



Strand	Aims and purpose/Intent	Content Summary
<p>English Language & Literature</p>	<p>The chosen AQA specifications will encourage students to develop skills and knowledge for:</p> <p>Reading:</p> <ul style="list-style-type: none"> ✓ read a wide range of texts, fluently and with good understanding / Read a wide range of classic literature, and make connections across their reading ✓ develop the habit of reading widely and often ✓ read in depth, critically and evaluatively ✓ appreciate the depth and power of the English literary heritage <p>Writing:</p> <ul style="list-style-type: none"> ✓ write about their reading, using Standard English ✓ write effectively and accurately, analytically and coherently, using Standard English appropriately ✓ use knowledge gained from wide reading to inform and improve their own writing ✓ use grammar correctly, punctuate and spell accurately <p>Vocabulary:</p> <ul style="list-style-type: none"> ✓ acquire and apply a wide vocabulary, alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. ✓ acquire the vocabulary needed to enable students to criticise and analyse what they read. <p>Spoken Language:</p> <ul style="list-style-type: none"> ✓ listen to and understand spoken language, and use spoken Standard English effectively. ✓ discuss and explain their understanding and ideas of their set texts and own wider reading. 	<p>Topics will include formal and summative assessment of reading, writing and spoken language.</p> <p>Skills will be revisited and refined across the year, to ensure that best practice in interleaving strategies to aid retrieval and memory are in place.</p> <p>English Language Paper 1 & 2 – Skills & Knowledge</p> <p>Including:</p> <ul style="list-style-type: none"> • The Lovely Bones • Glastonbury • IT • Serial Killers • Jaws • Touching the Void <p>English Literature Paper 1 & 2 - Skills & Knowledge</p> <ul style="list-style-type: none"> • Macbeth – pupils will explore Shakespeare’s use of Aristotle’s conventions of Greek tragedy in his macabre play. • A Christmas Carol – pupils will explore Dickens’ portrayal of society’s capitalist and misanthropic ideology and its impact on others. • Blood Brothers – pupils will explore society’s laissez-faire attitude towards the life chances of the working class in Liverpool during Thatcherism. • Power and Conflict Poetry • Unseen Poetry

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<p>Mathematics</p>	<p>Develop fluency To calculate with numbers in standard form. To solve quadratic equations (including rearrangement) by factorising. To solve linear inequalities and represent the solution set on a number line. To use $y=mx+c$ to identify parallel (and perpendicular) lines and find the equation of a line through two points. To apply and interpret limits of accuracy when rounding or truncating (including upper and lower bounds)</p> <p>Reason mathematically To identify and interpret root, intercepts and turning points of quadratic functions. To know the difference between an equation and an identity. To derive and solve an equation (or simultaneous equations) and interpret the solution. To apply the concepts of congruence and similarity, including the relationships between lengths (areas and volume)</p> <p>Solve problems To identify and work with fractions in ratio problems. To set up, solve and interpret the answers in growth and decay problems. To identify and apply circle definitions and properties. To use a probability model to predict outcomes of future experiments.</p>	<p>Topics: <u>Number:</u> Interpret, calculate and compare numbers in negative and fractional indices. Manipulate surds (including rationalising the denominator). Understanding error intervals and calculations with bounds. Find the nth term of quadratic sequences.</p> <p><u>Algebra:</u> Form and solve simultaneous equations algebraically. Identify and draw different types of graphs (using completing the square). Factorising quadratics with a coefficient of x^2 larger than 1. Equation of a tangent to a circle.</p> <p><u>Ratio, proportion and rate of change:</u> Direct and inverse proportion. Enlargements and similar shapes, Similar shapes (area and volume)</p> <p><u>Geometry and measures:</u> Area and perimeter of sectors. Trigonometry in right-angled triangles. Problem solving including Pythagoras and trigonometry. Revisit angles in polygons and parallel lines.</p> <p><u>Probability:</u> Tree diagrams. Venn diagrams. Conditional probability.</p> <p><u>Statistics:</u> Stem and leaf diagrams. Reverse mean. Averages from grouped data. Cumulative frequency and box plots.</p> <p>Develop fluency</p> <ul style="list-style-type: none"> Consolidate their numerical and mathematical capability from KS3 and extend their understanding of the number system

