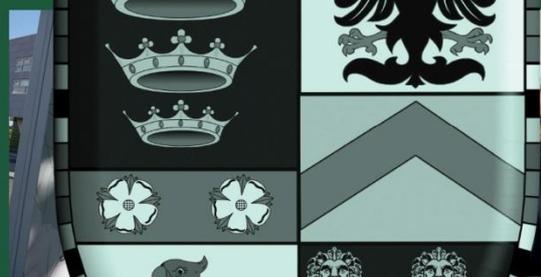




Y11 Curriculum Guide



Traditional Values • Contemporary Aspirations • Creative Curiosity

MALET LAMBERT
SCHOOL

2014/15

GCSE Art & Design

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
Controlled Assessment 2 Continuation of final controlled assessment piece and completion of portfolio.	External Exam The externally set Unit 2 starts this term with a preparation period. Students have usually 7/8 options of projects to choose from and they spend class time researching, experimenting and refining an individual response and then have 10 hours (over 2 days) to complete the final outcome.	

Skills:

Students learn a wide range of skills over the two year course. They learn how to use primary sources to produce images from direct observation as well as reproducing 2D secondary source material. Students have a greater opportunity to use a wide range of materials and techniques in a controlled and deliberate manner in order to achieve specific intentions. They become increasingly analytical both in regards to the work of professionals and themselves/their peers. Students also gain independence through following personal choices and developing/ refining work in a personalised and creative way.

SMSC and British Values:

Students look at a wide range of cultural sources and imagery from artists from a variety of movements, perspectives, backgrounds, religions and locations. They look at how cultures interact and influence each other over time and the impact this has on artistic output. This increased awareness of other cultures helps to foster understanding and tolerance. Students look at British Art and its impact on the wider World, they also consider the impact of historical and political developments on the British Art establishment including contemporary art practice.

AQA GCSE Biology

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
<p>Proteins Students will learn about the many functions of proteins, both inside and outside the cells of living organisms and how proteins, as enzymes, are now used widely in the home and in industry.</p>	<p>Biology 2 mock exam A past paper of the biology 2 exam.</p>	<p>Biology 3 mock exam A past paper of the biology 3 exam.</p>
<p>Organisms and their environment Students will learn how living organisms form communities; understand the relationships within and between these communities and how these relationships are affected by external influences.</p>	<p>Movement of molecules in and out of cells Students will learn how cells, tissues and organs in plants and animals are adapted to take up and get rid of dissolved substances, how different conditions can affect the rate of transfer and why energy is needed for transfer to take place in some instances.</p>	<p>B2 and B3 Revision Biology units 2&3 revision programme.</p>
<p>Aerobic and an aerobic respiration Students will learn how respiration in cells can take place aerobically or anaerobically and how the human body needs to react to the increased demand for energy during exercise.</p>	<p>Transport systems in plants and animals Students will learn how substances are transported around the body by the circulatory system and modern developments in biomedical and technological research enable us to help when the circulatory system is not working well. They will also learn about a plants transport systems for water and nutrients.</p>	<p>B2 and B3 examinations Biology Unit 2 – Tuesday 12th May at 13:30 Biology Unit 3 – Tuesday 12th May at 13:30</p>
<p>Cell division and inheritance Students will learn how characteristics are passed</p>	<p>Homeostasis Students will learn how humans remove waste products from their bodies</p>	<p>B1 revision Biology unit 1 revision programme.</p>

<p>on from one generation to the next in both plants and animals. They will use simple genetic diagrams to show this and consider the ethical considerations in treating genetic disorders.</p>	<p>to keep their internal environment relatively constant. They will learn the role of the kidney and how people whose kidneys do not function properly may die because toxic substances accumulate in their blood. They will make comparisons between dialysis machines or having a healthy kidney transplanted.</p>	
<p>Speciation Students will learn how changes in the environment of plants and animals may cause them to die out. How fossil record shows that new organisms arise, flourish, and after a time become extinct and how changes can lead to the formation of new species.</p>	<p>Humans and their environment Students will learn how humans often upset the balance of different populations in natural ecosystems, or change the environment so that some species find it difficult to survive. How population growth may cause permanent damage not just to the local environments but also to the global environment unless our overall effect is managed carefully.</p>	<p>B1 examinations Biology Unit 1 – Friday 5th June at 13:30</p>

Skills:

Students will be able to investigate so that patterns and relationships between variables may be identified. Students should make measurements by selecting and using instruments effectively. Notably students should be able to present and represent data identifying patterns, relationships and making suitable conclusions. Most importantly students should be able to discuss how the world is observed and the impact of science within it. Students should distinguish between opinion based on valid, repeatable and reproducible evidence and opinion based on non-scientific ideas for example prejudices, whim or hearsay.

SMSC and British Values:

In biology spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as the impact of humans on their environment and the effect on other living organisms both locally and globally. Students learn about and debate the impacts of drugs in society and the ethical issues surrounding the use of genetic testing. Students learn which public institutions and laws are involved in the regulation, testing and use of new medicine. How different faiths and communities view the use of contraception and fertility treatments. Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in biology.

GCSE Applied Business

Continuous assessment is used throughout the Autumn Term. Unit 2 is assessed by way of formal written exam

Autumn	Spring	Summer
<p>Customers — importance, power and needs Students identify possible tensions or conflicts between stakeholders and how businesses might respond. They study the role and importance of customer service and meeting customer needs.</p>	<p>Computerised accounting systems Students investigate how computerised accounting systems are used to store and manipulate information.</p>	<p>Investigating the importance of financial statements to business To understand the difference between: cash and profit; liquidity and profitability.</p>
<p>Employees Students examine the rights and responsibilities; legal issues and their resolution</p>	<p>The range of payment methods including cash, cheques, credit/debit cards, etc Students study how each payment method works, the associated costs, the time taken by each method, the advantages and disadvantages of accepting and using electronic payment methods</p>	<p>Profitability ratios Students develop the ability to calculate profitability ratios from a given formula. They then develop the ability to comment on the results of profitability ratios and other calculations.</p>
<p>Unit 2 – Financial Records Investigating the flow of financial documents used in business trading Students learn the types of financial documents used in business trading and understand the purpose of each document. They then develop an understanding of the layout of each document</p>	<p>Sources of revenue and costs Students compare and contrast a chosen business's sources of revenue and costs with those from the same and other industrial sectors</p>	<p>Liquidity ratios Students develop the ability to calculate liquidity ratios from a given formula. They then develop the ability to comment on the results of liquidity ratios and other calculations</p>
	<p>The nature of financial statements in business Students learn the meaning of, and the</p>	<p>Importance of financial statements to stakeholders Students gain an</p>

