <i>Section C – Theatre review 32 marks.</i></p>	



## English Language and English Literature Curriculum Map KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y10	Poetry anthology	Poetry anthology <i>Classroom trial:</i> <i>Paper 2, Section B</i>	Shakespeare	Shakespeare <i>Classroom trial:</i> <i>Paper 1, Section A</i>	Modern drama or prose	Modern drama or prose <i>Classroom trial:</i> <i>Paper 2, Section A</i>
	Reading fiction <i>Classroom trial:</i> <i>Paper 1, Section A</i>		Creative writing <i>Classroom trial:</i> <i>Paper 1, Section B</i>	<i>Formal trial? Paper 1</i>	Spoken presentations <i>(NEA)</i>	
Y11	19 <sup>th</sup> century novel	19 <sup>th</sup> century novel	Unseen poetry <i>Formal trial: Paper 1, Section B</i>	Revision	Final revision	
	Reading and comparing non-fiction <i>Classroom trial:</i> <i>Paper 2, Section A</i>	Transactional and Persuasive writing	<i>Formal trial: Paper 2</i>	Revision	Final revision	



## Food Preparation & Nutrition Curriculum Map KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y10</b>	Fruit & Vegetables	Cereals	Protein	Dairy	Fats, Sugars and Oils  NEA 1 Mock	Plant Protein  NEA 2 Mock
<b>Y11</b>	NEA 1	NEA 1 Completion  NEA 2 Start	NEA 2	NEA 2 Completion	Revision	N/A



### French Curriculum Map KS4

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Y10</b>	Introduction to GCSE Identity and relationships with others (Theme 1)	Healthy living and lifestyle (Theme 1)	Education and work (Theme 1)	Free-time activities (Theme 2)	Customs, festivals and celebrations (Theme 2)	Celebrity culture (Theme 2)
<b>Y11</b>	Travel and tourism (Theme 3)	Media and technology (Theme 3)	The environment and where people live (Theme 3)	Revision of all units/skills	Revision of all units/skills	N/A



### French Curriculum Map KS4 (Y11)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y10</b>	KS3 transition Unit 1 Me, my family and friends	Unit 1 Me, my family and friends cont.  Unit 2 Technology in everyday life	Unit 2 Technology in everyday life cont.  Unit 3 Free-time activities	Unit 3 Free-time activities cont.  Unit 4 Customs and festivals (recall)	Unit 5 Home, town, neighbourhood and region	Unit 5 Home, town, neighbourhood and region cont.  Unit 6 Social issues
<b>Y11</b>	Unit 6 Social issues cont.  Unit 7 Global Issues	Unit 7 Global Issues cont.  Unit 8 Travel and Tourism	Unit 8 Travel and Tourism cont.  Unit 9/10 My studies, Life at school and college	Unit 9/10 My studies, Life at school and college cont.  Unit 11/12 Education post-16, Jobs, careers and ambitions	Revision of all units/skills	N/A





## Geography Curriculum Map KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y10</b>	UK Physical Landscapes (Coasts)	UK Physical Landscapes (Rivers)	Challenge of Natural Hazards	Challenge of Natural Hazards (& Physical Fieldwork)	Urban Issues and Challenges	Urban Issues and Challenges
<b>Y11</b>	Urban Issues and Challenges (including Human Fieldwork) + Changing Economic World	Changing Economic World	Changing Economic World & Resource management	Resource Management & Issue Evaluation	Revision	/



## German Curriculum Map KS4 (Y10)

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Y10</b>	Introduction to GCSE  Unit 1: Identity and relationships with others (Theme 1)	Healthy living and lifestyle (Theme 1)	Education and work (Theme 1)	Free time activities (Theme 2)	Customs fesitvals and celebrations (Theme 2)	Celebrity culture (Theme 2)
<b>Y11</b>	Travel and tourism (Theme 3)	Media and technology (Theme 3)	The environment and where people live (Theme 3)	Revision of all units/skills	Revision of all units/skills	N/A