		<ul style="list-style-type: none">• Select and use appropriate calculation strategies to solve increasingly complex problems• Consolidate their algebraic capability from KS3 and extend their understanding of algebraic simplification and manipulation• Move freely between different numerical, algebraic, graphical and diagrammatic representations <p>Reason mathematically</p> <ul style="list-style-type: none">• Extend and formalise knowledge of ratio and proportion, including trigonometric ratios• Make and test conjectures about generalisations that underlie patterns and relationships• Reason deductively in geometry, number and algebra <p>Solve problems</p> <ul style="list-style-type: none">• Make and use connections between different parts of mathematics to solve problems• Model situations mathematically and express the results using a range of formal mathematical representations• Select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems
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Science	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> To experience different types of scientific enquiry. To develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. To explore the uses and implications of science today and for the future. <p><u>Biology</u></p> <ul style="list-style-type: none"> To experience how vital gases are to the survival of all species To develop knowledge of how key structures in living things remain alive and fight infection. To explore the role genes play in the survival of a species. <p><u>Chemistry</u></p> <ul style="list-style-type: none"> To experience how reactions can be controlled and their products analysed To develop understanding of collisions within reactions and how organic chemistry is vital to the modern world. To explore further how atmospheric gases affect the natural world and how chemistry plays a huge role. <p><u>Physics</u></p> <ul style="list-style-type: none"> To experience how forces interact and newton's laws. To develop further how domestic electricity can be generated in the modern world. To explore the huge and fundamental concepts of waves and those within the electromagnetic spectrum. 	<p><u>Biology</u></p> <p><u>Cell Biology</u> Discovering the organelles that are found in both Eukaryotic and Prokaryotic cells. Students will develop their knowledge of how to prepare a slide mount and how to correctly calculate the size of cells and organelles. Discovering the adaptations of specialised cells and the importance of cellular transport in terms of Diffusion, Osmosis and active transport.</p> <p><u>Organisation</u> Developing a greater understanding of how cells are organised into tissues and how tissues work together to form organs. Discovering in detail how the digestive system is organised and how enzymes help to digest the food. Discovering how the circulatory system is organised through an in-depth look at the heart and blood vessels and then moving on to study health issues including non-communicable diseases including cancer. Finally transport systems in plants will include an investigation using apparatus called the 'Potometer'</p> <p><u>Infection and response:</u> Students will use their knowledge of cells and tissues to begin exploring pathogens and how they can affect the body. Students will also further develop their knowledge of specialised cells by exploring how the body responds to infection and build immunity.</p> <p><u>Bioenergetics:</u> Students will learn about the key chemical processes that underpin life on Earth. Exploring how plants harness the Sun's energy in photosynthesis in order to make food. This process liberates oxygen which has built up over millions of years in the Earth's atmosphere. Animals have adapted to be able to use this oxygen as well as glucose to release energy for cellular processes.</p> <p><u>Chemistry</u></p> <p><u>Atomic structure and the periodic table:</u> Students will build on their learning of particles and kinetic theory in KS3 to further understand atomic structure and the properties of subatomic particles. Students will explore the development of the periodic table and link atomic structure to the genius of the periodic table.</p> <p><u>Bonding, structure and properties of matter:</u> Students will take their understanding of atoms even further by beginning to explore how different atoms interact with one another in different types of chemical bonding. Students will also investigate and discover the properties of these different types of matter.</p> <p><u>Quantitative chemistry:</u> Apply all of our knowledge of atoms and chemistry to date, as well as all of the numeracy skills we have built up to be able to measure amount of substance and quantify chemical reactions through calculation.</p> <p><u>Chemical changes:</u> Use our knowledge of chemical reactions at KS3 to be able to articulate and describe key chemical reactions such as neutralisation and redox. Students should further strengthen their ability to write chemical word and symbol equations as well as be able to describe how to prepare pure dry salts.</p>

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		<p><u>Energy changes:</u> Energy changes are an important part of a chemical reactions. The interaction of particles often involves transfer of energy due to breaking and formation of bonds. Students will discover how these energy changes could be useful in different contexts.</p> <p>Physics</p> <p><u>Energy:</u> Use knowledge and understanding of the common forces studied at KS3 to begin quantifying energy using equations for different forms of energy. Students will also explore energy transfers and dissipation, thinking of solutions to dissipated energy.</p> <p><u>Electricity:</u> Students will use their basic knowledge of electrical circuits and how we represent them and the knowledge they have so far of electrical characteristics to deepen their understanding. Students will explore the different characteristics in different contexts such as series and parallel circuits. There will be a focus on resistance and how we can investigate resistance.</p> <p><u>Particle model of matter:</u> Link our knowledge of particles from chemistry to build schema and deepen our understanding of particles. Students will explore the arrangement and movement of the different states of matter and will also explore more complex ideas such as specific heat capacity and specific latent heat.</p> <p><u>Atomic structure:</u> Students will again link to their chemistry knowledge, increasing their knowledge base of atomic structure by exploring nuclear stability and radioactive decay. Students will also gain understanding of three common types of radiation – alpha, beta and gamma – and will explore their properties.</p>

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Religious Education	<p>Year 10 pupils will experience the importance of forgiveness and reconciliation.</p> <p>Year 10 pupils will develop an understanding of the concept of justice and human dignity. Pupils will develop an understanding Catholic teaching on the use of nuclear weapons, modern day warfare and the treatment of refugees.</p> <p>Year 10 pupils will explore biblical perspectives on war and terrorism.</p>	<p>Topics will include formal and summative assessment</p> <p>Redemption – Church features, the Mass, Saint Anselm and Saint Irenaeus; the Eucharist, conscience and the sheep and the goats</p> <p>Trinity – the Triune God. Music in Church, worship. The Nicene Creed and the councils. Catherine La Cugna and saint Augustine.</p> <p>Incarnation</p> <p>Creation: Students explore the Catholic understanding of creation, the notions of God as creator, humanity as the image of God and the role of humanity as stewards of creation. The meaning and significance of Michelangelo's <i>Creation of Adam</i>.</p>

