

Departmental Long Term Planning Grid



Department: <b>Art</b>	Subject: Art GCSE	Key Stage: 4	Year:10
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	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<b>Natural forms: Fine art/ drawing/ painting</b> (observational drawing, recording/ presenting) <ul style="list-style-type: none"> <li>● Pupils will gain an awareness of the standard of work expected of them.</li> <li>● They will refine their observational drawing skills embracing all of the formal elements.</li> <li>● Pupils will learn how to analyse their work, providing a written commentary on their sketchbook studies.</li> <li>● They will learn how to present their sketchbook work creatively.</li> <li>● Pupils will practise and refine their basic drawing skills using a wide range of both wet and dry media and build on their repertoire of skills.</li> </ul>	<b>Natural forms: Fine art/ drawing/ painting</b> (artist research and design ideas) <ul style="list-style-type: none"> <li>● Pupils will be introduced to relevant artist, craftspeople and designers.</li> <li>● Pupils learn how to develop their research into design ideas for a final outcome.</li> <li>● Pupils will learn how to use paint successfully.</li> </ul>	<b>Natural forms: Fine art/ drawing/ painting</b> (producing final outcome) <ul style="list-style-type: none"> <li>● They will understand the importance of producing high quality, well produced final outcomes which match their intentions (detailed in their sketchbooks).</li> <li>● All pupils at the end of the summer term will start developing research into cultures which will continue into Year 11.</li> </ul>
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>● Observational studies drawing skills.</li> <li>● Creative presentation of art book, and development of annotation skills reflecting on their own work.</li> <li>● Apply and understand the formal elements.</li> <li>● Using different media</li> </ul>	<ul style="list-style-type: none"> <li>● Creative presentation of art book, and development of annotation skills reflecting on their own and other's work.</li> <li>● Artist understanding</li> <li>● Apply and understand the formal elements.</li> <li>● Painting skills.</li> <li>● Development of work and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Apply and understand the formal elements.</li> <li>● Painting skills</li> <li>● Development of work and ideas.</li> </ul>

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Department: <b>Art</b>	Subject: Art GCSE	Key Stage: 4	Year:11
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	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<b>Mask in the style of a culture</b> <ul style="list-style-type: none"> <li>● Pupils will gain a deeper understanding of the chosen culture or cultures, investigating the artwork, symbols, patterns and colours used.</li> <li>● They will learn about the properties and characteristics of a variety of materials and techniques and their potential for mask work.</li> <li>● Pupils will gain experience of three-dimensional work using a wide variety of materials and techniques and learn basic skills in construction work using these.</li> <li>● They will understand the importance of their three-dimensional work matching their designs and will learn how to select appropriate media and techniques for each area of their mask.</li> <li>● Pupils will understand the importance of using their time effectively and investigate working to a brief. They will plan their research, design and construction time to ensure that assignment deadlines are met.</li> </ul>	<b>External exam</b> <p>Exam paper is given out in January, pupils are given time to develop visual research boards reflecting chosen question. This is then followed by a ten hour exam in which the final outcome is to be produced.</p> <ul style="list-style-type: none"> <li>● Pupils will gain an awareness of the examination format.</li> <li>● They will build their confidence in selecting an appropriate question to develop into their own idea.</li> <li>● Pupils will gain a greater awareness of their own strengths and weaknesses and will use this to inform their question selection.</li> <li>● They will understand what is expected of them through studying their chosen question.</li> <li>● Pupils will learn how to plan their time to ensure that they are prepared for the production of their final piece.</li> <li>● They will ensure that all aspects of the exam question and assessment criteria have been fulfilled before presenting their work for assessment.</li> </ul>	
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>● Creative presentation of art book, and development of annotation skills reflecting on their own and other's work.</li> <li>● Artist understanding</li> <li>● Apply and understand the formal elements.</li> <li>● Making and painting skills.</li> <li>● Development of work and ideas.</li> </ul>		

Departmental Long Term Planning Grid



Department: <b>Art</b>	Subject: Textiles	Key Stage: 4	Year:10
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Natural forms: Textiles design</b> (observational drawing, drawing and recording via textiles media and methods/ presenting art book)</p> <ul style="list-style-type: none"> <li>• Pupils will gain an awareness of the standard of work expected of them.</li> <li>• They will refine their observational drawing and textile skills embracing all of the formal elements.</li> <li>• Pupils will learn how to analyse their work, providing a written commentary on their sketchbook studies.</li> <li>• They will learn how to present their sketchbook work creatively.</li> <li>• Pupils will practise and refine their basic textile skills using a wide range of textile medias and build on their repertoire of skills.</li> </ul>	<p><b>Natural forms: Textile design</b> (artist research and design/ sample ideas)</p> <ul style="list-style-type: none"> <li>• Pupils will be introduced to relevant artist, craftspeople and designers.</li> <li>• Pupils learn how to develop their research into design ideas for a final outcome.</li> <li>• Pupils will develop relevant textile skills to their design ideas.</li> </ul>	<p><b>Natural forms: Textile design</b> (producing final outcome)</p> <ul style="list-style-type: none"> <li>• They will understand the importance of producing high quality, well produced final outcomes which match their intentions (detailed in their sketchbooks)</li> </ul>
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>• Observational studies textile drawing and recording skills.</li> <li>• Creative presentation of art book, and development of annotation skills reflecting on their own.</li> <li>• Apply and understand the formal elements.</li> <li>• Using different textile media.</li> </ul>	<ul style="list-style-type: none"> <li>• Creative presentation of art book, and development of annotation skills reflecting on their own and other's work</li> <li>• Artist understanding</li> <li>• Apply and understand the formal elements</li> <li>• Textile skills</li> <li>• Development of work and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply and understand the formal elements</li> <li>• Textile skills</li> <li>• Development of work and ideas</li> </ul>

Departmental Long Term Planning Grid



Department: <b>Art</b>	Subject: Textiles	Key Stage: 4	Year:11
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	Autumn Term	Spring Term	Summer Term
<p><b>Programme of Study</b></p> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Natural forms: development project hats.</b></p> <p><u>Developing natural forms research into a mixed media hat</u></p> <ul style="list-style-type: none"> <li>• They will learn about the properties and characteristics of a variety of textile materials and techniques and their potential for hat work.</li> <li>• Pupils will gain experience of three-dimensional textile work using a wide variety of materials and techniques and learn basic skills in construction work using these.</li> <li>• They will understand the importance of their textile three-dimensional work matching their designs and will learn how to select appropriate media and techniques for each area of their hat</li> <li>• Pupils will understand the importance of using their time effectively and investigate working to a brief. They will plan their research, design and construction time to ensure that assignment deadlines are met.</li> </ul>	<p><b>External exam</b></p> <ul style="list-style-type: none"> <li>• Exam paper is given out in January, pupils are given time to develop visual research boards reflecting chosen question. This is then followed by a ten hour exam in which the final outcome is to be produced.</li> <li>• Pupils will gain an awareness of the examination format.</li> <li>• They will build their confidence in selecting an appropriate question to develop into their own idea.</li> <li>• Pupils will gain a greater awareness of their own strengths and weaknesses and will use this to inform their question selection.</li> <li>• They will understand what is expected of them through studying their chosen question.</li> <li>• Pupils will learn how to plan their time to ensure that they are prepared for the production of their final piece.</li> <li>• They will ensure that all aspects of the exam question and assessment criteria have been fulfilled before presenting their work for assessment.</li> </ul>	
<p><b>Make it Stick Focus</b></p>	<ul style="list-style-type: none"> <li>• Creative presentation of art book, and development of annotation skills reflecting on their own and other's work.                             <ul style="list-style-type: none"> <li>• Artist understanding</li> <li>• Apply and understand the formal elements.</li> <li>• Creative textile skills.</li> <li>• Development of work and ideas.</li> </ul> </li> </ul>		

Departmental Long Term Planning Grid



Department: <b>Business Studies</b>	Subject: GCSE Business	Key Stage: 4	Year: 10
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	Autumn Term	Spring Term	Summer Term
<p><b>Programme of Study</b></p> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Theme 1: Investigating small business</b></p> <p><b>Topic 1.1 Enterprise and entrepreneurship</b></p> <p><b>1.1.1 The dynamic nature of business</b> Why new business ideas come about:</p> <ul style="list-style-type: none"> <li>• changes in technology</li> <li>• changes in what consumers want</li> <li>• Products and services becoming obsolete.</li> </ul> <p><b>How new business ideas come about:</b></p> <ul style="list-style-type: none"> <li>• original ideas</li> <li>• adapting existing products/services/ideas.</li> </ul> <p><b>1.1.2 Risk and reward</b> The impact of risk and reward on business activity:</p> <ul style="list-style-type: none"> <li>• risk: business failure, financial loss, lack of security</li> <li>• Reward: business success, profit, independence.</li> </ul> <p><b>1.1.3 The role of business enterprise</b> The role of business enterprise and the purpose of business activity:</p> <ul style="list-style-type: none"> <li>• to produce goods or services</li> <li>• to meet customer needs</li> <li>• To add value: convenience, branding, quality, design, unique selling points.</li> </ul> <p><b>The role of entrepreneurship:</b></p> <ul style="list-style-type: none"> <li>• An entrepreneur: organises resources, makes business decisions, and takes risks.</li> </ul> <p><b>Topic 1.2 Spotting a business opportunity</b></p> <p><b>1.2.1 Customer needs</b> <b>Identifying and understanding customer needs:</b></p> <ul style="list-style-type: none"> <li>• what customer needs are: price, quality, choice, convenience</li> <li>• The importance of identifying and understanding customers: generating sales, business survival.</li> </ul> <p><b>1.2.2 Market research</b> The purpose of market research:</p>	<p><b>Topic 1.3 Putting a business idea into practice</b></p> <p><b>1.3.1 Business aims and objectives</b> What business aims and business objectives are. Business aims and objectives when starting up:</p> <ul style="list-style-type: none"> <li>• financial aims and objectives: survival, profit, sales, market share, financial security</li> <li>• non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control.</li> </ul> <p><b>Why aims and objectives differ between businesses.</b></p> <p><b>1.3.2 Business revenues, costs and profits</b> The concept and calculation of:</p> <ul style="list-style-type: none"> <li>• revenue</li> <li>• fixed and variable costs</li> <li>• total costs</li> <li>• profit and loss</li> <li>• interest</li> <li>• break even level of output</li> <li>• margin of safety.</li> </ul> <p><b>Interpretation of break even diagrams:</b></p> <ul style="list-style-type: none"> <li>• the impact of changes in revenue and costs</li> <li>• break even level of output</li> <li>• margin of safety</li> <li>• profit and loss.</li> </ul> <p><b>1.3.3 Cash and cash-flow</b> The importance of cash to a business:</p> <ul style="list-style-type: none"> <li>• to pay suppliers, overheads and employees</li> <li>• to prevent business failure (insolvency)</li> <li>• the difference between cash and profit.</li> </ul> <p><b>Calculation and interpretation of cash-flow forecasts:</b></p> <ul style="list-style-type: none"> <li>• cash inflows</li> <li>• cash outflows</li> <li>• net cash flow</li> <li>• opening and closing balances.</li> </ul> <p><b>1.3.4 Sources of business finance</b></p>	<p><b>Topic 1.5 Understanding external influences on business</b></p> <p><b>1.5.1 Business stakeholders</b> Who business stakeholders are and their different objectives:</p> <ul style="list-style-type: none"> <li>• shareholders (owners), employees, customers, managers, suppliers, local community, pressure groups, the government.</li> </ul> <p><b>Stakeholders and businesses:</b></p> <ul style="list-style-type: none"> <li>• how stakeholders are affected by business activity</li> <li>• how stakeholders impact business activity</li> <li>• possible conflicts between stakeholder groups.</li> </ul> <p><b>1.5.2 Technology and business</b> Different types of technology used by business:</p> <ul style="list-style-type: none"> <li>• e-commerce</li> <li>• social media</li> <li>• digital communication</li> <li>• payment systems.</li> </ul> <p><b>How technology influences business activity in terms of:</b></p> <ul style="list-style-type: none"> <li>• sales</li> <li>• costs</li> <li>• marketing mix.</li> </ul> <p><b>1.5.3 Legislation and business</b> The purpose of legislation:</p> <ul style="list-style-type: none"> <li>• principles of consumer law: quality and consumer rights</li> <li>• principles of employment law: recruitment, pay, discrimination and health and safety.</li> </ul> <p><b>The impact of legislation on businesses:</b></p> <ul style="list-style-type: none"> <li>• cost</li> <li>• consequences of meeting and not meeting these obligations.</li> </ul> <p><b>1.5.4 The economy and business</b> The impact of the economic climate on businesses:</p> <ul style="list-style-type: none"> <li>• unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates.</li> </ul>

<ul style="list-style-type: none"> <li>• to identify and understand customer needs</li> <li>• to identify gaps in the market</li> <li>• to reduce risk</li> <li>• To inform business decisions.</li> </ul> <p><b>Methods of market research:</b></p> <ul style="list-style-type: none"> <li>• primary research: survey, questionnaire, focus group, observation</li> <li>• Secondary research: internet, market reports, government reports.</li> </ul> <p><b>The use of data in market research:</b></p> <ul style="list-style-type: none"> <li>• qualitative and quantitative data</li> <li>• the role of social media in collecting market research data</li> <li>• The importance of the reliability of market research data.</li> </ul> <p><b>1.2.3 Market segmentation</b> How businesses use market segmentation to target customers:</p> <ul style="list-style-type: none"> <li>• identifying market segments: location, demographics, lifestyle, income, age</li> <li>• Market mapping to identify a gap in the market and the competition.</li> </ul> <p><b>1.2.4 The competitive environment</b> Understanding the competitive environment:</p> <ul style="list-style-type: none"> <li>• strengths and weaknesses of competitors based on: price, quality, location, product range and customer service</li> <li>• The impact of competition on business decision making.</li> </ul>	<p>Sources of finance for a start-up or established small business:</p> <ul style="list-style-type: none"> <li>• short-term sources: overdraft and trade credit</li> <li>• long-term sources: personal savings, venture capital, share capital, loans, retained profit and crowd funding.</li> </ul> <p><b>Topic 1.4 Making the business effective</b></p> <p><b>1.4.1 The options for start-up and small businesses.</b> The concept of limited liability:</p> <ul style="list-style-type: none"> <li>• limited and unlimited liability</li> <li>• the implications for the business owner(s) of limited and unlimited liability.</li> </ul> <p><b>The types of business ownership for start-ups:</b></p> <ul style="list-style-type: none"> <li>• sole trader, partnership, private limited company</li> <li>• the advantages and disadvantages of each type of business ownership.</li> </ul> <p><b>The option of starting up and running a franchise operation:</b></p> <ul style="list-style-type: none"> <li>• the advantages and disadvantages of franchising.</li> </ul> <p><b>1.4.2 Business location</b> Factors influencing business location:</p> <ul style="list-style-type: none"> <li>• proximity to: market, labour, materials and competitors</li> <li>• nature of the business activity</li> <li>• the impact of the internet on location decisions: e-commerce and/or fixed premises.</li> </ul> <p><b>1.4.3 The marketing mix</b> What the marketing mix is and the importance of each element:</p> <ul style="list-style-type: none"> <li>• price, product, promotion, place.</li> </ul> <p><b>How the elements of the marketing mix work together:</b></p> <ul style="list-style-type: none"> <li>• balancing the marketing mix based on the competitive environment</li> <li>• the impact of changing consumer needs on the marketing mix</li> <li>• the impact of technology on the marketing mix: e-commerce, digital communication.</li> </ul> <p><b>1.4.4 Business plans</b> <b>The role and importance of a business plan:</b></p> <ul style="list-style-type: none"> <li>• to identify: the business idea; business aims and objectives; target market (market research); forecast revenue, cost and profit; cash-flow forecast; sources of finance; location; marketing mix.</li> </ul> <p><b>The purpose of planning business activity:</b></p> <ul style="list-style-type: none"> <li>• the role and importance of a business plan in minimising risk and obtaining finance.</li> </ul>	<p><b>1.5.5 External influences</b> The importance of external influences on business:</p> <ul style="list-style-type: none"> <li>• possible responses by the business to changes in: technology, legislation, the economic climate.</li> </ul> <p><b>Theme 2: Building a business</b></p> <p><b>Topic 2.1 Growing the business</b></p> <p><b>2.1.1 Business growth</b> Methods of business growth and their impact:</p> <ul style="list-style-type: none"> <li>• internal (organic) growth: new products (innovation, research and development), new markets (through changing the marketing mix or taking advantage of technology and/or expanding overseas)</li> <li>• external (inorganic) growth: merger, takeover.</li> </ul> <p><b>The types of business ownership for growing businesses:</b></p> <ul style="list-style-type: none"> <li>• public limited company (plc)</li> </ul> <p><b>Sources of finance for growing and established businesses:</b></p> <ul style="list-style-type: none"> <li>• internal sources: retained profit, selling assets</li> <li>• external sources: loan capital, share capital, including stock market flotation (public limited companies).</li> </ul> <p><b>2.1.2 Changes in business aims and objectives</b> Why business aims and objectives change as businesses evolve:</p> <ul style="list-style-type: none"> <li>• in response to: market conditions, technology, performance, legislation, internal reasons.</li> </ul> <p><b>How business aims and objectives change as businesses evolve:</b></p> <ul style="list-style-type: none"> <li>• focus on survival or growth</li> <li>• entering or exiting markets</li> <li>• growing or reducing the workforce</li> <li>• increasing or decreasing product range.</li> </ul> <p><b>2.1.3 Business and globalisation</b> The impact of globalisation on businesses:</p> <ul style="list-style-type: none"> <li>• imports: competition from overseas, buying from overseas</li> <li>• exports: selling to overseas markets</li> <li>• changing business locations</li> <li>• multinationals.</li> </ul> <p><b>Barriers to international trade:</b></p> <ul style="list-style-type: none"> <li>• tariffs</li> <li>• trade blocs.</li> </ul> <p><b>How businesses compete internationally:</b></p> <ul style="list-style-type: none"> <li>• the use of the internet and e-commerce</li> <li>• changing the marketing mix to compete internationally.</li> </ul> <p><b>2.1.4 Ethics, the environment and business</b> The impact of ethical and environmental considerations on businesses:</p> <ul style="list-style-type: none"> <li>• how ethical considerations influence business activity: possible trade-offs between ethics and profit</li> <li>• how environmental considerations influence business activity:</li> </ul>
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			possible trade-offs between the environment, sustainability and profit <ul style="list-style-type: none"> <li>· the potential impact of pressure group activity on the marketing mix.</li> </ul>
<b>Make It Stick Focus</b>	<ul style="list-style-type: none"> <li>• Revisit topics 1.1, 1.2</li> <li>• Creation of revision materials for every subtopic.</li> <li>• Use student created 'revision booklet' for every topic, students to create revision pages on each subtopic to allow continual topic tests and mock exam questions</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit topics 1.1, 1.2, 1.3</li> <li>• Creation of revision materials for every subtopic.</li> <li>• Use student created 'revision booklet' for every topic, students to create revision pages on each subtopic to allow continual topic tests and mock exam questions</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit topics 1.1, 1.2, 1.3, 1.4, 1.5</li> <li>• Creation of revision materials for every subtopic.</li> <li>• Use student created 'revision booklet' for every topic, students to create revision pages on each subtopic to allow continual topic tests and mock exam questions</li> </ul>

