



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 • Dark Supermarkets <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

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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.</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: Number Algebra Ratio, proportion and rate of change Geometry and measures Probability Statistics</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 • 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>Infection and response:</u> Pathogens are microorganisms such as viruses and bacteria that cause infectious diseases in animals and plants.</p> <p><u>Bioenergetics:</u> 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.</p> <p><u>Homeostasis and response:</u> Cells in the body can only survive within narrow physical and chemical limits. They require a constant temperature and pH as well as a constant supply of dissolved food and water.</p> <p><u>Inheritance, variation and evolution:</u> Discovering how the number of chromosomes are halved during meiosis and then combined with genes from the sexual partner to produce unique offspring. Gene mutations occur continuously and on rare occasions can affect the functioning of the animal or plant</p> <p><u>Chemistry</u></p> <p><u>Chemical changes:</u> Understanding of chemical changes began when people began experimenting with chemical reactions in a systematic way and organising their results logically.</p> <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.</p> <p><u>The rate and extent of chemical changes:</u> Chemical reactions can occur at vastly different rates. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are many variables that can be manipulated.</p> <p><u>Chemical analysis:</u> Analysts have developed a range of qualitative tests to detect specific chemicals.</p> <p><u>Organic chemistry:</u> The chemistry of carbon compounds is so important that it forms a separate branch of chemistry.</p> <p><u>Chemistry of the atmosphere:</u> The Earth's atmosphere is dynamic and forever changing. The cause of these changes are sometimes man-made and sometimes part of many natural cycles.</p> <p><u>Using resources:</u> Industries use the Earth's natural resources to manufacture useful products.</p> <p><u>Physics</u></p> <p><u>Forces:</u> Engineers analyse forces when designing a great variety of machines and instruments, from road bridges and fairground rides to atomic force microscopes.</p> <p><u>Domestic Electricity:</u> Mains electricity is an ac supply. In the United Kingdom the domestic electricity supply has a frequency of 50Hz and is about 230V.</p> <p><u>Waves:</u> Wave behaviour is common in both natural and man-made systems. Waves carry energy from one place to another and can carry information.</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>Term 1: Tectonic Hazards (Earthquakes) Natural hazards pose major risks to people and property. Earthquakes and volcanic eruptions are the result of physical processes. The effects of, and responses to, an earthquake vary between areas of contrasting levels of wealth. Management can reduce the effects of a tectonic hazard.</p> <p><u>Climate Change:</u> Climate change is the result of natural and human factors, and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p> <p>Term 2: The Living World <u>Local Ecosystems & Tropical Rainforests</u> Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable.</p> <p><u>Cold Environments:</u> Cold environments (polar and tundra) have a range of distinctive characteristics. Development of cold environments creates opportunities and challenges. Cold environments are at risk from economic development.</p> <p>Term 3: The Changing UK Economy Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p>

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<p>History</p>	<p>To know and understand 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. This thematic study will enable students to gain and develop an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. Pupils will consider invasions and conquests and explore the country's relationship with Europe and the wider world. It will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. Pupils will gain an understanding of the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire.</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>To 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. Pupils explore evidence to gain an understanding of how Viking, French, Irish, American and Asian civilisations shaped British civilisations and how equally British civilisation shaped so many colonial societies around the globe. Pupils explore sources of evidence to gain an understanding of the various reasons for British imperial successes and failures and apply this understanding to construct their own substantiated perspectives. 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: Conflict and Tension in Asia</p> <ul style="list-style-type: none"> • 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? <p>How has Britain been affected by conquest, settlement, and migration?</p> <p>What has motivated migration to and from Britain?</p> <p>Why did Britain gain and lose an empire and with what effects?</p> <p>How have the people of Britain and the wider world responded to, and been influenced by, interaction?</p> <p>What is the significance of key individuals and events in the development of empire and British identity?</p> <ul style="list-style-type: none"> • Conquered and Conquerors – Viking invasions to the impact of The Hundred Years War • Looking West – John Cabot's discovery of Newfoundland to migration into and out of 17th century Britain • Expansion and Empire – British Empire in India and Africa and its impact on movement within the Empire. • Britain in the 20th Century – The end of Empire, its legacy and Britain's changing relationship with Europe.

