



Key Stage 4 Curriculum

Contents:

Key Contacts and Dates

Our Curriculum Vision for our Young People

KS4 Curriculum Narratives and Maps for Each Subject

Key Dates

Year 9

17/12/2020	Year 9 Report 1 issued
14/01/2021	Year 9 Parents Evening
15/04/2021	Year 9 Report 2 issued
08/07/2021	Year 9 Report 3 issued

Year 10

17/10/2020	Year 10 Report 1 issued
04/11/2020	Year 10 Parents Evening
21/01/2021	Year 10 Report 2 issued
08/07/2021	Year 10 Report 3 issued

Year 11

Early November	College / 6 th Form Open Evenings
03/12/2020	Year 11 Report 1 issued
12/01/2021 & 14/01/2021	College / 6 th Form Taster Day
18/01/2021 – 29/01/2021	Mock Exam Period (All Subjects)
25/02/2021	Year 11 Report 2 issued
11/03/2021	Year 11 Parents Evening
12/04/2021– 16/04/2021	Mock Exam Period 2 (Core Subjects)
07/06/2021 – 02/07/2021	GCSE Exam Period

MANOR
CHURCH OF ENGLAND
ACADEMY, YORK



The tutor team are your first point of contact for your child and can be contacted via the email addresses below

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The Curriculum at Manor CE Academy

Manor is a place for all students to thrive and the organisation and delivery of the curriculum has always been key to our success. Whilst we are an Academy we value the breadth of the National Curriculum and therefore follow it. We also believe that effective curriculum design requires essential concepts and knowledge to be planned and “sequenced” with end points and building blocks carefully thought out. We also make sure students can learn for the ‘long term’ and develop their skills of memory. Our full curriculum policy sets out our curriculum intent (*the aims of our programme of education, including the knowledge and skills to be gained at each stage*); curriculum implementation (*how we select, sequence and structure our curriculum to best suit our students*) and how we measure the impact (*how we evaluate what knowledge and skills students have gained against our expectations*).

When implementing our curriculum, each subject is mapped carefully to ensure appropriate coverage over time with an emphasis on core knowledge and connections. Schemes of learning are carefully planned to ensure that all students avoid “cognitive overload” and can develop strategies breaking down knowledge and recalling prior learning.

Our assessment is completely linked to curriculum planning and is both “formative” (*the methods teachers use in class to evaluate a student’s learning needs and academic progress to inform planning*) and “summative” (*usually a marked assessment to see what they student knows at the end of a course or unit of work*). We recognise that student progress is not always linear or straightforward and can vary during a course.

Thinking hard about “coherence” matters because if we do not, then what is offered to children is bitty. Bitty means that there are many fragments of knowledge floating around without being placed within a wider context. We pay careful attention to the underlying knowledge, which students need to access the subject in later years. Therefore, every subject at Manor CE Academy is in the process of looking at their schemes of learning to ensure our students make rapid and sustained progress across the curriculum. We define progress is defined as “*knowing and remembering more*”.

This booklet outlines the KS4 (Year 9 to 11) curriculum narratives and maps for each subject studied at Manor. If you go to our website you will able to access the full Year 7 to 11 curriculum narratives and maps for all subjects offered at Manor. We will constantly review these to ensure your child remains at the heart of the curriculum.

Each subject will also be considering carefully how to enhance students’ Spiritual, Moral, Social and Cultural development (SMSC) to help them be confident, resilient and independent. We want to develop your child’s character in everything we do.

For further information, please visit our website:

- Our curriculum overview (including subject specific information) - www.manorceacademy.org/our-curriculum

KS4 ART Curriculum Narrative

We follow the AQA GCSE specification in Art, Craft and Design. This fully prepares students for A-Level study through the development of skills first nurtured at KS3. During the first year of study, students are shown, and given the opportunity to use a wide range of media and techniques they may not have had the opportunity to use at Key Stage 3. All Art students are encouraged to take risks within their work and try new things to broaden their thinking and creativity and supported to produce different, more creative and innovative art. Students are constantly challenged to learn new techniques and develop their understanding of art, artists, art movements and subject matter. Students will complete two projects and an externally set assignment over the course of the two years. All skills and techniques learnt in the first year are then developed further in the second. Students respond to artists and images, both primary and secondary, along the themes of 'Close Up' and 'Contrast' in their Component One (60% coursework). Component One is completed in December ready for the externally set assignment, Component Two (40% exam) to start in January. Component Two consists of an externally set exam paper, with a choice of themes that the student then selects one to respond to. Examples of previous themes include titles such as barriers, wraps, messages and lighting. Throughout the two years, students are assessed on their ability to investigate sources, show understanding of context whilst developing a wide range of ideas, skills and techniques, using a variety of media in order to create their own personal response and develop their own artistic style.

KS4 ART Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<input type="checkbox"/> Natural Form <input type="checkbox"/> Assessment Objectives <input type="checkbox"/> Mixed media (materials/techniques) <input type="checkbox"/> Artist study 1 <input type="checkbox"/> Artist study 2 – Mono print	<input type="checkbox"/> Design work for lino print <input type="checkbox"/> Lino Cut 1 <input type="checkbox"/> Lino Cut 2 <input type="checkbox"/> Line illustration – inks and fineliner	<input type="checkbox"/> Clay design sheet for seeds/pods <input type="checkbox"/> Clay sculptures <input type="checkbox"/> Artist Study 3	<input type="checkbox"/> Surrealist Eye <input type="checkbox"/> Observational eye <input type="checkbox"/> Artist study – student's choice <input type="checkbox"/> Planning for final response	<input type="checkbox"/> Final response for Surrealist eye <input type="checkbox"/> Evaluating work	<input type="checkbox"/> Collective school display project

KS4 ART Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<input type="checkbox"/> Culture Project <input type="checkbox"/> Research <input type="checkbox"/> Artist Study 1 <input type="checkbox"/> Artist Study 2	<input type="checkbox"/> Pencil Portrait – large scale <input type="checkbox"/> Abstract photography	<input type="checkbox"/> Planning <input type="checkbox"/> Mock exam – eye <input type="checkbox"/> Planning continued	<input type="checkbox"/> Final piece <input type="checkbox"/> Evaluation <input type="checkbox"/> Exam based project <input type="checkbox"/> Research	<input type="checkbox"/> Assessment Objectives <input type="checkbox"/> Observations <input type="checkbox"/> Artist Study 1 <input type="checkbox"/> Artist Study 2	<input type="checkbox"/> Planning <input type="checkbox"/> Final Piece <input type="checkbox"/> Portfolio check
Year 11	<input type="checkbox"/> Insects <input type="checkbox"/> Mono print / mixed media <input type="checkbox"/> Artist Study 1 <input type="checkbox"/> Artist Study 2 <input type="checkbox"/> Observation large scale skull	<input type="checkbox"/> Artist Study 3 <input type="checkbox"/> Planning <input type="checkbox"/> Final piece	<input type="checkbox"/> Unit 2 preparation <input type="checkbox"/> Sketchbook: <input type="checkbox"/> Artist studies, development of ideas, material testing, plan for final piece	<input type="checkbox"/> Continue with Unit 2 preparation	<input type="checkbox"/> 10 hour exam during this term <input type="checkbox"/> Evaluation of final piece	

KS4 COMPUTER SCIENCE Curriculum Narrative

We follow the AQA specification of Computer Science at GCSE level. Students are taught a high-quality computing syllabus which equips them to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, Science and Design and Technology, and provides insights into both natural and artificial systems. The core of computing is Computer Science, in which students are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. This exciting GCSE gives students many excellent opportunities to investigate how computers work and how they are used, and to develop computer programming-computational thinking and problem-solving skills.

KS4 COMPUTER SCIENCE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<ul style="list-style-type: none"> <input type="checkbox"/> Why choose CS ➤ Course awareness <input type="checkbox"/> Base line Yacapaca tests ➤ History of Computing ➤ History of Software ➤ History of Computer Games ➤ Peer Assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Fundamentals of Algorithms ➤ 1 Introduction ➤ 2 Representing Algorithms ➤ 3 Efficiency of Algorithms ➤ 4 Searching Algorithms ➤ 5 Sorting Algorithms ➤ Yacapaca exam assessment <input type="checkbox"/> Hour of code ➤ Coding introduction 	<ul style="list-style-type: none"> <input type="checkbox"/> Computer Systems ➤ 1 Hardware and software ➤ 2 Boolean logic ➤ 3 Software classification ➤ 4 Systems architecture <input type="checkbox"/> Portfolio of work <input type="checkbox"/> Coding 1 ➤ Programming <input type="checkbox"/> Coding challenges 	<ul style="list-style-type: none"> <input type="checkbox"/> Data Representation 1 ➤ 1 Data Representation ➤ 2 Number Bases ➤ 3 Conversions ➤ 4 Units of information ➤ 5 Binary arithmetic <input type="checkbox"/> Test <input type="checkbox"/> Coding 2 ➤ Programming 	<ul style="list-style-type: none"> <input type="checkbox"/> Mock revision <input type="checkbox"/> Cyber Security ➤ 1 Cyber security ➤ 2 Cyber security threats ➤ 3 Detect & prevent threats <input type="checkbox"/> Advice Website 	<ul style="list-style-type: none"> <input type="checkbox"/> Coding ➤ Programming <input type="checkbox"/> Ethical, Legal, Environmental Impact ➤ 1 Impact of digital technologies ➤ 2 Ethical ➤ 3 Legal ➤ 4 Environmental <input type="checkbox"/> Portfolio of work