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Geography	<p><u>Locational Knowledge</u> To experience...different climates, cultures, demographics and geomorphology. To develop...develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts. To explore...a wider range of locations on a global scale with a broadening and deepening understanding of locational contexts, including greater awareness of the importance of scale and the concept of global</p> <p><u>Processes</u> To experience...a variety of physical and human geographical features of the world. For example, coastal morphology. To develop... an understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts. To explore... how processes bring about spatial variation and change over time as well as multivariate nature of 'human-physical' relationships and interactions</p> <p><u>Geographical Skills</u> To experience... increased involvement in planning and undertaking independent enquiry in which skills and knowledge are applied to investigate geographical questions. To develop...develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence. To explore...a range of sources used to interpret geographical information including maps, diagram, photographs, statistical analysis etc.</p>	<p>The challenge of natural hazards – Within this section of the curriculum students will study a variety of natural hazards on a local and global scale. Students will begin by studying tropical storms, How they form, the destruction they cause and how we manage these events. They will then study plate tectonics, understanding the theory behind tectonics and the consequences of plate movement in the form of earthquakes, volcanoes and tsunamis. Students will also study local hazards in the UK such as flooding and blizzards. This section of the curriculum will also look at climate change and its relationship to natural hazards.</p> <p>Urban Issues and challenges - Students will study the opportunities and challenges in a HIC city (Liverpool, UK) and the opportunities and challenges in an LIC city (Lagos, Nigeria). Within this unit of work students will be expected to compare and contrast these locations and be able to evaluate the successes in meeting the challenges each of these places have. Students will also look at sustainability and what our cities of the future will look like.</p> <p>Physical Landscapes in the UK - In the final part of year 10 students will study landscapes in the UK. Students will first study rivers in the UK and understand the processes that take place within our rivers and how this shapes the landscape. They will study the impacts of river flooding and the management strategies used to reduce the risk on people’s lives and property.</p> <p>Students will then study the coastal areas of the UK. They will again look at the processes that shape our coastline and the landforms that are created. They will investigate the coastal management strategies used in the UK and evaluate their effectiveness.</p> <p>Fieldwork Opportunities - Students conduct fieldwork in year 10. This is a one day visit to Liverpool city centre to investigate the impact of regeneration. A second trip is a residential to Colomendy in North Wales to study the cross profile of river meanders and the flow rates within a river from the upper, middle and lower course.</p>

<p>Travel & Tourism Tech Award</p>	<p>To experience...different destinations, climates, cultures, demographics and tourism businesses etc.</p> <p>To develop...develop and extend their knowledge of locations, places, environments and processes, and of different scales including global; and of social, political and cultural contexts.</p> <p>To explore...a wider range of locations on a global scale with a broadening and deepening understanding of locational contexts, including greater awareness of the importance of scale and the concept of global in the context of travel and tourism.</p>	<p>Component 1: Travel and tourism organisations and destinations</p> <p>Learners will investigate travel and tourism organisations, their aims and how they work together. They will explore types of travel and tourism and the features that make destinations appealing to visitors.</p> <p>Topics covered in sections A of this component are:</p> <ul style="list-style-type: none"> - Travel and tourism organisations - Ownership of travel and tourism organisations - Aims of travel and tourism organisations - How travel and tourism organisations work together <p>Topics covered in section B of this component are:</p> <ul style="list-style-type: none"> - Types of tourism - Tourist destinations - Reasons for travel - Types of holiday <p>Component 2: Influences on global travel and tourism</p> <p>Learners will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Learners will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.</p> <p>Topics covered in this component include:</p> <ul style="list-style-type: none"> - Factors influencing global travel and tourism - Responses to these factors - Possible impacts of tourism - Sustainability and management - Tourism development - The importance of partnerships
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<p>History</p>	<p>To know and understand This year sees pupils explore a European depth study and a wider world depth study. The period study of Germany enables pupils to explore and gain knowledge of over a half century of German History in order to help develop an understanding and reach substantiated judgements on how and why democracy developed and collapsed in Germany just as Nazism did in the years that followed.</p> <p>The period study of conflict in Asia enables pupils to explore the history of this region in a Cold War context, firstly developing an understanding of how and why conflict escalated here at this time and secondly why it was so difficult to end.</p> <p>To gain and deploy historically grounded abstract terms and concepts Terms such as ‘monarchy’, ‘democracy’, ‘autocratic’, ‘socialist’, ‘communist’, ‘nationalist’, ‘militaristic’, ‘guerrilla’, ‘capitalism’, ‘cold war’, ‘left wing’ and ‘right wing’ are explored. The historical concepts of change and continuity, cause and consequence, similarity, difference and significance are all explored and used to make connections, draw contrasts, analyse trends, frame historically valid questions and develop structured accounts, narratives and analyses.</p> <p>Pupils will experience the methods of historical enquiry, explore how evidence is used to make historical claims and to develop historical perspectives by placing developing knowledge into different contexts. Pupils gain knowledge, demonstrate understanding and reach judgements on the utility of sources and significance of events taking into account the concepts of social, political, economic, religious, and military history within short and long term timescales.</p>	<p>Topics: Germany 1890-1945: Democracy and Dictatorship</p> <ul style="list-style-type: none"> • What type of a country was Germany in 1890 and how and why did it see a gradual growth in democracy? What was the Weimar Republic and what problems did it face? • What was ‘The Weimar Republic’ and difficulties did it face? How was Germany effected by the depression and how did this trigger the collapse of democracy in Germany • What was life like in Nazi Germany? How were different groups in society effected in different ways? What were the successes and failures of the Nazi regime? <p>Topics: Conflict and Tension in Asia, 1950-1975:</p> <ul style="list-style-type: none"> • How did Korea come to be a divided country after World War Two? What were the causes, events and consequences of the Korean War? • How did Vietnam become an independent but divided country in 1954? How and why did US involvement gradually increase in Vietnam after 1954? Who were the Vietcong and why were their guerrilla tactics so effective? How did the US respond to guerrilla tactics? • How was conflict in Vietnam eventually ended? Who was Richard Nixon and what role did he have to play in bringing the conflict to an end? What domestic opposition did the US face and how did this help bring the conflict to an end? What was the price of the conflict? • How did Vietnam become an independent but divided country in 1954? How and why did US involvement gradually increase in Vietnam after 1954? Who were the Vietcong and why were their guerrilla tactics so effective? How did the US respond to guerrilla tactics? • How was conflict in Vietnam eventually ended? Who was Richard Nixon and what role did he have to play in bringing the conflict to an end? What domestic opposition did the US face and how did this help bring the conflict to an end? What was the price of the conflict?