Departmental Long Term Planning Grid



Department: <b>Business Studies</b>	Subject: GCSE Business	Key Stage: 4	Year: 11
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	Autumn Term	Spring Term	Summer Term
<p><b>Programme of Study</b></p> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Topic 2.2 Making marketing decisions</b></p> <p><b>2.2.1 Product</b> The design mix:  <ul style="list-style-type: none"> <li>• function, aesthetics, cost.</li> </ul>                     The product life cycle:  <ul style="list-style-type: none"> <li>• the phases of the product life cycle</li> <li>• extension strategies.</li> </ul>                     The importance to a business of differentiating a product/service.</p> <p><b>2.2.2 Price</b>  <ul style="list-style-type: none"> <li>• pricing strategies</li> <li>• influences on pricing strategies: technology, competition, market segments, product life cycle.</li> </ul> </p> <p><b>2.2.3 Promotion</b>  <ul style="list-style-type: none"> <li>• appropriate promotion strategies for different market segments: advertising, sponsorship, product trials, special offers, branding</li> <li>• the use of technology in promotion: targeted advertising online, viral advertising via social media, e-newsletters.</li> </ul> </p> <p><b>2.2.4 Place</b>  <ul style="list-style-type: none"> <li>• methods of distribution: retailers and e-tailers (e-commerce).</li> </ul> </p> <p><b>2.2.5 Using the marketing mix to make business decisions</b> How each element of the marketing mix can influence other elements.</p> <p>Using the marketing mix to build competitive advantage.</p>	<p><b>Topic 2.4 Making financial decisions</b></p> <p><b>2.4.1 Business calculations</b> The concept and calculation of:  <ul style="list-style-type: none"> <li>• gross profit</li> <li>• net profit</li> </ul>                     Calculation and interpretation of:  <ul style="list-style-type: none"> <li>• gross profit margin</li> <li>• net profit margin</li> <li>• average rate of return.</li> </ul> </p> <p><b>2.4.2 Understanding business performance</b> The use and interpretation of quantitative business data to support, inform and justify business decisions:  <ul style="list-style-type: none"> <li>• information from graphs and charts</li> <li>• financial data</li> <li>• marketing data</li> <li>• market data.</li> </ul>                     The use and limitations of financial information in:  <ul style="list-style-type: none"> <li>• understanding business performance</li> <li>• making business decisions.</li> </ul> </p> <p><b>Topic 2.5 Making human resource decisions</b></p> <p><b>2.5.1 Organisational structures</b> Different organisational structures and when each are appropriate:  <ul style="list-style-type: none"> <li>• hierarchical and flat</li> <li>• centralised and decentralised.</li> </ul>                     The importance of effective communication:  <ul style="list-style-type: none"> <li>• the impact of insufficient or excessive communication on efficiency and motivation</li> <li>• barriers to effective communication.</li> </ul> </p>	n/a



	<p>How an integrated marketing mix can influence competitive advantage.</p> <p><b>Topic 2.3 Making operational decisions</b></p> <p><b>2.3.1 Business operations</b> The purpose of business operations:</p> <ul style="list-style-type: none"> <li>● to produce goods</li> <li>● to provide services.</li> </ul> <p>Production processes:</p> <ul style="list-style-type: none"> <li>● different types: job, batch, flow</li> <li>● the impact of different types of production process: keeping productivity up and costs down and allowing for competitive prices.</li> </ul> <p>Impacts of technology on production:</p> <ul style="list-style-type: none"> <li>● balancing cost, productivity, quality and flexibility.</li> </ul> <p><b>2.3.2 Working with suppliers</b> Managing stock:</p> <ul style="list-style-type: none"> <li>● interpretation of bar gate stock graphs</li> <li>● the use of just in time (JIT) stock control.</li> </ul> <p>The role of procurement:</p> <ul style="list-style-type: none"> <li>● relationships with suppliers: quality, delivery (cost, speed, reliability), availability, cost, trust</li> <li>● the impact of logistics and supply decisions on: costs, reputation, customer satisfaction.</li> </ul> <p><b>2.3.3 Managing quality</b> The concept of quality and its importance in:</p> <ul style="list-style-type: none"> <li>● the production of goods and the provision of services: quality control and quality assurance</li> <li>● allowing a business to control costs and gain a competitive advantage.</li> </ul> <p><b>2.3.4 The sales process</b></p> <ul style="list-style-type: none"> <li>● product knowledge, speed and efficiency of service, customer engagement, responses to customer feedback, post-sales service.</li> </ul> <p>The importance to businesses of providing good customer service.</p>	<p>Different ways of working:</p> <ul style="list-style-type: none"> <li>● part-time, full-time and flexible hours</li> <li>● permanent, temporary, and freelance contracts</li> <li>● the impact of technology on ways of working: efficiency, remote working.</li> </ul> <p><b>2.5.2 Effective recruitment</b> Different job roles and responsibilities:</p> <ul style="list-style-type: none"> <li>● key job roles and their responsibilities: directors, senior managers, supervisors/team leaders, operational and support staff.</li> </ul> <p>How businesses recruit people:</p> <ul style="list-style-type: none"> <li>● documents: person specification and job description, application form, CV</li> <li>● recruitment methods used to meet different business needs (internal and external recruitment).</li> </ul> <p><b>2.5.3 Effective training and development</b> How businesses train and develop employees:</p> <ul style="list-style-type: none"> <li>● different ways of training and developing employees: formal and informal training, self-learning, ongoing training for all employees, use of target setting and performance reviews.</li> </ul> <p>Why businesses train and develop employees:</p> <ul style="list-style-type: none"> <li>● the link between training, motivation and retention</li> <li>● retraining to use new technology.</li> </ul> <p><b>2.5.4 Motivation</b> The importance of motivation in the workplace:</p> <ul style="list-style-type: none"> <li>● attracting employees, retaining employees, productivity.</li> </ul> <p>How businesses motivate employees:</p> <ul style="list-style-type: none"> <li>● financial methods: remuneration, bonus, commission, promotion, fringe benefits</li> <li>● non-financial methods: job rotation, job enrichment, autonomy.</li> </ul>	
<p><b>Make It Stick Focus</b></p>	<ul style="list-style-type: none"> <li>● Revisit topics 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3</li> <li>● Creation of revision materials for every subtopic.</li> <li>● Use student created 'revision booklet' for every topic, students to create revision pages on each subtopic to allow continual topic tests and mock exam questions</li> </ul>	<ul style="list-style-type: none"> <li>● Revisit topics 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5</li> <li>● Creation of revision materials for every subtopic.</li> <li>● Use student created 'revision booklet' for every topic, students to create revision pages on each subtopic to allow continual topic tests and mock exam questions</li> </ul>	

Departmental Long Term Planning Grid



Department: <b>Vocational Business</b>	Subject: BTEC First	Key Stage: 4	Year: 10
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<b>Unit 6: Introducing Retail Business</b> <ul style="list-style-type: none"> <li>• Describe the sub-sector, channels, format, size, ownership and location of two retail businesses operating in different sub-sectors</li> <li>• Describe the functions of two job roles in store operations and their progression routes</li> <li>• Explain, using examples, the role of two businesses that support retail businesses</li> <li>• Describe how two retail businesses operating in different sub-sectors make use of non-outlet retailing.</li> <li>• Describe the aims and objectives of two retail businesses operating in different sub-sectors</li> <li>• Assess two different types of ownership of selected retail businesses</li> <li>• Explain how and why two retail businesses operating in different sub-sectors use aims and objectives</li> <li>• Evaluate how two retail businesses operating in different sub-sectors measure their performance, with reference to Key Performance Indicators (KPIs)</li> </ul>	<b>Unit 6: Introducing Retail Business</b> <ul style="list-style-type: none"> <li>• Explain, using examples, two issues of concern and two benefits that can arise from retail developments in the UK</li> <li>• Assess the benefits for the local community of a retail development in the UK</li> <li>• Evaluate the impact of a retail development in the UK on the local community</li> <li>• Explain, using examples, three issues facing UK retail businesses when they decide to operate in another country</li> </ul> <b>Unit 1: Enterprise in the Business World</b> <p>Outline how the business environment can impact on a start-up business.</p> <ul style="list-style-type: none"> <li>• Explain how changes in the current business environment are likely to impact on a start-up business.</li> <li>• Assess the current risks, opportunities and trends in the business environment for a start-up business.</li> <li>• Explain how current trends will impact on a start-up business.</li> <li>• Compare how two trends have impacted on a start-up business.</li> </ul>	<b>Unit 1: Enterprise in the Business World</b> <ul style="list-style-type: none"> <li>• Describe, using relevant examples, the features of successful businesses.</li> <li>• Compare the features, strengths and weaknesses of two successful businesses.</li> <li>• Justify how the initial plan for a business idea has potential for success in relation to existing local businesses.</li> <li>• Prepare a realistic initial plan for a business idea suitable for the local area.</li> <li>• Explain how the initial plan for a business idea has the potential to respond to market needs.</li> <li>• Explain the reasons for the choice of format selected for a business start-up.</li> <li>• Present a realistic business model for a business, explaining how the format and business model will enable it to carry out its activities successfully.</li> <li>• Present a realistic business model for a business, explaining how the format and supporting evidence justifies the initial business idea.</li> <li>• Present a realistic business model for a business start-up.</li> </ul>
<b>Make It Stick Focus</b>	As skills in producing high quality coursework improve, readdress previous versions to ensure maximum quality	As skills in producing high quality coursework improve, readdress previous versions to ensure maximum quality	As skills in producing high quality coursework improve, readdress previous versions to ensure maximum quality

Departmental Long Term Planning Grid



Department: <b>Vocational Business</b>	Subject: BTEC First	Key Stage: 4	Year: 11
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	Autumn Term	Spring Term	Summer Term
<p><b>Programme of Study</b></p> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Unit 2: Finance For Business</b></p> <ul style="list-style-type: none"> <li>● Understand, define and identify the differences between fixed and variable costs, direct and indirect costs, total costs</li> <li>● Calculate total cost</li> <li>● Understand how businesses make a profit</li> <li>● Understand and identify how businesses make money from selling their products or services</li> <li>● Identify sources of revenue for a business</li> <li>● Calculate revenue</li> <li>● Describe how businesses have to spend money to succeed</li> <li>● Identify types of expenditure (including overheads) businesses may have</li> <li>● Understand that expenditure is anything a business pays out and overheads are the everyday running costs of a business</li> <li>● Understand how businesses make a profit</li> <li>● Understand that businesses must know how much money is coming in and going out, before they can work out whether the business has made a profit, made a loss</li> <li>● Define profit &amp; loss</li> <li>● Calculate profit</li> <li>● Understand how businesses plan for success</li> <li>● Understand the planning tools businesses use to predict when they will start making a profit</li> <li>● Define break-even and be able to make interpretations from a break-even chart.</li> <li>● Understand the planning tools businesses use to</li> </ul>	<p><b>Unit 2: Finance for Business</b></p> <ul style="list-style-type: none"> <li>● Understand what financial statements are, including income statement (profit and loss account) and statement of financial position.</li> <li>● Understand how businesses measure success</li> <li>● Income statement (profit and loss account)</li> <li>● Identify the purpose of an income statement– to show how the business performed financially over a period of time</li> <li>● Complete an income statement from given figures, including trading account – includes figures for revenue and cost of sales and calculates the amount of gross profit</li> <li>● Expenses/overheads</li> <li>● Calculating net profit.</li> <li>● Understand how businesses measure success</li> <li>● Statement of financial position (balance sheet)</li> <li>● Identify the purpose of a statement of financial position</li> <li>● Understand the format of a statement of financial position</li> <li>● Categorise total assets and liabilities using a statement of financial position</li> <li>● Understand how businesses measure success</li> <li>● Complete a statement of financial position (balance sheet) with given figures for a small business (such as a sole trader or partnership)</li> <li>● Understand how businesses can be more successful</li> <li>● Identify ways in which a business can increase profits</li> <li>● Analyse financial statements for a small business (such as a sole trader or partnership) and suggest appropriate actions the business can take to succeed.</li> </ul> <p><b>Unit 8: Recruitment, Selection &amp; Employment</b></p> <ul style="list-style-type: none"> <li>● Explain the purpose of different functional areas in two</li> </ul>	<p><b>Unit 8: Recruitment, Selection &amp; Employment</b></p> <ul style="list-style-type: none"> <li>● Provide appropriate responses to interview questions for a specific job role.</li> <li>● Demonstrate prior research and preparation when providing appropriate responses to interview questions for a specific job role.</li> <li>● Produce a realistic personal career development plan.</li> <li>● Produce a realistic personal career development plan showing independent research and planning.</li> <li>● Evaluate the suitability of a realistic career development plan using interview performance feedback and own reflection.</li> </ul>

- predict when they will start making a profit.
- Calculate the breakeven
  - Analyse and explain the value and importance of breakeven analysis to businesses when planning for success
  - Analyse and explain the associated risks to businesses of not completing a breakeven analysis
  - Understand the planning tools businesses use to predict when they will start making a profit
  - Present given information graphically on a break-even chart
  - Analyse the effect on the break-even point if sales or (fixed and variable) costs change, and explain the impact of these changes on the business
  - Understand the tools businesses use to plan for success
  - Understand the purpose of budgeting in setting expenditure and revenue budgets
  - Understand the difference between budgeting and budgetary control (checking performance against plan)
  - Understand the tools businesses use to plan for success
  - Cash flow forecasting
  - Know the purpose of a cash flow forecast
  - Be able to identify inflows and outflows
  - Explain the purpose of a cash flow forecast
  - Understand the sources of cash coming into the business and the sources and destination of cash leaving the business
  - Identify the impact of timings of inflows and outflows
  - Understand the tools businesses use to plan for success
  - Understand the benefits of using a cash flow forecast to plan for success in a business and explain the associated risks to businesses of not completing a cash flow forecast
  - Complete a cash flow forecast from given information, showing individual and total inflows, individual and total outflows, net inflows and outflows, and opening and closing balances
  - Analyse a business's finances based on cash flow information and identify possible issues for the business from any cash surplus or deficit
  - Understand how businesses measure success and identify areas for improvement

- contrasting businesses.
- Describe the responsibilities of two different job roles in two contrasting businesses.
  - Compare two job roles and responsibilities from different functional areas in two contrasting businesses.
  - Analyse the impact of organisational structure on job roles and functional areas in a selected business, using appropriate examples.
  - Produce an appropriate and detailed job description and person specification for a specific job.
  - Produce curriculum vitae, letter of application and completed application form to apply for a suitable job role.
  - Produce an appropriate and detailed job description and person specification for a specific job, justifying why the documents will encourage effective recruitment.
  - Justify how current knowledge and skills meet those required in a given person specification and job description.
  - Analyse gaps in knowledge and skills that might require further training or development to match the requirements of a given person specification and job description.

	<ul style="list-style-type: none"> <li>• Understand how businesses measure success</li> <li>• Explain the impact of positive and negative gross profit on businesses</li> <li>• Explain the impact of positive and negative net profit on businesses</li> </ul>		
<b>Make It Stick Focus</b>	<p>Creation of flash cards throughout classwork activities  For each topic create a 1 page revision document  Quick tests on formula requirements  Testing on previous topics throughout</p>	<p>Creation of flash cards throughout classwork activities  For each topic create a 1 page revision document  Quick tests on formula requirements  Testing on previous topics throughout</p>	



**Departmental Long Term Planning Grid**

Department: <b>Design &amp; Technology</b>	Subject: DT- Product Design	Key Stage: 4	Year:10
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	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Programme of Study</b></p> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<p>Coursework/skills</p> <ul style="list-style-type: none"> <li>● Develop graphical communication skills- free hand sketching, isometric, perspective drawing, rendering techniques</li> <li>● Pewter casting project- developing the skills to design for a set client/target market focusing on the needs of that client, Design and development skills through modelling, both traditional and CAD. Make a pewter casting mould and develop the skills to pewter cast. Learn how to finish metals. Manufacturing processes and finishing metals, different types of metals and their properties.</li> <li>● Catapult- develop CAD/CAM skills with accuracy of dimensions. We to use the Boxford Router, 3rd angle orthographic drawing to convey manufacturing information. Natural and man-made timbers, finishing techniques.</li> </ul> <p>Theory topics</p> <ul style="list-style-type: none"> <li>● Unit 1 design movements</li> <li>● Unit 4 Branding /marketing</li> <li>● Enterprise and Business</li> <li>● Unit9 metal manufacturing processes</li> <li>● Unit 6 global responsibilities</li> <li>● Renewable/ non-renewable energy</li> <li>● Unit 9 printing methods and finishing processes</li> </ul>	<p>Coursework/skills</p> <ul style="list-style-type: none"> <li>● Bangle project- design and make an acrylic bangle developing CAD as a surface decoration tool. Learn how to laser cut acrylic and dye sublimation print, manipulating plastics with heat. Different categories of plastic and their properties.</li> <li>● Mechanisms project- design and make a mechanical toy with a set focus group in mind. Learn about mechanisms such as levers and linkages, gears and pulleys. Develop making skills including machine tools and vacuum forming.</li> <li>● Electronics project- build circuit for solar powered garden light. Learn about components, renewable power sources. Use vinyl cutting and sandblasting to create surface finish and detail on the glass</li> </ul> <p>Theory topics</p> <ul style="list-style-type: none"> <li>● Unit 7 product manufacture, scales of production, organisation of stock.</li> <li>● Unit 11 standard components</li> <li>● Automation/ robotics</li> <li>● Exam paper</li> <li>● Unit 5 design in human context</li> <li>● Unit 2 – push/pull, planned obsolescence</li> </ul>	<p>Coursework/skills</p> <p>Begin final major project</p> <ul style="list-style-type: none"> <li>● Research</li> <li>● Moodboard</li> <li>● Product Analysis</li> <li>● Client profile</li> </ul> <p>Theory topics</p> <ul style="list-style-type: none"> <li>● anthropometrics &amp; ergonomics</li> <li>● Unit 3 design in practice</li> <li>● Smart materials</li> <li>● Forces acting on materials</li> <li>● LCA</li> <li>● Exam paper</li> </ul>
<b>Make It Stick Focus</b>	Pop quiz, recap previous topics, generate revision material, exam questions, crosswords and word searches	Pop quiz, recap previous topics, generate revision material, exam questions, crosswords and word searches	Pop quiz, recap previous topics, generate revision material, exam questions, crosswords and word searches