	<p>difference between, terminology used in financial statements</p> <p>They identify the role and purpose of profit and loss account.</p> <p>They develop the ability to calculate profit and loss using a simple profit and loss account.</p> <p>They understand the format of a simple balance sheet and develop the ability to construct a basic balance sheet</p>	<p>understanding of how these financial statements could be of interest to the stakeholders of the business</p>
	<p>The role of ICT</p> <p>Students examine how ICT can or might help a business to calculate its profit and construct its financial statements.</p>	

Skills:

Students will develop an interest in business and what businesses do. They will need to be able to organise themselves, their time and their portfolios of work. They will need to be able to work towards and within set deadlines. They will develop the skills needed to present their work in an organised and professional manner. They will need to be able to work both independently and collaboratively on various tasks. They will need to develop good research skills using a variety of sources as well as analyse and evaluate the results of their research. They should be able to gain an understanding of how businesses are structured and how they operate on a daily basis. They will need to use their analytical skills when looking at the financial side of a business and be able to identify trends within the data as well as explain the causes of these trends

SMSC and British Values:

Spiritual development within Applied Business involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws. Students are encouraged to express their own opinion and explore different examples. Students also explore their own feelings and meaning and reflect upon topics such as ethics in business with regards to how business activities impact on employees, customers and the environment. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop student's empathy and compassion skills and

allows them to take into consideration other people aims, values, principles and beliefs.

Moral development within Applied Business involves students being required to evaluate, comment upon and discuss various moral issues relating to business practices. They will do this through the use of observations, gathering of information and studying existing businesses in a real life setting to support this. Students are therefore given the opportunity to consider a variety of information relating to real life businesses in order to make valid judgments. Students spend a large proportion of the course investigating the impact of a businesses action upon society and the local community in which they operate. Students also draw upon their own knowledge to distinguish between what is right and wrong. As part of GCSE Applied Business, students have a willingness to express their views on ethical issues relating to employment law and how businesses treat, protect and remunerate their employees

Social development within Applied Business involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact a business. Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work. They regularly evaluate their personal contribution to work completed within group activities and are encouraged to take on different roles and responsibilities within these activities

Cultural development within Applied Business involves students being given the chance to see how the functions of a business operate. Students look at the changes within society and how they may impact on businesses. Students are encouraged to explore the impact of UK businesses centralising processes and call centres overseas from the point of view of the impact both in the UK and in the countries where new jobs are created. Students also have the opportunity to look at how organisations work by visiting businesses to see how they operate on a daily basis. Students also benefit from visits to school by business people, to enhance their knowledge and skills.

Examples of Spiritual, Moral, Social and Cultural Education in Business Studies include:

Pupils looking at the moral issues associated with business promotion and advertising and considering what the “correct” conduct is for a business to undertake

Pupils considering the impact that various businesses both local and national and international will have upon their local areas and communities

Pupils looking at the impact that businesses have upon the different stakeholders who have an interest in the way that a business operates.

Pupils evaluate the impact of trying to meet the needs of different stakeholders, especially where those needs conflict on a daily basis

Pupils investigating business ethics and considering the ethical boundaries in which businesses must operate as well as the social and political pressures that affect the daily operations of businesses

Pupils looking at the issues of unemployment and economic factors relating to businesses, and thinking about how these external factors will have an impact upon society

Pupils considering the costs and benefits to society and the wider community as a result of business decisions

Pupils look at the impact of changes in technology on the levels of employment within different business sectors

Pupils consider the impact of businesses on the environment around them

Pupils study and evaluate the legislation framework that all business most operate within, focusing primarily on the rights and responsibilities of employees in the workplace

AQA GCSE Chemistry

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
Chemistry two mock exam A past paper of the chemistry 2 exam.	Further Analysis and Quantitative Chemistry Students learn how to analyse positive and negative ions using flame tests and precipitations. Students learn how to perform titration reactions and calculate unknown molar concentrations.	C2 and C3 Revision A Chemistry unit 2 and 3 revision programme.
The periodic table The development of the early periodic table. The modern periodic table developed by Mendeleev. Trends within the period table.	Alcohols, Carboxylic acids and Esters Students learn about organic molecule structure and functional groups, along with their common reactions.	C2 and C3 examinations Chemistry Unit 2 – Thursday 14th May at 09:00 Chemistry Unit 3 – Thursday 14th May at 10:00
Water Students learn about hard and soft water, how to soften hard water and how to purify drinking water.	Chemistry 3 mock exam A past paper of the chemistry 3 exam.	C1 revision A Chemistry unit 1 revision programme.
Calculating Energy Change Students learn about energy from reactions, the social and environmental consequences of using fuels, calculating energy released from reactions.	C2 revision A Chemistry unit 3 revision programme.	C1 examination Tuesday 09th June 2015 at 13:00
The production of Ammonia Students learn about the Haber process to make ammonia, the optimal conditions for the reaction and the industrial uses of ammonia.	C3 revision A Chemistry unit 3 revision programme.	

Skills:

Students will be able to investigate so that patterns and relationships between variables may be identified. Students should make measurements by selecting and using instruments effectively. Notably students should be able to present and represent data identifying patterns, relationships and making suitable conclusions. Most importantly students should be able to discuss how the world is observed and the impact of science within it. Students should distinguish between opinion based on valid, repeatable and reproducible evidence and opinion based on non-scientific ideas for example prejudices, whim or hearsay.

SMSC and British Values:

In chemistry spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as how limestone quarrying affects local communities and how this could be changed in the future. Students learn about and debate the use of nanotechnology in industry and the use of carbon based fuels and their impact on global climate change. Students learn and discuss issues surrounding the use of oil products and their disposal particularly in the UK and the impact on landfill and oil sources. Students learn which public institutions and laws are used to regulate scientific activities and their efficacy. How different faiths and communities view the use of the earth's resources is also included as part of chemistry 1 topics.

The development of alternative fuels in terms of technology, cost, economics and community impact is debated. On a local level, specifically how the alternative energy market will impact employment and the community in Hull and the consequence will this have on the rest of the UK and fossil fuels usage.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in chemistry.