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<p>MFL</p>	<p>Linguistic competence & cultural understanding</p> <ul style="list-style-type: none"> • develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy • express and develop thoughts and ideas spontaneously and fluently listen to and understand clearly articulated, standard speech at near normal speed • deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts • acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts • develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge • develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment • develop language strategies, including repair strategies. 	<p>Topics will include formal and summative assessment of listening, speaking, reading, and writing.</p> <p>Topics:</p> <p>mi familia y yo: using a range of reflexive verbs (three tenses) to talk about family relationships and friendships; using the present continuous; using <i>estar</i> to talk about relationship status; using <i>desde hace</i> with the present tense; talking about household chores and how you help at home.</p> <p>En casa: using <i>ser/estar/hay</i> to give full descriptions of your house; using prepositions to give detailed descriptions; using the conditional tense to say what your ideal home would be like.</p> <p>Mi ciudad – ahora y antes: using <i>unos/unas</i>; using <i>lo + adjective</i> to give sophisticated opinions about your hometown; using a range of tenses to describe what your town is like/used to be like, and how you would change it for the better; using the present subjunctive; using <i>se puede(n) + infinitive</i>.</p> <p>De compras: Naming and recognising different shops; talking about opening and closing times; buying gifts and souvenirs; giving and understanding directions; using the future tense to talk about gift ideas; comparing different kinds of shopping (online and physical) using the comparative; expressing shopping preferences; using demonstrative adjectives; making complaints at the shop.</p> <p>Mis estudios: understanding complex structures expressing opinions about a range of school subjects; talking about how you study/used to study/would like to study in the future; the significance of learning other languages.</p> <p>La vida escolar: using a range of tenses to compare your school and its facilities with your former school; talking about problems in school and pressures facing young people; expressing opinions about school rules and uniform; talking about extracurricular activities.</p>

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Computer Science	<p>Computer Science will encourage pupils to:</p> <ul style="list-style-type: none"> • Understand and apply the fundamental principles and concepts of Computer Science including abstraction, decomposition, logic, algorithms, and data representation • Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs • Think creatively, innovatively, analytically, logically and critically • Understand the components that make up digital systems, and how they communicate with one another and with other systems • Understand the impacts of digital technology to the individual and to wider society • Apply mathematical skills relevant to computer science 	<p>Computational thinking, algorithms and programming</p> <p>This component incorporates and builds on the knowledge and understanding gained in Component 1, encouraging pupils to apply this knowledge and understanding using computational thinking. Pupils will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Pupils will become familiar with computing related mathematics.</p> <ul style="list-style-type: none"> • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation <p>Programming Project</p> <p>Pupils will draw on of the content above when completing the Programming Project.</p> <ul style="list-style-type: none"> • Programming techniques • Analysis • Design • Development • Testing and evaluation
Information Technology	<p>Information Technology will give pupils the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:</p> <ul style="list-style-type: none"> • development of key skills that prove their aptitude in digital information technology, such as project planning, designing and creating user interfaces, creating dashboards to present and interpret data 	<p>Exploring User Interface Design Principles and Project Planning Techniques</p> <p>As digital technologies and organisations continue to evolve, each new development offers new and exciting ways of completing tasks and interacting with our hardware devices. Each new development opens up a new project with a new set of user requirements that needs to be solved. In this component, pupils will learn different project planning techniques that can be used to both plan and deliver a project that meets a set of user requirements.</p> <p>Pupils will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.</p> <p>This component will build on Key Stage 3 where pupils have learned about computer systems and software applications.</p>

	<ul style="list-style-type: none"> • process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct • attitudes that are considered most important in digital information technology, including personal management and communication • knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues. 	<p>Effective Digital Working Practices</p> <p>Pupils will explore how organisations use digital systems and the wider implications associated with their use.</p> <p>Modern organisations are increasingly reliant on the use of digital systems to complete every day, business-critical tasks. The development of these systems has presented organisations with many opportunities to work in new, inventive and flexible ways to achieve their aims. The systems have also brought new challenges and a range of responsibilities.</p> <p>This component will give pupils an opportunity to:</p> <ul style="list-style-type: none"> • explore how the developments in technology over recent years have enabled modern organisations to communicate and collaborate more effectively than ever before. • explore the digital systems available to organisations and how their features have an impact on the way organisations operate. • explore how developments in technology have led to more inclusive and flexible working environments, and how regulation and ethical and security concerns influence the way in which organisations operate. • analyse information in a range of vocational contexts so that you develop a greater understanding of the use of digital systems by organisations and so that you are able to make reasoned judgements on the systems. <p>This component builds on Key Stage 3 where pupils will have learned how to use technology responsibly and how organisations can use technology safely and about the cyber security issues when working in a digital organisation.</p>
<p>iMedia</p>	<p>iMedia will give pupils the opportunity to:</p> <ul style="list-style-type: none"> • develop the application of creative media skills through their practical use. • develop essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. 	<p>Pre-production Documents</p> <p>This unit will enable pupils to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. Planning is an essential part of working in the creative and digital media sector. This unit will enable pupils to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.</p> <p>On completion of this unit, pupils will understand the purpose and uses of a range of preproduction techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents.</p> <p>Pupils will be able to apply knowledge and understanding gained in this unit to help develop their skills further during the completion of those units</p> <p>Creating Digital Graphics</p>