**Departmental Long Term Planning Grid**



Department: <b>Design &amp; Technology</b>	Subject: DT	Key Stage: 4	Year:11
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	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	Final major project <ul style="list-style-type: none"> <li>• Specifications</li> <li>• Design ideas</li> <li>• Development and testing</li> <li>• Experimenting with techniques</li> </ul> Theory <ul style="list-style-type: none"> <li>• Recap topics from last year</li> <li>• Linking theory to project work</li> <li>• Exam practice</li> </ul>	Final major project <ul style="list-style-type: none"> <li>• Client review</li> <li>• Making</li> <li>• Testing and evaluating</li> </ul> Theory <ul style="list-style-type: none"> <li>• Exam prep sheet</li> <li>• Research and preparation for section A</li> <li>• Exam practice</li> </ul>	Final major project <ul style="list-style-type: none"> <li>• Final adjustments</li> </ul> Theory <ul style="list-style-type: none"> <li>• Exam prep</li> <li>• Revision session- topics tbc</li> <li>• Exam papers</li> </ul>
<b>Make It Stick Focus</b>	Pop quiz, recap previous topics, generate revision material, exam questions	Pop quiz, recap previous topics, generate revision material, exam questions	Generate revision material, exam questions

St Thomas More Catholic School  
Striving for Excellence  
Departmental Long Term Planning Grid



Department: <b>Design &amp; Technology</b>	Subject: Engineering GCSE	Key Stage: 4	Year:10
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	Autumn Term	Spring Term	Summer Term
<p><b>Programme of Study</b></p> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p>1. Engineering materials:</p> <ul style="list-style-type: none"> <li>· Toughness/brittleness, ductility, malleability, hardness, strength &amp; fitness</li> <li>· Ferrous metals &amp; alloys: cast iron, low &amp; high carbon steels, steel alloys, (stainless steel).</li> <li>· Non Ferrous metals &amp; alloys: Aluminium, copper, lead, zinc, alloys (brass &amp; bronze)</li> <li>· Thermoplastics: ABS, acrylic, nylon, polycarbonate, polystyrene.</li> <li>· Thermosetting polymers: epoxy, polyester &amp; melamine resins, polyurethanes, vulcanised rubber.</li> <li>· Composites: glass fibre, carbon fibre, plywood, MDF, OSB, structural concrete.</li> <li>· Timbers: structural grades.</li> <li>· Ceramics</li> <li>· Cost, availability, form and supply of the metals, alloys, polymers, composites and other materials listed.</li> <li>· Calculation of costs to manufacture/produce items to inform the development of an engineered solution in industry.</li> <li>· The ability of engineering materials to be: machined, treated, shaped, recycled.</li> <li>· Energy production methods: wind, solar, tidal, nuclear, fossil fuels, biomass.</li> <li>· Engineered lifespans.</li> <li>· The need for and methods of maintenance of engineered products.</li> <li>· Engineered solutions can be inhibited by the availability and forms of materials.</li> <li>· How user requirements affect material choice and manufacturing process.</li> </ul>	<p>2. Engineering Manufacturing processes:</p> <ul style="list-style-type: none"> <li>· Fused deposition.</li> <li>· Sintering (for metals).</li> <li>· Rapid prototyping (for polymers).</li> <li>· Cutting: sawing, shearing,</li> <li>· Laser,</li> <li>· Turning: cylindrical, tapered, boring.</li> <li>· Milling: face, slot.</li> <li>· Drilling: using a pillar drill, centre drilling in the lathe.</li> <li>· Chemical etching: PCB manufacture</li> <li>· Shaping by forming and manipulation: bending, folding, press forming, composite lay-up, punching, stamping.</li> <li>· Pressure die casting, sand casting., injection moulding.</li> <li>· Permanent and temporary methods: rivets, threaded fastenings, soldering (soft and hard), brazing, welding.</li> <li>· Heat treatment: normalising, annealing, hardening, quenching.</li> <li>· Surface finishing: Painting: dip coating, electroplating, galvanising, polishing.</li> </ul> <p>3. Systems:</p> <ul style="list-style-type: none"> <li>· Linkages, conversion of motion (rotary to reciprocating and linear to oscillating).</li> <li>· Gear trains (chains and sprockets) Cams and followers (including the use of cams within an engine).</li> <li>· Pulleys (how pulleys can be used as a means of reducing effort when lifting loads or transferring power within a system). Bearings, Electrical systems comprising: power supplies (mains and batteries) input control devices (for example relays and switches) output devices (motors, buzzers, bells, lamps and solenoids).</li> <li>· The difference between Alternating and Direct Current. Electronic systems comprising: inputs (for example light or temperature sensors)analogue and digital signals, process devices: timers, counters, comparators, logic (AND, OR and NOT).</li> </ul>	<p>4. Testing:</p> <ul style="list-style-type: none"> <li>· Methods of testing and evaluating materials and structural behaviour under load, including determining tensile/compressive strength. Destructive and non-destructive testing.</li> <li>· Testing control programs for programmable devices through modelling and enactment.</li> <li>· Modifying a program to improve performance.</li> <li>· Quality control methods</li> <li>· Aerodynamics: lift, drag, thrust</li> </ul> <p>5. Modern technologies:</p> <ul style="list-style-type: none"> <li>· The use of new &amp; emerging technologies.</li> <li>· The impact of engineering industries.</li> </ul> <p>6. Practical skills:</p> <ul style="list-style-type: none"> <li>· Throughout the course students will safely produce a range of artefacts using:               <ol style="list-style-type: none"> <li>1. Hand and machine tools, CAD CNC, &amp; CAM,</li> <li>2. The testing of the artefacts will use quality control methods &amp; a range of tests to assess fitness for purpose &amp; performance.</li> </ol> </li> </ul> <p>Students will start the externally set manufacturing task</p>
<b>Make It Stick Focus</b>	<ul style="list-style-type: none"> <li>· Revisit topic 1</li> <li>· Use student notes &amp; handouts for each topic to prepare for module tests and mock exam questions</li> </ul>	<ul style="list-style-type: none"> <li>· Revisit topics 2 &amp; 3</li> <li>· Use student notes &amp; handouts for each topic to prepare for module tests and mock exam questions</li> </ul>	<ul style="list-style-type: none"> <li>· Revisit topics 4, 5 &amp; 6</li> <li>· Use student notes &amp; handouts for each topic to prepare for module tests and mock exam questions</li> </ul>



Departmental Long Term Planning Grid



Department: <b>Design &amp; Technology</b>	Subject: Engineering GCSE	Key Stage: 4	Year:11
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>3. Systems continued:</b></p> <ul style="list-style-type: none"> <li>· Programmable devices: microcontrollers e.g. peripheral interface controller (PIC) used to perform more complex operations or replace discrete process integrated circuits.</li> <li>· Interfacing components: drivers required for loads that process or programmable devices cannot supply (transistor, field-effect transistor (FET)).</li> <li>· The use of analogue to digital conversion (ADC) in a programmable device.</li> <li>· Output components: LEDs, 7 segment display, buzzer, piezo sounder. Discrete components within a circuit: resistors (fixed and variable), diodes (signal, rectifying), capacitors (polarised and non-polarised).</li> </ul> <p><b>Externally set task continued:</b></p>	<p><b>3. Systems continued:</b></p> <ul style="list-style-type: none"> <li>· Simple programming for monitoring and controlling processes: using flow charts for explanation, limited to three inputs and three outputs within an engineered system e.g. a pick and place machine used in the production of electronic circuits.</li> <li>· Structural Systems: simple imposed, dynamic (live) and static (dead) loads are applied and transmitted, space frame and monocoque structures, leading to bending and torsion/buckling.</li> <li>· Pneumatic &amp; hydraulic circuits and their uses.</li> </ul> <p><b>Externally set task continued:</b></p>	<ul style="list-style-type: none"> <li>· Revision lessons preparing students for the external examination.</li> </ul>
<b>Make It Stick Focus</b> 	<p>Revisit topic 1</p> <ul style="list-style-type: none"> <li>· Use student notes &amp; handouts for each topic to prepare for module tests and mock exam questions</li> </ul>	<p>Revisit topics 2 &amp; 3</p> <ul style="list-style-type: none"> <li>· Use student notes &amp; handouts for each topic to prepare for module tests and mock exam questions</li> </ul>	<p>Revisit topics 4 &amp; 6</p> <ul style="list-style-type: none"> <li>· Use student notes &amp; handouts for each topic to prepare for module tests and mock exam questions</li> </ul>

Departmental Long Term Planning Grid



Department: <b>Drama</b>	Subject: GCSE Drama	Key Stage: 4	Year: 10
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	Autumn Term	Spring Term	Summer Term
<p><b>Programme of Study</b></p> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<p>Module 1</p> <p><u>Component 3 - Texts in Practice</u></p> <ul style="list-style-type: none"> <li>● Students will use practical rehearsal techniques to explore "Two" by Jim Cartwright.</li> <li>● Performance of two extracts from one play</li> </ul> <p>Initial baseline assessment - all students will perform a monologue as part of their initial baseline assessment.</p> <p>Summative assessment during Winter Performance Festival.</p> <p>Formative assessment through written work.</p>	<p>Module 2</p> <p><u>Component 2 - Devising Drama</u></p> <p>Theatre in Education During this module students will explore two stimuli based on the theme of real life missing persons.</p> <p>They will explore these roles and use them as stimulus for creating their own practical pieces of performance with a specific target audience in mind.</p> <p>Skills explored will include:</p> <ul style="list-style-type: none"> <li>● devising</li> <li>● script writing</li> <li>● dramatic conventions</li> <li>● acting</li> <li>● directing</li> </ul> <p>Summative final performance.</p> <p>Devising Log - 1500 submitted.</p>	<p>Module 3</p> <p><u>Component 1 - Understanding Drama</u></p> <p>Students will explore the roles within the theatre looking at the responsibilities of key roles such as directors, designers, lighting technicians and playwrights.</p> <p>Students will study the play "Blood Brothers" by Willy Russell in preparation for their EOY assessment.</p> <ul style="list-style-type: none"> <li>● Knowledge and understanding of drama and theatre</li> <li>● Study of one set play from a choice of six</li> <li>● Analysis and evaluation of the work of live theatre makers</li> </ul> <p>EOY Written examination lasting 1 hour testing pupils' knowledge and understanding of the set text "Blood Brothers".</p>
	<p>KS4 Drama combines the practical study of acting, improvisation, writing and devising with the study of key practitioners and plays. Drama is the study of humans and their interactions and as such it is essential that students have the opportunity to explore a range of stimuli within the course. GCSE students over the course of the two year course will explore naturalistic and stylised forms of theatre with the emphasis of exploring how key practitioners including Brecht, Stanislavski, Jacques Lecoq and Meyerhold have influenced theatre.</p>		
<b>Make it Stick Focus</b>			



**Departmental Long Term Planning Grid**

Department: <b>Drama</b>	Subject: GCSE Drama	Key Stage: 4	Year: 11
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	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Programme of Study</b></p> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<p>Module 1</p> <p>Component 3 - Texts in Practice</p> <ul style="list-style-type: none"> <li>● Students will prepare for their externally assessed Acting Examination.</li> <li>● Performance of two extracts from one play</li> <li>● Play texts will be chosen based on the individual student's strengths and preferred performance style.</li> <li>● Students will submit Performance Notes which describe their director's intention and interpretation of role(s).</li> </ul> <p>Externally assessed unit by visiting examiner from AQA.</p> <ul style="list-style-type: none"> <li>● Performance of Extract 1 (20 marks) and Extract 2 (20 marks)</li> <li>● 40 marks in total</li> <li>● 20% of GCSE</li> </ul>	<p>Module 2</p> <p>Component 2 - Devising Drama</p> <p>Theatre in Education During this module students will explore two stimuli based on the theme of Capital Punishment</p> <p>They will explore these roles and use them as stimulus for creating their own practical pieces of performance with a specific target audience in mind.</p> <p>Skills explored will include:</p> <ul style="list-style-type: none"> <li>● devising</li> <li>● script writing</li> <li>● dramatic conventions</li> <li>● acting</li> <li>● directing</li> </ul> <p>Devising Log - 1500 submitted.</p> <p>In addition to the above: Summative final performance. Internally assessed unit with moderation delivered by AQA.</p> <ul style="list-style-type: none"> <li>● Devising log (60 marks)</li> <li>● Devised performance (20 marks)</li> <li>● 80 marks in total</li> <li>● 40% of GCSE</li> </ul>	<p>Component 1 - Understanding Drama</p> <p>Students will explore the roles within the theatre looking at the responsibilities of key roles such as directors, designers, lighting technicians and playwrights.</p> <p>Students will study the play "Blood Brothers" by Willy Russell in preparation for their EOY assessment.</p> <ul style="list-style-type: none"> <li>● Knowledge and understanding of drama and theatre</li> <li>● Study of one set play from a choice of six</li> <li>● Analysis and evaluation of the work of live theatre makers</li> </ul> <p>The written examination will be divided into the following components: Questions Section A: multiple choice (4 marks)</p> <ul style="list-style-type: none"> <li>● Section B: four questions on a given extract from the set play chosen (44 marks)</li> <li>● Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)</li> </ul> <p>Summative written exam delivered during May/June exam series.</p> <ul style="list-style-type: none"> <li>● Written exam: 1 hour and 45 minutes</li> <li>● Open book</li> <li>● 80 marks</li> <li>● 40% of GCSE</li> </ul>
	<p>KS4 Drama combines the practical study of acting, improvisation, writing and devising with the study of key practitioners and plays. Drama is the study of humans and their interactions and as such it is essential that students have the opportunity to explore a range of stimuli within the course. GCSE students over the course of the two year course will explore naturalistic and stylised forms of theatre with the emphasis of exploring how key practitioners including Brecht, Stanislavski, Jacques Lecoq and Meyerhold have influenced theatre.</p>		
<b>Make it Stick Focus</b>			

Departmental Long Term Planning Grid



Department: <b>English</b>	Subject: English Literature	Key Stage: 4	Year: 10
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	20th century drama: An Inspector Calls AO1: Read, understand and respond to texts. Students should be able to respond in a critical style, use textual references. AO2: Analyse language, form and structure used by a writers to create meanings and effects, using subject relevant terminology. AO3: Show understanding of the relationship between texts & the contexts in which they were written. AO4: Use a range of sentence structures & vocabulary for effect. Spoken Language assessment.	Poetry: Conflict and Power poems AO1: Read, understand and respond to texts. Students should be able to respond in a critical style, use textual references. AO2: Analyse language, form and structure used by a writers to create meanings and effects, using subject relevant terminology. AO3: Show understanding of the relationship between texts & the contexts in which they were written.	Revision: 19th Century novel & Shakespeare Macbeth The Sign of Four AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. AO2: Explain, comment on & analyse how writers use language & structure to achieve effects, using subject terminology to support views. AO3: Show understanding of the relationship between texts & the contexts in which they were written. AO4: Use a range of sentence structures & vocabulary for effect.
<b>Make It Stick Focus</b>	The detective genre - linked to The Sign of Four & Inspector calls. The Sign of Four character/setting/key events analysis.	The art of comparison - linked to language skills. An Inspector Calls character/setting/key events analysis.	Linguistic terminology. The language of critical analysis.

Departmental Long Term Planning Grid



Department: <b>English</b>	Subject: English Literature	Key Stage: 4	Year: 11
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	19th Century novel  The Sign of Four  AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. AO2: Explain, comment on & analyse how writers use language & structure to achieve effects, using subject terminology to support views. AO3: Show understanding of the relationship between texts & the contexts in which they were written. AO4: Use a range of sentence structures & vocabulary for effect.	20th century drama:  An Inspector Calls  AO1: Read, understand and respond to texts. Students should be able to respond in a critical style, use textual references. AO2: Analyse language, form and structure used by a writers to create meanings and effects, using subject relevant terminology. AO3: Show understanding of the relationship between texts & the contexts in which they were written. AO4: Use a range of sentence structures & vocabulary for effect.	Revision: Shakespeare and Poetry  Macbeth  Power and conflict poetry  AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. AO2: Explain, comment on & analyse how writers use language & structure to achieve effects, using subject terminology to support views. AO3: Show understanding of the relationship between texts & the contexts in which they were written. AO4: Use a range of sentence structures & vocabulary for effect.
<b>Make It Stick Focus</b>	Power and conflict poetry/unseen poetry - various comparison activities	The Sign of Four & the detective genre	Linguistic terminology. The language of critical analysis.

Departmental Long Term Planning Grid



Department: <b>Geography</b>	Subject: Geography	Key Stage: 4	Year: 10
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Urban Issues and Challenges</b></p> <p>This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).</p> <p>The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.</p> <ul style="list-style-type: none"> <li>• A growing percentage of the world's population lives in urban areas.</li> <li>• Urban growth creates opportunities and challenges for cities in LICs and NEEs.</li> <li>• Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</li> <li>• Urban sustainability requires management of resources and transport.</li> </ul>	<p><b>Physical Landscapes in the UK</b></p> <p>Coastal Landscapes:</p> <ul style="list-style-type: none"> <li>• The coast is shaped by a number of physical processes.</li> <li>• Distinctive coastal landforms are the result of rock type, structure and physical processes.</li> <li>• Different management strategies can be used to protect coastlines from the effects of physical processes.</li> </ul> <p>River Landscapes:</p> <ul style="list-style-type: none"> <li>• The shape of river valleys changes as rivers flow downstream.</li> <li>• Distinctive fluvial landforms result from different physical processes.</li> <li>• Different management strategies can be used to protect river landscapes from the effects of flooding.</li> </ul>	<p><b>The Challenge of Resource Management</b></p> <ul style="list-style-type: none"> <li>• Food, water and energy are fundamental to human development.</li> <li>• The changing demand and provision of resources in the UK create opportunities and challenges.</li> <li>• Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.</li> <li>• Different strategies can be used to increase food supply.</li> </ul> <p><b>Geographical field work</b> Students need to undertake a geographical enquiry in Blyth to measure the effectiveness of the groynes (as a hard management technique). Students will write up this investigation and this will be assessed in the Paper 3 exam.</p>
<b>Make It Stick Focus</b>	Locations.	Urban Challenges.	Rivers and Coasts.