## German Curriculum Map KS4 (2023 – 2025)\*

\*For current Y11s only

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y10</b>	KS3 transition Unit 1 Me, my family and friends	Unit 1 Me, my family and friends cont.  Unit 2 Technology in everyday life	Unit 2 Technology in everyday life cont.  Unit 3 Free-time activities	Unit 3 Free-time activities cont.  Unit 4 Customs and festivals (recall)	Unit 5 Home, town, neighbourhood and region	Unit 5 Home, town, neighbourhood and region cont.  Unit 6 Social issues
<b>Y11</b>	Unit 6 Social issues cont.  Unit 7 Global Issues	Unit 7 Global Issues cont.  Unit 8 Travel and Tourism	Unit 8 Travel and Tourism cont.  Unit 9/10 My studies, Life at school and college	Unit 9/10 My studies, Life at school and college cont.  Unit 11/12 Education post-16, Jobs, careers and ambitions	Revision of all units/skills	N/A



## History Curriculum Map KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y10	<p><b>Weimar Germany 1919-1929</b></p> <ul style="list-style-type: none"> <li>-Origins of the Weimar Republic</li> <li>-Early challenges to the Weimar Republic 1919-1923</li> <li>-Recovery of the Weimar Republic 1923-1929</li> <li>-Changes in society 1924-1929</li> </ul> <p><b>-Hitler's rise to power 1919-1933</b>, including early development of the Nazi Party, role of the Munich Putsch, why support for the Nazi's increased and how Hitler became chancellor in 1933</p>	<p><b>Nazi Germany 1933-39</b></p> <ul style="list-style-type: none"> <li>-Creation of a dictatorship</li> <li>-Role of the Police State</li> <li>-Propaganda</li> <li>-Opposition and Resistance</li> <li>-Nazi policies towards women and the young</li> <li>-Employment and living standards</li> <li>-Persecution of minorities</li> </ul>	<p><b>Superpower Relations and the Cold War</b></p> <ul style="list-style-type: none"> <li>-Early tension between East and West</li> <li>-Development of the Cold War</li> <li>-Culmination of tension between East and West</li> </ul>	<p><b>Superpower Relations and the Cold War</b></p> <ul style="list-style-type: none"> <li>-Key Cold War crisis and how the East and West responded to these.</li> <li>-Consequences of the Crises</li> </ul>	<p><b>Superpower Relations and the Cold War</b></p> <ul style="list-style-type: none"> <li>-The end of the Cold War 1970-1991</li> </ul>	<p>Historic Environment: Whitechapel, c1870-c1900: Crime, policing and the inner city</p>

<p><b>Y11</b></p>	<p><b>Crime and Punishment 1000-1500</b></p> <ul style="list-style-type: none"> <li>-Medieval crimes</li> <li>-Medieval forms of law and order and punishment</li> <li>-Role of the Church</li> </ul> <p><b>Crime and Punishment 1500-1700</b></p> <ul style="list-style-type: none"> <li>-New definitions of crimes</li> <li>-Change and continuity of crimes</li> <li>- Forms of Law and order and punishment</li> <li>-The Gunpowder Plot</li> <li>-Role of Matthew Hopkins and the witch-hunts</li> </ul> <p><b>Crime and Punishment 1800-1900</b></p> <ul style="list-style-type: none"> <li>-New definitions of crimes</li> <li>-Change and continuity of crimes</li> <li>-Development of the police force</li> </ul>	<p><b>Crime and Punishment 1800-1900 continued</b></p> <ul style="list-style-type: none"> <li>-Changing views on the purpose of punishment</li> <li>-Pentonville Prison</li> <li>-Robert Peel</li> </ul> <p><b>Crime and Punishment 1900- Present day</b></p> <ul style="list-style-type: none"> <li>-New definitions of crimes</li> <li>-Change and continuity of crimes</li> <li>- Forms of Law and order and punishment</li> <li>-Treatment of conscientious Objectors</li> <li>-Case of Derek Bentley</li> </ul>	<p><b>Elizabethan England</b></p> <ul style="list-style-type: none"> <li>-The political, religious and socio economic situation on Elizabeth's accession to the throne.</li> <li>-The 'settlement' of religion</li> <li>-Challenges to the religious settlement</li> <li>-Problem of Mary Queen of Scots</li> <li>-Plots and revolts at home</li> <li>-Relations with Spain and outbreak of war</li> </ul>	<p><b>Elizabethan England</b></p> <ul style="list-style-type: none"> <li>-The Armada</li> <li>-Education and Leisure</li> <li>-The problem of the poor and different ways they were treated</li> <li>-Exploration and voyages of discovery</li> <li>-Role of Raleigh and colonisation of Virginia</li> </ul>	<p><b>Revision</b></p>	<p>-</p>
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## Maths Curriculum Map KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	1. Basic Number and decimals 2. Indices and surds 3. Basic algebra 4. Ratio	5. Angles and polygons 6. Factors and multiples 7. Fractions 8. Calculating with percentages 9. Equations	10. Rounding and measures 11. Standard form 12. Perimeter and area 13. Circumference and area 14. Statistical measures and scatter graphs	15. Constructions and circle theorems 16. Quadratics	17. Probability 18. Coordinates and linear graphs 19. Functions	20. Simultaneous equations 21. Pythagoras and trigonometry 22. Scale diagrams and bearings
<b>Year 11</b>	23. Algebra and graphs 24. Sequences 25. 3d Shapes 26. Congruence and similarity 27. Proportion	28. Inequalities 29. Collecting and representing data 30. Transformations 31. Vectors	32. Real life graphs 33. Equation of a circle (H) 34. More simultaneous equations (H) 35. More trigonometry (H)	Revision	Revision	