Cambridge National Level 1/2 in Creative iMedia

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
<p>Understand the properties and features of websites Learners are taught the purpose and features of websites. Learners are also taught about the devices used to access websites and the methods of internet connection</p>	<p>Be able to review a multipage website Learners are taught how to review a website against a client brief and how to identify areas for improvement</p>	<p>Be able to design a game proposal Learners are taught how to identify constraints and opportunities for a game idea and how to produce visualisations for game ideas</p>
<p>Be able to plan a website Learners are taught how to understand target audience requirements for a website and how to produce a work plan, and create test plans for a website</p>	<p>Understand digital game types and platforms Learners are taught about the evolution of games consoles and about the objectives of a range of digital games</p>	<p>Be able to review a digital game proposal Learners are taught how to review a game proposal and how to identify areas for improvement</p>
<p>Be able to create websites Learners are taught how to source and import assets into a webpage and how to use web authoring tools to create a website</p>	<p>Be able to plan a game concept Learners are taught how to understand target audience requirements and how to create ideas for a digital game</p>	

Skills:

Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding materials and techniques; encouraging independence and creativity and providing task that engage with most taxing aspects of the National Curriculum.

SMSC and British Values:

Learners will study spiritual issues developing knowledge and understanding of how creative media has changed the way people interact with technology in their daily lives (including communication, shopping, gaming, entertainment, education and training, social networking etc.).

Learners will study moral issues learning about appropriate uses of software, malicious use of software and the damage it can cause, and the safe and responsible use of ICT used within creative media.

Learners will study ethical issues learning about the ethical implications of the electronic storage and transmission of personal information and how creative media can affect the quality of life experienced by persons with disabilities and the responsibility to meet individuals' access requirements

Learners will study social issues including social issues that can affect users of ICT, including the use and abuse of personal and private data, cyber bullying, etc. Learners will study legislative issues including the main aspects of legislation relating to creative media: copyright design and patents acts and other legislation as it applies to the use of ICT in creative media, e.g. the computer misuse act and data protection .

Learners will study economic issues including learning about making informed decisions about the choice, implementation, and use of creative media depending upon cost and the efficient management of money and resources. Learners will study cultural issues helping learners to appreciate that creative media contributes to the development of our culture and to our highly technological future and how learners need to show cultural awareness of their audience when communicating with creative media.

GCSE English Language and GCSE English Literature

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
<p>Exam preparation for English Language: Students will spend 4 weeks studying English Language exam skills (comprehension reading skills and a range of writing styles) ready for a mock exam in October. The real exam for this is worth 60% of the final English Language grade, so this mock is an important preparation tool for students to understand the exam process.</p>	<p>Exam revision for English Language Two lessons per week will be dedicated to English Language exam skills with a focus on the use of P.E.E.D and writing skills for another mock exam in February. These lessons will continue until the real exam on Tuesday 2nd June 2015.</p>	<p>Exam revision for English Language Two lessons per week will continue to be dedicated to exam skills for the English Language exam on Tuesday 2nd June 2015. Students will continue to ensure they are prepared for the 60% exam with a focus on reading comprehension skills and writing with accuracy.</p>
<p>Moving Image/ Commissions Controlled Assessment for English Language(7.5%) Students will study writing skills for their particular controlled assessment title and will focus either on writing to persuade or describe. For both styles, this will involve working on spelling, punctuation and grammar and well as how to vary sentence structures, vary vocabulary and use devices effectively within writing. This controlled assessment will be completed just before the October half term.</p>	<p>Exam revision for English Literature Two lessons per week will be dedicated to re-visiting either 'An Inspector Calls' or 'Woman in Black,' (depending on which text is studied) for Section A of the English Literature exam (Unit 1 on Monday 18th May). This will run for the first half term (Jan – Feb).</p>	<p>Exam revision for English Literature Students will continue to revise 'An Inspector Calls' or 'The Woman in Black,' for Section A of Literature Unit 1, 'Of Mice and Men' for Section B of Literature Unit 1 exam on Monday 18th May 2015. They will continue to revise Character and Voice poetry for Section A of the Literature Unit 2 exam and unseen poetry for section B of the exam. This exam is on Friday 22nd May 2015.</p>
<p>Of Mice and Men (Eng Lang and Lit) Students will study this novel in preparation for an English Language controlled assessment worth 15%.</p>	<p>Exam revision for English Literature From Feb-March, two lessons per week will be dedicated to revising the Character and Voice</p>	

<p>They will study key themes and characters within the novel and will complete their controlled assessment in the final week before breaking up for Christmas. This preparation work will also start to prepare students for Section B of the English Literature exam and a role play speaking and listening activity (separately endorsed).</p>	<p>anthology poems ready for the second English Literature exam on Friday 22nd May 2015.</p>	
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Skills:

Students will work to enhance the P.E.E.D (Point, Evidence, Explain and Develop) skills when reading and analysing fiction and non-fiction texts in both English Language and English Literature. Students will be able to identify language devices used by writers and the effects these have on the reader as well as the relevance of structure, themes, characters and events in texts. Students will also work on enhancing their writing skills by understanding how to vary vocabulary, sentence structures, use of devices and spelling, punctuation and grammar to excellent effect.

SMSC and British Values:

Both English Language and English Literature encourage students to develop self-esteem, self-knowledge and confidence through empathy with characters and themes. 'Of Mice and Men' encourages respect and empathy of the characters and ensures that students understand that the reactions by other characters in the 1930s were very different to reactions in 2015. The study of a selection of poetry, several of which are from other cultures, promote self-respect and respect for others as well as showing students how they can contribute to the lives of others.

Food Technology

Continuous assessment and homework is used throughout the year.