KS4 COMPUTER SCIENCE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<ul style="list-style-type: none"> <input type="checkbox"/> Networks ➤ 1 Types of Network ➤ 2 Network Topology ➤ 3 The Client/Server Relationship ➤ 4 Client/Server Handshake ➤ 5 Network Protocols ➤ 6 Network Security <input type="checkbox"/> Research Document 	<ul style="list-style-type: none"> <input type="checkbox"/> Data Representation 2 ➤ 6 Character encoding ➤ 7 Representing images ➤ 8 Representing sound ➤ 9 Data compression <input type="checkbox"/> Test 	<ul style="list-style-type: none"> <input type="checkbox"/> Coding ➤ Programming <input type="checkbox"/> Mock revision <input type="checkbox"/> Mock exam 	<ul style="list-style-type: none"> <input type="checkbox"/> Algorithms ➤ 2 Representing Algorithms <input type="checkbox"/> Data Representation ➤ 9 Data compression <input type="checkbox"/> Computer Systems ➤ 4 Systems architecture ➤ Portfolio of work 	<ul style="list-style-type: none"> <input type="checkbox"/> NEA Practice ➤ 1 The task ➤ 2 Designing the Solution ➤ 3 Creating the Solution ➤ 4 Testing the Solution ➤ 5 Potential enhancements and refinements <input type="checkbox"/> Completed NEA document 	<ul style="list-style-type: none"> <input type="checkbox"/> Coding ➤ Programming ➤ Game design <input type="checkbox"/> Code challenge
Year 11	<ul style="list-style-type: none"> <input type="checkbox"/> NEA (20hrs) <input type="checkbox"/> 1 The task <input type="checkbox"/> 2 Designing the Solution <input type="checkbox"/> 3 Creating the Solution <input type="checkbox"/> 4 Testing the Solution <input type="checkbox"/> 5 Potential enhancements and refinements 	<ul style="list-style-type: none"> <input type="checkbox"/> Revision <input type="checkbox"/> NEA <input type="checkbox"/> Finished NEA 	<ul style="list-style-type: none"> <input type="checkbox"/> Revision ➤ Algorithms ➤ Pseudocode ➤ Data Representation 	<ul style="list-style-type: none"> <input type="checkbox"/> Revision ➤ Cyber Security ➤ Ethical, Legal, Environmental ➤ Pseudocode 	<ul style="list-style-type: none"> <input type="checkbox"/> Revision ➤ Computer Systems ➤ Networks 	

KS4 DRAMA Curriculum Narrative

KS4 drama at Manor is designed to unlock the use of imagination, intellect, empathy and courage. Through the study of the subject; ideas, responses and feelings can be expressed and communicated and whilst a largely practical subject it is an intellectual discipline requiring academic focus. It is through engagement in drama; students apply their imaginations and draw upon their own personal experiences. Their increasing knowledge and understanding of how the elements of drama work and enables students to effectively shape, express and share ideas, feelings and responses to various projects. Over the course of the programme, students study a variety of theatre styles, including classical theatre, contemporary theatre, and all the genres associated with these. Students complete both devised as well as scripted work, in styles of given practitioners. Students are then assessed on both of these in performances, to a visiting examiner, and also staff and peers from the school environment.

KS4 DRAMA Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p><u>Introduction to Drama</u></p> <p>Developing Group dynamics / teams / trust building</p> <p>Improvisation / Conventions / Laban workshop / Stimulus Workshop</p> <p>Introduction to Practitioner</p> <p>Peter Brook Workshops</p> <p>Stage Configurations</p> <p>Steven Berkoff Workshops</p> <p>Devising Assessment</p>		<p><u>Noughts & Crosses</u></p> <p>Exploration of Epic Theatre / Character Intentions / Character Profiles / Set Design / Costume Design / Performance Skills</p> <p><u>Naturalism (Scripted)</u></p> <p>Introduction to Stanislavski / Naturalism / Vocal Work / Imagination / Relaxation / Concentration / Given Circumstances / Emotion Memory / Fourth Wall</p>		<p><u>Devising</u></p> <p>Conventions / Stimulus / Transitions / Monologues / Logs</p> <p><u>Blood Brothers</u></p> <p>Genre / plot / Focus on Act 1 / Characters / Live Performances / Section C</p>	
Year 10	<p><u>Noughts & Crosses</u></p> <p>Focus on Questions 3 & 4 / Use of space / interaction / Performance Skills / Re-Cap questions 1 & 2</p>		<p><u>Component 2</u></p> <p>Introduction to TIE / Mark Wheeler / Audience Interaction / Verbatim / Documentary / Theatre / Re-Cap conventions / Stimulus / Log 1</p>		<p><u>Component 2</u></p> <p>Log 2 / Log 3 / Performance</p> <p><u>Component 1</u></p>	

	<p><u>Blood Brothers</u></p> <p>Focus on Act 2 / Live performance Section C Preparation</p>		Introduction to texts / rehearsals / line learning
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Year 11	<p><u>Component 3</u></p> <p>Introduction to texts / rehearsals / line learning</p> <p><u>Component 1</u></p> <p>1 hour a week theory</p>	<p><u>Component 3</u></p> <p>Introduction to texts / rehearsals / line learning</p> <p><u>Component 1</u></p> <p>1 hour a week theory</p> <p>Assessed Performance at the end of March / beginning of April</p>	<p><u>Theory and Exam Revision</u></p> <p>1 hour a week theory</p>	
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KS4 **ENGLISH** Curriculum Narrative

At KS4, students will continue to study AQA English Language and English Literature. For literature, students will consolidate their understanding of different texts forms through studying a variety of texts forms such as drama, prose, poetry and Shakespeare. They will start to study key GCSE texts such as poetry from the Power and Conflict anthology and 'Macbeth' by William Shakespeare. In years 10 and 11, students will continue to study and consolidate their understanding of poems from the Power and Conflict anthology and 'Macbeth' by William Shakespeare, as well as 'An Inspector Calls' by JB Priestley and 'Dr Jekyll and Mr Hyde' by RL Stevenson. For English Language, students will be introduced to more writing forms, such as inform and advise. They will revisit writing to writing to describe, narrate, argue and persuade. In year 9, students will be introduced to the English Language reading paper, which they will continue to study into Years 10 and 11.

KS4 ENGLISH Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>Literature – War Poetry</p> <p>Comparison of two war poems</p> <p>Plus formatively assessed analysis and creative writing</p> <p>Lit Paper 2 Poetry and Modern Drama</p>	<p>LANGUAGE – The Gothic</p> <p>Creative writing based on a Gothic image</p> <p>Plus formatively assessed analysis</p>	<p>Literature –Our Day Out or The Crucible</p> <p>Closed book question on extract and whole play</p> <p>Lit Paper 2 Poetry and Modern Drama</p>	<p>LANGUAGE – Romeo & Juliet</p> <p>Closed book question on extract and whole play</p> <p>THIS WILL BE THE Y9 MOCK EXAM</p> <p>Lit Paper 1 Shakespeare and the C19th Novel</p>	<p>Literature – Make your Voice Heard (Speaking & Listening)</p> <p>Talk on a topic of students’ choice</p> <p>Plus formatively assessed written argument</p>	<p>Language – Justice & Equality – Of Mice and Men</p> <p>Creative Writing response linked to novel</p> <p>Plus formatively assessed analysis.</p>
Year 10	<p>Literature – An Inspector Calls & Macbeth</p> <p>Language – Exploration in Creative Reading and Writing</p> <p>Developing a more secure understanding of: How language, structure and form create meanings in text; Key themes such as, generation gap, rights of workers, time, prejudice and morality;</p> <p>Key elements of social protest and political writing such as, pursuit of power, public versus private, division and isolation due to marginalisation;</p> <p>Further elements of a morality play including, allegory and symbolism, good versus evil and religion.</p> <p>All aspects of the detective genre, including reconstruction of crime; several suspects, search for truth.</p> <p>Introduction to key elements of tragedy, such as: hamartia, hubris, tragic hero, catharsis, fate and poetic justice.</p>		<p>Language – Writers Viewpoints and Perspectives</p> <p>Literature – Anthology Poetry</p> <p>Study of six poems from the GCSE AQA Power and Conflict Anthology by poets such as: Jane Weir, Simon Armitage and Beatrice Garland.</p> <p>Developing a more secure understanding of:</p> <p>How writers use language features to create meaning in unseen non- fiction extracts, for example: semantic field, hyperbole, oxymoron. Juxtaposition, euphemism and zoomorphism.</p> <p>How writers use features of structure to create meaning in unseen non- fiction extracts, for example: contrast, mood and atmosphere, perspective and viewpoint.</p> <p>WRITING TO ARGUE Developing a secure understanding of: writing to argue, focussing on structure work using subordinate clauses to balance; argument and the form of an article; using a range of language features in writing to convey a viewpoint, such as: tone, paradox, extended metaphor, euphemism, formal voice, anaphora, pattern of three and conditional phrase; using sentence structures and punctuation effectively.</p>		<p>Unseen Poetry</p> <p>Language – Writers Viewpoints and Perspectives</p> <p>How language, structure and form create meaning in text. Key themes such as: public versus private.</p> <p>WRITING TO ADVISE How to structure work using: paragraphs, logical steps to follow, clear sequence, short sentences, chronological order, connectives and article form; using language features to convey a viewpoint, such as: examples, anecdote, modal verbs, direct address, options and imperative command; using sentence structures and punctuation effectively.</p>	

KS4 ENGLISH Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	<p>Literature Paper 2 – An Inspector Calls & Macbeth</p> <p>Developing a more secure understanding of:</p> <p>How language, structure and form are used to create meanings in Shakespeare texts.</p> <p>Revision of all key themes studied throughout years 7 to 9.</p> <p>Revision of key elements relating to the romantic comedy and tragedy genre.</p> <p>Revision of key aspects relating to the 16th century social and historical context.</p>	<p>Literature – 19th Century Novel</p> <p>Key aspects relating to the 19th Century social and historical context.</p>	<p>Language – Paper 1</p> <p>Literature – Paper 1</p> <p>Studying a wider range of unseen fiction extracts to consolidate understanding of how writers use features of language and structure to create meaning in fiction texts. Revision of all techniques studied in Years 9-10, moving towards a more sophisticated exam response.</p> <p>WRITING TO DESCRIBE AND NARRATIVE WRITING Revision of all aspects covered in Years 7 to 10.</p> <p>Developing a stronger understanding of how to use key language and structure techniques; how to use an appropriate register; sentence using sentence structure and punctuation in a more controlled and effective manner. Developing a strong understanding of: narrative writing,</p>		<p>Revision – All Language and Literature Units</p>	

KS4 FOOD PREPARATION and NUTRITION Curriculum Narrative

At Manor CE Academy, we follow the AQA Food Preparation and Nutrition syllabus. Our GCSE syllabus is designed to enable students to show their creativity with the making of food products being the main feature. The course enables pupils to move forward from smoothly with all knowledge obtained from KS3. It is a practical subject, which requires the application of knowledge and understanding when developing ideas and students are expected to participate in practical or experimental food science work in the majority of lessons. These lessons will enable learners to develop sound technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition. Students study six key areas: Food Commodities, Principles of Nutrition, Diet and Good Health, Science of Food, Where Food Comes From and Cooking and Food Preparation. In their final year of the course, the students will need to use all knowledge they have acquired in year 1 of the course to complete two Non-examination Assessments and a written examination. The first is a research investigation and the second is focussed on the practical element of the GCSE, which allows them to demonstrate their cooking skills as well as their knowledge of adapting dishes and ingredients. Students will be encouraged to push themselves to show a large range of skills by thinking independently and choosing dishes, which use a variety of ingredients and equipment and that, enable students to demonstrate a high standard of food styling.