## Philosophy and Religion Curriculum Map KS4

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 10</b>	Christian Beliefs	Christian Beliefs Relationships and the Family	Relationships and the Family	Islam Beliefs	Islam Beliefs Crime and Punishment	Crime and Punishment
<b>Year 11</b>	Christian Practices	Religion and Life	Religion and Life Islam Practices	Islam Practices Human Rights and Social Justice	Human Rights and Social Justice Revision	



## GCSE PE Curriculum Map KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10 Exam</b>	<u>1PE0/01:</u> Fitness and Body Systems	<u>1PE0/01:</u> Fitness and Body Systems	<u>1PE0/01:</u> Fitness and Body Systems	<u>1PE0/01:</u> Fitness and Body Systems	<u>1PE0/01:</u> Fitness and Body Systems	<u>1PE0/01:</u> Fitness and Body Systems
<b>Year 10 Coursework</b>	<u>1PE0/04:</u> Personal Exercise Programme (PEP)	<u>1PE0/04:</u> Personal Exercise Programme (PEP)	<u>1PE0/04:</u> Personal Exercise Programme (PEP)	<u>1PE0/04:</u> Personal Exercise Programme (PEP)	<u>1PE0/04:</u> Personal Exercise Programme (PEP)	<u>1PE0/04:</u> Personal Exercise Programme (PEP)
<b>Year 11 Exam</b>	<u>1PE0/02:</u> Health and Performance	<u>1PE0/02:</u> Health and Performance	<u>1PE0/02:</u> Health and Performance	<u>1PE0/02:</u> Health and Performance	<u>Revision:</u> 1PE0/01 & 1PE0/02	
<b>Year 11 Coursework</b>	<u>1PE0/03:</u> Practical Performance	<u>1PE0/03:</u> Practical Performance	<u>1PE0/03:</u> Practical Performance	<u>1PE0/03:</u> Practical Performance	<u>Revision:</u> 1PE0/01 & 1PE0/02	





## Performing Arts BTEC Curriculum Map KS4

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 10</b>	<b>INTRODUCTION TO BTEC PERFORMING ARTS</b>  Exploration of works, practitioners and workshops.	<b>COMPONENT 1</b>  Practical and theoretical exploration of professional performance works.	<b>COMPONENT 1</b>  Practical and theoretical exploration of professional performance works.	<b>COMPONENT 2</b>  Study a piece of professional repertoire & reproduce the performance work.	<b>COMPONENT 2</b>  Study a piece of professional repertoire & reproduce the performance work.	<b>COMPONENT 3 PREPARATION/MOCK</b>  Practitioner workshops in preparation for Component 3.
<b>Year 11</b>	<b>KEY KNOWLEDGE &amp; SKILLS</b>  Practical work with a focus on different performance styles.	<b>COMPONENT 3</b>  Introduction to structure of Component 3.	<b>COMPONENT 3</b>  Assignment brief released from Pearson in January. Work on assignment brief.	<b>COMPONENT 3</b>  Work on assignment brief. Group devised performance and written log.	<b>COMPONENT 3</b>  Work on assignment brief. Group devised performance and written log.	