Autumn	Spring	Summer
<p>Students learn practice and theory of food technology including: Designing skills, creativity, innovation, principle of form and function. The role of designer and developers.</p> <p>Making skills including correct use of tools and equipment, technical problems, safety, quality control, knowledge of computer aided manufacture and team working.</p> <p>Students learn the functional properties of food, examine the use of thickeners, gels, flavourings, colourings, coagulants, methods of aeration, shortening and emulsifying.</p> <p>Students also learn accurate measurements, adaptations of measurements, experimentation, investigation and product research. Storage of food and appropriate food hygiene.</p> <p>Students study manufactured components, product design and evaluation techniques.</p>	<p>Complete final design sheet, including functions of ingredients, etc.</p> <p>Students complete a HACCAP sheet for their final product.</p>	<p>Healthy Eating design question.</p>
	<p>Students complete all hypothesis and results sheets, making sure that all development experiments are written up.</p>	<p>New Technology, Combining ingredients and standard components.</p>
	<p>Final evaluation and scaling up of design.</p>	<p>Production ad quality control. Ethical and environmental issues. Labelling and packaging.</p>
	<p>Exam Revision Product and market analysis.</p>	<p>Food contamination and Bacteria, Preservation, Industrial equipment.</p>
	<p>Theory of carbohydrates, sugars and starch. Cook a carbohydrate rich dish.</p>	<p>Design question.</p>
	<p>Theory of proteins, meat, poultry, fish, eggs, fats and oils, vitamins and minerals, additives, acids and alkalis.</p>	<p>Revision for exam.</p>
	<p>Mock examination</p>	<p>Examination - 1st June</p>

Skills:

Students are taught to: be creative and innovative when designing. To design products to meet the needs of clients and consumers and understand the design principles of form, function and fitness for purpose. Students learn the role that designers and product developers have, and the impact and responsibility they have on and to society. Students learn to analyse and evaluate existing products, including those from professional designers, develop and use design briefs and specifications for product development; and consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products. Importantly students learn to reflect critically when evaluating and modifying their design ideas and proposals in order to improve the products throughout inception and manufacture;

SMSC and British Values:

Students studying textiles are required to understand the role of the designer and consider the impact of design proposals on society and also identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design.

Consumer choice and ethical issues

Students should understand the influence of ethical trading and the consumers' role in social and environmentally sustainable design.

Moral and environmental issues

Students should understand the moral and environmental issues associated with textiles production and understand what is meant by the recycling of textiles, waste reduction, organic and Fair Trade cotton, bio fibres, biodegradable fibres/fabrics.

Health and Safety issues

It is important students also understand that the health and safety of both consumers and the work force is important.

As designers and consumers students should be able to, select the appropriate materials and components; consider safety in terms of function and be aware of consumer rights and safety warnings on textile products.

Students should be aware of and understand Risk Assessments for manufacturers in relation to: the correct and safe use of tools and equipment. Students should select the correct and understand safe usage of materials, chemicals, solvents, flammable and toxic substances used in textile manufacture and the need for correct protective clothing and safe working practices.

French GCSE Edexcel

Continuous assessment is used throughout the year and makes up 60% of the final Y11 GCSE grade. 4 pieces are submitted in total – 2 speaking and 2 writing (best of all completed).

Listening and reading are assessed through end of Y11 exam worth 40% of final grade.

Autumn	Spring	Summer
Tourism Talking about holiday destinations Talking about the weather Describing accommodation Discussing transport and describing a journey Talking about past holidays Discussing plans for future holidays CA writing assessment Oct 2015 Past paper L & R 2011 Skills development Using grammar to understand words Building answers from questions Making links with English Identifying patterns Using more complex language Redrafting to improve work Using a range of tenses in one sentence/paragraph SMSC Language for interest/enjoyment Authentic texts Cultural aspects – choices of holidays and advantages/disadvantages of particular holiday types	Education and future plan Describing your school Discussing subjects/teachers and opinions Describing your uniform and giving positive/negative opinions about uniform Describing a typical school day Comparing secondary school with primary school Comparing the English and French school systems Talking about jobs – part time jobs and ideal jobs. Positives and negatives of certain jobs. Talking about future plans, including career and personal life CA writing/speaking Feb 2015 Skills development Giving detailed descriptions Giving a balanced view and justifying opinions Using other people Linking ideas throughout a piece of writing Listening for specific	Revision programme cont Past paper L & R 2014 – formal mock Revision programme tailored to suit specific needs of pupils following 2014 mock results.

	<p>details Coping with A/A* reading questions</p> <p>SMSC Authentic texts Discussing advantages and disadvantages uniform Comparing English and French school systems</p>	
<p>Healthy living Talking about food and drink Talking about a healthy lifestyle Discussing addiction and other health related problems CA speaking assessment Dec 2015 Past paper 2013 – formal mock</p> <p>Skills development Developing use of inference Giving a balanced view and justifying opinions Using narration techniques Understanding how to make a text ‘flow’ Skimming and scanning Structuring a text Writing of a specific purpose</p> <p>SMSC Focus on healthy/unhealthy lifestyle choices Discussions about addiction/other health related problems Promotion of a healthy lifestyle</p>	<p>Revision programme Revision of all topics covered in course. Vocabulary reinforcement and testing, listening and reading strategy focus and practice of example exam questions.</p> <p>Final CA deadline (exam board) Easter 2015</p>	<p>Listening and reading exams Tuesday 12th May 2015 40% of final grade</p>

GCSE Graphic Products

Continuous assessment and homework is used throughout the year.

Autumn	Spring	Summer
<p>Students learn practice and theory of designing skills, materials and components such as paper sizes A0 to A6, paper boards and thicknesses. Characteristics of paper board and graphic materials, properties and uses of virgin, recycled and reusable paper and board for manufacturing products. Design and market influences, task analysis, research and analysis, sustainability of design, product specification, creativity, development of ideas and evaluation of ideas. Students also learn about consumer choice and legislation, sustainability and environmental issues, moral ethical and economic issues.</p>	Controlled Assessment: Completion of making boxes for board games	Revision: Sketching, Colour separation (CMYK) Isometric, scale drawing and exploded views
	Controlled Assessment: Making boards and counters	Revision: Die Cutting, Signs and labels, Branding Social responsibility
	Controlled Assessment: Making individual elements of board games (depending on individual designs)	Revision: Packaging, legal issues and standards
	Folder Work: Final Design, Planning sheets, evaluation and modification sheets.	Revision: H&S, in processes, in industry. 7 th May AQA Controlled Assessment mark deadline;
	Half Term: Completion of development sheets, started before making games, including Prototyping sheets.	Revision: CAD/CAM, use of ICT, Quality Control
	Folder Work: Social Issues and evaluation/log of making processes (compare to industrial processes). Use of ICT sheets	Revision: Scale of Production. Printing and commercial methods (ref die cutting etc and CMYK)
	Folder Work: Complete folder; students work on individual basis, completing and improving work as required.	Revision: Recap analysis of named designers. As required, dependent on progress made in previous revision lessons
	Revision: Product Analysis, key terminology, AQA named designers, Design Brief and Writing specifications, flow charts, Print, Paint and Lettering	Examination - 17 th June 2015
	Easter Holidays – Revision of research materials	

	research perspective drawing	
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Skills:

Students are taught to: be creative and innovative when designing. To design products to meet the needs of clients and consumers and understand the design principles of form, function and fitness for purpose. Students learn the role that designers and product developers have, and the impact and responsibility they have on and to society. Students learn to analyse and evaluate existing products, including those from professional designers, develop and use design briefs and specifications for product development;
and consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products. Importantly students learn to reflect critically when evaluating and modifying their design ideas and proposals in order to improve the products throughout inception and manufacture;

SMSC and British Values:

Students studying resistant materials are required to understand the role of the designer and consider the impact of design proposals on society and also identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design.