	<ul style="list-style-type: none"> • encourage independence, creativity and awareness of the digital media sector. • equip themselves with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. • use all of the above to create fit-for-purpose creative media products. 	<p>This unit builds on the previous unit outlined above and pupils will be able to apply the skills, knowledge and understanding gained in that unit and vice versa.</p> <p>Digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively.</p> <p>The aim of this unit is for pupils to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop pupils' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.</p> <p>On completion of this unit, pupils will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.</p>
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<p>Art</p>	<p>To experience</p> <ul style="list-style-type: none"> • Deepen core skills and understanding around formal elements • Widened range of artists and designers • Selected students will attend 'a day at apple' workshops to work with designers and the latest CAD hard/software <p>To develop</p> <ul style="list-style-type: none"> • Deepen further understanding of line, tone, colour, composition • Extend experience of materials: chalk, pen, ink wash etc. and paint, print techniques around still life. • Develop CAD skills and understanding of how to apply branding to high end products <p>To explore</p> <ul style="list-style-type: none"> • Students will return to formal elements in a short program of study based on natural forms (shells) to strengthen core skills and knowledge of materials experienced in yr. 9 • They will learn to create a series of outcomes as designers in a project to design branding for a new perfume; they will explore all the processes a designer takes from running a brief from conception to completion. • Explore layout, composition and balance. 	<p>Exploring Ideas</p> <ul style="list-style-type: none"> • Consumer world- Fragrance design, discuss, packaging, Names, Logo, brand identity • Da fonts • Website for font styles, print, mount and annotate <p>Range of techniques and media</p> <ul style="list-style-type: none"> • First-hand observations of fragrance bottles, detail & tone • CAD including Da fonts and web site • Image ideas print, mount and annotate • Apply your chosen text and design to packaging • Apply to Bag • Apply to T Shirt • Present all work and annotate • Shell observation drawing showing detail, use of line and tone • Lino printing <p>Using different materials</p> <ul style="list-style-type: none"> • Chalk drawings • New project Revisit drawing from Life. Shells- range of materials to explore 'creative line' <p>Analyse and evaluate</p> <ul style="list-style-type: none"> • Fragrance name, research and develop identity • Select, mount, annotate (mood, process, content, form) <p>History of art, craft, design and architecture</p> <ul style="list-style-type: none"> • New Project, Fragrance design, discuss, packaging, Names, Logo, product identity • First and observations in class of fragrance bottles, detail & tone • Fragrance name, research and develop own • Fonts: Da fonts • Web design

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<p>Drama GCSE</p>	<p>To revisit and refine characterisation and the conveying of relationships through rehearsed improvisation and script extracts.</p> <p>To develop an understanding of the process of taking performance material from page to stage.</p> <p>To solidify prior learning into practice and develop theatrical knowledge, understanding and skills.</p> <p>To develop pupils understanding of the vocational demands of an actor.</p> <p>To explore how practitioners adapt their skills for different contexts.</p> <p>To experience live theatre performance and production</p> <p>To develop an understanding of a variety of theatre roles and their interrelationship</p>	<p>Topics will include formative and summative assessment</p> <p>The course is comprised of three components: One that is coursework based and internally assessed and two that are externally assessed. The three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.</p> <p>The assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.</p> <p>Performance Techniques – Pupils will explore the skills, elements and conventions that contribute to a theatrical performance focussing on audience impact and creative intention.</p> <p>Performance Process – Pupils will explore responding to stimulus and how to create, structure and stage performances to convey narrative, message and theme.</p> <p>Component 2 Devising Drama -</p> <p>For this unit pupils will learn how to create and develop ideas to communicate meaning in a devised theatrical performance. Pupils will develop their ability to</p> <ul style="list-style-type: none"> • Carry out research • Develop their own idea • Collaborate with others • Rehearse, refine and amend their work in progress • Analyse and evaluate their own process of creating devised drama. • <p>For assessment pupils must create an individual log book and final devised group performance.</p>

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Music	<p><u>Performance</u> To experience performing solo and within an ensemble on a variety of instruments including voice. All key stage 4 students will have the opportunity to engage with peripatetic musicians and to benefit from their experience. To develop musical skills such as instrumental technique, articulation, tuning, expressive use of dynamics and ensemble skills. To explore a variety of genres through performance within the classroom context including Indian, Mediterranean, African, Caribbean, Pop, and Classical. The opportunity engage with extra curricula music, instrumental lessons, choir and band. To have the opportunity to be involved in three concerts a year. Students will be able to explore and experience improvisation through collective Indian performances as well as call and response samba patterns and African drumming.</p> <p><u>Listening</u> To experience music from a variety of cultures and genres including concertos, World music and pop music. Explore the way musical elements inter-relate and combine to produce specific effects and atmospheres. To develop an understanding of key terms and theory including technical vocabulary relating to specific genres such as instruments, rhythm patterns and scales. To explore musical traditions and techniques from a variety of cultures. To investigate the role of music within different societies such as Africa and the Caribbean. To explore how music has changed over time, for example the development of the orchestra from the Baroque period through to the Romantic period, or the development of Pop from rock 'n' roll through to current singer songwriters</p> <p><u>Composing</u> To experience different types of musical composition using a wide variety of techniques and starting points. To develop their sense of harmony and melody and to explore the use of instrumentations and arrangement. To explore the use of technology and its use within composition. To develop their knowledge of theory and notation through the practical application of the same to composition project. To develop and explore their own creativity in response to specific briefs and composition projects. To explore how atmospheres are created through manipulating musical elements.</p>	<p><u>Topics:</u> Group/Solo Singing, The Elements of Music, Introduction to Rhythm, Orchestral Instruments, Keyboard Performance skills. Topics will include formative and summative assessment of performance, listening and composition.</p> <p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</p>