## Photography Curriculum Map KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y10</b>	<b>FOUNDATIONS</b> Manual Settings Cameras and Lenses Shutter Speed Depth of Field Photoshop	<b>STILL LIFE</b> Using the studio Composition	<b>ELEMENTS</b> Line and Shape Texture and Pattern Colour Black and White Perspective	<b>LAYERS</b> Portraiture Photoshop Collage Light painting	<b>LIGHT AND DARK</b> Using the studio High key Low key	<b>INSIDE AND OUTSIDE</b> Architecture  5-hour photography day end of term doing shoots around school and editing on Photoshop
<b>Y11</b>	<b>Natural Forms</b> Main coursework project	<b>Natural Forms</b> Main coursework project	<b>Externally Set Assignment</b> from exam board – starting project through research and experimentation	<b>Externally Set Assignment</b> from exam board – developing project through refining ideas and improving skills	<b>Externally Set Assignment</b> from exam board – completing prep and 10 hours supervised sessions under exam conditions	



## Product Design Curriculum Map KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y10</b>	Timbers	Timbers	Polymers Mechanical Devices	Metals and Other Materials	Designing and the Environment  NEA Mock	Scales of Production NEA Start
<b>Y11</b>	NEA	NEA	NEA	NEA Deadline Revision	Revision	NA



## Curriculum Map for Science KS4

Due to the practical nature of our Science Curriculum, there are different rotations through the topics in each year: A and B or A, B and C. Please speak to your child/child's teacher to confirm which rotation their class is on. Please be aware that Science in Year 9 is a common first year of GCSE for all students, with the Triple Science pathway starting in Year 10. Topics vary in the number of taught lessons and topics will overlap between terms. See the key underneath the table for the topic titles. *(note: there is a change of topic order for KS4 biology starting in Year 9 2023-24 and Yr 10 2023-24 which will affect the curriculum map for later years).*

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 9 A</b>	B16, B17	C1, P1, P2	B5, B6, B7	C2, C2, C3	P3, P6	C5, C6
<b>Year 9 B</b>	B16, B17	P1, P2, C1	B5, B6, B7	P3, P6	C2, C3, C4	C5, C6
<b>Year 10 A</b>	B1, B2, Skills Unit, P8	B3, B4, P9, P10	B8, B9, P12, P13	B10, (B11 for Triple), P7 (+P14 for Triple)	C7, C8 (+C9, C10 for Triple)	C16 (+C11 for Triple)
<b>Year 10 B</b>	B1, B2, Skills Unit, C7	B3, B4, C8 (+C9 for Triple)	B8, B9, C16 (+C10 for Triple)	B10, C16 (B11 and C11 for Triple)	P8, P9, P10	P12, P13, P7 (+P14 for Triple)
<b>Year 10 C</b>	C7, P8, Skills Unit	C8, P9, P10 (+C9 for Triple)	C16, P12, P13 (+C10 for Triple)	P7 (+P14, C11 for Triple)	B1, B2, B3, B4	B8, B9, B10 (+B11 for Triple)
<b>Year 11 A</b>	C9 (or C12, C13 for Triple) B13, B14	C10 (or C14, C15 for Triple), B15, B16	C11 (or C16, C17 for Triple), B17, B18 (+P4 for Triple)	P5, P15 (+P11, P16 for Triple)		
<b>Year 11 B</b>	P4 (+P5 for Triple), B13, B14	P5 (+P11, P15 for Triple), B15, B16	P15 (+P16 for Triple), B17, B18, C9 (or C12, C13 for Triple)	C10, C11 (or C14, C15, C16, C17 for Triple)		
<b>Year 11 C</b>	C9 (or C12, C13 for Triple), P4 (+P5 for Triple)	C10 (or C14, C15 for Triple), P5 (+P11, P15 for Triple)	C11 (or C16, C17 for Triple) P15 (+P16 for Triple), B13, B14	B15, B16, B17, B18		