Consumer choice and ethical issues

Students should understand the influence of ethical trading and the consumers' role in social and environmentally sustainable design.

Moral and environmental issues

Students should understand the moral and environmental issues associated with textiles production and understand what is meant by the recycling of materials, waste reduction, Fair Trade resources, and biodegradable materials.

Health and Safety issues

It is important students also understand that the health and safety of both consumers and the work force is important.

As designers and consumers students should be able to, select the appropriate materials and components;
consider safety in terms of function and be aware of consumer rights and safety warnings on products and manufacturing processes.

Students should be aware of and understand Risk Assessments for manufacturers in relation to: the correct and safe use of tools and equipment. Students should select the correct and understand safe usage of materials, chemicals, solvents, harmful substances, procedures used in manufacturing and the need for correct protective clothing and safe working practices.

GCSE Health & Social Care (Edexcel)

Unit 2: Exploring Health, Social Care and Early Years Provision (Unit Code 5HS02)

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
<p>The range of care needs of major client groups Students will gain an understanding of service users, physical, intellectual, emotional and social needs, how health, social care and early years services respond to the needs and demands including universal and targeted services.</p>	<p>Controlled Assessment Students to be assessed under controlled conditions – internally assessed and externally moderated.</p> <p>Students will show evidence of all topics covered in their report covered in the Autumn term.</p>	<p>Unit 1: Understanding Personal Development and Relationships Revision</p>
<p>How health, social care and early years services are provided Students will gain an understanding of the range of services available to the service users, how service provision has developed and organised.</p>	<p>Controlled Assessment Students to be assessed under controlled conditions – internally assessed and externally moderated.</p> <p>Students will show evidence of all topics covered in their report covered in the Autumn term.</p>	<p>Unit 1: Understanding Personal Development and Relationships Terminal Exam - Friday 12th June 9.00 am (1 hr 15 mins)</p>
<p>How health care, social care and early years services are assessed and the barriers to access Students will gain an understanding of the ways in which service users access health, social and early years services (referrals), including barriers to accessing these services.</p>	<p>Unit 1: Understanding Personal Development and Relationships Revision</p>	
<p>Workers in Health, social care and early years</p>		

Students will gain an understanding of the main work roles of care practitioners and the skills and qualifications needed to deliver services effectively.		
Care Values which underpin service providers interaction Students to learn about the care values which underpin care practice with service users.		
Unit 1: Understanding Personal Development and Relationships Mock Exam A past paper of the Unit 1 exam.		

Skills:

Students will be able to demonstrate knowledge and understanding of a wide range of care services and provider's, identify the needs of a client and the services available to them. Students to analyse issues and problems preventing clients from obtaining care services. They will learn how to identify, gather and record relevant information and evidence. Students to analyse and evaluate evidence and make reasoned judgement and present conclusions.

SMSC and British Values:

In Health & Social Care spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics. Students learn aspects of personal development, and the health, social care and early years sectors, through investigation and evaluation of a range of services and organisation both in the public and private sectors such as NHS and BUPA. England is still receiving continuing healthcare treatment from the NHS.

Students will examine issues that affect the nature and quality of human life, including an appreciation of diversity and cultural issues.

Students interact and experience different roles and responsibilities of those providing a service during group discussions and from external visitors.

Students evaluate their work regularly and have opportunities to reflect on their experiences in Health & Social Care.

OCR GCSE History

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
<p>Controlled Assessment Historical Enquiry The USA, Land of Freedom? (1945–1975) Civil Rights</p> <p>Pupils learn about a range of events, people and changes within the civil rights movement in America between 1945 and 1975 and using sources make judgements about the most important events. This unit tests knowledge, understanding and source skills.</p>	<p>Pupils continue to work on their controlled assessment planning and write up after Christmas.</p> <p>Pupils undertake revision in class and at home and sit a mock examination on Germany (1918-1945) and International Relations The Cold War (1945-1975) at the end of January.</p>	<p>Pupils complete the British Society 1890-1918 unit including an end of unit test.</p>
<p>Prior to completing their final write up pupils complete a mock controlled assessment before Christmas.</p>	<p>Pupils complete the controlled assessment by the February half term.</p>	<p>Pupils complete revision for</p> <p>Germany (1918-1945) and International Relations: The Cold War (1945-1975)</p> <p>British Society (1890-1918)</p>
<p>The final controlled assessment planning and final write up begins. It is worth 50 marks and makes up 25% of the overall course grade.</p>	<p>British Society (1890-1918)</p> <p>Pupils look at key issues such as:</p> <ul style="list-style-type: none"> -What were the social problems and how were they tackled from 1890? -Why did the Liberal government introduce reforms? - How and why did the position of women change from 1890? --How did women contribute to the 	<p>Examinations are:</p> <p>Germany (1918-1945) and International Relations: The Cold War (1945-1975) Monday 1st June 2015 9:00am (2 hours)</p> <p>British Society (1890-1918): Wednesday 10th June 2015 9:00am (1 hour 30 mins)</p>

	<p>war effort in WW1? -What was life like for civilians during WW1 and how effective was government war propaganda? -What was the attitude of the British people at the end of the war towards Germany and the Paris Peace Conference?</p> <p>There is a big focus on source skills with some knowledge and understanding in this unit. The unit is worth 53 marks and makes up 30% of the overall course grade.</p>	
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Skills:

AO1: Knowledge

AO2: Understanding

AO3: Source Skills

Spelling, punctuation and grammar

SMSC and British Values:

Pupils are encouraged to celebrate and cherish British values through activities such as studying how democracy and the law have developed in Britain and comparing this to capitalist, fascist and democratic countries, gaining an understanding of different cultural and religious ideas in other countries, understanding what discrimination is and how it has and can be challenged through studies of American Civil Rights in the 1950's and 1960's, Nazi Germany and the struggle for votes for women in Britain. Pupils also have the opportunity to participate in democratic decision making exercises and mock trials. The curriculum and extra-curricular activities are enriched with a wide range of spiritual, moral, cultural and social opportunities which support pupils as good citizens.