KS4 FOOD PREPARATION and NUTRITION Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Introduction to the course <input type="checkbox"/> Pastry making skills: <ul style="list-style-type: none"> • Shortcrust • Flaky • Choux • Filo <input type="checkbox"/> Recipe Development <input type="checkbox"/> Pastry project	Christmas hamper <input type="checkbox"/> Jam making and preservation <input type="checkbox"/> Christmas cakes, caking making methods <input type="checkbox"/> Christmas puddings, heat transfer <input type="checkbox"/> Mini meringues, piping and foams Cake decorating	Food wastage <input type="checkbox"/> How can we reduce food waste <input type="checkbox"/> Food waste project <input type="checkbox"/> Recipes that use leftover ingredients <input type="checkbox"/> Ready steady cook challenge	Food wastage <input type="checkbox"/> Jointing a chicken and recipes using it <input type="checkbox"/> Marinating <input type="checkbox"/> Easter recipes <input type="checkbox"/> Food waste test	Food choices <input type="checkbox"/> Multicultural food <input type="checkbox"/> British food <input type="checkbox"/> Multicultural project	<input type="checkbox"/> Presentation techniques <input type="checkbox"/> Food styling <input type="checkbox"/> Summer desserts <input type="checkbox"/> Assessed practical
Year 10	<input type="checkbox"/> Macronutrients <input type="checkbox"/> Micronutrients <input type="checkbox"/> End of unit test	<input type="checkbox"/> Diet related illnesses <input type="checkbox"/> Lifestages <input type="checkbox"/> Energy needs <input type="checkbox"/> Energy balance <input type="checkbox"/> End of unit test	<input type="checkbox"/> Food Science <input type="checkbox"/> Chemical properties of protein <input type="checkbox"/> Chemical properties of carbohydrates <input type="checkbox"/> Chemical properties of fat <input type="checkbox"/> End of unit test	<input type="checkbox"/> Raising Agents <input type="checkbox"/> Food processing <input type="checkbox"/> End of unit test	<input type="checkbox"/> Food Provenance <input type="checkbox"/> Organic food <input type="checkbox"/> GM food <input type="checkbox"/> Fair trade <input type="checkbox"/> Food and the environment <input type="checkbox"/> End of unit test	<input type="checkbox"/> Practice NEA

Year 11	<input type="checkbox"/> NEA1 <input type="checkbox"/> 15% of final GCSE grade <input type="checkbox"/> Food Science investigations <input type="checkbox"/> Analysis and evaluations	<input type="checkbox"/> Mock preparation <input type="checkbox"/> Mock exam <input type="checkbox"/> NEA2: Food Preparation <input type="checkbox"/> 35% of final GCSE grade	<input type="checkbox"/> NEA2 <input type="checkbox"/> Recipe trials <input type="checkbox"/> 3 hour practical exam	<input type="checkbox"/> Exam preparation <input type="checkbox"/> FINAL NEA MARK	<input type="checkbox"/> Exam preparation	
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KS4 HOSPITALITY AND CATERING Curriculum Narrative

At Manor CE Academy, we follow the WJEC Level 1/2 Award in Hospitality and Catering. The 2-year course is designed to enable students to gain a good foundation of knowledge, understanding and skills that are required by the Hospitality and Catering industry. An industry, which is a major employer of people in the UK and can be a platform to working abroad as many companies have global operations. There will be the opportunity for students to develop a wide variety of skills, including food preparation and cooking skills, organisation, time management, planning, communication and problem solving. The course is made up of two units; Unit 1 - The Hospitality and Catering Industry and Unit 2 - Hospitality and Catering in Action.

Unit 1 includes knowledge of the industry, establishment, job roles, provision and services of various operations, meeting customer needs and how to maintain a successful business and to provide food that is safe to eat and nutritionally balanced. This has an external examination in the second year of the course and is worth 40% of the final grade. Unit 2 includes acquisition of knowledge and skills related to safely preparing, cooking and presenting nutritional dishes. Students will draw on their learning of different types of provision, kitchen, and front of house operations from Unit 1, as well as personal safety in their preparations. This unit is internally assessed and is based on a scenario supplied by the exam board. Students will create a portfolio of written work and undertake a practical exam to demonstrate their knowledge and skills. The practical exam will be undertaken in the second year of the course and is worth 60% of their final grade. For this qualification it is important that students complete all the assessment criteria to be awarded a successful grade.

KS4 HOSPITALITY AND CATERING Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Health and Safety Food safety and quality Hygiene (personal and food) Revisit different diets, factors affecting food choice and nutritional needs of different groups in more depth	Factors affecting the industry and provision. Industry kitchen/F of H and customer needs	Environmental issues and menu planning Hospitality and catering providers, services and job roles Importance of the EHO	Hospitality and catering industry food safety risk assessments and control Commodities, healthy eating and nutrition	Planning Mock controlled assessment (nutrition, life stages and special diets)	Carrying out Mock Controlled assessment Coursework
Year 10	Unit 1 Hospitality & Catering (48) Theory		Unit 2 Hospitality & Catering (72) Theory Advanced Practical Skills		Unit 2 Coursework, practical Exam & Evaluation	
Year 11	Event Operations - Unit 2 Coursework – Planning Event, Designing and Running Event		Event Operations - Unit 1 Coursework – Planning Event, Designing and Running Event		Exam Revision and Prep – Hospitality & Catering & Event Operations	

KS4 GEOGRAPHY Curriculum Narrative

We follow the AQA geography specification, This gives students the opportunity to understand more about the world, the challenges it faces and their place within it. We aim to deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. Students will develop and extend their knowledge of locations, places, environments and processes, and of different scales, including global; and of social, political and cultural contexts. They will gain an understanding of the interactions between people and environments. This will allow them to successfully apply their geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts as we look at global issues such as resource management climate change and atmospheric hazards such as droughts and tropical storms.

KS4 GEOGRAPHY Curriculum Map

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Year 9	<p>The Challenge of Natural Hazards; Natural hazards and tectonic hazards</p> <p>Natural Hazards Overview Tectonic Hazards</p> <p>Plate tectonics theory.</p> <p>Plate Margins/ Boundaries</p> <p>Tectonic Hazards- Use named examples (Nepal and New Zealand) to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.</p> <p>Reasons why people continue to live in areas at risk from a tectonic hazard.</p> <p>Management</p>	<p>The Challenge of Natural Hazards; Weather hazards and Climate change</p> <p>Global atmospheric circulation model.</p> <p>Tropical storms formation and effects (Typhoon Haiyan Case Study).</p> <p>UK Weather hazards Extreme weather events in the UK have impacts on human activity. (York floods 2015)</p> <p>Climate change- evidence, causes, effects and management</p>	<p>The Changing economic world</p> <p>Development- There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap.</p> <p>Nigeria (Case study of a Newly Emerging Economy). Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p>	<p>The Changing Economic World & Fieldwork</p> <p>Changing UK economy- Major changes in the Economy of the UK have affected, and will continue to affect, employment patterns and regional growth.</p> <p>Urban study into "Has York experienced deindustrialisation?"</p>	

	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Year 10	<p>The Living World</p> <p>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</p> <p>Tropical rainforests; characteristics, deforestation and sustainable management</p>	<p>The Living World</p> <p>Cold Environments option: Characteristics, Alaska Case study, risks or economic development</p>	<p>The Challenge of Resource Management future</p> <p>The significance of food, water and energy to economic and social well-being.</p> <p>An overview of global inequalities in the supply and consumption of resources.</p> <p>UK overview of food, water and energy opportunities and challenges</p> <p>Option: Water</p> <p>Global patterns of water, impacts of water insecurity, strategies to increase water supply.</p> <p>Lesotho Highlands Water Project and Wakel river basin project named examples</p>	<p>Physical Landscapes</p> <p>River Landscapes; processes, landforms, UK river tees example, flooding.</p>	<p>Fieldwork</p> <p>River study “How does the cross profile change downstream?”</p>
Year 11	<p>Physical Landscapes in the UK</p> <p>Coasts: Processes, landforms, management strategies, East Yorkshire coast example.</p>	<p>Urban issues and challenges</p> <p>World Overview</p> <p>Urban growth creates opportunities and challenges for cities in LICs and NEEs. Mumbai Case Study</p>	<p>Urban issues and challenges</p> <p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. (London Case Study)</p> <p>Urban Sustainability</p>	<p>Issue Evaluation</p> <p>Booklet issued in March on a different topic each year</p>	

KS4 HISTORY Curriculum Narrative

At Manor High School, we study the AQA GCSE History syllabus. KS4 students who study History immerse themselves in a study of 4 key areas: thematic; period; British depth and modern depth. The British focus element of the history course will focus on: Power and People c.1170 to the present day and the British depth study Medieval England: the reign of Edward I, 1272-1307 and the modern depth study will be USA conflict at home and abroad. The period study will enable students to focus on a substantial and coherent medium time span and requires students to understand the development and issues created during that particular time. Students need to create a narrative understanding of how events link and develop the overall picture. The period study students will be looking at is the Cold War and Superpower relations. In all of these topics and areas of study students will need to assess evidence, compare/contrast opinions, decipher perspectives and create coherent and evidence based judgements.