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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 estar to talk about relationship status; using desde hace with the present tense; talking about household chores and how you help at home.</p> <p>En casa: using ser/estar/hay to give full descriptions of your house; using prepositions to give detailed descriptions; using the conditional tense to say what you ideal home would be like.</p> <p>Mi ciudad – ahora y antes: using unos/unas; using lo + adjective 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 se puede(n) + infinitive.</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

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<p style="text-align: center;">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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Drama	<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 formal and summative assessment</p> <p>The course is comprised of three components: two that are internally assessed and one that's 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. Component 1 is mandatory, internally assessed and externally moderated.</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 1 – Exploring the Performing Arts</p> <ul style="list-style-type: none"> • Explore performance styles, creative intentions and purpose • Investigate how practitioners create and influence what's performed • Discover performance roles, skills, techniques and processes. • Create a research pack supporting and explaining the demands of the style/practitioner on the actor • Create a presentation on 3 live performances and their constituent features.

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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, Global Music: Indian and Gamelan</p> <p>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>

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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 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; interior design and sculpture <p>To develop</p> <ul style="list-style-type: none"> • 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 • The use of structural members such as struts and ties when moving into 3d by producing maquettes for bridges demonstrating triangulation, developing these 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 SketchUp and 2D design. • 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.

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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>

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Sport	<p>To understand as part of the compulsory content for GCSE physical education, students are required to develop their knowledge and understanding of key body systems. This year focuses on the cardiovascular system.</p> <p>To understand the functions of the cardiovascular system students will need to undertake some initial learning of component structures. This understanding can then be applied to other areas of the specification. By frequently linking back and forth, across the specification, learning can be consolidated, and students can be encouraged to think about the important role performed by the cardiovascular system in a range of different contexts</p>	<p>The structure and function of the skeletal system The location of major bones and understand the different types of synovial joint and movements will be taught along with the structure and function of the cardio-vascular system Pupils will need know the double-circulatory system and the different types of blood vessels. The pathway of blood through the heart and the roles of blood vessels.</p> <p>Effects of exercise on the body. Pupils will be taught the short term and long-term effects of exercise on the body system.</p> <p>Diet and nutrition Understand the components of a balanced diet and understand the effect of diet and hydration on energy use in physical activity.</p> <p>Participation in physical activity and sport: Pupils will need to understand how different factors can affect participation in sport in this country. As well as being familiar with current trends in participation in physical activity and sport using different sources e.g. NGB's</p>

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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
<p>Health and Social Care</p>	<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>

Developing Leadership

Subject	Aims and purpose/Intent	Content Summary
<p>Careers</p>	<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>H8. Transition to key stage 4 and developing study habits H3. Mental health and ill health, tackling stigma L15 Careers Careers R14. Tackling relationship myths and expectations R1. R5. R6. Managing romantic relationship challenges including break ups H18. H19. Exploring the influence of role models H15. H16. H17. Evaluating the social and emotional risks of drug use R1. R2. R3. R4. R5. R24. R28. Understanding different families and learning parenting skills R6. R10. Managing change, grief and bereavement L20. Risks and consequences of making financial decisions L6. L7. The role of social media and internet safety. L16 Numeracy L14 Leadership L10 WRL L5, L6. Democracy and parliament H1 Exam stress and revision techniques H1, H4 Self esteem</p>	<ul style="list-style-type: none"> • To understand and deepen their knowledge of the acquired information in KS3. • To develop and extend their research skills. • To explore attitudes and values that reflect independent life. 	<p>PSHE booklets, PowerPoint presentations. Think, pair, share activities. CLF adhered to with time for discussion built into the lesson.</p>