St Thomas More Catholic School  
Striving for Excellence  
Departmental Long Term Planning Grid



Department: <b>Geography</b>	Subject: Geography	Key Stage: 4	Year: 11
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>The living world: Ecosystems, tropical rainforests and cold environments.</b></p> <p>This unit gives an overview of the location of global biomes and their key characteristics. Small scale ecosystems and how they are impacted by change is also covered. Interrelationships between consumer and producers and how ecosystems are often fragile and impacted greatly by change.</p> <p>There are two case studies for this unit - tropical rainforests and cold climates.</p> <p>The covering of these topics takes the following format:</p> <ul style="list-style-type: none"> <li>● Location and distribution.</li> <li>● Key characteristics including fauna and flora adaptations to climate.</li> <li>● The interrelationships that exist within these ecosystems.</li> <li>● Opportunities to develop.</li> <li>● Challenges to these ecosystems on a global and local scale.</li> <li>● Sustainable management.</li> </ul>	<p><b>The Changing Economic World</b></p> <p>This unit explores the global variations in economic development and quality of life. Development indicators are used to highlight the differences in development and how countries can be classed e.g. LIC, NEE and HIC. The limitations of these indicators is also covered.</p> <p>Causes of economic development are considered as well as links to the Demographic Transition Model.</p> <p>An overview of how to bridge the development gap through considering the impact of investment, aid, technology and an example of how tourism can be used in either a NEE or a LIC.</p> <p>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.</p> <p>A case study of one LIC or NEE to illustrate:</p> <ul style="list-style-type: none"> <li>● The location and importance of the country, regionally and globally</li> <li>● The wider political, social, cultural and environmental context within which the country is placed</li> <li>● The changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development</li> <li>● The role of transnational corporations (TNCs) in relation to industrial development.</li> <li>● Advantages and disadvantages of TNC(s) to the host country</li> <li>● The changing political and trading relationships with the wider world</li> <li>● International aid: types of aid, impacts of aid on the receiving country</li> <li>● The environmental impacts of economic development</li> <li>● The effects of economic development on quality of life for the population.</li> </ul>	<p><b>The Challenge of Natural Hazards</b></p> <p><b>Tectonic Hazards</b></p> <ul style="list-style-type: none"> <li>● Natural hazards pose major risks to people and property.</li> <li>● Earthquakes and volcanic eruptions are the result of physical processes.</li> <li>● The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.</li> <li>● Management can reduce the effects of a tectonic hazard.</li> </ul> <p><b>Weather Hazards</b></p> <ul style="list-style-type: none"> <li>● Global atmospheric circulation helps to determine patterns of weather and climate.</li> <li>● Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.</li> <li>● Tropical storms have significant effects on people and the environment.</li> <li>● The UK is affected by a number of weather hazards.</li> <li>● Extreme weather events in the UK have impacts on human activity.</li> </ul> <p><b>Climate Change</b></p> <ul style="list-style-type: none"> <li>● Climate change is the result of natural and human factors, and has a range of effects.</li> <li>● Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</li> </ul> <p>Revision and final Exam Practice</p> <p>This term will focus on themes and concepts throughout the whole course and the links between them. Time will be spent revising each of the topics, practicing key skills and developing exam technique.</p>
<b>Make It Stick Focus</b>	Resource Management (With a focus on skills). Urban Issues and Challenges (With a focus on skills).	Living World (With a focus on skills). Physical Landscapes in the UK (With a focus on skills).	The Changing Economic World (With a focus on skills).

St Thomas More Catholic School  
Striving for Excellence  
**Departmental Long Term Planning Grid**



Department: <b>Health and Social Care, Child Development and Food</b>	Subject: BTEC Health and Social Care	Key Stage: 4	Year:11
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	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Unit 1: Human Lifespan Development (External Assessment)</b> Examination in January 2017- 25% Qualification)</p> <p>Topics covered:</p> <ul style="list-style-type: none"> <li>● The different life stages people pass through during the life course</li> <li>● Key aspects of human growth and development at each life stage</li> <li>● Physical, social, cultural, emotional, economic, environmental and psychological factors that affect human growth and development</li> <li>● The expected life events that can affect human growth and development and the positive and negative effects of the events on growth and development, and on others.</li> <li>● Understand how to manage the changes caused by life events.</li> </ul> <p>Complete revision for External Examination in January.</p>	<p><b>Unit 1: Human Lifespan Development (External Assessment - 25% Qualification)</b> Examination in January 2018</p> <p><b>Unit 6: The Impact of Nutrition on Health and Wellbeing (Unit 6 Coursework portfolio - 25% Qualification)</b></p> <p><b>Explore the effects of balanced and unbalanced diets on the health and wellbeing of individuals:</b></p> <ul style="list-style-type: none"> <li>● Describe the components of and the effects of balanced and unbalanced diets on the health and wellbeing of individuals</li> <li>● Assess the long-term effects of a balanced and unbalanced diet on the health and wellbeing of individuals</li> </ul>	<p><b>Unit 6: The Impact of Nutrition on Health and Wellbeing (Unit 6 Coursework portfolio - 25% Qualification)</b> <b>Continued:</b> Understand the specific nutritional needs and preferences of individuals:</p> <ul style="list-style-type: none"> <li>● Describe the specific dietary needs of two individuals at different life stages</li> <li>● Discuss how factors influence the dietary choices of the two chosen individuals</li> <li>● Create and compare nutritional plans for two individuals with specific nutritional needs</li> </ul> <p><b>Unit 1: Human Lifespan Development (External Assessment)</b> Examination in January 2017- 25% Qualification)</p> <ul style="list-style-type: none"> <li>● Complete revision for External Examination resit if required.</li> </ul>
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>● Understanding the 7 factors that affect human growth and development                             <ul style="list-style-type: none"> <li>➤ Physical</li> <li>➤ Social</li> <li>➤ Cultural</li> <li>➤ Emotional</li> <li>➤ Economic</li> <li>➤ Environmental and</li> <li>➤ Psychological</li> </ul> </li> <li>● Deconstruction activities</li> <li>● Jigsaw</li> <li>● Cue cards</li> </ul>	<ul style="list-style-type: none"> <li>● The nutritional components of a balanced diet and the function of each nutrient</li> <li>● Give one get one</li> <li>● Round Robin</li> <li>● Think, pair, share</li> </ul>	<ul style="list-style-type: none"> <li>● Factors that influence dietary changes</li> <li>● Expert learner</li> <li>● Heads together</li> <li>● Diamond 9</li> </ul>





**Departmental Long Term Planning Grid**

Department: <b>Health and Social Care, Child Development and Food</b>	Subject: CACHE Level 2 Award in Child Development and Care	Key Stage: 4	Year: 10
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	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Unit 2: Development and well-being 0-5 years ( 60 % of overall grade)</b></p> <p>Understand the expected pattern of holistic child development.</p> <ul style="list-style-type: none"> <li>• Describe the expected pattern of children's development from 0-5 years in the following areas:                             <ul style="list-style-type: none"> <li>• physical development</li> <li>• language development</li> <li>• intellectual development</li> <li>• social and emotional development</li> </ul> </li> </ul>	<p><b>Unit 2: Development and well-being 0-5 years</b></p> <p>Understand the importance of observations and assessments and how they support development</p> <ul style="list-style-type: none"> <li>• Identify different methods to observe children.</li> <li>• Describe how observations and assessments can be used to support the development of children.</li> </ul> <p>Understand factors that may affect children’s holistic development.</p> <ul style="list-style-type: none"> <li>• Explain factors that may affect children’s holistic development</li> </ul>	<p><b>Unit 2: Development and well-being 0-5 years</b></p> <p>Understand how to use everyday care routines and activities to support independence, health, safety and well-being.</p> <ul style="list-style-type: none"> <li>• Describe everyday activities which promote independence.</li> <li>• Explain how daily routines and activities can meet care needs and support the wellbeing of children</li> </ul> <p>Understand how to support children through transitions in their lives.</p> <ul style="list-style-type: none"> <li>• Describe different transitions that children may experience.</li> <li>• Identify the effects of these transitions on holistic development.</li> <li>• Describe ways to support children through transitions.</li> </ul>
<b>Make it Stick Focus</b>	Areas of development P,I,L,E,S Cue cards Give one get one	Observing children - Scenario's AWRR	How routines support transitions - Diamond 9 Quiz, quiz, trade

Departmental Long Term Planning Grid



Department: <b>Health and Social Care, Child Development and Food</b>	Subject: CACHE Level 2 Award in Child Development and Care	Key Stage: 4	Year: 11
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Unit 1: An Introduction to Working with Children Aged 0-5 years</b></p> <p>Understand types of settings and local provision for children.</p> <ul style="list-style-type: none"> <li>● Describe the main types of settings available for children.</li> <li>● Identify some of these settings within local provision.</li> </ul> <p>Understand how to prepare for placement.</p> <ul style="list-style-type: none"> <li>● Describe key issues to consider when preparing for a placement with children, including dress code, behaviour, timekeeping and positive attitudes</li> </ul> <p>Understand the responsibilities and limits of the early years worker in placements.</p> <ul style="list-style-type: none"> <li>● Identify responsibilities of early years workers, recognising when they should refer to others</li> </ul>	<p><b>Unit 1: An Introduction to Working with Children Aged 0-5 years</b></p> <p>Understand individual needs and the necessity for fairness and inclusive practice</p> <ul style="list-style-type: none"> <li>● Identify individual needs and ways of working that treat children fairly and in line with current diversity and inclusive practice</li> </ul> <p>Know own preferred learning style and develop relevant study skills.</p> <ul style="list-style-type: none"> <li>● Reflect upon own preferred learning style.</li> <li>● Identify relevant study skills</li> </ul>	<p><b>Unit 3: Unit 3: Childcare and development 0-5 years</b></p> <p>This exam <b>MUST</b> be passed in order to achieve the qualification. However, it carries only a PASS/FAIL grade.</p> <ul style="list-style-type: none"> <li>● Understand the responsibilities of early years workers working with children.</li> <li>● Understand how to support children's development and meet their individual needs</li> <li>● Know own preferred learning style and relevant study skills.</li> <li>● Understand the stages of development of children aged 0-5 years</li> <li>● Understand factors that may affect children's development.</li> <li>● Know the variety of provision available for children in different sectors</li> </ul>
<b>Make it Stick Focus</b>	Placement expectations <ul style="list-style-type: none"> <li>● Role play</li> </ul>	Study skills <ul style="list-style-type: none"> <li>● What type of Learner am I?</li> </ul>	Exam preparation <ul style="list-style-type: none"> <li>● Practice papers</li> </ul>

Departmental Long Term Planning Grid



Department: <b>Health and Social Care, Child Development and Food</b>	Subject: GCSE Child Development	Key Stage: 4	Year: 11
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<b>Unit B013- Principles of Child Development</b> ( External exam 40% of overall grade) Students will complete research in the following areas in order to understand: <ul style="list-style-type: none"> <li>2.3.1. Family and parenting:                             <ul style="list-style-type: none"> <li>• Family structures in the UK</li> <li>• Preconceptual health and care</li> </ul> </li> <li>2.3.2. Preparation for pregnancy and birth                             <ul style="list-style-type: none"> <li>• Reproduction</li> <li>• Pregnancy</li> <li>• Antenatal provision</li> <li>• Preparation for the birth of a baby</li> <li>• Post -natal care</li> </ul> </li> <li>2.3.4 Nutrition and health                             <ul style="list-style-type: none"> <li>• Nutrition and feeding</li> <li>• Response to infection</li> </ul> </li> </ul>	<b>Unit B012 Child Study (30% of overall grade)</b> A child is studied who be between 6 months and 4 years 6 months. The requirement is for 6 observations to be completed, using a range of different observation methods. All materials directly used from a source must be appropriately and rigorously referenced.. The Child Study task will assess the following skills <ul style="list-style-type: none"> <li>• Research</li> <li>• Selecting and justifying choices</li> <li>• Planning</li> <li>• Practical work</li> <li>• Evaluation</li> </ul> Students will complete research in the following areas in order to understand: <ul style="list-style-type: none"> <li>2.3.3 Physical development                             <ul style="list-style-type: none"> <li>• The characteristics of a newborn</li> <li>• Developmental norms</li> <li>• Conditions for development</li> <li>• Safety</li> </ul> </li> </ul>	<b>Unit B013 (continued)</b> Students will complete research in the following areas in order to understand: <ul style="list-style-type: none"> <li>2.3.5. Intellectual, social and emotional development                             <ul style="list-style-type: none"> <li>• Conditions for development</li> <li>• Patterns of learning</li> <li>• Learning through play</li> </ul> </li> <li>2.3.5. Community support                             <ul style="list-style-type: none"> <li>• The child outside the family unit</li> <li>• Community provision</li> </ul> </li> </ul>
<b>Make it Stick Focus</b>	<b>Preparation for pregnancy and childbirth.</b> Guess the question Thought showers	<b>Care and support of the newborn, through the early years.</b> Heads together Diamond 9	<b>Care and support for the under 5's.</b> Cue Cards Jigsaw



**Departmental Long Term Planning Grid**

Department: <b>Health and Social Care, Child Development and Food</b>	Subject: Eduqas Food Preparation & Nutrition	Key Stage: 4	Year: 10
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	Autumn Term	Spring Term	Summer Term							
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Development of Skills + Knowledge</b></p> <ul style="list-style-type: none"> <li>• Practical skills and techniques to achieve quality outcomes – mostly savoury products</li> <li>• The sources, seasonality, functions, characteristics and properties of food</li> <li>• The nutritional properties of food and how to prepare appropriate dishes to promote healthy lifestyles</li> <li>• Combining and modifying ingredients, recipes, cooking methods</li> <li>• Standard components</li> <li>• Process and manufacture – equipment, cooking methods, use of additives</li> <li>• Principles of Food Safety: Hygiene and food safety, 4 Cs, storage</li> </ul> <p>Above is achieved via theory and practical investigations, experiments and material analysis</p> <p><b>Product analysis</b> Focussed practical tasks</p>	<p><b>Extending skills and knowledge as module 1</b></p> <ul style="list-style-type: none"> <li>• Wider range of nutrients, ingredients and components</li> <li>• More complex products, skills, variety of cooking techniques used</li> </ul> <p><b>Modelling of TASK 1 assessment</b> - Food investigation and report Actual task given in year 11. Worth 15% of total qualification Demonstrated via a written report:</p> <p>Understanding of the scientific principles that underpin the preparation and cooking of food.</p> <p>Above is achieved via theory and practical investigations, experiments and material analysis Product analysis Focussed practical tasks</p>	<p><b>Extending skills and knowledge as module 1</b></p> <ul style="list-style-type: none"> <li>• Wider range of nutrients, ingredients and components</li> <li>• More complex products, skills, variety of cooking techniques used</li> </ul> <p><b>Modelling of TASK 2 assessment – Food preparation and portfolio</b></p> <ul style="list-style-type: none"> <li>• Actual task given in year 11.</li> <li>• Worth 35% of total qualification</li> <li>• Plan, prepare, cook and present a 3 course menu within 3 hours</li> </ul> <p><b>Demonstrates via a concise portfolio:</b></p> <ul style="list-style-type: none"> <li>• Application of technical skills and their practical outcome</li> <li>• Explains how planned and carried out the preparation, cooking and presentation of their 3 final dishes</li> <li>• Includes an evaluation of cost, sensory and nutritional properties and analysis for each dish</li> </ul>							
	<p>2 x 75 minute lessons per week</p> <p><b>Key Skills:</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Food Choice</td> <td>Food Safety</td> <td>Planning and Evaluation</td> <td>Food preparation skills + cooking techniques</td> <td>Food Nutrition</td> <td>Food Science</td> <td>Food Provenance</td> </tr> </table>				Food Choice	Food Safety	Planning and Evaluation	Food preparation skills + cooking techniques	Food Nutrition	Food Science
Food Choice	Food Safety	Planning and Evaluation	Food preparation skills + cooking techniques	Food Nutrition	Food Science	Food Provenance				
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>• Practical skills assessment</li> <li>• What do you know? - kkpt, top tips</li> <li>• End of module test</li> <li>• Key words - bingo, peer q/a</li> </ul>	<ul style="list-style-type: none"> <li>• Practical skills assessment</li> <li>• Mock NEA Food investigation + report TASK 1</li> <li>• Mini exam style questions. Self / peer mark</li> </ul>	<ul style="list-style-type: none"> <li>• Mock 3 hour practical TASK 2</li> <li>• Mock NEA written report TASK 2</li> <li>• End of module exam style test</li> </ul>							



**Departmental Long Term Planning Grid**

Department: <b>Health and Social Care, Child Development and Food</b>	Subject: Eduqas Food Preparation and Nutrition	Key Stage: 4	Year:11
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	Autumn Term	Spring Term	Summer Term							
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<b>TASK 1 Non- examined assessment - Food investigation and report</b> <ul style="list-style-type: none"> <li>• Task available Sept</li> <li>• Worth 15% of total qualification</li> </ul> Demonstrates via a written report: <ul style="list-style-type: none"> <li>• Understanding of the scientific principles that underpin the preparation and cooking of food</li> </ul>	<b>TASK 2 Non-examined assessment – Food preparation and portfolio</b> <ul style="list-style-type: none"> <li>• Actual task given in year 11.</li> <li>• Worth 35% of total qualification</li> <li>• Plan, prepare, cook and present a 3 course menu within 3 hours</li> </ul> Demonstrates via a concise portfolio: <ul style="list-style-type: none"> <li>• Application of technical skills and their practical outcome</li> <li>• Explains how planned and carried out the preparation, cooking and presentation of their 3 final dishes</li> <li>• Includes an evaluation of cost, sensory and nutritional properties and analysis for each dish</li> <li>•</li> <li>• Begin revision topics if time allows</li> </ul>	<b>Preparation for examined unit</b> <ul style="list-style-type: none"> <li>• Worth 50% of total qualification</li> <li>• Written examination 1 ¾ hours</li> </ul> Demonstrates via written exam a knowledge, understanding and application of <ul style="list-style-type: none"> <li>• Food preparation skills + cooking techniques</li> <li>• Planning and Evaluation</li> <li>• Food Nutrition</li> <li>• Food Safety</li> <li>• Food Science</li> <li>• Food Choice</li> <li>• Food Provenance</li> </ul>							
	2 x 75 minute lessons per week  <b>Key Skills:</b> <table border="1" style="width:100%; text-align:center;"> <tr> <td>Food Choice</td> <td>Food Safety</td> <td>Planning and Evaluation</td> <td>Food preparation skills + cooking techniques</td> <td>Food Nutrition</td> <td>Food Science</td> <td>Food Provenance</td> </tr> </table>				Food Choice	Food Safety	Planning and Evaluation	Food preparation skills + cooking techniques	Food Nutrition	Food Science
Food Choice	Food Safety	Planning and Evaluation	Food preparation skills + cooking techniques	Food Nutrition	Food Science	Food Provenance				
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>• Investigation assessment Nov/Dec</li> <li>• What do you know? - kkpt, top tips</li> <li>• End of module test</li> <li>• Key words - bingo, peer q/a</li> </ul>	<ul style="list-style-type: none"> <li>• Practical skills assessment March</li> <li>• Portfolio ongoing</li> <li>• KPPT, what do you know tasks</li> <li>• Key words - bingo, true/false</li> </ul>	<ul style="list-style-type: none"> <li>• Mini exam style questions</li> <li>• What do you know tasks</li> <li>• Final exam June</li> </ul>							