KS4 HISTORY Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>USA, 1920-1973</p> <p>Part One: American people and the boom The boom Social and cultural developments Divided society USA background/constitution test Causes of 1920s boom essay</p> <p>Part Two: Bust – Americans’ experiences of the Depression and New Deal American society during the Depression Effectiveness of the New Deal on different groups in society Impact of WW2 USA in 1920s project USA GCSE exam questions</p> <p>Part Three: Post-war America Post-war American society and economy Racial tension and developments in the Civil Rights campaign in the 1950s and 1960s New Deal Pump cartoon - USA GCSE exam questions - Impact of WW2 multi-question test</p>				<p>Conflict and Tension, 1894-1918</p> <p>One: The Causes of the First World War</p> <p>The Alliance system</p> <p>Anglo-German rivalry</p> <p>Outbreak of war</p>	<p>Conflict and Tension, 1894-1918</p> <p>Two: Stalemate</p> <p>The Schlieffen Plan</p> <p>The Western Front</p> <p>The war on other fronts</p>

KS3 HISTORY Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Conflict and Tension, 1894-1918</p> <p>Three: Ending the war</p> <p>Changes in Allied Forces</p> <p>Military developments in 1918 and their contribution to Germany's defeat</p> <p>Surrender of Germany</p>	<p>Britain, Power and the People, c.1170-present day</p> <p>One: Challenging authority and feudalism</p> <p>Constraints on kingship</p> <p>Origins of Parliament</p> <p>Medieval revolt and royal authority</p>	<p>Britain, Power and the People, c.1170-present day</p> <p>Two: Challenging royal authority</p> <p>Popular uprisings against the Crown</p> <p>Divine Right and Parliamentary authority</p> <p>Royal authority and the right to representation</p>	<p>Britain, Power and the People, c.1170-present day</p> <p>Three: Reform and reformers</p> <p>Extension of the franchise</p> <p>Protest and change</p> <p>Workers' movements</p>	<p>Britain, Power and the People, c.1170-present day</p> <p>Four: Equality and rights</p> <p>Women's rights</p> <p>Workers' rights</p> <p>Minority rights</p>	
Year 11	<p>Medieval England: the reign of Edward I, 1272-1307</p> <p>One: Government, the rights of King and people</p> <p>Henry III's legacy</p> <p>Development of government, rights and justice</p>	<p>Medieval England: the reign of Edward I, 1272-1307</p> <p>Two: Life in Medieval England</p> <p>Trade, towns and villages</p> <p>Education and learning</p> <p>The development of the legal system</p>	<p>Medieval England: the reign of Edward I, 1272-1307</p> <p>Three: Edward I's military campaigns in Wales and Scotland</p> <p>Medieval warfare, tactics and technology</p> <p>The invasion and colonisation of Wales</p> <p>The relations with Scotland</p>	<p>Medieval England: the reign of Edward I, 1272-1307</p> <p>Four: the historic environment of Medieval England</p> <p>(The specified site changes every year; Stokesay Castle in 2018; Caernarfon Castle in 2019; Battle of Stirling Bridge in 2020; Acton Burnell Castle in 2021)</p>	<p>Revision of All topics</p>	

KS4 MATHEMATICS Curriculum Narrative

Our GCSE Maths syllabus prepares students for further study at A Level and provides fundamental knowledge and transferable skills for success in everyday life. Our mathematics curriculum 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. Students will learn Number, Algebra, Geometry, Statistics, Probability, Ratio and Proportion and must demonstrate good levels of competence in all disciplines, building on prior learning. The curriculum has been adapted, sequenced and differentiated to ensure students maximise their capabilities and are supported in retaining key knowledge and concepts alongside problem solving and application. Students will be challenged to exceed their potential and develop as resilient and independent learners. Through a combination of high quality teacher-led instruction, independent discovery tasks, practical demonstrations and building conceptual understanding, students will develop into reflective and passionate mathematicians. The course is assessed through three examinations in Year 11 accumulating all the knowledge and skills students have developed. (Inside the brackets are number of lessons spent on each topic)

KS4 Maths Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>Higher</p> <p>1a - Product Rule for counting (1) 1a - Multiply and divide by 0 to 1 (1) 1b - recap index laws, fractional and negative powers (5) 1c - Recap LCM, HCF, Venn (2) 2a - Algebra Basics - recap to ensure fluency (8) 2b - Equations (9)</p> <p>1a - Calculations, Checking and Rounding (10) 1b - Index Laws (7) 1c - Recap HCF, LCM, Venns (3)</p>	<p>Higher</p> <p>1d - Standard form calculations, Simplifying Surds (5) 2c - Sequences (5) 3a - Averages and Range (4) 3b - Representing and Interpreting Data (8) 3c - Scatter Graphs (2)</p> <p>2a - Algebra Basics (13) - KEY Topic 2b - Equations (9)</p> <p>Foundation</p> <p>2a - Algebra Basics (6)</p>	<p>Higher</p> <p>4a - Fractions (5) 4b - Percentages (5) 4c - Ration and Proportion (6) 5a - Polygons, Angles & Parallel Lines (3)</p> <p>2c - Sequences (4) - focus on understanding of linear. Quadratics are a bonus. 3a - Averages and Range (6) 3b - Representing and Interpreting Data (9)</p>	<p>Higher</p> <p>5b - Pythagoras and Trigonometry (8) 6a - Graphs: the Basics and Real Life Graphs (6) 6b - Linear Graphs and Coordinate Geometry (5)</p> <p>3c - Scatter Graphs (4) 4a - Fractions (10) - KEY topic 4b - Percentages (4)</p> <p>Foundation</p> <p>4a - Fractions (6) - KEY topic 4b - Fractions,</p>	<p>Higher</p> <p>6b - Linear Graphs and Coordinate Geometry (6) 6c - Quadratic, Cubic and Other Graphs (8)</p> <p>4b - Percentages (4) 4c - Ratio and Proportion (9) 5a - Polygons, Angles & Parallel Lines (7)</p> <p>Foundation</p> <p>5b - Inequalities (4) 5c - Sequences (7) 6a - Properties of Shapes, Parallel</p>	<p>Higher</p> <p>7a - Perimeter, area and circles (5) 7b - 3D Forms and Volume (8) 7c - Accuracy and Bounds (5) 8a - Transformations (6)</p> <p>5b - Pythagoras and Trigonometry (9), 6a - Graphs: the basics and Real-Life (8)</p> <p>Foundation</p>

	<p>1d - Standard Form and Surds (6)</p> <p>Foundation</p> <p>1a - Integers & Place Value (8)</p> <p>1b - Decimals (6)</p> <p>1c - Indices (6)</p> <p>1d - Factors, Multiples, Primes (6)</p> <p>1a - Integers and Place Value (6)</p> <p>1b - Decimals (6)</p> <p>1c - Indices (8)</p> <p>1d - Factors, Multiples and Primes (6)</p>	<p>2b - Expanding and Factorising (6)</p> <p>2c - Expressions and Substitution (8)</p> <p>3a - Tables (4)"</p> <p>2a - Algebra Basics (9)</p> <p>2b - Expanding and Factorising (7)</p> <p>2c - Expressions and Substitution (8)</p>	<p>Foundation</p> <p>3a - Tables (3)</p> <p>3b - Charts and Graphs (6)</p> <p>3c - Pie Charts (4)</p> <p>3d - Scatter Graphs (4)</p> <p>4a - Fractions (4) - KEY topic</p> <p>3a - Tables (8)</p> <p>3b - Charts and Graphs - ignore histograms (8)</p>	<p>Decimals and Percentages (4)</p> <p>4c - Percentages (7)</p> <p>5a - Equations (4)"</p> <p>3c - Pie Charts (4)</p> <p>4a - Fractions (5) - KEY topic</p> <p>4b - Fractions, Decimals and Percentages (5)</p> <p>4c - Percentages (4)</p>	<p>Lines, Angle Facts (6) - KEY topic"</p> <p>4c - Percentages (4) - ignore multipliers and decimal part</p> <p>5a - Equations (8) - focus on setting up and solving equations</p> <p>5b - Inequalities (4)</p>	<p>6a - Properties of Shapes, Parallel Lines, Angle Facts (6) - KEY topic</p> <p>7a - Statistics and Sampling (4)</p> <p>7b- the averages (6)</p> <p>5c - Sequences (7) - ignore quadratics</p> <p>6a-Properties of shapes, parallel lines and angle facts (10)</p> <p>6b-Interior and Exterior angles of polygons (6)</p>
Year 10	<p>Higher</p> <p>8b - Constructions, Loci and Bearings (6)</p> <p>9a - Solving Quadratics and Sim. Equations (8)</p> <p>9b - Inequalities (6)</p> <p>10 - Probability (10)</p> <p>6b - Linear Graphs and Coordinate Geometry (6)</p> <p>6c - Quadratic, Cubic and Other Graphs (8)</p> <p>7a - Perimeter, area and circles (8)</p> <p>7b - 3D forms and volume, cylinders,</p>	<p>Higher</p> <p>11 - Multiplicative Reasoning (8)</p> <p>12 - Similarity and Congruence in 2D and 3D shapes (8)</p> <p>15 - Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics (8)</p> <p>7c - Accuracy and bounds (5)</p> <p>8a -Transformations (8)</p>	<p>Higher</p> <p>14a - Collecting data (6)</p> <p>14b - Cumulative frequency, box plots and histograms (7)</p> <p>13a - Graphs of trig functions (6)</p> <p>9b - Inequalities (6)</p> <p>10 - Probability (10)</p> <p>Foundation</p> <p>12 - Right-angled triangles: Pythagoras and trigonometry (6)</p>	<p>Higher</p> <p>13b - Further trigonometry (8)</p> <p>16a - Circle theorems (6)</p> <p>16b - Circle Geometry (5)</p> <p>11 - Multiplicative Reasoning (8)</p> <p>12 - Similarity and Congruence in 2D and 3D shapes (8)</p> <p>Foundation</p> <p>15a - Plans and elevations (6)</p>	<p>Higher</p> <p>17 - Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof (8)</p> <p>18 - Vectors and geometric proof (10)</p> <p>13a - Graphs of trig functions (6)</p> <p>13b - Further trigonometry (10)"</p>	<p>Higher</p> <p>19a - Reciprocal and exponential graphs; Gradient and area under graphs (8)</p> <p>19b - Direct and inverse proportion (8)</p> <p>14a - Collecting data (6)</p> <p>14b - Cumulative frequency, box plots and histograms (7)</p> <p>15 - Quadratics, expanding more</p>