B1 Cell Structure & Transport  
B2 Cell Division  
B3 Organisation & the Digestive System  
B4a Organising Animals  
B4b Organising Plants  
B5 Communicable Diseases  
B6 Preventing & Treating Disease  
B7 Non-Communicable Diseases  
B8 Photosynthesis  
B9 Respiration  
B10 The Human Nervous System  
B11 Hormonal Coordination  
B12 Homeostasis in Action  
B13 Reproduction  
B14 Variation & Evolution  
B15 Genetics & Evolution  
B16 Adaptations, Interdependence & Competition  
B17 Organising an Ecosystem  
B18 Biodiversity & Ecosystems

C1 Fundamentals of Chemistry  
C2 Acids, Bases & Salts  
C3 Energy Changes  
C4 Hydrocarbons  
C5 testing for Gases  
C6 Earth's Atmosphere  
C7 Atomic Structure & The Periodic Table  
C8 Bonding  
C9 Quantitative Chemistry & Moles  
C10 Reactivity Series & Electrochemistry  
C11 Rate & Extent of Change  
C12 Further Quantitative Chemistry  
C13 Electrochemical Cells  
C14 Organic Chemistry  
C15 Chemical Analysis  
C16 Earth's Resources  
C17 Using our Resources

P1 Conservation & Dissipation of Energy  
P2 Energy Transfer by Heating  
P3 Energy Resources  
P4 Electric Circuits  
P5 Electricity in the Home  
P6 Molecules & Matter  
P7 Radioactivity  
P8 Forces in Balance  
P9 Motion  
P10 Forces & Motion  
P11 Force & Pressure  
P12 Wave Properties  
P13 Electromagnetic Waves  
P14 Light  
P15 Electromagnetism  
P16 Space



## GCSE Sociology Curriculum Map KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<p><b>Unit title:</b></p> <p><b>1. Key concepts and processes of cultural transmission</b></p> <p>1.1 Key sociological concepts</p> <p>1.2 Debates over the acquisition of identity</p> <p>1.3 The process of socialisation</p> <p><b>Unit title:</b></p> <p><b>2. Families</b></p> <p>2.1 Family diversity and different family forms in the UK and within a global context</p>	<p>2.2 Social changes and family structures</p> <p>2.3 Social changes and family relationships</p> <p>7.2 Interpreting data</p>	<p><b>2.5 Criticisms of the family</b></p> <p>Unit title: <b>Education</b></p> <p><i>Different types of school and the history of compulsory education</i></p> <p>3.1 Sociological theories of the role of education</p> <p>3.2 Processes inside schools</p> <p>3.5 Factors affecting educational achievement</p> <p>7.2 Interpreting data</p>	<p>3.4 Factors affecting educational achievement</p>	<p>3.5 Factors affecting educational achievement</p> <p>7.2 Interpreting data how to interpret graphs, diagrams, charts and tables to discern patterns and trends</p>	<p>3.5 Factors affecting educational achievement</p> <p><b>Unit title:</b></p> <p><b>4 Sociological research methods</b></p> <p>4.1 Usefulness of different types of data</p> <p>4.2 Methods of research</p> <p>4.3 Sampling processes</p> <p>4.4 Practical issues affecting research</p> <p>4.5 Ethical issues affecting research</p> <p>7 Applied methods of sociological enquiry</p> <p>7.1 The process of research design</p>