Departmental Long Term Planning Grid



Department: <b>Health and Social Care, Child Development and Food</b>	Subject: OCR National Award in Health and Social Care	Key Stage: 4	Year: 10
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Unit RO22: Communicating and working with individuals in health, social care and early years settings</b></p> <p>This mandatory unit provides the underpinning knowledge and understanding of how to communicate effectively and what personal qualities will contribute to the creation of a caring environment when working with individuals in a health, social care and early years setting -</p> <ul style="list-style-type: none"> <li>• Understand how to communicate effectively</li> <li>• Understand the personal qualities that contribute to effective care</li> <li>• Be able to communicate effectively within a health, social care and early years setting</li> <li>• Be able to communicate effectively within a health, social care and early years setting</li> </ul>	<p><b>Unit RO23: Understanding body systems and disorders</b></p> <p>This optional unit will provide learners with the underpinning knowledge and understanding of three major body systems: respiratory, digestive and cardiovascular-</p> <ul style="list-style-type: none"> <li>• Know how body systems work</li> <li>• Understand disorders that affect body systems</li> <li>• Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems</li> </ul>	<p><b>Unit R021: Essential values of care for use with individuals in care settings</b></p> <p>This mandatory unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years environment -</p> <ul style="list-style-type: none"> <li>• Understand how to support individuals to maintain their rights</li> <li>• Understand the importance of the values of care and how they are applied</li> <li>• Understand how legislation impacts on care settings</li> </ul>
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>• Types of Communication</li> <li>• First letter/last letter</li> </ul>	<ul style="list-style-type: none"> <li>• Body Systems</li> <li>• Quiz, quiz, trade</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of Care Values</li> <li>• Match and Sort</li> </ul>

**Departmental Long Term Planning Grid**



Department: <b>Health and Social Care, Child Development and Food</b>	Subject: OCR National Award in Health and Social Care	Key Stage: 4	Year: 11
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	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<b>Unit R021: Essential values of care for use with individuals in care settings</b> <ul style="list-style-type: none"> <li>• Understand how personal hygiene, safety and security measures protect individuals</li> </ul>	<b>Unit R031: Using basic first aid procedures</b> This optional unit will provide learners with a knowledge and understanding of basic common first aid procedures that could be used within health and social care settings- <ul style="list-style-type: none"> <li>• Be able to assess scenes of accidents to identify risks and continuing dangers</li> <li>• Understand the first aid procedures for a range of injuries</li> </ul>	<b>Unit R031: Using basic first aid procedures</b> <ul style="list-style-type: none"> <li>• Be able to apply basic first aid procedures</li> </ul>
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>• How to 'protect' service users</li> <li>• Key words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying common injuries and their relevant FA procedure</li> <li>• Classify / dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• First aid procedures</li> <li>• Role play / practical sessions</li> </ul>

Departmental Long Term Planning Grid



Department: <b>History</b>	Subject: History	Key Stage: 4	Year: 10
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Living under Nazi Germany 1933-1945</b></p> <p>World Depth Study exploring 5 key areas</p> <ul style="list-style-type: none"> <li>● Dictatorship</li> <li>● Control &amp; Opposition</li> <li>● Changing Lives</li> <li>● Germany in War</li> <li>● Occupation</li> </ul>	<p><b>The people's Health c.1250-present</b></p> <p>Thematic study looking at 3 Key Issues</p> <ul style="list-style-type: none"> <li>● Impact of living conditions on people's health</li> <li>● Response to epidemics</li> <li>● Attempts to improve public health</li> </ul> <p>And exploring 5 Factors</p> <ul style="list-style-type: none"> <li>● Beliefs, attitudes and values</li> <li>● Local &amp; national government</li> <li>● Science &amp; Technology</li> <li>● Urbanisation</li> <li>● Wealth &amp; poverty</li> </ul>	<p><b>The Elizabethans 1558-1603</b></p> <p><b>Elizabeth and government</b> Issue: The power of the queen</p> <p><b>Catholics</b> Issue: The nature and extent of a Catholic threat</p> <p><b>Daily lives</b> Issue: The nature and dynamics of Elizabethan society</p> <p><b>Popular culture</b> Issue: "Merry England"?</p> <p><b>The wider world</b> Issue: The nature and significance of England's connections with the wider world</p>
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>● Revisit first 2 factors first on return after summer</li> <li>● Pupils to create revision materials at regular intervals to allow continual topic fact tests</li> <li>● Source analysis reminders</li> <li>● Exam Q's 6, 7 &amp; 8</li> <li>● Use of Kahoot</li> <li>● Annotating timeline overview</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils to create revision materials at the end of each time period - 1250-1500, 1599-1750, 1750-1900, 1900-present</li> <li>● Regular topic fact tests, Exam Q's 1a,b,c</li> <li>● Exam Q's 2,3,4/5</li> <li>● Use of Kahoot</li> <li>● Annotating timeline overview</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils to create revision materials at the end of each issue - Gov &amp; power, Catholics, Daily lives, Popular culture, Wider world</li> <li>● Regular topic fact tests</li> <li>● Source analysis reminders</li> <li>● Exam Q's 6a, 6b, 7. 8/9</li> <li>● Use of Kahoot.</li> <li>● Annotating timetable overview</li> </ul>



Departmental Long Term Planning Grid



Department: <b>History</b>	Subject: History	Key Stage: 4	Year: 11
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• Topics studied</li> <li>• Key skills taught / developed / assessed</li> </ul>	<b>Living under Nazi Germany 1933-1945</b>  <b>World Depth Study exploring 5 Focus Points:</b> <ul style="list-style-type: none"> <li>• Dictatorship</li> <li>• Control &amp; Opposition</li> <li>• Changing Lives</li> <li>• Germany in War</li> <li>• Occupation</li> </ul>	<b>The making of the USA 1789-1900</b>  <b>Period Study exploring 5 Focus Points:</b> <ul style="list-style-type: none"> <li>• America's expansion 1789-1838</li> <li>• The West 1839-1860</li> <li>• Civil War and Reconstruction 1861-1877</li> <li>• Settlement and conflict on the Plains 1861-1877</li> <li>• American Cultures 1877-1900</li> </ul>	<b>Make it Stick &amp; Revision</b> <ul style="list-style-type: none"> <li>• The People's Health</li> <li>• Elizabethan Times</li> <li>• History Around Us</li> <li>• Living under Nazi Germany</li> <li>• The making of the USA</li> </ul>
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>• Pupils to create revision materials at regular intervals</li> <li>• Regular topic fact tests</li> <li>• Source analysis reminders</li> <li>• Exam Q's 6, 7 &amp; 8</li> <li>• Use of Kahoot</li> <li>• Annotating timeline overview</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils to create revision materials at the end of each focus points</li> <li>• Regular topic fact tests, Exam Q's 1a,b,c</li> <li>• Exam Q's 2,3,4/5</li> <li>• Use of Kahoot</li> <li>• Annotating timeline overview</li> </ul>	<ul style="list-style-type: none"> <li>• Regular fact tests</li> <li>• Exam questions</li> <li>• Source analysis</li> <li>• Tarsia revision grids</li> <li>• Kahoot</li> </ul>

Departmental Long Term Planning Grid



Department: ICT	Subject: CiDA	Key Stage: 4	Year:10
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Creating web sites</li> <li>• Home pages</li> <li>• Navigation menu</li> <li>• Creating multimedia assets</li> <li>• Adding pages</li> <li>• Resizing pages</li> <li>• Editing images</li> <li>• Re-sizing images</li> <li>• Converting file types</li> <li>• Publishing software</li> <li>• Writing evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Planning products</li> <li>• Creating a house Style</li> <li>• Writing a Proposal</li> <li>• Web research skills</li> <li>• Providing effective feedback</li> <li>• Basic graphics techniques</li> <li>• Developing and keeping a design log</li> <li>• Audience</li> <li>• Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced graphics skills</li> <li>• Pen tool</li> <li>• Cut out studio</li> <li>• Image manipulation</li> <li>• Responding to feedback</li> <li>• Auto shape</li> <li>• Creating graphical text</li> <li>• Working with Layers</li> <li>• Combining software</li> <li>• Audience</li> <li>• Purpose</li> </ul>
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>• Each skill will be a MIS focus as the pupils are building towards their onscreen exam in January.</li> <li>• Lessons will start with a MiS question about one of the other topics.</li> <li>• You also have to revisit the skills to develop a website.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning/House Style</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing tools</li> <li>• Using Serif Draw</li> </ul>

Departmental Long Term Planning Grid



Department: ICT	Subject: CiDA	Key Stage: 4	Year: 11
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	Autumn Term	Spring Term	Summer Term
<p><b>Programme of Study</b></p> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Sep - Oct</b></p> <ul style="list-style-type: none"> <li>• Development of graphics products</li> <li>• Using of 3D planes in serif drawplus</li> <li>• Use of pen tool in serif drawplus</li> <li>• Use of layers for graphics creation</li> <li>• Software systems development life cycle</li> </ul> <p><b>Oct - Dec</b></p> <ul style="list-style-type: none"> <li>• Specifying web products</li> <li>• Design a website structure diagram</li> <li>• Creating a house style</li> <li>• Building a website master page</li> <li>• Building a website Navigation menu</li> <li>• Designing and Building an interactive homepage for a website</li> </ul>	<p><b>Website Design</b></p> <ul style="list-style-type: none"> <li>• Titles</li> <li>• Text – writing for the web,</li> <li>• Quantity images, including dimensions and quality embedded multimedia files (video, sound, animation) and their appearance on the page</li> <li>• Links, hotspots and rollovers.</li> </ul> <p><b>Design concepts:</b></p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Colour, shape and line</li> <li>• Balance and contrast</li> <li>• Visual hierarchy layout</li> <li>• Headings and subheadings to separate sections of text tables to fix the position of content</li> <li>• Use of white space</li> <li>• Minimising scrolling.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating work</li> <li>• Justifying design choices</li> <li>• Writing evaluations</li> <li>• Publishing websites</li> </ul>
<p><b>Make it Stick Focus</b></p>	<ul style="list-style-type: none"> <li>• Drawing tools in serif - a number of this are used in M3 Y10</li> <li>• Designing websites was the focus for the Y10 external examination - these skills are revisited during Y11 M1.</li> </ul>	<ul style="list-style-type: none"> <li>• All of the above is revisiting skills from Y10 M1</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation skills &amp; Evaluation Literacy</li> </ul>

Departmental Long Term Planning Grid



Department: ICT	Subject: Computer Science	Key Stage: 4	Year:10
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to GCSE Computer Science</li> <li>• Problem solving through abstraction</li> <li>• Models of data</li> <li>• Data representation in Numbers</li> <li>• Programming Languages</li> <li>• Hardware</li> <li>• Software</li> <li>• Programming</li> <li>• Problem solving through programming</li> </ul>	<ul style="list-style-type: none"> <li>• Networking</li> <li>• Logic</li> <li>• Data representation in text</li> <li>• Complex problem solving</li> <li>• Abstracting problems in solutions</li> <li>• How does programming fit in the 'real world'</li> <li>• Writing code in Python</li> <li>• Sequence</li> <li>• Iteration</li> <li>• Selection</li> </ul>	<ul style="list-style-type: none"> <li>• Data representation as graphics</li> <li>• Data representation as sound</li> <li>• Internal Components</li> <li>• Network Security</li> <li>• Programming in a second language</li> <li>• Programming with different data types</li> <li>• Programming lists</li> <li>• Writing programs which store data in files</li> </ul>
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>• Core components of programming (From Y9)</li> </ul>	<ul style="list-style-type: none"> <li>• Data representation (Numbers)</li> <li>• Hardware</li> <li>• Software</li> <li>• Problem Solving</li> <li>• Programming with Python</li> </ul>	<ul style="list-style-type: none"> <li>• How computers store data</li> <li>• Programming with Java</li> <li>• Programming Data Types</li> </ul>

Departmental Long Term Planning Grid



Department: <b>ICT</b>	Subject: Computer Science	Key Stage: 4	Year:11
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	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<ul style="list-style-type: none"> <li>• Data storage &amp; Compression</li> <li>• Secondary Storage devices</li> <li>• The Internet</li> <li>• Intranets</li> <li>• Encryption of Data</li> <li>• Preparation for NEA</li> <li>• Development of NEA</li> <li>• Revision Skills and techniques</li> <li>• Examination Skills</li> <li>• Examination practice</li> </ul>	<ul style="list-style-type: none"> <li>• Development of NEA</li> <li>• Databases</li> <li>• Embedded Computers</li> <li>• Structured Revision</li> <li>• Examination skills</li> <li>• Examination practice</li> </ul>	<ul style="list-style-type: none"> <li>• Structured Revision</li> <li>• Examination Skills</li> <li>• Examination practice</li> </ul>
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>• Programing techniques</li> <li>• Problem Solving</li> <li>• Abstraction</li> <li>• Data types &amp; Storage</li> </ul>	<ul style="list-style-type: none"> <li>• Programming techniques</li> <li>• Networking</li> <li>• Hardware &amp; Storage</li> </ul>	<ul style="list-style-type: none"> <li>• TBC - decided on a needs basis - Different pupils may have a different MIS focus.</li> </ul>

Departmental Long Term Planning Grid



Department: <b>Mathematics</b>	Subject: Mathematics - Foundation	Key Stage: 4	Year:10
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	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<ul style="list-style-type: none"> <li>• Multiply or divide any number by powers of 10</li> <li>• Add, subtract, multiply and divide decimals</li> <li>• Evaluate expressions involving squares, cubes and roots</li> <li>• Factors, multiples and primes</li> <li>• Algebra: the basics</li> <li>• Expressions and substitution into formula</li> <li>• Tables, charts and graphs</li> <li>• Pie charts</li> <li>• Scatter graphs</li> <li>• Fractions, decimals and percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Equations and inequalities</li> <li>• Sequences</li> <li>• Properties of shapes, parallel lines and angle facts</li> <li>• Interior and exterior angles of polygons</li> <li>• Statistics, sampling and the averages</li> <li>• Perimeter, area and volume</li> <li>• Real-life graphs</li> <li>• Straight-line graphs</li> </ul>	Transformations <ul style="list-style-type: none"> <li>• Ratio</li> <li>• Proportion</li> <li>• Right-angled triangles: Pythagoras and trigonometry</li> <li>• Probability</li> <li>• Multiplicative reasoning: more percentages, rates of change, compound measures</li> <li>• Plans and elevations</li> <li>• Constructions, loci and bearings</li> </ul>
<b>Make it Stick Focus</b>			

**Departmental Long Term Planning Grid**



Department: <b>Mathematics</b>	Subject: Mathematics - Foundation	Key Stage: 4	Year:11
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	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<ul style="list-style-type: none"> <li>• Quadratic equations: expanding and factorising</li> <li>• Quadratic equations: graphs</li> <li>• Perimeter, area and volume 2: circles, cylinders, cones and spheres</li> <li>• Fractions</li> <li>• Indices and standard form</li> <li>• Similarity and congruence in 2D</li> <li>• Vectors</li> <li>• Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> </ul>
<b>Make it Stick Focus</b>	Every 5 weeks all classes will complete questions that cover all topics previously covered. Unit tests will be used along with GCSE papers to test understanding	Every 5 weeks all classes will complete questions that cover all topics previously covered. Unit tests will be used along with GCSE papers to test understanding	Every 5 weeks all classes will complete questions that cover all topics previously covered. Unit tests will be used along with GCSE papers to test understanding

Departmental Long Term Planning Grid



Department: <b>Mathematics</b>	Subject: Mathematics - Higher	Key Stage: 4	Year: 10
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	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<ul style="list-style-type: none"> <li>● Calculations, checking and rounding</li> <li>● Indices, roots, reciprocals and hierarchy of operations</li> <li>● Factors, multiples, primes, standard form and surds</li> <li>● Algebra: the basics, setting up, rearranging and solving equations</li> <li>● Sequences</li> <li>● Averages and range</li> <li>● Representing and interpreting data and scatter graphs</li> <li>● Representing and interpreting data and scatter graphs</li> <li>● Fractions and percentages</li> <li>● Ratio and proportion</li> </ul>	<ul style="list-style-type: none"> <li>● Polygons, angles and parallel lines</li> <li>● Pythagoras' Theorem and trigonometry</li> <li>● Graphs: the basics and real-life graphs</li> <li>● Linear graphs and coordinate geometry</li> <li>● Quadratic, cubic and other graphs</li> <li>● Perimeter, area and circles</li> <li>● 3D forms and volume, cylinders, cones and spheres</li> <li>● Accuracy and bounds</li> </ul>	<ul style="list-style-type: none"> <li>● Transformations</li> <li>● Constructions, loci and bearings</li> <li>● Solving quadratic and simultaneous equations</li> <li>● Inequalities</li> <li>● Probability</li> <li>● Multiplicative reasoning</li> <li>● Similarity and congruence in 2D and 3D</li> </ul>
<b>Make it Stick Focus</b>	Every 5 weeks all classes will complete questions that cover all topics previously covered.  Unit tests and GCSE examination questions will be used to monitor understanding	Every 5 weeks all classes will complete questions that cover all topics previously covered.  Unit tests and GCSE examination questions will be used to monitor understanding	Every 5 weeks all classes will complete questions that cover all topics previously covered.  Unit tests and GCSE examination questions will be used to monitor understanding