ECDL IT Qualification

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
<p>Spreadsheets Using MS Excel Unit</p> <p>On completion of this unit pupils will be able to:</p> <p>Apply advanced formatting options such as conditional formatting and customised number formatting and handle worksheets</p>	<p>Review and Apply Safety Features</p> <p>Collaborate on and review spreadsheets. Apply spreadsheet security features.</p>	<p>Reviewing Projects</p> <p>Review and adapt projects keeping in mind local and legal constraints.</p>
<p>Using Functions</p> <p>Use functions such as those associated with logical, statistical, financial and mathematical operations.</p>	<p>Exam preparation</p> <p>Complete diagnostic testing to apply understanding.</p>	<p>Making Improvements</p> <p>Review outcomes and propose improvements.</p>
<p>Working With Charts</p> <p>Create charts and apply advanced chart formatting features.</p>	<p>ECDL Spreadsheet Exam</p> <p>Complete online exam.</p>	<p>Analysis</p> <p>Analyse and review benefits of IT solutions.</p>
<p>Working With Tables</p> <p>Work with tables and lists to analyse, filter and sort data. Create and use scenarios.</p>	<p>Improving Productivity Using IT Unit</p> <p>On completion of this unit pupils will be able to:</p> <p>Understand purpose of IT solutions.</p>	<p>Testing</p> <p>Develop and test solutions to improve productivity.</p>
<p>Validating Data</p> <p>Validate and audit spreadsheet data.</p>	<p>The Whole Process of IT Solutions</p> <p>Plan, design, justify and create IT solution.</p>	<p>Exam preparation</p> <p>Complete diagnostic testing to apply understanding.</p>
<p>Working With Cells</p> <p>Enhance productivity by working with named cell ranges, macros and templates.</p>	<p>Choosing the Right Application</p> <p>Select the appropriate application for a given task.</p>	<p>ECDL Improving Productivity Exam</p> <p>Complete online exam.</p>

Skills:

The European Computer Driving Licence (ECDL) is an internationally recognised IT qualification designed to give students the skills to use a computer confidently and effectively. The course can help to improve a pupils understanding and efficient use of computers. The course opens up a variety of opportunities through the broad range of skills it provides. The qualification is widely recognised by employers as proof of ability and competence when working with IT.

The course is broken down into four units studied over years 10 and 11.

The word processing unit teaches pupils to demonstrate the ability to use a word processing application to accomplish everyday tasks associated with creating, formatting and finishing small-sized word processing documents such as letters and other everyday documents.

The spreadsheet unit teaches pupils to understand the concept of spreadsheets and to demonstrate the ability to use a spreadsheet application. Pupils will understand and be able to accomplish tasks associated with developing, formatting, modifying and using a spreadsheet, in addition to using standard formulas and functions, and demonstrate competence in creating and graphs or charts.

The presentation unit teaches candidates to demonstrate competence in using presentation tools on a computer. Pupils will be able to accomplish tasks such as creating, formatting, modifying and preparing presentations using different slide layouts for display and printed distribution.

The Improving Productivity module, teaches pupils about ways in which you can use Information Technology (IT) skills to improve productivity at work. The unit shows how you can work more efficiently by planning the use of IT tools and systems.

SMSC and British Values:

ICT contributes to the students SMSC development in a number of ways often through: Preparing children for the challenge of living and learning in a technologically enriched, increasingly inter connected world. To promote pupils spiritual development, their sense of self and their will to achieve, the ICT department continually takes the opportunity to praise students for their contribution in lessons. We encourage respect for the computer room and its equipment in the way pupils use it and how this affects others.

Whilst encouraging respect in the use of digital equipment and its impact on the environment – for example, ink and paper wastage. By making sure pupils are prepared for the modern world by equipping them with knowledge of work related technologies which are recognised by leading industries. Encourage the sensible use of digital technology in the classroom and homework situations given that they are currently living in a digitally cultural environment. We also empower pupils to apply their ICT computing skills and knowledge to the wider curriculum.

GCSE Maths

Content in **bold** is higher tier content

Autumn	Spring	Summer
Algebra: Solving equations Solving inequalities Inequalities on graphs Solving simultaneous linear equations	Number: Proportion Ratio Exchange rates Interest Exact calculations involving surds and pi	Revision Programme
Geometry and Measures: Interior and exterior angles of polygons Tessellations Plans and elevations 2D and 3D measures Scale factors Sine and Cosine rules Pythagoras in 3D Area of a triangle	Statistics and Probability: Averages and range Charts and tables Grouped data Histograms Scatter graphs Line graphs	
Number: Adding and subtracting fractions Multiplying and dividing fractions Calculating with decimals	Algebra: Equations with brackets Equations with fractions Finding solutions from graphs Trial and improvement Simultaneous linear and quadratic equations Types of graphs	
Algebra: Formulae, equations and identities Substitution Changing the subject of a formula Inequalities Quadratic graphs Re-arranging formulae The quadratic formula Solving problems using	Geometry and Measures: Circumference and area of a circle Pythagoras' Theorem Sine and cosine graphs Transformations of graphs	Maths paper 1- non-calculator paper. 04th June 2015

quadratics		
Geometry and Measures: Bearings Constructing triangles Perpendicular lines and bisectors Loci Maps and scale drawings Vectors Using vectors in geometry Proof using vectors	Algebra Proof	Maths paper 2 – calculator paper. 08th June 2015

Skills:

Students will become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. They will reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. Students will be given opportunities to show they can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

SMSC and British Values:

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Mathematics therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

AQA GCSE Physics

Continuous assessment is used throughout the year.