<p><b>Year 11</b></p>	<p><b>Unit title:</b>  <b>5 Social differentiation and stratification</b></p> <p>5.1 Sociological theories of stratification</p>	<p>5.2 Different forms and sources of power and authority</p> <p>5.3 Equality/inequality in relation to class, gender, ethnicity, age, disability, and sexuality</p> <p>5.4 Factors which may influence access to life chances and power</p> <p><b>7.2</b> Interpreting data-how to interpret graphs, diagrams, charts, and tables in order to discern patterns and trends</p>	<p>5.5 Poverty as a social issue</p> <p><b>Unit title:</b>  <b>6 Crime and deviance</b></p> <p>6.1 Social construction of concepts of crime and deviance</p>	<p>6.2 Social control</p> <p>6.5 Sources of data on crime</p> <p>6.3 Patterns of criminal and deviant behaviour</p> <p>7.2 Interpreting data-how to interpret graphs, diagrams, charts and tables to discern patterns and trends</p> <p>6.4 Sociological theories and explanations of deviance and criminal behaviour (structural, subcultural, interactionist and feminist)</p>	<p>Revision</p>	
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## Spanish Curriculum Map KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y10</b>	KS3 Transition Introduction to GCSE Identity and relationships with others	Unit 1 Identity and relationships with others cont.  Unit 2 Healthy living and lifestyle	Unit 2 Healthy living and lifestyle cont.  Unit 3 Education and work	Unit 3 Education and work cont.  Unit 4 Free time activities	Unit 4 Free time activities cont.  Unit 5 Customs, festivals and celebrations	Unit 5 Customs, festivals and celebrations cont.  Unit 6 Celebrity culture
<b>Y11</b>	Unit 6 Celebrity culture cont.  Unit 7 Travel and tourism	Unit 7 Travel and Tourism cont.  Unit 8 Media and technology	Unit 8 Media and technology cont.  Unit 9 The environment and where people live	Unit 9 The environment and where people live cont.	Revision of all units/skills	N/A





## Spanish Curriculum Map KS4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Y10</b>	KS3 transition Unit 1 Me, my family and friends	Unit 1 Me, my family and friends cont.  Unit 2 Technology in everyday life	Unit 2 Technology in everyday life cont.  Unit 3 Free-time activities	Unit 3 Free-time activities cont.  Unit 4 Customs and festivals (recall)	Unit 5 Home, town, neighbourhood and region	Unit 5 Home, town, neighbourhood and region cont.  Unit 6 Social issues
<b>Y11</b>	Unit 6 Social issues cont.  Unit 7 Global Issues	Unit 7 Global Issues cont.  Unit 8 Travel and Tourism	Unit 8 Travel and Tourism cont.  Unit 9/10 My studies, Life at school and college	Unit 9/10 My studies, Life at school and college cont.  Unit 11/12 Education post-16, Jobs, careers and ambitions	Revision of all units/skills	N/A



## Sport Studies PE Curriculum Maps KS4

### Cambridge National Exam R184

R184	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<u>Topic Area 1:</u> User Group and Barriers	<u>Topic Area 1:</u> Popularity of Sport	<u>Topic Area 2:</u> Sporting Values	<u>Topic Area 2:</u> Performing Enhancing Drugs	<u>Topic Area 3:</u> Implications of hosting a major sporting event.	<u>Topic Area 3:</u> The Olympics and Paralympics
<b>Practical to Enhance understanding of theory.</b>	Visit to our local leisure centre.	Football v Frisbee	Initiatives within North Somerset	The Enhanced Games Concept	Backwell Olympics	Trial Exam
<b>Year 11</b>	<u>Topic Area 4:</u> The Role of National Governing Bodies	<u>Topic Area 4:</u> National Governing Bodies Case-Studies	<u>Topic Area 5:</u> The Use of Technology in Sport for Competitors	<u>Topic Area 5:</u> The Use of Technology in Sport for spectators	<u>Revision:</u> ALL Topic Areas	
<b>Practical to Enhance understanding of theory</b>	The FA and LTA within North Somerset	Basketball and Badminton NGBs	Blade Runner – looking into technology of the future.			

### Cambridge National NEA R185 & R187

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 10</b>	R185 Key components of Performance	R185 Applying practice methods to support improvement in a sporting activity	R187 Increasing awareness of Outdoor and Adventurous Activities	R187 Plan for and be able to participate in an outdoor and adventurous activity	R187 Evaluate participation in an outdoor and adventurous activity	R187 Provision for different types of outdoor and adventurous activities in the UK
<b>Year 11</b>	R187 Equipment, clothing and safety aspects of participating in outdoor and adventurous activities	R185 Organising and planning a sports activity session	R185 Leading a sports activity session	R185 Reviewing your own performance in leading and planning a sports activity session	Revision	