**Departmental Long Term Planning Grid**



Department: <b>Mathematics</b>	Subject: Mathematics - Higher	Key Stage: 4	Year: 11
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	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<ul style="list-style-type: none"> <li>• Graphs of trigonometric functions</li> <li>• Further trigonometry</li> <li>• Collecting data</li> <li>• Cumulative frequency, box plots and histograms</li> <li>• Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics</li> <li>• Circle theorems</li> <li>• Circle geometry</li> </ul>	<ul style="list-style-type: none"> <li>• Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof</li> <li>• Vectors and geometric proof</li> <li>• Reciprocal and exponential graphs; Gradient and area under graphs</li> <li>• Direct and inverse proportion</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> </ul>
<b>Make it Stick Focus</b>	Every 5 weeks all classes will complete questions that cover all topics previously covered.  Unit tests and GCSE examination questions will be used to monitor understanding	Every 5 weeks all classes will complete questions that cover all topics previously covered.  Unit tests and GCSE examination questions will be used to monitor understanding	Every 5 weeks all classes will complete questions that cover all topics previously covered.  Unit tests and GCSE examination questions will be used to monitor understanding

Departmental Long Term Planning Grid



Department: <b>Modern Foreign Languages</b>	Subject: French	Key Stage: 4	Year: 10
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<ul style="list-style-type: none"> <li>• Talking about how we celebrate</li> <li>• Discussing what traditions mean to you</li> <li>• Describing international festivals</li> <li>• Describing an event</li> <li>• Describing your home</li> <li>• Describing your ideal home</li> <li>• Describing what a town is like and what there is to see/do</li> <li>• Describing a region</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the perfect tense</li> <li>• The perfect infinitive</li> <li>• Imperfect of common verbs</li> <li>• Using the perfect and imperfect together</li> <li>• En/au/à la/aux + countries and towns</li> <li>• Rules of agreement with the perfect infinitive</li> <li>• Negative phrases followed by de</li> <li>• The conditional of regular verbs</li> <li>• Demonstrative adjectives</li> <li>• Possessive pronouns</li> <li>• Partitive articles</li> <li>• Conditional of irregular verbs</li> <li>• Prepositions</li> </ul> <p>Skills: Listening/reading/speaking and writing developed within each subtopic</p>	<ul style="list-style-type: none"> <li>• Describing charity work</li> <li>• Understanding the importance of charities</li> <li>• Comparing old and new health habits</li> <li>• Describing health resolutions</li> <li>• Discussing environmental problems and their solutions</li> <li>• Discussing global issues</li> <li>• Discussing inequality</li> <li>• Discussing poverty in the world</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Conditional of vouloir and aimer</li> <li>• Vouloir que + subjunctive</li> <li>• Imperfect tense of avoir, faire and être</li> <li>• Il vaut/vaudrait mieux</li> <li>• En + present participle</li> <li>• Ce que</li> <li>• Pluperfect tense</li> <li>• revision of negative constructions</li> <li>• using si + present tense</li> <li>• verbs of possibility</li> <li>• the subjunctive</li> <li>• si clauses +present+future</li> <li>• revision of y and en</li> <li>• permettre de + infinitive</li> <li>• present tense forms of the subjunctive</li> </ul> <p>Skills: Listening/reading/speaking and writing developed within each subtopic</p>	<ul style="list-style-type: none"> <li>• talking about holiday preferences</li> <li>• describing holidays in detail</li> <li>• talking about visiting different places in France</li> <li>• talking about visiting French towns and cities</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• sequencing words and phrases</li> <li>• using perfect and imperfect</li> <li>• revision of imperfect tense</li> <li>• using three time frames</li> <li>• depuis + present tense</li> <li>• the pronoun y</li> <li>• après avoir/ être + past participle, venir de</li> <li>• revision of imperfect of avoir, faire / être</li> </ul> <p>Skills: Listening/reading/speaking and writing developed within each subtopic</p>
<b>Make It Stick Focus</b>	<ul style="list-style-type: none"> <li>• Grammar points from KS3 especially tenses</li> <li>• High frequency vocabulary</li> <li>• Describe a picture</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar points from KS3 especially tenses</li> <li>• High frequency vocabulary</li> <li>• Negatives</li> <li>• En y</li> <li>• Si clauses</li> <li>• Conditional of irregular verbs</li> <li>• Quantities</li> <li>• Role play and picture questions</li> </ul>	<ul style="list-style-type: none"> <li>• Picture based speaking questions</li> <li>• Roleplays</li> <li>• High frequency words</li> <li>• grammar</li> </ul>

St Thomas More Catholic School  
Striving for Excellence  
Departmental Long Term Planning Grid



Department: <b>Modern Foreign Languages</b>	Subject: French	Key Stage: 4	Year: 11
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	Autumn Term	Spring Term	Summer Term
<p><b>Programme of Study</b></p> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<ul style="list-style-type: none"> <li>● Describing charity work and understanding the importance of charities</li> <li>● Comparing old and new health habits</li> <li>● Describing health resolutions</li> <li>● Discussing environmental problems and their solutions</li> <li>● Discussing global issues</li> <li>● Discussing inequality and poverty in the world</li> <li>● Talking about holiday preferences and describing holidays in detail</li> <li>● Talking about visiting different places in France</li> <li>● Talking about visiting French towns and cities</li> <li>● Describing a day in school &amp; describing school life in different countries.</li> <li>● Talking about uniform and rules</li> <li>● Talking about ideal school</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>● Conditional of vouloir and aimer</li> <li>● Vouloir que + subjunctive</li> <li>● Imperfect tense of avoir, faire and être</li> <li>● Il vaut/vaudrait mieux</li> <li>● En + present participle</li> <li>● Ce que</li> <li>● Pluperfect tense</li> <li>● Revision of negative constructions</li> <li>● Using si + present tense</li> <li>● Verbs of possibility</li> <li>● Sequencing words and phrases</li> <li>● Using perfect and imperfect</li> <li>● Using three time frames</li> <li>● Depuis + present tense</li> <li>● The pronoun y</li> <li>● Après avoir/ être + past participle, venir de</li> <li>● Revision of imperfect of avoir, faire / être</li> <li>● Revision of perfect tense*</li> <li>● Revision of pouvoir/vouloir/devoir</li> </ul> <p>Skills: Listening/reading/speaking and writing developed within each subtopic</p>	<ul style="list-style-type: none"> <li>● Talking about future options</li> <li>● Discussing university and apprenticeships</li> <li>● Discussing how to get a job</li> <li>● Talking about the advantages and disadvantages of jobs</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>● Revision of si clauses</li> <li>● Quand + the future</li> <li>● The passive voice in the present tense</li> <li>● Avoiding the passive</li> <li>● Revision of superlatives and comparatives</li> <li>● Recognizing the passive in the past and future</li> </ul>	<p>Revision and past papers</p>
<b>Make It Stick Focus</b>	<p>*Grammar from Year 10      *High frequency vocab</p> <p>*Revision of perfect tense      * Revision of pouvoir/vouloir/devoir</p>	<ul style="list-style-type: none"> <li>● Revising vocab and grammar</li> <li>● In particular tenses and high frequency vocab to consolidate revision done at home.</li> </ul>	



**Departmental Long Term Planning Grid**

Department: <b>Modern Foreign Languages</b>	Subject: German	Key Stage:4	Year:10
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	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Theme 1 - Identity and Culture</b>  <b>Unit 3 - Free time activities</b></p> <ul style="list-style-type: none"> <li>● Talking about music, cinema and TV</li> <li>● Talking about food and drink in Germany</li> <li>● Talking about sports activities</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Present tense</li> <li>● Word order</li> <li>● Perfect tense</li> <li>● Separable and reflexive verbs</li> <li>● Different words for “when”</li> </ul> <p><b>Unit 2 - Technology in everyday life</b></p> <ul style="list-style-type: none"> <li>● Talking about social media</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Conjunctions (coordinating and subordinating)</li> <li>● Direct and indirect object pronouns</li> </ul> <p>Skills: Listening/reading/speaking and writing developed within each subtopic</p>	<p><b>Theme 1 - Identity and Culture</b>  <b>Unit 2 - Technology in everyday life</b></p> <ul style="list-style-type: none"> <li>● Talking about mobile technology</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Imperfect tense</li> </ul> <p><b>Unit 1 - Me, my family and friends</b></p> <ul style="list-style-type: none"> <li>● Talking about family relationships</li> <li>● Sharing view on marriage</li> <li>● Talking about marriage and its alternatives</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Future tense</li> <li>● Comparative and superlative adjectives</li> <li>● Possessive adjectives</li> </ul> <p>Skills: Listening/reading/speaking and writing developed within each subtopic</p>	<p><b>Theme 2 - Local, national, international and global areas of interest</b></p> <p><b>Unit 5 - Home, town, neighbourhood and region</b></p> <ul style="list-style-type: none"> <li>● Describing homes</li> <li>● Describing rooms and what is in them</li> <li>● Talking about different areas</li> <li>● Talking about facilities in your town</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Prepositions</li> <li>● Modal verbs</li> <li>● Interrogatives</li> </ul> <p>Unit 6 - Charity / voluntary work</p> <ul style="list-style-type: none"> <li>● Talking about doing charity work abroad</li> <li>● Talking about experiences volunteering abroad</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● In + accusative / dative cases</li> <li>● Wenn clauses</li> </ul> <p>Skills: Listening/reading/speaking and writing developed within each subtopic.</p>
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>● Modular assessment on work covered. Foundation level tests on listening, reading and writing</li> <li>● Weekly vocabulary tests</li> <li>● Regular grammar reviews</li> <li>● Assessed 90 word writing tasks</li> <li>● Grammar points from KS3 especially tenses</li> <li>● High frequency vocabulary</li> <li>● Describe a picture</li> <li>● Sentence translations</li> </ul>	<ul style="list-style-type: none"> <li>● Modular assessment on work covered. Foundation / Higher level tests on listening, speaking, reading and writing</li> <li>● Weekly vocabulary tests</li> <li>● Regular grammar reviews</li> <li>● Assessed 90 or 150 word writing tasks</li> <li>● Grammar points from KS3 especially tenses</li> <li>● High frequency vocabulary</li> <li>● Negatives</li> <li>● Role play and picture questions</li> </ul>	<ul style="list-style-type: none"> <li>● End of Year examination. Foundation / Higher level tests on listening, speaking, reading and writing</li> <li>● Weekly vocabulary tests</li> <li>● Regular grammar reviews</li> <li>● Assessed 90 or 150 word writing tasks</li> <li>● Picture based speaking questions</li> <li>● Roleplays</li> <li>● High frequency words</li> <li>● Grammar covered so far</li> </ul>

Departmental Long Term Planning Grid



Department: <b>Modern Foreign Languages</b>	Subject: German	Key Stage:4	Year:11
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Theme 2 - Local, national, international and global areas of interest</b></p> <p><b>Unit 6 - Healthy / unhealthy living</b></p> <ul style="list-style-type: none"> <li>● Talking about lifestyles in the past</li> <li>● Talking about health issues</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Past tense, using als</li> <li>● Um....zu</li> <li>● "Must not" and "don't have to"</li> </ul> <p><b>Unit 7 - Global issues</b></p> <ul style="list-style-type: none"> <li>● Talking about local environmental problems</li> <li>● Talking about global environmental problems</li> <li>● Talking about becoming homeless</li> <li>● Talking about living on the street</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Imperative</li> <li>● Pluperfect</li> <li>● Reflexive pronouns</li> </ul> <p>Skills: Listening/reading/speaking and writing developed within each subtopic</p>	<p><b>Theme 2 - Local, national, international and global areas of interest</b></p> <p><b>Unit 8 - Travel and tourism</b></p> <ul style="list-style-type: none"> <li>● Talking about accommodation</li> <li>● Talking about travel websites</li> <li>● Talking about city breaks</li> <li>● Talking about holiday destinations</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Imperfect tense of irregular verbs</li> <li>● Coordinating and subordinating conjunctions</li> <li>● Prepositions with dative or accusative</li> </ul> <p><b>Theme 3 - Current and future study and employment</b></p> <p><b>Unit 9 - My studies</b></p> <ul style="list-style-type: none"> <li>● Describing your school</li> <li>● Describing different sorts of schools</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Using seit and vor</li> <li>● Um....zu / ohne....zu</li> </ul> <p>Skills: Listening/reading/speaking and writing developed within each subtopic</p>	<p><b>Theme 3 - Current and future study and employment</b></p> <p><b>Unit 10 - Life at school</b></p> <ul style="list-style-type: none"> <li>● Describing a typical school day</li> <li>● Discussing different experiences of school life</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Revising reflexive verbs</li> <li>● Using common subjunctive forms</li> </ul> <p><b>Unit 11 - Education post-16</b></p> <ul style="list-style-type: none"> <li>● Making choices about university or career</li> <li>● Talking about career choices</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Using welcher</li> <li>● Using verbs followed by zu</li> </ul> <p><b>Unit 12 - Jobs, career choices and ambitions</b></p> <ul style="list-style-type: none"> <li>● Talking about choosing a career</li> <li>● Discussing different career choices</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>● Revising conjunctions</li> <li>● Using the genitive case</li> </ul> <p>Skills: Listening/reading/speaking and writing developed within each subtopic</p>
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>● Grammar from year 10</li> <li>● High frequency vocabulary</li> <li>● Revision of past, present and future tenses</li> <li>● Revision of connectives</li> </ul>	<ul style="list-style-type: none"> <li>● Revising vocabulary and grammar</li> <li>● In particular tenses and high frequency vocab</li> <li>● to consolidate revision done at home.</li> <li>● Exam strategies</li> </ul>	

Departmental Long Term Planning Grid



Department: <b>Music</b>	Subject: Music	Key Stage: 4	Year:10
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	Autumn Term	Spring Term	Summer Term
<p><b>Programme of Study</b></p> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Component 1: Performing</b> Initial assessment of performance skills and development of practice routine.</p> <p><b>Component 2: Composing</b> Writing effective melody lines Understanding of harmony and tonality - harmonising melody lines</p> <ul style="list-style-type: none"> <li>- Tonality</li> <li>- Key signatures</li> <li>- Primary/Secondary chords</li> <li>- Cadences</li> <li>- Melodic devices</li> <li>- Phrase construction</li> </ul> <p><b>Component 3: Appraising</b> Pupils will develop their analysis skills and theoretical knowledge through study of the following pieces.</p> <p><b>Purcell: Music for a While (AoS 1)</b> <b>Bach: Brandenburg Concerto (AoS 2)</b> <b>Beethoven: Pathetique Sonata (AoS 2)</b></p>	<p><b>Component 1: Performing</b> Development of performance techniques - selection of appropriate repertoire for pupils to be working at target grade.</p> <p><b>Component 2: Composing</b> Understanding of texture and structure in compositions - writing for small ensemble.</p> <ul style="list-style-type: none"> <li>- Composing using different textures</li> <li>- Develop accompaniment styles</li> <li>- Compose in different structures to create contrast</li> </ul> <p><b>Component 3: Appraising</b> Study of popular music styles, electric guitar and effects. Study of film scoring techniques and musical theatre.</p> <p><b>Queen: Killer Queen (AoS 1)</b> <b>Schwartz: Defying Gravity (AoS 3)</b> <b>Williams: Star Wars Main Title (AoS 3)</b></p>	<p><b>Component 1: Performing</b> 1 solo, 1 ensemble performance</p> <p><b>Component 2: Composing</b> Beginning of Free Composition coursework: Pupils decide on genre and begin Composition 1 after consultation with teacher.</p> <p><b>Component 3: Appraising</b> Understanding of World Music styles and Fusions. Different scoring techniques and use of music technology.</p> <p><b>Afro Celt Sound System, Release (AoS 4)</b> <b>Esperanza Spalding, Samba em Preludio (AoS 4)</b></p>
	There are 3 components in the course: Performing, Composing and Appraising. All are taught ongoing throughout the course with skills developed over time.		
<b>Make it Stick Focus</b>	Continue to revisit earlier pieces covered in the year through frequent quizzing in lessons.	Quizzing on: Music for a While/Brandenburg Concerto/Pathetique Sonata Module assessment to contain questions on all 6 set works studied.	Quizzing on: Killer Queen/Defying Gravity/Star Wars Module assessment to contain questions on all 6 set works studied.

Departmental Long Term Planning Grid



Department: <b>Music</b>	Subject: Music	Key Stage: 4	Year:11
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p>Component 1: 1 solo/1 ensemble performance</p> <p>Component 2: Completion of Free Composition 1 by October Half Term</p> <p>Start of Brief Set Composition - choose composition brief from those published by exam board and begin composition.</p> <p>Component 3: Development of essay writing technique and comparative skills Revisit AoS 1/2 set works and wider listening for these AoS.</p>	<p>Component 1: <b>Performance exam to be sat in February. 1 solo and 1 ensemble performance.</b></p> <p>Component 2: <b>Completion of Brief Set Composition.</b></p> <p>Component 3: Development of essay writing technique and comparative skills  Revisit AoS 3/4 set works and wider listening for these AoS.</p>	<p>Component 3: Revision throughout this Module for Appraising Exam. AoS 1-4.</p>
	There are 3 components in the course: Performing, Composing and Appraising. All are taught ongoing throughout the course with skills developed over time.		
<b>Make it Stick Focus</b>	Revisit AoS Set works covered last year in more detail.	Revisit AoS Set works covered last year in more detail.	Continual revision.