Autumn	Spring	Summer
<p>P2.5 Radiation and decay Students will learn that radioactive substances emit radiation from the nuclei of their atoms all the time. They will understand the properties of different types of nuclear radiation and what happens to radioactive substances when they decay. They will learn how the use of radioactive sources depends on their penetrating power and half-life.</p>	<p>P3.2 Physics to make things work Students will learn that many things, from simple toys to complex fairground rides, are constructed from basic machines such as the lever. A knowledge of the physics involved in balancing and turning can help us to make these appliances work.</p>	<p>P2 and P3 Revision A physics unit 2 and 3 revision programme.</p>
<p>Physics 2 mock exam A past paper of the whole physics 2 topic</p>	<p>P3.3 Motor effect and transformers Students will learn that electric currents produce magnetic fields. Forces produced in magnetic fields can be used to make things move, this is called the motor effect and is how appliances such as the electric motor create movement. Transformers are used to provide the required potential Difference as many appliances do not use 230 volts mains electricity.</p>	<p>P2 and P3 examinations Physics Unit 2 – Wednesday 20th May 2015 at 13:30 Physics Unit 3 – Wednesday 20th May 2015 at 13:30</p>
<p>P3.1 Medical uses of physics Students will learn that physics has many applications in the field of medicine. These include</p>	<p>Physics 3 mock exam A past paper of the whole physics 3 topic</p>	<p>P1 revision A Physics unit 1 revision programme.</p>

the uses of X-rays and ultrasound for scanning, and of light for image formation with lenses and endoscopes		
		P1 examination Friday 12th June 2015 at 13:00

Skills:

Students will be able to investigate so that patterns and relationships between variables may be identified. Students should make measurements by selecting and using instruments effectively. Notably students should be able to present and represent data identifying patterns, relationships and making suitable conclusions. Most importantly students should be able to discuss how the world is observed and the impact of science within it. Students should distinguish between opinion based on valid, repeatable and reproducible evidence and opinion based on non-scientific ideas for example prejudices, whim or hearsay.

SMSC and British Values:

In physics spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as how generating electricity affects the environment and how this could be changed in the future. Students learn about the use of nuclear fission as a method for generating electricity and the pros and cons relating to this choice. Students learn about the efficiency of electrical appliances and why it is necessary to have devices which are more efficient. On a local level, specifically how the alternative energy market will impact employment and the community in Hull and the consequence will this have on the rest of the UK and fossil fuels usage.

Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in physics.

GCSE Resistant Materials

Continuous assessment and homework is used throughout the year.

Autumn	Spring	Summer
<p>Students learn practice and theory of designing skills, making skills, materials and components, such as metals, timber, plastics, composites, smart materials and nanomaterials, adhesives finishes and applied finishes.</p> <p>Design and market influences, task analysis, research and analysis, sustainability of design, product specification, creativity, development of ideas and evaluation of ideas. Students also learn about consumer choice and legislation, sustainability and environmental issues, moral ethical and economic issues.</p>	<p>Controlled assessment - Material preparation, marking, cutting, assembly, exterior finishing and a practical annotated log.</p>	<p>Revision - Ferrous and non-ferrous metals. Isometric, scale drawing and exploded views Woods and adhesives, Market push/pull, Anthropometrics</p>
	<p>Half term: Completion of development sheets as homework– started before making final product. Including prototyping sheets.</p>	<p>AQA Controlled assessment Marks Deadline. Revision -H&S, in processes, in industry, Scale of Production. Printing and commercial methods, Design movements.</p>
	<p>Folder Work - Social Issues and evaluation/log of making processes (compare to industrial processes). Use of ICT sheets. Complete folder; students work on individual basis, completing/improving work as required.</p>	<p>After Half Term: Revision as required dependent on progress made in previous revision lessons</p>
	<p>Coursework handed in - students work on individual basis, completing/improving work as required.</p>	<p>Examination - 8th June 2015</p>
	<p>Revision - Product Analysis, key terminology, AQA named designers, Environmental impacts, 6 R's. Smart& Nanomaterials and composites</p>	
	<p>Easter Holidays – revision booklets</p>	

Skills:

Students are taught to: be creative and innovative when designing. To design products to meet the needs of clients and consumers and understand the design principles of form, function and fitness for purpose. Students learn the role that designers and product developers have, and the impact and responsibility they have on and to society. Students learn to analyse and evaluate existing products, including those from professional designers, develop and use design briefs and specifications for product development;
and consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products. Importantly students learn to reflect critically when evaluating and modifying their design ideas and proposals in order to improve the products throughout inception and manufacture;

SMSC and British Values:

Students studying resistant materials are required to understand the role of the designer and consider the impact of design proposals on society and also identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design.

Consumer choice and ethical issues

Students should understand the influence of ethical trading and the consumers' role in social and environmentally sustainable design.

Moral and environmental issues

Students should understand the moral and environmental issues associated with textiles production and understand what is meant by the recycling of materials, waste reduction, Fair Trade resources, and biodegradable materials.

Health and Safety issues

It is important students also understand that the health and safety of both consumers and the work force is important.

As designers and consumers students should be able to, select the appropriate materials and components;
consider safety in terms of function and be aware of consumer rights and safety warnings on products and manufacturing processes.

Students should be aware of and understand Risk Assessments for manufacturers in relation to: the correct and safe use of tools and equipment. Students should select the correct and understand safe usage of materials, chemicals, solvents, harmful substances, procedures used in manufacturing and the need for correct protective clothing and safe working practices.

AQA GCSE Science (Additional)

Continuous assessment is used throughout the year on and within each topic

Autumn	Spring	Summer
Cells and simple cell transport Students learn about structure of different cells and how dissolved substances are transported into and out of cells	Unit 2 mock exams A mock exam of the B1, C2 and P2 units.	B2, C2, P2 Unit 2 revision programmes.
Structures and Bonding Students learn about ionic bonding, covalent bonding and metallic bonding. Bonding properties between periodic table groups.	Proteins Students will learn about the many functions of proteins, both inside and outside the cells of living organisms and how proteins, as enzymes, are now used widely in the home and in industry.	
P2.1 Forces Students will learn that forces can cause changes to the shape or motion of an object. Objects can move in a straight line at a constant speed. They can also change their speed and/ or direction (accelerate or decelerate). Graphs can help us to describe the movement of an object. These may be distance-time graphs or velocity-time graphs.	P2.4 Mains and safety Students will learn that mains electricity is useful but can be very dangerous. It is important to know how to use it safely. They will learn the various safety features associated with using mains electricity and how these protect us from harm.	
Tissues, organs and organ systems Students will learn about the hierarchy of structures in living things and how these structure work together to form organisms.	Rates of Reaction Rates of reaction calculations, factors affecting rates of reaction, the role of catalysts. Practical activities investigating factors affecting rates of reaction.	B2 Biology Unit 2 – Tuesday 12 th May at 13:30 Chemistry Unit 2 – Thursday 14 th May at 09:00 Physics Unit 2 – Wednesday 20 th May 2015 at 13:30
Properties and Uses of	Aerobic and an aerobic	B1, C1, P1 revision