Strand	Aims and purpose/Intent	Content Summary
3D DT	<p>To experience</p> <ul style="list-style-type: none"> • Students will build on prior knowledge and understanding of previous year to commence the production of a portfolio comprising a sustained project and a selection of further work and mini projects this will form the basis of a NEA for component 1. • They will explore a wider range of 3D materials/ processes and develop further key skills and techniques explored in year 9 this will include revisiting techniques acquired to strengthen knowledge skill and ability • Be exposed to a wider range of designers, artists and crafts • Widen experience of three-dimensional design areas to take in: jewellery and body adornment; Product design. • To develop • Develop a wider range of usable subject specific language. • Skills using greater variety of media to realise three dimensional responses in metal and found materials in addition to polymers, papers and card from experiences of these in KS3 <p>To explore</p> <ul style="list-style-type: none"> • Sources of inspiration in order to develop personal intentions suitable for realisation in three dimensions. • The specific needs of audience or clients and how these expectations can be personal or determined by external factors. • Experience the sequencing of the design process to be successful at unit 2 in yr.11 	<p>Three- Dimensional Design</p> <ul style="list-style-type: none"> • Students will build upon the knowledge understanding and skills acquired and developed in year 9 when engaged in realising personal intentions/responses to three dimensional designs in the areas of architecture and product design. Extend these into other areas of 3D such as jewellery and casting. <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Pupils will develop a knowledge and understanding of the way sources inspire the development of ideas by investigating a range of historical and contemporary sources, such as the work of Antoni Gaudi, The Bauhaus and Macel Bruer, with a view to more personalised and developed outcomes, through a wider range of materials and process • Surface embellishment using line tone and texture through block printing and using card and paper as mediums to present personalised architectural sculptures • Producing maquettes developing ideas around structure into real life applications in the development of functional pavilions. • Development from 2D to 3D, including forming by wasting in wood to produce a 3d puzzle. • Design and manufacture a Bauhaus inspired tangram and associated packaging through CAD CAM working in polymer. • Develop ability to use 3D techniques to model make and digitally model through the use of appropriate software and programs. • Develop working in metals/ found materials to produce a piece of jewellery to meet a client brief. • Be able to evaluate the work of others, express intent, experience of process, obstacles overcome and quantify success of outcomes both oral and written.

Subject	Aims and purpose/intent	Content Summary
Hospitality and Catering	<p>To experience</p> <ul style="list-style-type: none"> • Good food & personal hygiene • Professional & complicated techniques in food presentation • Working with & tasting foods suited to specific dietary requirements <p>To develop</p> <ul style="list-style-type: none"> • Confidence to execute a range of cooking methods & cooking skills with precision & professionalism when making both savoury & sweet dishes • Technical knife skills to ensure safe preparation of a food product • Awareness of the importance in the prevention of food poisoning • Ability to follow basic food safety & Health & Safety legislation • Knowledge of the range of factors that can & do affect the Hospitality & Catering sector • Understanding of the importance of meeting customers' needs, following customers trends & adhering to customers rights <p>To explore</p> <ul style="list-style-type: none"> • Decorative & technical techniques when presenting a food product • Correct methods to conduct cooking methods such as boiling, baking & frying • Methods & techniques to execute cooking skills at a high level with complex accompaniments or garnishes 	<p>Food related causes of ill-health Microbes & cross-contamination, Food poisoning, Moulds, chemicals, metals & poisonous plants, Food allergies, Food intolerances</p> <p>Food safety legislation Environmental Health Officer, The Food Safety Act 1990, Food Hygiene Regulations, Hazard Analysis Critical Control Points, Food Labelling</p> <p>Health & Safety The Health & Safety at Work Act, RIDDOR, COSHH, MHOR, PPER, Risks & controls</p> <p>Factors affecting the success of Hospitality & Catering industry Cost, profit & the economy, Environmental factors, Technology & innovative cooking methods, Customer demographics, Trends, political & media influences</p> <p>Customer needs, requirements & expectations Customer needs, Customer trends, Customer rights</p> <p>Practical skills – special diets Vegan recipes, Vegetarian recipes, Dairy alternatives, Sugar alternatives</p> <p>Practical skills – set desserts Panna cotta, Cheesecake, Mousse</p> <p>Practical skills – high level skill dishes De-boning & portioning chicken, Filleting fish, Two or more high skills to make one product, Exemplary presentation of dishes</p> <p>Practical skills – presentation skills Chocolate run outs, Spun sugar, Accurate piping skills, Knife skills</p> <p>Practical skills – complex accompaniments</p>