**Departmental Long Term Planning Grid**

Department: <b>Physical Education</b>	Subject: GCSE PE	Key Stage: 4	Year:10
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	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• Topics studied</li> <li>• Key skills taught / developed / assessed</li> </ul>	<b>Module 1</b> <b>Health Fitness and well being</b>	<b>Module 2</b> <b>Physical Training</b>	<b>Module 3</b> <b>Sport Psychology and Socio-cultural influences</b>
	<ul style="list-style-type: none"> <li>• Course Intro</li> <li>• Physical, emotional and social health</li> <li>• Lifestyles - impact of choices and sedentary lifestyles</li> <li>• Balanced diet and role of nutrients</li> <li>• Dietary manipulation for sport</li> <li>• Optimum weight</li> <li>• Health, fitness, exercise and performance.</li> <li>• Warm-up and cool down</li> <li>• Components of fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness testing</li> <li>• Methods of training</li> <li>• Principles of training</li> <li>• Applying methods and principles of training to PEP</li> <li>• Goal Setting and SMART targets</li> <li>• Introduction to personal exercise programme</li> <li>• Completion of Circuit PEP</li> </ul>	<ul style="list-style-type: none"> <li>• Classification of skills</li> <li>• Forms of practice</li> <li>• Types of guidance</li> <li>• Mental Preparation</li> <li>• Types of feedback</li> <li>• Participation rates</li> <li>• Commercialisation and the media</li> <li>• Sporting behaviours</li> <li>• Deviance in sport</li> </ul>
<b>Make it Stick Focus</b>			



Departmental Long Term Planning Grid



Department: <b>Physical Education</b>	Subject: PE - Boys	Key Stage: 4	Year:11
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• Topics studied</li> <li>• Key skills taught / developed / assessed</li> </ul>	<b>Module 1</b> <b>Applied Anatomy and Physiology</b>	<b>Module 2</b>	<b>Module 3</b>
	<ul style="list-style-type: none"> <li>• Function and structure of the skeletal system</li> <li>• Classification of bones</li> <li>• Muscular system</li> <li>• Antagonistic muscles</li> <li>• Fast and slow twitch muscle fibres</li> <li>• Function and structure of the cardiovascular system</li> <li>• Vascular shunting</li> <li>• Blood cells</li> </ul>	<ul style="list-style-type: none"> <li>• Respiratory system - composition of air.</li> <li>• Structure and function of alveoli</li> <li>• Energy sources</li> <li>• Aerobic and anaerobic exercise</li> <li>• Short term effects of exercise.</li> <li>• Lever Systems</li> <li>• Movement analysis</li> <li>• Long term effects on musculo-skeletal system</li> <li>• Long term effects on cardio-respiratory system</li> </ul>	<ul style="list-style-type: none"> <li>• Identification and prevention of injury</li> <li>• Performance enhancing drugs</li> <li>• Exam technique</li> <li>• Extended answers - answering the 6 mark questions</li> <li>• Past papers</li> <li>• Exam in May</li> </ul>
<b>Make it Stick Focus</b>			

Departmental Long Term Planning Grid



Department: <b>Physical Education</b>	Subject: Level 2 BTEC - Sport	Key Stage: 4	Year:10
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	Autumn Term	Spring Term	Summer Term
<p><b>Programme of Study</b></p> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<p>Unit 1: Learning Aim A</p> <ul style="list-style-type: none"> <li>● Components of physical and skill-related fitness</li> <li>● Importance of components for excellence in a range of sports</li> <li>● Exercise Intensity</li> <li>● Fitness Training methods</li> </ul> <p>Unit 2: Learning Aim A</p> <ul style="list-style-type: none"> <li>● Understanding the rules/laws for two selected sports as regulated by national or international governing bodies.</li> <li>● Understanding the regulations for two selected sports.</li> <li>● Understanding the scoring systems for two selected sports.</li> </ul> <p>Unit 5: Training for Personal Fitness</p> <ul style="list-style-type: none"> <li>● Learning aim A: Design a personal fitness training programme</li> <li>● Goal Setting - Aims and objectives</li> <li>● Principles of training</li> <li>● Exercise Intensity - Borg Scale/ Training thresholds</li> <li>● programme design of a PEP</li> </ul> <p>Unit 6: Leading Sports Activities - Learning Aim A</p> <ul style="list-style-type: none"> <li>● Sports leaders</li> <li>● Skills</li> <li>● Advanced skills</li> </ul>	<p>Unit 1: Learning Aim B</p> <ul style="list-style-type: none"> <li>● Fitness training methods - advantages and disadvantages</li> <li>● Practical performance in fitness training methods</li> </ul> <p>Unit 2: Learning Aim B</p> <ul style="list-style-type: none"> <li>● Practically demonstrate technical demands for two selected sports including skills and techniques.</li> <li>● Practically demonstrate the tactical demands for two selected sports.</li> <li>● Safe and appropriate participation.</li> </ul> <p>Unit 5: Training for Personal Fitness</p> <ul style="list-style-type: none"> <li>● Learning Aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives</li> <li>● Learning Aim D:Review a personal fitness training programme</li> <li>● Safely implement a fitness training programme.</li> <li>● Effectively evidence the implementation of the programme</li> <li>● measure and review the effectiveness of the programme</li> </ul> <p>Unit 6: Leading Sports Activities - Learning Aim A</p> <ul style="list-style-type: none"> <li>● Qualities</li> <li>● Additional qualities</li> </ul>	<p>Unit 1: Learning Aim C</p> <ul style="list-style-type: none"> <li>● Fitness tests - administration and protocol</li> <li>● Fitness tests - analysis and interpretation of results</li> <li>● Principles of training</li> </ul> <p>Unit 2 Learning Aim C</p> <ul style="list-style-type: none"> <li>● Review sports performance- producing an observation checklist</li> <li>● Reviewing sports performance- what are the strengths of the performance? What are the weaknesses of the performance?</li> </ul> <p>Unit 5: Training for Personal Fitness</p> <ul style="list-style-type: none"> <li>● Learning aim B: Know about exercise adherence factors and strategies for continued training success.</li> <li>● Know about barriers to participation.</li> <li>● Be able to overcome barriers by using effective strategies.</li> </ul> <p>Unit 6: Leading Sports Activities - Learning Aim A</p> <ul style="list-style-type: none"> <li>● Core responsibilities</li> <li>● Wider responsibilities</li> </ul>
<b>Make it Stick Focus</b>			

Departmental Long Term Planning Grid



Department: <b>Physical Education</b>	Subject: Level 2 BTEC - Sport	Key Stage: 4	Year:11
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	Autumn Term	Spring Term	Summer Term
<p><b>Programme of Study</b></p> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<p>Unit 1: Learning Aim A</p> <ul style="list-style-type: none"> <li>● Components of physical and skill-related fitness</li> <li>● Importance of components for excellence in a range of sports</li> <li>● Exercise Intensity</li> <li>● Fitness Training methods</li> <li>● Application to range of exam questions</li> </ul> <p>Unit 2: Learning Aim A</p> <ul style="list-style-type: none"> <li>● Understanding the rules/laws for two selected sports as regulated by national or international governing bodies.</li> <li>● Understanding the regulations for two selected sports.</li> <li>● Understanding the scoring systems for two selected sports.</li> </ul> <p>Unit 5: Training for Personal Fitness</p> <ul style="list-style-type: none"> <li>● Learning aim A: Design a personal fitness training programme</li> <li>● Goal Setting - Aims and objectives</li> <li>● Principles of training</li> <li>● Exercise Intensity - Borg Scale/ Training thresholds</li> <li>● programme design of a PEP</li> </ul> <p>Unit 6: Leading Sports Activities - Learning Aim B</p> <ul style="list-style-type: none"> <li>● Sports activities</li> <li>● Components of sports activity session</li> <li>● Planning activities</li> </ul>	<p>Unit 1: Learning Aim B</p> <ul style="list-style-type: none"> <li>● Fitness training methods - advantages and disadvantages</li> <li>● Practical performance in fitness training methods</li> <li>● Application to a range of exam questions.</li> </ul> <p>Unit 2: Learning Aim B</p> <ul style="list-style-type: none"> <li>● Practically demonstrate technical demands for two selected sports including skills and techniques.</li> <li>● Practically demonstrate the tactical demands for two selected sports.</li> <li>● Safe and appropriate participation.</li> </ul> <p>Unit 5: Training for Personal Fitness</p> <ul style="list-style-type: none"> <li>● Learning Aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives</li> <li>● Learning Aim D:Review a personal fitness training programme</li> <li>● Safely implement a fitness training programme.</li> <li>● Effectively evidence the implementation of the programme</li> <li>● measure and review the effectiveness of the programme</li> </ul> <p>Unit 6: Leading Sports Activities - Learning Aim B</p> <ul style="list-style-type: none"> <li>● Leading activities</li> <li>● Measures of success</li> </ul>	<p>Unit 1: Learning Aim C</p> <ul style="list-style-type: none"> <li>● Fitness tests - administration and protocol</li> <li>● Fitness tests - analysis and interpretation of results</li> <li>● Principles of training</li> <li>● Application to a range of exam techniques.</li> </ul> <p>Unit 2: Learning Aim C</p> <ul style="list-style-type: none"> <li>● Review sports performance- producing an observation checklist</li> <li>● Reviewing sports performance- what are the strengths of the performance? What are the weaknesses of the performance?</li> </ul> <p>Unit 5: Training for Personal Fitness</p> <ul style="list-style-type: none"> <li>● Learning aim B: Know about exercise adherence factors and strategies for continued training success.</li> <li>● Know about barriers to participation.</li> <li>● Be able to overcome barriers by using effective strategies.</li> </ul> <p>Unit 6: Leading Sports Activities - Learning Aim C</p> <ul style="list-style-type: none"> <li>● Review of session</li> <li>● Targets for development</li> </ul>
<b>Make it Stick Focus</b>			

Departmental Long Term Planning Grid



Department: <b>Religious Education</b>	Subject: RE	Key Stage: 4	Year:10
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<b>1.1 Foundational</b> Introduction to: Origins and Meaning <ul style="list-style-type: none"> <li>• Where did the universe come from?</li> <li>• Is human life sacred??</li> <li>• How should we treat the planet</li> <li>• How do these beliefs affect the way Catholics live- CST, CAFOD and SVP?</li> <li>• How do Catholics express beliefs through art?</li> <li>• Forms of expression: symbolism</li> </ul> <b>1.2 Foundational Theology</b> <ul style="list-style-type: none"> <li>• Introduction to: Good and Evil</li> <li>• What do Christians believe about God</li> </ul> <b>Key skills developed</b> <ul style="list-style-type: none"> <li>• Identifying and using key words</li> <li>• Describing</li> <li>• Explaining</li> <li>• Evaluating</li> <li>• Analysing</li> </ul>	<ul style="list-style-type: none"> <li>• How do Catholics respond to suffering?</li> <li>• Popular devotions</li> </ul> <b>2.1 Applied Theology</b> <ul style="list-style-type: none"> <li>• Introduction to Life after Death</li> <li>• Death and the afterlife</li> </ul> <b>Key skills developed</b> <ul style="list-style-type: none"> <li>• Identifying and using key words</li> <li>• Describing</li> <li>• Explaining</li> <li>• Evaluating</li> <li>• Analysing</li> </ul> <b>Key skills developed</b> <ul style="list-style-type: none"> <li>• Identifying and using key words</li> <li>• Describing</li> <li>• Explaining</li> <li>• Evaluating</li> <li>• Analysing</li> </ul>	<ul style="list-style-type: none"> <li>• Eschatology</li> <li>• Artefacts</li> <li>• Music and the Funeral Rite</li> <li>• Prayer within Catholic Communities</li> <li>• Magisterium</li> </ul> <b>Key skills developed</b> <ul style="list-style-type: none"> <li>• Identifying and using key words</li> <li>• Describing</li> <li>• Explaining</li> <li>• Evaluating</li> <li>• Analysing</li> </ul> <b>Key skills developed</b> <ul style="list-style-type: none"> <li>• Identifying and using key words</li> <li>• Describing</li> <li>• Explaining</li> <li>• Evaluating</li> <li>• Analysing</li> </ul>
<b>Make it Stick Focus</b>			

Departmental Long Term Planning Grid



Department: <b>Religious Education</b>	Subject: RE	Key Stage: 4	Year:11
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<b>2.2 APPLIED THEOLOGY (CONTINUED)</b> <ul style="list-style-type: none"> <li>• Introduction to: Sin and Forgiveness</li> <li>• Crime and Punishment</li> <li>• Redemption</li> <li>• Church</li> <li>• Buildings</li> <li>• Sacraments</li> <li>• Mission in Britain and elsewhere</li> </ul> <b>Key skills developed</b> <ul style="list-style-type: none"> <li>• Identifying and using key words</li> <li>• Describing</li> <li>• Explaining</li> <li>• Evaluating</li> <li>• Analysing</li> </ul>	<b>3.1 JUDAISM</b> Introduction to: Beliefs & Teachings <ul style="list-style-type: none"> <li>• The Nature of God</li> <li>• Messiah</li> <li>• Covenant</li> <li>• Life on Earth</li> <li>• The Afterlife</li> <li>• <b>3.2 JUDAISM</b> – Introduction to: Practices</li> <li>• Worship in Britain and elsewhere</li> <li>• The Synagogue and Daily Life</li> <li>• Rituals</li> <li>• Festivals</li> </ul> <b>Key skills developed</b> <ul style="list-style-type: none"> <li>• Identifying and using key words</li> <li>• Describing</li> <li>• Explaining</li> <li>• Evaluating</li> <li>• Analysing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Catch up, intervention and Revision</b></li> </ul> <b>Key skills developed</b> <ul style="list-style-type: none"> <li>• Identifying and using key words</li> <li>• Describing</li> <li>• Explaining</li> <li>• Evaluating</li> <li>• Analysing</li> </ul>
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>• How to answer a,b,c, d questions</li> <li>• Revisiting material covered previously in class and during assessments</li> <li>• Standardising meetings within the department and with other schools</li> </ul>	<ul style="list-style-type: none"> <li>• How to answer a,b,c, d questions</li> <li>• Revisiting material covered previously in class and during assessments</li> <li>• Standardising meetings within the department and with other schools</li> </ul>	<ul style="list-style-type: none"> <li>• How to answer a,b,c, d questions</li> <li>• Using Sams material for examination practice, revisiting old books/material covered before first public examination</li> <li>• Revisiting material covered previously in class and during assessments</li> <li>• Standardising meetings within the department and with other schools</li> </ul>



**Departmental Long Term Planning Grid**

Department: <b>Science</b>	Subject: GCSE (9-1) Combined Science - Biology	Key Stage: 4	Year: 10
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Topic 1: Key Concepts in Biology</b></p> <ul style="list-style-type: none"> <li>• Review of eukaryotic and prokaryotic cells and specialised cells</li> <li>• Microscopes</li> <li>• Uses of scales and units in measurements of cells</li> <li>• Enzyme action</li> <li>• Factors affecting enzymes</li> <li>• Rates of reactions</li> <li>• Food enzymes</li> <li>• Transport in and out of cells</li> <li>• Percentage change in mass</li> </ul> <p><b>Topic 2A: Cells and Control</b></p> <ul style="list-style-type: none"> <li>• Mitosis</li> <li>• Growth and repair</li> <li>• Cancer</li> <li>• Cell differentiation</li> <li>• Growth charts</li> </ul> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>• Use of microscope</li> <li>• Scientific drawings</li> <li>• Calculations in standard form</li> </ul>	<p><b>Topic 2B: Cells and Control</b></p> <ul style="list-style-type: none"> <li>• Stem cells</li> <li>• Structure and function of the nervous system</li> <li>• Reflex arcs</li> </ul> <p><b>Topic 3A: Genetics</b></p> <ul style="list-style-type: none"> <li>• Meiosis</li> <li>• Structure of DNA</li> <li>• DNA extraction</li> </ul> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>• Graph skills</li> <li>• Uses of probability and ratios</li> </ul> <p><b>ROTA TOPIC: Topic 5 - Health, Disease and the Development of Medicines</b></p> <ul style="list-style-type: none"> <li>• Health and disease definitions</li> <li>• Differences between communicable and noncommunicable diseases</li> <li>• Spread and prevention of spread of pathogens</li> <li>• Plant disease</li> <li>• Physical and chemical barriers</li> <li>• Specific immune system</li> <li>• Immunisation</li> <li>• Antibiotics</li> <li>• Development of new medicines</li> <li>• Lifestyle factors on non-communicable disease</li> <li>• Treatments of non-communicable diseases</li> </ul>	<p><b>Topic 3B: Genetics</b></p> <ul style="list-style-type: none"> <li>• Alleles</li> <li>• Monohybrid inheritance</li> <li>• Sex determination</li> <li>• Causes of variation</li> <li>• Human genome</li> </ul> <p><b>Topic 4: Natural Selection and Genetic Modification</b></p> <ul style="list-style-type: none"> <li>• Theory of evolution</li> <li>• Human evolution</li> <li>• Stone tools</li> <li>• Classification</li> <li>• Selective breeding</li> <li>• Process of genetic engineering</li> <li>• Benefits and risks of selective breeding and genetic engineering</li> </ul> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>• Graph skills</li> <li>• Uses of probability and ratios</li> </ul>
<b>Make It Stick Focus</b>	Topic 1	Topics 1 and 2	Topics 3, 4 and 5

St Thomas More Catholic School  
Striving for Excellence  
Departmental Long Term Planning Grid



Department: <b>Science</b>	Subject: GCSE (9-1) Science - Biology	Key Stage:4	Year:10
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	Autumn Term	Spring Term	Summer Term
<p><b>Programme of Study</b></p> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Topic 1: Key Concepts in Biology</b></p> <ul style="list-style-type: none"> <li>● Eukaryotic and prokaryotic cells</li> <li>● Specialised cells</li> <li>● Microscopes</li> <li>● Uses of scales and units in measurements of cells</li> <li>● Enzyme action</li> <li>● Factors affecting enzymes</li> <li>● Rates of reactions</li> <li>● Food enzymes</li> <li>● Food tests and measuring energy in food</li> <li>● Transport in and out of cells</li> <li>● Percentage change in mass</li> </ul> <p><b>Topic 2: Cells and Control</b></p> <ul style="list-style-type: none"> <li>● Mitosis</li> <li>● Growth and repair</li> <li>● Cancer</li> <li>● Cell differentiation</li> <li>● Growth charts</li> <li>● Stem cells</li> <li>● Structure of the brain</li> <li>● Brain damage</li> <li>● Structure and function of the nervous system</li> <li>● Reflex arcs</li> <li>● Structure of the eye</li> <li>● Eye defects</li> </ul> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>● Use of microscope</li> <li>● Scientific drawings</li> <li>● Calculations in standard form</li> <li>● Graph skills</li> </ul>	<p><b>Topic 3: Genetics</b></p> <ul style="list-style-type: none"> <li>● Meiosis</li> <li>● Advantages and disadvantages of sexual and asexual reproduction</li> <li>● Structure of DNA</li> <li>● Protein synthesis</li> <li>● DNA extraction</li> <li>● Mendelian genetics</li> <li>● Alleles</li> <li>● Monohybrid inheritance</li> <li>● ABO blood groups</li> <li>● Sex linked inheritance</li> <li>● Sex determination</li> <li>● Causes of variation</li> <li>● Human genome</li> </ul> <p><b>Topic 4A: Natural Selection and Genetic Modification</b></p> <ul style="list-style-type: none"> <li>● Theory of evolution</li> <li>● Anatomy used as evidence of evolution</li> <li>● Human evolution</li> <li>● Stone tools</li> <li>● Classification</li> <li>● Selective breeding</li> </ul> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>● Graph skills</li> <li>● Uses of probability and ratios</li> </ul>	<p><b>Topic 4B: Natural Selection and Genetic Modification</b></p> <ul style="list-style-type: none"> <li>● Tissue culture</li> <li>● Process of genetic engineering</li> <li>● GM in crop plants</li> <li>● Benefits and risks of selective breeding and genetic engineering</li> </ul> <p><b>Topic 5: Health, Disease and the Development of Medicines</b></p> <ul style="list-style-type: none"> <li>● Health and disease definitions</li> <li>● Differences between communicable and noncommunicable diseases</li> <li>● Spread and prevention of spread of pathogens</li> <li>● Lifecycles of viruses</li> <li>● Plant disease</li> <li>● Physical and chemical barriers</li> <li>● Specific immune system</li> <li>● Immunisation and herd immunity</li> <li>● Antibiotics</li> <li>● Growing microorganisms</li> <li>● Development of new medicines</li> <li>● Lifestyle factors on non-communicable disease</li> <li>● Treatments of non-communicable diseases</li> </ul> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>● Aseptic techniques</li> <li>● Calculations of cross sectional areas</li> <li>● Graph skills</li> <li>● Uses of probability and ratios</li> </ul>
<b>Make It Stick Focus</b>	Topics 1 and 2	Topics 1, 2 and 3	Sections of Topics 1-3 Topic 4 and 5