	<p>cones and spheres (8)</p> <p>Foundation</p> <p>8a - Perimeter and area (10)</p> <p>8b - 3D forms and volume (6)</p> <p>9a - Real-life graphs (8)</p> <p>9b - Straight-line graphs (6)</p> <p>7a - Statistics and sampling (4)</p> <p>7b - The averages (6)</p> <p>8a - Perimeter and area (10)</p> <p>8b - 3D forms and volume (6)</p>	<p>8b - Constructions, loci and bearings (8)</p> <p>9a - Solving Quadratics and Sim. Equations (8)</p> <p>Foundation</p> <p>10a - Transformations I: translations, rotations and reflections (6)</p> <p>10b - Transformations II: enlargements and combinations (8)</p> <p>11a - Ratio (6)</p> <p>11b - Proportion (6)</p> <p>9a - Real-life graphs (9)</p> <p>9b - Straight-line graphs (6)</p> <p>10a - Transformations I: translations, rotations and reflections (6)</p>	<p>13a - Probability I (5)</p> <p>13b - Probability II (8)</p> <p>10b - Transformations II: enlargements and combinations (8)</p> <p>11a - Ratio (6)</p> <p>11b - Proportion (5)</p>	<p>15b - Constructions, loci and bearings (10)</p> <p>12 - Right-angled triangles: Pythagoras and trigonometry (6)</p> <p>13a - Probability I (5)</p> <p>13b - Probability II (8)</p>	<p>Foundation</p> <p>16a - Quadratic equations: expanding and factorising (5)</p> <p>16b - Quadratic equations: graphs (4)</p> <p>14 - Multiplicative reasoning (6)</p> <p>15a - Plans and elevations (6)</p> <p>15b - Constructions, loci and bearings (10)</p>	<p>than two brackets, sketching graphs, graphs of circles, cubes and quadratics (8)</p> <p>Foundation</p> <p>17 - Circles, cylinders, cones and spheres (7)</p> <p>18a - Fractions and Reciprocals (5)</p> <p>18b - Indices and standard form (6)</p> <p>16a - Quadratic equations: expanding and factorising (5)</p> <p>16b - Quadratic equations: graphs (4)</p> <p>14 - Multiplicative reasoning (6)</p> <p>17 - Circles, cylinders, cones and spheres (7)</p>
Year 11	<p>Higher</p> <p>18 - Vectors and geometric proof (10)</p> <p>19a - Reciprocal and exponential graphs; Gradient and area under graphs (8)</p>	<p>Higher</p> <p>Mock Exams (2 weeks)</p> <p>Mock Exam review & DIRT</p> <p>19b - Direct and</p>	<p>Higher</p> <p>19a - Reciprocal and exponential graphs (8)</p> <p>19b - Direct and inverse proportion (8)</p>	<p>Higher</p> <p>Mock Exam review & DIRT</p> <p>Revision and past papers</p> <p>Foundation</p>	<p>Revision</p>	

	<p>16a - Circle theorems (6) 16b - Circle Geometry (5) 17 - Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof (8)</p> <p>Revision week for Mocks (4)</p> <p>Foundation</p> <p>17 - Circles, cylinders, cones and spheres (7) 18a - Fractions and Reciprocals (5) 18b - Indices and standard form (6)</p> <p>16b - Quadratic equations: graphs (4) 17 - Circles, cylinders, cones and spheres (7) 18a - Fractions and Reciprocals (5) 18b - Indices and standard form (6) Revision week for Mocks (4)</p>	<p>inverse proportion (8) 18 - Vectors and geometric proof (10)</p> <p>Foundation</p> <p>Mock Exams (2 weeks)</p> <p>Mock Exam review & DIRT</p> <p>19a - Similarity and congruence in 2D (7) 19b - Vectors (7)</p> <p>19a - Similarity and congruence in 2D (7)</p>	<p>Revision and past papers</p> <p>Revision week for Mocks (4)</p> <p>Foundation</p> <p>20 - Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations (5)</p> <p>19b - Vectors (7) 20 - Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations (5)</p> <p>Revision week for Mocks (4) Mock Exams</p>	<p>Mock Exam review & DIRT Revision and past papers</p> <p>Mock Exam review & DIRT Revision and past papers</p>		
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KS4 MFL Curriculum Narrative

At Manor, we follow the AQA GCSE specification for French and German.. Our GCSE syllabus fully prepares students for A level study in their chosen target language. At GCSE, students build on and deepen their knowledge of vocabulary and grammar, taught at KS3. Students learn to understand and respond to different types of spoken and written language, to communicate and interact effectively in speech for a variety of purposes, such as role-play, photo card and conversation. They are encouraged to show spontaneity and trained to deal with unexpected questions and responses. Students develop their ability to manipulate structures and tenses to write for a range of purposes (such as emails, magazine articles, informal/formal letters, blogs, reviews). They build translation skills from and in to the target language, ranging from sentences in to a paragraph. The curriculum is organised in to three themes: Identity and Culture; Local, National, International and Global areas of interest; Current and Future Study and Employment. The sub-topics within the themes are interleaved throughout the GCSE course, enabling students' opportunities to recall prior knowledge, in order to be successful in linear exams.

KS4 FRENCH Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<u>Me, my family and friends</u> Family members Physical and character description Relationships with family and friendship Relationships when younger		<u>Free time activities: music, cinema and TV</u> TV programmes Films and opinions Music Past and future hobbies Invitations /Excuses Talking about a night out with friends Describing a day out		<u>Food and eating out</u> Items of food and drink / opinions Different courses when eating out Meals and mealtimes Shopping for food and drink Sports and games with opinions Customs and festivals in French-speaking countries/ communities Attending a music festival Birthday celebrations /other Celebrations	

KS4 FRENCH Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p><u>Home, town, neighbourhood and region:</u></p> <p>Types of house /rooms. Describe your room.</p> <p>Activities you do at home to help.</p> <p>Say where you would like to live.Ideal house / room House when younger</p> <p>Differences in housing between France and UK</p>	<p><u>Holidays, Travelling and Issues</u></p> <p>Normal holidays</p> <p>Holiday stays</p> <p>Travelling Arrangements</p> <p>Description of a holiday disaster</p> <p>Ordering in a restaurant</p>		<p><u>Global issues: the environment.</u></p> <p>What you do to help the environment.</p> <p>The biggest environmental issues in the world today.</p> <p>What we should do to protect the environment as a school and as a country.</p> <p>Social issues: charity / voluntary work. International and local campaigns.</p>	<p><u>My studies , school and future career:</u></p> <p>School subjects, teachers and opinions</p> <p>A typical school day</p> <p>School uniform and opinions.</p> <p>Ideal school /Ideal teacher.</p> <p>Post-16 choices – further study and future career plans/ambitions.</p> <p>Work and work experience</p> <p>The ideal job/ boss. Job applications. Correct letter format</p>	
Year 11	<p>-----</p> <p>My studies , school and future career:</p> <p>School subjects, teachers and opinions</p> <p>A typical school day</p> <p>School uniform and opinions.</p> <p>Ideal school /Ideal teacher.</p> <p>Post-16 choices – further study and future career</p>	<p>-----</p> <p>Career choices and ambitions: jobs and work experience.</p> <p>Benefits and Inconveniences of work-experience</p> <p>Future job intentions</p> <p>Benefits and Inconveniences of different professions</p> <p>Youth unemployment / fees/ discrimination).</p>		<p>-----</p> <p>Revision of All 8 Modules</p> <p>Mock Speaking Exam in February / March</p>	<p>-----</p> <p>Revision of All 8 Modules</p>	

plans/ambitions.

Work and work experience

The ideal job/ boss. Job applications.

Correct letter format

KS4 GERMAN Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>Theme 1: Me, my family and friends</p> <p>Family members</p> <p>Physical and character description</p> <p>Relationships with family and friendship</p> <p>Relationships when younger</p>	<p>Theme 2: Home, town, neighbourhood and region:</p> <p>Types of house /rooms.</p> <p>Describe your room.</p> <p>Activities you do at home to help.</p> <p>Say where you would like to live.</p> <p>Ideal house / room House when younger</p> <p>Differences in housing between France and UK</p> <p>Talk about your town</p>	<p>Theme 3: My studies and my school:</p> <p>School subjects, teachers and opinions.</p> <p>Ideal teacher.</p> <p>A typical school day</p> <p>School uniform and opinions. Comparison with primary school uniform. Ideal uniform.</p>	<p>Theme 1: Free time activities: music, cinema and TV</p> <p>TV programmes</p> <p>Films and opinions</p> <p>Music</p> <p>Past and future hobbies Invitations /Excuses</p> <p>Talking about a night out with friends</p> <p>Describing a day out</p>	<p>Theme 1: food and eating out, sport</p> <p>Items of food and drink / opinions</p> <p>Different courses when eating out</p> <p>Meals and mealtimes</p> <p>Shopping for food and drink Sports and games with opinions</p> <p>Past and future sporting events</p> <p>Famous German sports people</p>	<p>Theme 1: Customs and festivals</p> <p>Customs and festivals in German-speaking countries/ communities</p> <p>Attending a music festival</p> <p>Birthday celebrations /other Celebrations</p>

KS4 GERMAN Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Theme 2: Global issues: the environment.</p> <p>What you do to help the environment. The biggest environmental issues in the world today.</p> <p>What we should do to protect the environment as a school and as a country.</p> <p>Theme 2: Social issues: charity / voluntary work.</p> <p>International and local campaigns.</p>	<p>Theme 3: Career choices and ambitions: jobs and work experience.</p> <p>Benefits and Inconveniences of work-experience</p> <p>Future job intentions</p> <p>Benefits and Inconveniences of different professions</p> <p>Youth unemployment / fees/ discrimination).</p> <p>Revision for trial examinations.</p>	<p>Theme 1: Technology in everyday life</p> <p>Social media and mobile technology</p> <p>Advantages and dangers of social media</p>	<p>Theme 2: Global issues</p> <p>Poverty and homelessness.</p> <p>How social problems affect young people.</p>	REVISION AND PREPARATION FOR FINAL EXAMINATION.	EXAMS
Year 11	<p>Theme 3: Post-16 choices – further study and future career plans/ambitions.</p> <p>Work and work experience</p> <p>The ideal job/ boss.</p> <p>Job applications.</p> <p>Correct letter format</p>	<p>Theme 2: Global issues: the environment</p> <p>What you do to help the environment. The biggest environmental issues in the world today.</p> <p>What we should do to protect the</p>	<p>Theme 2: Social issues: charity / voluntary work.</p> <p>International and local campaigns</p>	REVISION	REVISION	EXAMS

KS4 GERMAN Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		environment as a school and as a country. Poverty and homelessness How social problems affect young people. Revision for CAP exam.				