Strand	Aims and purpose/Intent	Content Summary
Physical Education	<p>To Experience</p> <ul style="list-style-type: none"> Performing in a range of sports and activities. Competition in inter and intra school competitions <p>To Develop</p> <ul style="list-style-type: none"> A variety of advanced tactics and strategies to beat their opponents in both individual and team activities Their skills to analyse and evaluate their performance and how they can improve their skill and match performance compared to previous performances <p>To Explore</p> <ul style="list-style-type: none"> New activities in a range of environments that present challenges both physical and intellectual <p>To Understand</p> <ul style="list-style-type: none"> The anatomy, physiology and socio-cultural influences in sport 	<p>Year 10 pupils will develop a variety of tactics and strategies to overcome opponents in team and individual games</p> <p>There will be opportunities to develop students Leadership skills in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems.</p> <p>Pupils will evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</p> <p>Throughout the year, pupils will continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</p> <p>Pupils will be taught the short term and long-term effects of exercise on the body system. Understand the components of a balanced diet and understand the effect of diet and hydration on energy use in physical activity.</p> <p>These skills will be taught through a range of activities: Football, Fitness, Badminton, Athletics, Handball, Cricket and Basketball</p>

Strand	Aims and purpose/Intent	Content Summary
Media	<p>To experience</p> <ul style="list-style-type: none"> Extend the breadth of media/I media and how it affects us? How we interact with it? And how our work fits within it to include Animation Creating digital and non-digital animations Apply and adapt understanding of unit 1 brief in yr. 9 <p>To develop</p> <ul style="list-style-type: none"> Range of animation techniques Extend PS skills from yr. 9 to include animation functionality. Ability to evaluate the work of others, express intent, experience of process, obstacles overcome and quantify success of outcomes both oral and written. <p>To explore</p> <ul style="list-style-type: none"> Expand on yr. 9 understanding of preproduction documents such as work plans scripts, story boards and visualisation diagrams Research and development of ideas How target audience influences media texts Review and modify work to meet a brief. Plan time Save work correctly <p><i>NB students will enter unit 1 and rework after feedback from exam board. Written exam will be sat ready for re-sit in yr. 11 if needed.</i></p>	<p>Types, purpose, uses and properties of digital graphics</p> <ul style="list-style-type: none"> Research animation in range of techniques and processes using varied technology. analyse and understand C and Cs <p>Design, layout and file types of digital graphics</p> <ul style="list-style-type: none"> Thumb nail sketches Character development Looking at designers Photoshop animation (tween, timeline, layering) revelation natural art, Sony Vegas) Suitable file types and folder organisation Print screen and annotation <p>Planning from a client brief</p> <ul style="list-style-type: none"> Introduction to the brief/ written respond to the brief Investigation TAs Preproduction docs. (mood boards, visualisation diagrams, work plans, story boards) <p>Creating digital graphics</p> <ul style="list-style-type: none"> Sourcing images on internet/ taking own images, drawings and cells Importing images / saving file types and resolutions Create digital animation in chosen process. <p>Review and feedback</p> <ul style="list-style-type: none"> Feedback from TA and client/ review and modify Evaluate Develop a greater range of subject specific terminology Broadening vocabulary to be able to evaluate the work of others, express intent, experience of process, obstacles overcome and quantify success of outcomes both oral and written. <p>Where each of these elements feed into possible exam content pupils will explore exam style questions leading to sitting preproduction exam in yr. 10.</p>

Strand	Aims and purpose/Intent	Content Summary
Health and Social Care	<p>To experience...</p> <p>Their own chance to explore and display the care values with the use of a health and social care scenario</p> <p>The principles behind providing quality care and support in a health and social care setting</p> <p>Developing a person-centred health and wellbeing plan</p> <p>To develop....</p> <p>A knowledge base for working with people in every stage of their lives, and they need to know how their own experiences relate to health and wellbeing</p> <p>Skills needed for effective assignment writing and analytical skills</p> <p>To explore...</p> <p>How, in real situations, human development is affected by different factors and that people deal differently with life events.</p> <p>Skills and personal attributes required for developing relationships with individuals</p> <p>The range of roles and general responsibilities of people who work in health and social care settings.</p> <p>The ways in which health and social care services are provided and about the barriers that can prevent people from getting the services they need.</p>	<p>Human Lifespan development</p> <ul style="list-style-type: none"> • Human growth and development through the life stages • Investigate how individuals deal with life events <p>Health and Social Care Services and Values</p> <ul style="list-style-type: none"> • Understand the different types of health and social care services and barriers to accessing them • Demonstrate care values and review own practice <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Factors affecting health and wellbeing • Interpreting lifestyle data <p>Person-centred health and wellbeing improvement plans</p>

<p>Business</p>	<p>Our Cambridge National in Enterprise and Marketing course gives students the practical skills and applied knowledge they'll need in business.</p> <p>Practical elements build on theoretical knowledge so that students can put their learning into practice while also developing valuable transferable skills.</p> <p>Business world is a fast changing environment, this exciting course has been designed to prepare individuals for employment, further education and/or career development opportunities.</p> <p>The course aims to develop students as effective and independent learners and as critical and reflective thinkers with enquiring minds. It also allows students to apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.</p> <p>Business world is a fast changing environment, this exciting course has been designed to prepare individuals for employment, further education and/or career development opportunities.</p> <p>The course aims to develop students as effective and independent learners and as critical and reflective thinkers with enquiring minds. It also allows students to apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop a practical appreciation of what “being in business” entails • Develop the understanding and competency needed when considering entering the world of work • Know and understand business concepts • Develop as enterprising individuals with the ability to think commercially and creatively • Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds <p>Investigate and analyse real business opportunities</p>	<p><u>Content students will cover during year 10: (COVID UPDATE)</u></p> <p><u>Summary of course:</u></p> <p>OCR-Cambridge Nationals- Enterprise and Marketing</p> <p><u>Section 1- R064- Enterprise and Marketing-</u></p> <p><u>(L01- L03 content covered- September- December)</u></p> <p><i>90 mark written examination 1 hour 30 minutes- Worth 50% of overall grade</i></p> <ul style="list-style-type: none"> • L01_ Understanding how to target a market • L02 Understand what makes a product or service financially viable • L03 Understand Product Development • L04_ Understand how to attract and retain customers • L05_ Understand factors for consideration when starting up a business • L06_ Understand different functional activities needed to support a business start-up <p><u>Section 2- R065- Design a Business Proposal</u></p> <p><u>(L01-L03 Content covered- January- June)</u></p> <p><i>Coursework- Worth 25% of overall grade</i></p> <ul style="list-style-type: none"> • L01_ Be able to identify the customer profile for a business challenge • L02_ Be able to complete market research to aid decisions relating to a business challenge • L03_ Develop a Design Proposal for a business challenge • L04_ Be able to review whether a business proposal is viable
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Developing Leadership