<p>Substances The properties of simple molecules, ionic compounds, covalent structures, metals, polymers and nanoscience.</p>	<p>respiration Students will learn how respiration in cells can take place aerobically or anaerobically and how the human body needs to react to the increased demand for energy during exercise.</p>	<p>Unit 1 revision programme.</p>
<p>P2.2 Speeding up and slowing down Students will learn that when an object speeds up or slows down, its kinetic energy increases or decreases. The forces which cause the change in speed do so by doing work. The momentum of an object is the product of the object's mass and velocity.</p>	<p>Energy Transfer in Reactions Exothermic and endothermic reactions, the nature of reversible reactions and heat loss and gain. Practical activities investigating energy in reactions.</p>	<p>B1, C1, P1 examinations Biology Unit 1 – Friday 5th June at 13:30 Chemistry unit 1 - Tuesday 09th June 2015 at 13:00 Physics unit 1 - Friday 12th June 2015 at 13:00</p>
<p>Photosynthesis Students will learn how green plants and algae use light energy to make their own food, how they obtain the raw materials they need and the conditions plants are grown in can be changed to promote growth</p>	<p>P2.5 Radiation and decay Students will learn that radioactive substances emit radiation from the nuclei of their atoms all the time. They will understand the properties of different types of nuclear radiation and what happens to radioactive substances when they decay. They will learn how the use of radioactive sources depends on their penetrating power and half-life.</p>	
<p>Atomic Structure Students learn and interpret data on mass number and atomic number, isotopes, chemical analysis and quantitative chemistry.</p>	<p>Cell division and inheritance Students will learn how characteristics are passed on from one generation to the next in both plants and animals. They will use</p>	

	simple genetic diagrams to show this and consider the ethical considerations in treating genetic disorders.	
P2.3 Electricity Students will learn that the current in an electric circuit depends on the resistance of the components and the supply. They will be able to draw and recognise series and parallel circuits and calculate current and voltage in both types of circuit.	Speciation Students will learn how changes in the environment of plants and animals may cause them to die out. How fossil record shows that new organisms arise, flourish, and after a time become extinct and how changes can lead to the formation of new species.	
Electrolysis The process of electrolysis, half equations, electrolysis reactions in practice, industrial electrolysis.	Acids Bases and Salts Students learn about making salts, the properties and examples of acids and bases, balanced chemical formulae for neutralisation reactions. Practical investigations on neutralisation.	

Skills:

Students will be able to investigate so that patterns and relationships between variables may be identified. Students should make measurements by selecting and using instruments effectively. Notably students should be able to present and represent data identifying patterns, relationships and making suitable conclusions. Most importantly students should be able to discuss how the world is observed and the impact of science within it. Students should distinguish between opinion based on valid, repeatable and reproducible evidence and opinion based on non-scientific ideas for example prejudices, whim or hearsay.

SMSC and British Values:

In biology spiritual, moral, social and cultural values are addressed during ethical, environmental and social topics such as the impact of humans on their environment and the effect on other living organisms both locally and globally. Students learn about and debate the impacts of drugs in society and the ethical issues surrounding the use of genetic testing. Students learn which public institutions and laws are involved in the regulation, testing and use of new medicine. How different faiths and communities view the use of contraception and fertility treatments. Students interact and experience different roles and responsibilities during group discussion tasks and practical investigations. They experience the acceptance of

different opinions, ideas and beliefs through debate of economic, community and scientific-related projects. Students use their creativity in scientific modelling and experimental design. Students evaluate their work regularly and have opportunities to reflect on their experiences in biology.

GCSE Textiles

Continuous assessment and homework is used throughout the year.

Autumn	Spring	Summer
Students learn practice and theory of textiles including: Properties and characteristics of fibres and fabrics. The processes of dyeing and printing, decoration and enhancement and types of finishes. Students study manufactured components, product design and evaluation techniques.	Individual verbal feedback to each student about improvements in sketchbook. Completion of final design.	Design ideas for final design, creating a range of design ideas.
	Begin final piece. Cut out fabric and begin embellishment.	Development samples including embellishments and techniques.
	Continued work on final piece – cutting out, embellishment, translating design onto final piece and machine skills construction.	Development sample, equipment for the exam and final plan.
	Hand in final piece and evaluation	Preparation for the final exam.
	Exam titles, design brief and theme research	Final examination – 6 th - 7 th May 2015.
	Artist research and evaluation	
	Observational drawings	
	Samples and evaluations	

Skills:

Students are taught to: be creative and innovative when designing. To design products to meet the needs of clients and consumers and understand the design principles of form, function and fitness for purpose. Students learn the role that designers and product developers have, and the impact and responsibility they have on and to society. Students learn to analyse and evaluate existing products, including those from professional designers, develop and use design briefs and specifications for product development;
and consider the conflicting demands that moral, cultural, economic, and social values and needs can make in the planning and in the designing of products. Importantly students learn to reflect critically when evaluating and modifying their design ideas and proposals in order to improve the products throughout inception and manufacture;

SMSC and British Values:

Students studying textiles are required to understand the role of the designer and consider the impact of design proposals on society and also identify developments in technologies, social and cultural ideas, fashion trends and economic factors that influence consumer choice and product design.

Consumer choice and ethical issues

Students should understand the influence of ethical trading and the consumers' role in social and environmentally sustainable design.

Moral and environmental issues

Students should understand the moral and environmental issues associated with textiles production and understand what is meant by the recycling of textiles, waste reduction, organic and Fair Trade cotton, bio fibres, biodegradable fibres/fabrics.

Health and Safety issues

It is important students also understand that the health and safety of both consumers and the work force is important.

As designers and consumers students should be able to, select the appropriate materials and components;
consider safety in terms of function and be aware of consumer rights and safety warnings on textile products.

Students should be aware of and understand Risk Assessments for manufacturers in relation to: the correct and safe use of tools and equipment. Students should select the correct and understand safe usage of materials, chemicals, solvents, flammable and toxic substances used in textile manufacture and the need for correct protective clothing and safe working practices.