KS4 MUSIC Curriculum Narrative

At Key Stage 4, we follow the AQA GCSE in Music course. GCSE Music is the ultimate course for students wanting to explore and create their own music. GCSE Music is an academic subject requiring students to apply their craft in practical environments as well as proving their understanding in more traditional examination settings. The skillset developed in GCSE Music is unique and transferrable to many careers. Skills include: performance, composition, leadership, project management, independent and team study, creative thinking, logic, problem solving, working to a given brief, critical appraisal, analysis, listening, risk taking, ICT, planning and collaboration.

KS3 MUSIC Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>Tune of the Week. Intro to pulse, tempo, metre, rhythm.</p> <p>Understanding pitch. Performance- Twinkle Twinkle (accuracy and detail, incl. phrasing, staccato, legato, soft and loud dynamics).</p> <p>Composing the ultimate melody.</p> <p>Hot Chocolate for your marshmallows (Harmony).</p> <p>4-part harmony 8-bar creation for string quartet including passing and auxiliary notes.</p>	<p>Tune of the Week (moving away from popular).</p> <p>Understanding a lead sheet.</p> <p>Popular song form.</p> <p>Chord-based harmony.</p> <p>PvT2: Oceans including recording and editing the voice.</p> <p>1st Solo instrument or Voice recording opportunity.</p> <p>Composition: 2-bar loop-based layered piece</p>	<p>Free Composition 1 considering: instrumentation, purpose, rhythm, melody, harmony, structure, tempo, pulse, tonality.</p> <p>Free Performance 1 - could be solo, group or PvT or Group PvT.</p> <p>Summer term also includes the year 9 mock exam, which is a past-paper of the listening exam.</p>			

KS3 MUSIC Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>HT1. Composing an ending, critical listening for quality in harmony.</p> <p>Study Set Work 1 (Haydn) incl. the 4 Haydn Homeworks.</p> <p>Early October deadline to hand-in free composition 1 complete with score, audio & programme note.</p> <p>1st Solo Performance submitted as a video on Showbie with score. HT2.</p> <p>Revisit quality in melody writing & conventional harmony.</p> <p>Additional learning via 'deck the hall' arranging to develop understanding in structure, development, texture, modulation & transition using circle of 5ths.</p> <p>Revision for mocks.</p>		<p>HT1. Includes a 2 week full mock period (lessons affected).</p> <p>Section A/68 in music mock.</p> <p>Beginning 2nd major composition (free or brief, but with a student-led purpose).</p> <p>Focus on inventiveness, creativity and quality in melody writing, rate of change of harmony, controlling energy (ebb and flow) in music, revisit structure, development, texture, harmony.</p> <p>HT2. 2nd Video Solo Performance. Continue 2nd composition - lots of 1-1 focused support.</p>		<p>Complete 2nd composition.</p> <p>Retake 2nd video solo to focus on improving details in the music via critical analysis.</p> <p>Study 4th set work - Copland Rodeo.</p> <p>Expectation to have strong grasp on WordWall.</p>	
Year 11	<p>Brief composition exam paper arrives mid-September.</p> <p>1st Exam Conditions solo and group recording, 2nd recording available to improve performances.</p> <p>Revision skills, pitch dictation, exam preparation, Haydn recap.</p> <p>Y11 Mock in December</p>		<p>Final coursework completion, intervention to support understanding of each individual student</p>		<p>Final Revision & Exam</p>	

KS4 GCSE PE Curriculum Narrative

At Manor, our GCSE syllabus follows the AQA specification and follows on from the practical skills and theoretical work that students have undertaken at Key Stage 3. This syllabus allows students to further develop and enhance their practical skills and knowledge in a range of practical sports based on invasion games, net and wall games, striking and fielding, dance and gymnastics and athletics. Students will be supported to improve the technical level of their skills as well as further understand and demonstrate effective tactical and strategic decisions in order to access the higher grading bands. Students are given the opportunity to be able to accurately and realistically analyse their own sporting performance and make appropriate suggestions to allow improvements to be made. This information then underpins their Unit 3 assessment, the non-examined component. At Key Stage 4, students also build on the knowledge they have developed at KS3 to understand the theoretical nature of sport and as well as the anatomy and physiology of the body. This helps them to develop their ability to explain how they can enhance their own performance and that of others. Finally, students will also look at the socio-cultural aspects of sport in detail and understand the role that psychology plays.

KS4 GCSE PE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Skeletal System 1 1 Intro & Bone and Function Skeletal system - Synovial Joints DIY joint Naming Muscles Muscles and Movement Getting to know our muscles Isotonic/Isometric	Answering questions on Muscle Respiratory System & Pathway of air Review/DIRT + Alveoli Gaseous Exchange/spirometer Aerobic/Anaerobic CV system	Exam – everything we have done so far Exam Review Blood and blood vessels Cardiac Cycle Effects of exercise – Cardio Vascular	Fit but not healthy Components of fitness - learning Components of fitness – applying Fitness Testing Principles of Training Methods of Training	Revision for MOCKS Mock Week Exam Review Linking sports to components/methods/principles High altitude training, warm up, cool down	Optimizing Training & Training Zones Analysing data Axis Planes Levers Revision week End of Year 9 Exam

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Physical, mental and social well-being Somatotypes Sedentary lifestyle and obesity Energy Use and Diet Diet -The 6 Nutrients Diet and carbo loading Skill and ability	Skill Classifications (other continuums) Goal setting Basic Model of Information Processing Feedback Types of Guidance Arousal – Inverted U Theory Revision week – both papers	Year 10 Exams Year 10 Exams Exam Review – Paper 1 & 2 Arousal continued – controlling arousal Aggression & Personality Motivation	Engagement Patterns Barriers to Participation Commercialisation and Sponsorship Sport and the Media Sport and media Pt 2 Technology Developments in Sport	Ethical Issues – PEDS pt 1 Ethics pt 2 Spectator Behaviour and Hooliganism NEA – introduction – Fitness strengths Fitness - weaknesses	Write up session – how to save etc. Skills Strengths Skill weakness Training – Principle / method Designing the training session Other element Complete write up
Year 11	NEA – other component prep NEA – write up NEA – write up NEA - submission Revisit Function of Skeletal & Bone classification Revisit Joints and Types of Movement Revisit muscular system – names / function	Y11 Mock exams Y11 Mock Exams Exam Review NEA Revisit NEA Revisit NEA Revisit Muscles, Movement and Antagonistic pairs	Respiratory System, Gaseous Exchange/spirometer /Aerobic/Anaerobic CV system and heart (CO/SV) Blood and Blood vessels Effects of exercise – CV (LT/ST) Health, Fitness and Components of fitness Fitness Testing	High altitude training, warm up, cool down Sports psychology revisit Internal Moderation week Moderation Prep Moderation Prep Moderation week	AQA Revision	Exams

KS4 CORE PE Curriculum Map

Year 9

TERM (Weeks)	Lesson 1		Lesson 2	
	Boys 1	Boys 2	Boys 1	Boys 2
1 (8)	Hockey	Fitness	Fitness	Hockey
2 (7)	Basketball	Rugby	Rugby	Basketball
3 (6)	Football	Badminton	Badminton	Football
4 (6)	Tennis	Leadership (AS)	Leadership (AS)	Orienteering
5 (5)	Athletics	Rounders	Rounders	Athletics
6 (7)	Athletics	Cricket	Cricket	Athletics

TERM (Weeks)	Lesson 1		Lesson 2	
	Girls 1	Girls 2	Girls 1	Girls 2
1 (8)	Netball	Badminton	Badminton	Netball
2 (7)	Fitness	Football	Football	Fitness
3 (6)	Leadership (AS)	Hockey	Hockey	Leadership (AS)
4 (6)	Athletics	Trampolining	Trampolining	Athletics
5 (5)	Athletics	Tennis	Tennis	Athletics
6 (7)	Rounders	Tag Rugby / Basketball	Tag Rugby / Basketball	Rounders

Year 10

TERM (Weeks)	Lesson 1		Lesson 2	
	Boys 1	Boys 2	Boys 1	Boys 2
1 (8)	Rugby	Basketball	Basketball	Rugby
2 (7)	Fitness	Football	Football	Fitness
3 (6)	Badminton	Martial Arts/ Orienteering	Martial Arts / Orienteering	Badminton
4 (6)	Table Tennis	Hockey	Hockey	Table Tennis
5 (4 + 1)	Athletics	Volleyball	Volleyball	Athletics
6 (6)	Athletics / World Sports	Strike / Field	Strike / Field	Athletics / World Sports

TERM (Weeks)	Lesson 1		Lesson 2	
	Girls 1	Girls 2	Girls 1	Girls 2
1 (8)	Rounders	Zumba / Orienteering	Zumba / Orienteering	Rounders
2 (7)	Netball	Badminton	Badminton	Netball
3 (7)	Yoga	Fitness	Fitness	Yoga
4 (6)	Trampolining	Boxercise	Boxercise	Trampolining
5 (4+1)	Athletics	Fitness/HIIT	Fitness/HIIT	Athletics
6 (6)	BBall/FBall/ VBall	World Sports	World Sports	BBall/FBall/ VBall

Year 11

<u>Term/ Weeks</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>GCSE PE STUDENTS</u>
1	F/Ball	Rounders	Bad	Hockey	
2	F/Ball	Dodgeball	T Tennis	Hockey	
3	Table Tennis	Dodgeball	Tramp	Hockey / <u>FootBall</u>	
4	Yoga	Bad	Hockey	FBall	
5	Revision / 2 options every week				

KS4 PRODUCT DESIGN and TECHNOLOGY Curriculum Narrative

Our GCSE syllabus, AQA Design and Technology, is a qualification with creative design and making at its heart, with the content providing an ideal grounding for KS5 qualifications.