Subject	Aims and purpose/Intent	Content Summary
Careers	<p><u>Skills development, teamwork and communication</u></p> <p>To understand what makes a great communicator and the importance of building leadership skills. Gatsby (1 & 3)</p> <p>To develop a better understanding of what independence is and what it means to them Gatsby (1 & 3)</p> <p>To explore common health and safety signs and procedures they may see in the workforce Gatsby (1 & 6)</p> <p><u>Careers and Work Experience</u></p> <p>To understand and practise the skills they need to feel confident when approaching potential work experience. Gatsby (1 & 6)</p> <p>To develop teamwork and communication skills in a professional manner starting with peer and staff practise in daily routines. Gatsby (1 & 3)</p> <p>To explore techniques for their interview process in seeking work experience. Gatsby (1 & 6)</p>	<p>Assembly Communication – what makes a great communicator Teamwork – what makes a great team player?</p> <p>Discuss independence during form time.</p> <p>WEX – Health and Safety</p> <p>WEX How to contact employers</p> <p>School Challenge – career merit for effective communication for a professional environment. Between pupils and teachers.</p> <p>The basics of interviews WEX prep for interviews</p> <p>Unifrog Careers profiles Work Experience journal (review) Work Experience check in points</p>

Subject	Aims and purpose/Intent	Content Summary
<p>Charity and Service</p>	<p>To understand servant leadership and the moral imperative to serve and share</p> <p>To develop an attitude of gratitude and a commitment to service and charity</p> <p>To explore/experience serving others in settings in and out of school and promoting a better and more just society through service and charity</p>	<ul style="list-style-type: none"> • Charity events – including raising money for CAFOD, The Royal British Legion, the Christmas food hamper appeal • Supporting the Owen McVeigh Foundation (Year group charity) • Collections for the Nugent Food bank markets • Assemblies and workshops from outside speakers • Faith in Action award scheme, involving voluntary hours both in and out of the school setting • Part of the Archdiocesan Justice and Peace congress looking at service to others and exploring their part in making the world a more just and fairer place
<p>Spiritual Formation</p>	<p>To understand more about their own spiritual tradition and that of others, to understand the spiritual roots of the school and its founder</p> <p>To develop as critical thinkers as they reflect on their place in the world. Philosophical questions of human existence and Christian answers to the questions.</p> <p>To explore/experience the sources and interpretations for our knowledge of the past</p>	<ul style="list-style-type: none"> • Chapel – provision for reflection for pupils, time spent in curriculum and non-curriculum time in the chapel • Collective Worship – daily, based on a theme for the week which challenges • Community Advent service • Lent services • Weekly Mass (Wednesday) and involvement of local clergy • Opportunity to be part of the Archdiocesan pilgrimage to Lourdes • West Derby Learning Network Mass • Faith in Action award scheme reflection points – looking at scripture, writings of the Church and reflecting upon how faith and action work together in their lives

Subject	Aims and purpose/Intent	Content Summary
<p>PSHE</p>	<p>We firmly believe that a meaningful PSHE curriculum is the key to students becoming confident, tolerant and well-rounded adults. Our intention is that, when students progress through their journey at Cardinal Heenan, they do so with the knowledge, understanding and emotions to be able to play an active role in today’s society.</p> <p>To understand:</p> <ul style="list-style-type: none"> • the importance of having high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. • how to keep themselves and others safe and healthy in all its form. • democracy, government and law. • their place in society as responsible citizens. <p>To develop</p> <ul style="list-style-type: none"> • a confidence in sharing their own thoughts and opinions with others. • skills and attributes to keep themselves healthy and safe. • an attitude of a responsible global citizen. • tolerance of others' beliefs, religions and life choices. To build positive, respectful relationships with other people. <p>To explore:</p> <ul style="list-style-type: none"> • a range of real life situations and apply their skills and attributes to help navigate themselves through modern life. From exposure to a range of global issues and problems, students can build up tolerance and a sense of responsibility of being a global citizen. From engagement with a variety of interactive and discussion-based resources, students can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves. 	<p>Mental health</p> <ul style="list-style-type: none"> • Mental health and ill health, stigma, safeguarding health, including during periods of transition or change <p>Financial decision making</p> <ul style="list-style-type: none"> • The impact of financial decisions, debt, gambling and the impact of advertising on financial choices <p>Healthy relationships</p> <ul style="list-style-type: none"> • RSE Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography. • Sexual harassment and misogyny • Consent <p>Exploring influence</p> <ul style="list-style-type: none"> • The influence and impact of drugs, gangs, role models and the media <p>Addressing extremism and radicalisation</p> <ul style="list-style-type: none"> • Communities, belonging and challenging extremism <p>Work experience</p> <ul style="list-style-type: none"> • Preparation for and evaluation of work experience and readiness for work