A level study in Design and Technology - Throughout the course students will be encouraged to take risks and to innovate through inspiring contextual challenges, helping to develop practical skills that are needed to be successful. At GCSE, students will work on a series of practical projects that look to sharpen the subject knowledge gained at KS3. The initial projects start by acting as independent aspects of the NEA that is expected in the final year of their GCSE. At KS4, students design and manufacture a product through an iterative process taking into consideration the needs and wants of a real end user. In order for students to successfully achieve a thorough outcome, they will split their focus across three key areas: core technical principles; specialist technical principles; designing and making principles. For GCSE students to make effective design choices they will cover a breadth of core technical knowledge and understanding that will consist of new and emerging technologies, mechanical devices and firm knowledge of materials and their working properties. Students will study the process of designing and innovation and examine the impact of new technology on our society and the environment. This will be examined by an externally set paper. The NEA forms the final part of the two-year course where students will demonstrate and apply knowledge and understanding of the designing and making principles in relation to the use of primary and secondary data, investigating and evaluating the work of others through disassembly and specialist techniques and processes. The non-examined assessment takes the form of a design and make project. This will be examined on the individual's skills to investigate, design, make and evaluate a prototype of a product.

KS4 PRODUCT DESIGN and TECHNOLOGY Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<u>Manufacturing Basics:</u> Material Samples Coaster Phone Stand Ring Acrylic wind-charm Manufacturing Basics Test (Kahoot) Material properties Intro to communication skills	Hanging wall calendar Project Design folder basics (KeyNote) Diary of Manufacture (1st attempt) Further communication and presentation skills Intro to programming – Crumble Batch production – Xmas card task	Design drawing (isometric, perspective, orthographic) Drawing Skills assessment	Bookend/laminated box project Diary of Manufacture Programming – Crumble Material working properties and finishes Design considerations in details Further mock prep	Y9 Mock Complete bookend/laminate box if needed Intro 1st major design folder: Educational toy, passive speaker or Lampshade Study NEA criteria Research & Design work Development	Manufacturing Testing & Evaluation Completion of folder evidence DIRT time

Year 10	<u>Intro to PG Online resources</u> <ul style="list-style-type: none"> • Access to resource • Filing and managing revision notes • Hwk structure <p>PG Online Unit 1 Theory – New & Emerging Technology (5 lessons)</p> <p>Revision skills</p> <p>End of Unit 1 test</p> <p>PG Online Unit 2 Theory – Energy, Materials & Systems (8 lessons)</p>	<p>Unit 2 cont.</p> <p>Revision skills</p> <p>End of Unit 2 test</p>	<p>PG Online Unit 3 Theory – Materials & working properties (5 lessons)</p> <p>End of Unit 3 test</p> <p>PG Online Unit 4 Theory – Common Specialist techniques (5 lessons)</p>	<p>Unit 4 cont.</p> <p>End of Unit 4 test</p> <p>PG Online Unit 6 Designing Principals (4 lessons)</p> <p>End of Unit 6 test</p>	<p>PG Online Unit 7 Theory – Making Principals (4 lessons)</p> <p>End of Unit 7 test</p> <p>--- June 1st NEA release ---</p>	<p>Final NEA</p> <p>Study the theme</p> <p>Carry research and folder of evidence</p> <p>Initial ideas</p>
Year 11	<p>Final NEA</p> <p>Developing ideas</p> <p>Modelling</p> <p>Trialling, testing</p> <p>Product Spec</p>	<p>Final NEA</p> <p>Manufacturing final product</p> <p>Recording Manufacture in folder</p>	<p>Final NEA</p> <p>Manufacturing final product</p> <p>Finishing & Realisation</p>	<p>Final NEA</p> <p>Testing & Evaluation Improvements</p> <p>FINAL NEA SUBMISSION</p>	<p>Final revision and exam preparation</p>	

KS4 RELIGIOUS STUDIES Curriculum Narrative

The AQA GCSE syllabus fully prepares students for A level study in Religion, Philosophy and Ethics. At GCSE, students will apply the religious and ethical thematic knowledge they have gained in Key Stage 3 to three core modules: Christianity, Islam and religious, philosophical and ethical studies in the modern world. Within 'Christianity', students will focus on both 'beliefs and teachings', as well as Christian 'practices'. Key aspects studied within beliefs and teachings include the Trinity, Christian responses to evil and suffering and the nature of God. Key Christian practices studied include Sacraments such as Baptism and the Eucharist, along with important Christian pilgrimages.

Within 'Islam', students also study both 'beliefs and teachings' and 'practices'. Key beliefs and teachings include the 99 names of Allah, the six articles of faith in Sunni Islam, the five roots of faith in Usul ad-Din in Shi'a Islam, prophethood and the role of angels in Islam. Key practices studied include the Five Pillars of Islam, lesser and greater jihad and key Islamic festivals, including Eid-ul-Adha and Eid-ul-Fitr. Within religious, philosophical and ethical studies in the modern world, students will cover a range of thematic topics, including: issues of life and death, issues of human rights, issues of good and evil and issues of relationships. Within these core modules, students study a range of ethical issues including capital punishment, censorship, euthanasia, abortion, the role and purpose of marriage and religious attitudes to crime and punishment. Throughout these four modules, students will focus on diversity of religion, contrasting and comparing the religious views and attitudes of Christianity and Islam throughout, as well as considering diversity within religion, such as Protestant and Roman Catholic views within Christianity.

KS4 RELIGION, PHILOSOPHY and ETHICS Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Intro to GCSE RS Christianity Beliefs and Teachings	Christianity Beliefs and Teachings	Peace and Conflict	Peace and Conflict	Christian Practices	Christianity Beliefs and Teachings
Year 10	Islam Beliefs and Teachings	Islam Beliefs and Teachings	Religion and Life	Religion and Life	Islam Practices	Islam Practices
Year 11	Crime and Punishment	Crime and Punishment Relationships and Family	Relationships and Family	Revision	Revision	

KS4 SCIENCE Curriculum Narrative

At Manor CE Academy, we follow the Edexcel specification. Our Key Stage 4 curriculum fully prepares for A-level study in science. Our GCSE syllabus is taught to students in one of two pathways: Triple or Combined. The Triple leads to the award of three distinct GCSEs in the respective disciplines (Biology, Chemistry, Physics) and must be chosen as one of the 4 option choices; the Combined leads to the award of two distinct GCSEs representing overall grades of the three disciplines. Both pathways provide students with the necessary skills and subject knowledge which they need to facilitate their studying of either A-Levels or the BTEC professional pathway. In both cases, the students build on the key skills and knowledge they have acquired through their studies of KS3 science.

At GCSE, students will work on a series of Core Practical investigations that look to sharpen the subject knowledge gained at KS3. The Core Practical investigations are designed to teach students about essential theoretical concepts in science whilst giving students a chance to hone their practical and fine motor skills. Subject specialists at this level teach all students with separate teachers. There are large components of mathematical skills that go hand in hand with the content taught in maths curriculum. Students learn how to become confident experimental scientists through Core Practicals and develop skills that they can take to A-level or BTEC. Students enjoy a curriculum that is designed to enable them to understand the world around them with scientific rigour.

Within each class, the subjects are taught on rotation, to ensure availability of resources, due to the fact that Science is banded and setted, with 5 groups in each band.

KS4 BIOLOGY Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>Edexcel GCSE combined and separate biology. <u>Key concepts in biology</u> All living organisms have similarities in cellular structure, biochemistry and function.</p> <p>In the cells part of the topic learners have the opportunity study the advantages and disadvantages of light and electron microscopes, the structure of prokaryotic and eukaryotic cells, and the functions of organelles. The adaptations of named specialised cells is also covered.</p>	<p>Edexcel GCSE combined and separate biology. <u>Key concepts in biology</u> The structure and mode of enzyme action is studied, along with a range of factors that affect enzyme function. Students investigate the effect of pH on enzymes in a core practical.</p> <p>Transport across cell membranes is studied, including: diffusion, active transport and osmosis. In a core practical, learners investigate the effect of water potential on osmosis.</p> <p>Key concepts in biology Transport across cell membranes is studied, including: diffusion, active transport and osmosis. In a core practical, learners investigate the effect of water potential on osmosis.</p>	<p>Edexcel GCSE combined and separate biology. <u>Cells and control.</u> Learners start by studying the stages of mitosis and then link mitosis to growth in animals and plants. The role of stem cells in plants and animals is also discussed.</p> <p>The design and function of the nervous system is covered later in this topic.</p> <p>Edexcel GCSE separate biology only. <u>Cells and control.</u> Learners go on to study the design and functions of the eye and brain. Medical issues are discussed.</p>		<p>Edexcel GCSE combined and separate biology <u>Genetics.</u> The purpose of meiosis is studied and comparisons are made between it and mitosis.</p> <p>The focus then shifts to the structure of DNA and its organisation within cells. Learners need to know a method for extracting DNA.</p>	<p>Edexcel GCSE combined and separate biology <u>Genetics.</u> Towards the end of the topic learners study variation, inheritance and gene mutations.</p> <p>Edexcel GCSE separate biology only. <u>Genetics</u> Mitosis & Meiosis Inheritance & Alleles Protein Synthesis & Mutations</p>

KS4 BIOLOGY Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Edexcel GCSE combined and separate biology.</p> <p><u>Natural selection and genetic modification.</u></p> <p>Learners start the topic by studying the evidence for human evolution and then go on to explore Darwin's theory of evolution by natural selection and classification. Finally, students finish off by studying selective breeding and genetic modification. The benefits and disadvantages of these techniques is covered.</p> <p>Edexcel GCSE separate biology only. Natural selection and genetic modification. The development of Darwin's ideas and genetic modification are studied in greater depth. The subsequent cloning of GM plants is explored by studying tissue culture. Finally, learners study the need to use fertilisers and control pests in crop production. This is explored further in the ecosystems and materials topic in year 11. Separate science candidates go on to study virus life cycles, plant diseases and monoclonal antibodies. They are also required to carry out a core practical investigating the effects of antibiotics on bacteria.</p>		<p>Edexcel GCSE combined and separate biology.</p> <p><u>Health, disease and the development of medicines.</u></p> <p>Learners start by studying non-communicable diseases, with an emphasis on cardiovascular disease. They then go on to study the organisms responsible for communicable diseases, their transmission and their control. For combined students, they finish off the topic by exploring human defences against disease, including the barriers to transmission and the role of white blood cells in the immune response. Knowledge of the immune response is applied to the study of vaccinations.</p> <p>Edexcel GCSE separate biology only. <u>Natural selection and genetic Modification.</u></p> <p>Separate science candidates go on to study virus life cycles, plant diseases and monoclonal antibodies. They are also required to carry out a core practical investigating the effects of antibiotics on bacteria in the immune response. Knowledge of the immune response is applied to the study of vaccinations. Natural selection and genetic modification.</p>		<p>Edexcel GCSE combined and separate biology.</p> <p><u>Ecosystems and material cycles.</u></p> <p>The key theme in this topic is to explain that the chemicals in ecosystems are continually cycling through the natural world. Initially learners study a range of different ecological relationships. The influences of abiotic factors on plant populations is studied and learners conduct a core practical, investigating the relationship between organisms and their environment. Fieldwork techniques are used, including quadrats and belt transects. Later in the topic learners study biodiversity, with particular emphasis on human impact and conservation techniques. Finally, students study the water cycle, carbon cycle and nitrogen cycle.</p> <p>Edexcel GCSE separate biology only. Ecosystems and material cycles. Separate science students go on to study energy flow through ecosystems and link this to food security. Rates of decomposition and the use of organisms as biological indicators of pollution is also covered.</p>	
Year 11	<p>Edexcel GCSE combined and separate biology.</p> <p><u>Plant structures and their functions.</u></p> <p>Learners start by studying leaf structure, photosynthesis and factors affecting the rate of photosynthesis. They also conduct a core practical, investigating the effect of light intensity on the rate of photosynthesis. Transpiration and translocation are studied.</p> <p>Edexcel GCSE separate biology only. <u>Plant structures and their functions.</u></p> <p>The adaptations for reducing water loss follow up the work on transpiration. Finally, learners study the role of plant growth substances in tropisms, and their applications.</p>		<p>Edexcel GCSE combined and separate biology.</p> <p><u>Exchange and transport in animals</u></p> <p>Learners start by studying the structure and function of the heart, blood vessels and lungs. Later in the topic, they study aerobic and anaerobic respiration. Learners conduct a core practical, investigating the effect of temperature on the rate of respiration in organisms.</p>		<p>Edexcel GCSE combined and separate biology.</p> <p>Revision of All Topics</p>	

KS4 CHEMISTRY Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>States of Matter Methods of separating and purifying substances.</p> <p>Students will learn how to use information to predict the state of a substance. Students will learn how to identify substances using melting points and Chromatography. Students will learn how to choose a method based on the properties of the substances in a mixture.</p> <p>Core Practical Investigating inks</p>		<p>Atomic Structure.</p> <p>Students will learn how our ideas about atoms have changed. Students will learn about isotopes and how to calculate relative atomic mass of an element.</p> <p>Periodic Table</p> <p>Students will learn how Mendeleev arranged the elements in a periodic table.</p> <p>Students will learn how elements are arranged in the modern periodic table.</p> <p>Students will learn how to use the periodic table to predict and model the arrangement of electrons in atoms</p>		<p>Ionic and Covalent Bonding. Types of Substance.</p> <p>Students will learn how ionic, covalent and metallic bonds are formed.</p> <p>Students will learn how the physical properties of a substance are linked to its bonding and structure.</p>	
Year 10	<p>Acids and Alkalis</p> <p>Students will learn about the ions in acids and alkalis and how their concentrations are linked to pH. Students will learn what happens in the reaction between acids and different types of bases.</p> <p>Core Practical - Preparing copper sulphate</p> <p>Acids and Alkalis Students will learn about the reaction between acids and alkalis during titration. Students will learn how different indicators can be used in acid-alkalis reaction.</p> <p>Students will prepare soluble and insoluble salts.</p> <p>Investigating neutralisation</p>		<p>Electrolytic processes.</p> <p>Students will learn more about reactivity, Oxidation and Reduction and extraction of metals.</p> <p>Core Practical Electrolysis of copper sulphate.</p> <p>Reversible reactions and equilibria. Students will be able to explain further the electrolysis process and link it to equilibria. Students will learn about Haber process and its industrial applications.</p>		<p>Groups in the periodic table</p> <p>Students will learn about the properties and reactions of the elements in groups 1,7 and 0.</p>	

KS4 CHEMISTRY Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	<p>Rates of reaction</p> <p>Students will learn how changes in conditions can affect the rates of reactions.</p> <p>Core Practical</p> <p>Investigating reaction rates.</p> <p>Heat energy changes in chemical reactions.</p> <p>Students will learn about the energy transfers that can occur during chemical reactions.</p>		<p>Fuels Earth and Atmospheric science</p> <p>In this unit students will learn about Hydrocarbons found in crude oil and natural gases and they also learn how the Earth's atmosphere has changed in the past and how it is changing now.</p> <p>Revision</p>		<p>Revision</p>	

KS4 PHYSICS Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>Waves</p> <p>Work covered in Year 8 is extended and students learn about wave characteristics and how waves transfer both energy and information. They Use ray diagrams to explain reflection, refraction and Total internal reflection. This unit incorporates a compulsory core practical: investigating wave speed using a ripple tank</p> <p>Electromagnetic spectrum</p> <p>Students learn about the waves on the electromagnetic spectrum in detail including its uses and harmful effects. They also have to understand some common properties of E-M waves.</p> <p>This unit incorporates compulsory a core practical investigating refraction of light through a glass block</p>		<p>Motion</p> <p>In this unit students are introduced to fundamental physics quantities which are divided into two groups: scalars and vectors, depending on the necessity of direction to the quantities. Students will find out how to measure distance, displacement and time, and use these to calculate speed, velocity and accelerations. Students conclude this topic by learning how to represent changes in distance moved and speeds on graphs.</p> <p>Motion and Forces</p> <p>Students are introduced to some of the most important physical laws, Newton's laws of motion. Students learn how this relatively simple model accurately predicts the motions and forces of objects. Students will learn how to apply these laws to real life scenarios, such as vehicle stopping distances. This unit incorporates a compulsory core practical on Newton's Second Law of Motion, rate of change of momentum which leads to $F=ma$.</p>		<p>Energy</p> <p>GCSE students for science will follow the Physics syllabus written by the Edexcel exam board.</p> <p>This unit develops further work covered in Year 7 and introduces you to ways in which energy can be transferred and stored, how to reduce energy transfers, and the renewable and non- renewable resources we use in everyday life.</p>	

KS4 PHYSICS Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Radioactivity</p> <p>Students conclude what they have started on Radioactivity in Year 9 but learning about nuclear fission and fusion. Students learn the nuclear reactions associated with each process, as well as the practical and real-life considerations. Students will also the advantages and disadvantages of nuclear power and the scope for it in the future.</p> <p>Radioactivity</p> <p>Students explore the sub-atomic world and identify why isotopes occur and what leads to radioactivity. They discover the types of radiation emitted by unstable nuclides through teacher lead practical demonstration of radioactive decay.</p> <p>Radioactivity</p> <p>Students continue developing their understanding of Radioactive decay and dangers of it. Uses of Radiation in the field of medicine is explored, and how radioactive materials are used to diagnose and treat cancer.</p>		<p>Energy and Forces at Work</p> <p>Students will learn more about how forces can transfer energy. Students will also learn about force fields (such as those found in magnetism) and how to use vector diagrams to work out what happens when several different forces act on an object at the same time. This topic dovetails and with work done in Year 9 on Energy, as well as synthesising work on Motion and Forces.</p>		<p>Electricity and circuits</p> <p>Extending on work done in Year 7 on Electric circuits, students learn how to develop a more sophisticated understanding of current, potential difference and resistance, and how these behave in series and parallel circuits by underpinning definitions on the movement of charge. Students learn about how electricity is supplied and used in different circuits</p> <p>Electrical resistance and electrical power</p> <p>Students will complete a compulsory core practical where they investigate the changes in potential difference and current for various components that are crucial to modern electronics: the fixed resistor, filament lamp, diode, thermistor, dependent resistor. Students also connect the ideas of circuits transferring of energy to electrical power.</p>	

KS4 PHYSICS Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	<p>Magnetism</p> <p>Building on the foundation of knowledge laid down in the previous unit on Electricity, students will learn about magnetic fields and electromagnetism. They will understand how magnetic effects are used to produce forces and to change the voltage of electricity supplies through electromagnetic induction.</p>		<p>The Particle Model</p> <p>Building on ideas introduced in Year 7, students learn about the particle model (kinetic theory) to explain properties of matter. They synthesise their knowledge learned in the energy and electricity units to help them understand the energy changes involved when a substance changes temperature and/or state. This unit incorporates compulsory core practicals: calculating densities of substances, and calculating the specific heat capacity of water.</p>		<p>Revision and external exams</p> <p>Students will revise the content of the previous three years of study through a carefully designed sequence of re-teaching, exam question technique, past paper practice, walking-talking mocks and assessment.</p>	<p>External exams</p>