**Departmental Long Term Planning Grid**

Department: <b>Science</b>	Subject: GCSE (9-1) Combined Science - Biology	Key Stage:4	Year:11
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Topic 6: Plant Structures and their functions</b></p> <ul style="list-style-type: none"> <li>• Photosynthesis reaction</li> <li>• Limiting factors</li> <li>• Root hair cells</li> <li>• Xylem and phloem</li> <li>• Transpiration and translocation</li> </ul> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>• Rate calculations</li> <li>• Graphs</li> <li>• Inverse proportions in the context of limiting factors</li> </ul> <p><b>Topic 7A: Animal Coordination, control and homeostasis</b></p> <ul style="list-style-type: none"> <li>• Endocrine glands</li> <li>• Adrenalin</li> <li>• Thyroxine</li> <li>• Sex hormones and the menstrual cycle</li> </ul> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>• Graphs</li> <li>• Percentiles</li> </ul>	<p><b>Topic 7B: Animal Coordination, control and homeostasis</b></p> <ul style="list-style-type: none"> <li>• Endocrine glands</li> <li>• Adrenalin</li> <li>• Thyroxine</li> <li>• Sex hormones and the menstrual cycle</li> <li>• Hormonal contraception and assisted reproduction</li> <li>• Homeostasis - blood glucose regulation and diabetes</li> </ul> <p><b>Topic 8: Exchange and Transport in Animals</b></p> <ul style="list-style-type: none"> <li>• The need for transport in organisms</li> <li>• Lungs and gas exchange</li> <li>• Blood</li> <li>• Blood vessels</li> <li>• Heart</li> <li>• Aerobic and anaerobic respiration</li> </ul> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>• Graphs</li> <li>• Percentiles.</li> <li>• Rate calculations</li> </ul> <p><b>ROTA TOPIC: Topic 9 - Ecosystems and Material Cycles</b></p> <ul style="list-style-type: none"> <li>• Ecosystem</li> <li>• Biotic and abiotic factors</li> <li>• Interdependence of organisms</li> <li>• Field work techniques</li> <li>• Positive and negative interactions of humans on ecosystems</li> <li>• Biodiversity</li> <li>• Carbon and water and nitrogen cycles</li> </ul>	<p>Revision and exam practice</p>
<b>Make It Stick Focus</b>	Sections of Topics 1-5 Topic 6	Sections of Topic 1-6 Topic 7	All Topics, particular focus on Topics 8 and 9



Departmental Long Term Planning Grid



Department: <b>Science</b>	Subject: GCSE (9-1) - Biology	Key Stage:4	Year:11
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	Autumn Term	Spring Term	Summer Term
<p><b>Programme of Study</b></p> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Topic 6: Plant Structures and their Functions</b></p> <ul style="list-style-type: none"> <li>• Photosynthesis reaction</li> <li>• Limiting factors</li> <li>• Root hair cells</li> <li>• Xylem and phloem</li> <li>• Transpiration and translocation</li> <li>• Leaf adaptation</li> <li>• Adaptations to extreme environments</li> <li>• Plant hormones</li> </ul> <p><b>Topic 7: Animal Coordination, Control and Homeostasis</b></p> <ul style="list-style-type: none"> <li>• Endocrine glands</li> <li>• Adrenalin</li> <li>• Thyroxine</li> <li>• Sex hormones and the menstrual cycle</li> <li>• Hormonal contraception and assisted reproduction</li> <li>• Homeostasis</li> <li>• Thermoregulation</li> <li>• Osmoregulation and the kidney</li> <li>• Treatment for kidney failure</li> <li>• Blood glucose regulation and diabetes</li> </ul> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>• Rate calculations</li> <li>• Graphs</li> <li>• Inverse proportions in the context of limiting factors</li> <li>• Percentiles.</li> </ul>	<p><b>Topic 8: Exchange and Transport in Animals</b></p> <ul style="list-style-type: none"> <li>• The need for transport in organisms</li> <li>• Lungs and gas exchange</li> <li>• Factors affecting diffusion rates</li> <li>• Blood</li> <li>• Blood vessels</li> <li>• Heart</li> <li>• Aerobic and anaerobic respiration</li> </ul> <p><b>Topic 9: Ecosystems and Material Cycles</b></p> <ul style="list-style-type: none"> <li>• Ecosystem</li> <li>• Biotic and abiotic factors</li> <li>• Interdependence of organisms</li> <li>• Field work techniques</li> <li>• Energy transfers and efficiency</li> <li>• Positive and negative interactions of humans on ecosystems</li> <li>• Biological factors affecting food security</li> <li>• Biodiversity</li> <li>• Carbon and water and nitrogen cycles</li> <li>• Indicator species</li> <li>• Factors affecting rates of decay</li> </ul> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>• Rate calculations</li> </ul>	<p>Revision and exam practice</p>
<b>Make It Stick Focus</b>	Sections of Topics 1-5 Topics 6 and 7	Sections of Topics 1-7 Topics 8 and 9	All Topics, particular focus on Topics 8 and 9

## Departmental Long Term Planning Grid



Department: <b>Science</b>	Subject: Edexcel Combined Science (9-1): Chemistry	Key Stage: 4	Year:10
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<b>Topic 2 - States of matter and mixtures</b> <ul style="list-style-type: none"> <li>• States of matter</li> <li>• Methods of separating and purifying substances</li> </ul> <b>Topic 1 – Key concepts in chemistry</b> <ul style="list-style-type: none"> <li>• Atomic structure</li> <li>• The periodic table</li> <li>• Ionic bonding</li> </ul>	<b>Topic 1 – Key concepts in chemistry</b> <ul style="list-style-type: none"> <li>• Covalent bonding</li> <li>• Types of substance</li> </ul> <b>Topic 3 – Chemical change</b> <ul style="list-style-type: none"> <li>• Acids</li> </ul>	<b>Topic 3 – Chemical change</b> <ul style="list-style-type: none"> <li>• Acids</li> </ul> <b>Topic 1 – Key concepts in chemistry</b> <ul style="list-style-type: none"> <li>• Calculations involving masses</li> </ul>
	<b>Topic 0 - Formulae, equations and hazards</b>  <b>Working scientifically</b> 1 Development of scientific thinking 2 Experimental skills and strategies 3 Analysis and evaluation 4 Scientific vocabulary, quantities, units, symbols and nomenclature		
	<b>ROTA</b> <b>Topic 8 – Fuels and Earth science</b> <ul style="list-style-type: none"> <li>• Fuels</li> <li>• Earth and atmospheric science</li> </ul>		
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>• Spaced retrieval practice throughout the course through low stakes testing</li> <li>• Production of summary sheets</li> <li>• Practice answering exam style questions</li> </ul>		

## Departmental Long Term Planning Grid



Department: <b>Science</b>	Subject: Edexcel Combined Science (9-1): Chemistry	Key Stage: 4	Year:11
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	Autumn Term	Spring Term	Summer Term	
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<b>Topic 1 – Key concepts in chemistry</b> <ul style="list-style-type: none"> <li>• Calculations involving masses</li> </ul> <b>Topic 4 – Extracting metals and equilibria</b> <ul style="list-style-type: none"> <li>• Reversible reactions and equilibria</li> </ul> <b>Topic 7 – Rates of reaction and energy changes</b> <ul style="list-style-type: none"> <li>• Rates of reaction</li> </ul>	<b>Topic 7 – Rates of reaction and energy changes</b> <ul style="list-style-type: none"> <li>• Rates of reaction</li> <li>• Heat energy changes in chemical reactions</li> </ul> <b>Topic 6 – Groups in the periodic table</b> <ul style="list-style-type: none"> <li>• Group 1</li> <li>• Group 7</li> <li>• Group 0</li> </ul>	Exam preparation	
	<b>Topic 0 - Formulae, equations and hazards</b>  <b>Working scientifically</b> 1 Development of scientific thinking 2 Experimental skills and strategies 3 Analysis and evaluation 4 Scientific vocabulary, quantities, units, symbols and nomenclature			
	<b>ROTA</b> <b>Topic 3 – Chemical change</b> <ul style="list-style-type: none"> <li>• Acids</li> </ul>			
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>• Spaced retrieval practice throughout the course through low stakes testing</li> <li>• Production of summary sheets</li> <li>• Practice answering exam style questions</li> </ul>			

## Departmental Long Term Planning Grid



Department: <b>Science</b>	Subject: Edexcel GCSE (9-1) Chemistry	Key Stage: 4	Year:10
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<b>Topic 2 - States of matter and mixtures</b> <ul style="list-style-type: none"> <li>• States of matter</li> <li>• Methods of separating and purifying substances</li> </ul> <b>Topic 1 – Key concepts in chemistry</b> <ul style="list-style-type: none"> <li>• Atomic structure</li> <li>• The periodic table</li> <li>• Ionic bonding</li> <li>• Covalent bonding</li> <li>• Types of substance</li> </ul> <b>Topic 3 – Chemical change</b> <ul style="list-style-type: none"> <li>• Acids</li> </ul>	<b>Topic 3 – Chemical change</b> <ul style="list-style-type: none"> <li>• Acids</li> <li>• <b>Electrolytic processes</b></li> </ul> <b>Topic 4 – Extracting metals and equilibria</b> <ul style="list-style-type: none"> <li>• Obtaining and using metals</li> </ul> <b>Topic 5 – Separate chemistry 1</b> <ul style="list-style-type: none"> <li>• Transition metals, alloys and corrosion</li> </ul> <b>Topic 8 – Fuels and Earth science</b> <ul style="list-style-type: none"> <li>• Fuels</li> <li>• Earth and atmospheric science</li> </ul>	<b>Topic 8 – Fuels and Earth science</b> <ul style="list-style-type: none"> <li>• Fuels</li> <li>• Earth and atmospheric science</li> </ul> <b>Topic 6 – Groups in the periodic table</b> <ul style="list-style-type: none"> <li>• Group 1</li> <li>• Group 7</li> <li>• Group 0</li> </ul>
	<b>Topic 0 - Formulae, equations and hazards</b>  <b>Working scientifically</b> 1 Development of scientific thinking 2 Experimental skills and strategies 3 Analysis and evaluation 4 Scientific vocabulary, quantities, units, symbols and nomenclature		
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>• Spaced retrieval practice throughout the course through low stakes testing</li> <li>• Production of summary sheets</li> <li>• Practice answering exam style questions</li> </ul>		

## Departmental Long Term Planning Grid



Department: <b>Science</b>	Subject: Edexcel GCSE (9-1) Chemistry	Key Stage: 4	Year:11
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	Autumn Term	Spring Term	Summer Term
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<b>Topic 1 – Key concepts in chemistry</b> <ul style="list-style-type: none"> <li>• Calculations involving masses</li> </ul> <b>Topic 5 – Separate chemistry 1</b> <ul style="list-style-type: none"> <li>• Quantitative analysis</li> <li>• Dynamic equilibria</li> <li>• Chemical cells and fuel cells</li> </ul> <b>Topic 7 – Rates of reaction and energy changes</b> <ul style="list-style-type: none"> <li>• Rates of reaction</li> <li>• Heat energy changes in chemical reactions</li> </ul>	<b>Topic 9 – Separate chemistry 2</b> <ul style="list-style-type: none"> <li>• Hydrocarbons</li> <li>• Polymers</li> <li>• Alcohols and carboxylic acids</li> <li>• Bulk and surface properties of matter including nanoparticles</li> <li>• Qualitative analysis: tests for ions</li> </ul> <b>Topic 6 – Groups in the periodic table</b> <ul style="list-style-type: none"> <li>• Group 1</li> <li>• Group 7</li> <li>• Group 0</li> </ul>	Exam preparation
	<b>Topic 0 - Formulae, equations and hazards</b>  <b>Working scientifically</b> 1 Development of scientific thinking 2 Experimental skills and strategies 3 Analysis and evaluation 4 Scientific vocabulary, quantities, units, symbols and nomenclature		
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>• Spaced retrieval practice throughout the course through low stakes testing</li> <li>• Production of summary sheets</li> <li>• Practice answering exam style questions</li> </ul>		

St Thomas More Catholic School  
Striving for Excellence  
**Departmental Long Term Planning Grid**



Department: <b>Science</b>	Subject: Physics Combined Science	Key Stage: 4	Year:10
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	Module 1	Module 2	Module 3												
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<b>Waves: (Topics 4&amp;5)</b> <ul style="list-style-type: none"> <li>● Characteristics of waves</li> <li>● Wave Speed -</li> <li>● Core Practical - investigating the speed of waves using a ripple tank</li> <li>● Properties of Waves: Refraction</li> <li>● Dispersion &amp; Rainbows</li> <li>● Interference patterns - diffraction &amp; superposition of coherent sources</li> <li>● Sound &amp; Ultrasound</li> <li>● Seismic Waves</li> </ul> <b>M1 Synoptic Test</b> <ul style="list-style-type: none"> <li>● M1 Review</li> </ul>	<b>The Electromagnetic Spectrum &amp; WS Calcs</b> <ul style="list-style-type: none"> <li>● Uses and dangers of EM waves with long wavelengths</li> <li>● Uses and dangers of EM waves with short wavelengths</li> <li>● Transmission &amp; reception of Radio waves</li> </ul> <b>Forces &amp; Energy (topics 2,3,1-3.11,8,9)</b> <ul style="list-style-type: none"> <li>● Home Study: Quantities &amp; Units</li> <li>● Vectors &amp; Scalars 1 -Qual</li> <li>● Vectors &amp; Scalars 2 - Quan</li> <li>● Velocity &amp; Acceleration</li> <li>● SUVAT</li> <li>● Displacement-Time and Velocity Time Graphs 1</li> <li>● Displacement-Time and Velocity Time Graphs 2</li> </ul> <b>M2 Synoptic Test</b> <ul style="list-style-type: none"> <li>● M2 Review</li> </ul>	<ul style="list-style-type: none"> <li>● Force &amp; Newton's Laws 1</li> <li>● Forces &amp; Newton's Laws 2</li> <li>● Core Practical Investigating Acceleration</li> <li>● Terminal Velocity</li> <li>● Momentum</li> <li>● Collisions &amp; Car safety</li> <li>● Energy Transfers &amp; Efficiency</li> <li>● Work &amp; Power</li> <li>● Conservation of Energy GPE and KE</li> <li>● Stopping Distances</li> </ul> <b>M3 Synoptic Test</b> <ul style="list-style-type: none"> <li>● M3 Review</li> </ul>												
	<b>Rota Topic Matter (Topic 14&amp;15)</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 15%;">Density</td> <td style="width: 30%;">Core Practical Investigating the density of solids and liquids.</td> <td style="width: 15%;">Latent heat</td> <td style="width: 20%;">Core Practical determine temperature time graph for melting ice</td> <td style="width: 15%;">Specific heat capacity</td> <td style="width: 5%;">Thermal conductivity and reducing heat transfer by thermal insulation.</td> </tr> <tr> <td>Hooke's Law 2</td> <td>Hooke's Law Core Practical: Investigate the extension &amp; work done when stretching a spring.</td> <td>Matter EoUTest</td> <td>Core Practical determine the specific heat capacity of water</td> <td>Kinetic theory of Gasses &amp; absolute zero</td> <td>Assessment Review</td> </tr> </table>			Density	Core Practical Investigating the density of solids and liquids.	Latent heat	Core Practical determine temperature time graph for melting ice	Specific heat capacity	Thermal conductivity and reducing heat transfer by thermal insulation.	Hooke's Law 2	Hooke's Law Core Practical: Investigate the extension & work done when stretching a spring.	Matter EoUTest	Core Practical determine the specific heat capacity of water	Kinetic theory of Gasses & absolute zero	Assessment Review
Density	Core Practical Investigating the density of solids and liquids.	Latent heat	Core Practical determine temperature time graph for melting ice	Specific heat capacity	Thermal conductivity and reducing heat transfer by thermal insulation.										
Hooke's Law 2	Hooke's Law Core Practical: Investigate the extension & work done when stretching a spring.	Matter EoUTest	Core Practical determine the specific heat capacity of water	Kinetic theory of Gasses & absolute zero	Assessment Review										
<b>Make it Stick Focus</b>	<b>Investigative skills:</b> Students will be taught how to plan experiments, collect data accurately using a range of techniques including data logging and to quantitatively analyse and evaluate the data they collect. <b>Numerical skills:</b> Students will learn to rearrange linear and nonlinear equations and use ratio and proportionality to solve problems including the use of standard form.  Students will receive two Make it Stick Homework Tasks per ten week module which will cover ideas from all topics studied, these homework tasks will be formatively assessed by the class teacher.														



Departmental Long Term Planning Grid

Department: <b>Science</b>	Subject: Physics Separate Science	Key Stage: 4	Year:10
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	Module 1	Module 2	Module 3
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Waves: (Topics 4 &amp; 5)</b></p> <ul style="list-style-type: none"> <li>• Characteristics of waves</li> <li>• Wave Speed -</li> <li>• Core Practical - speed of waves using a ripple tank</li> <li>• Reflection of light – diffuse &amp; specular abson &amp; transmission of coloured light</li> <li>• Refraction of light</li> <li>• Total internal Reflection</li> <li>• Lenses</li> <li>• Dispersion &amp; Rainbows</li> <li>• Interference diffraction &amp; superposition</li> <li>• Black body radiation</li> </ul> <p><b>Core Practical – Investigating absorpition and emission of radiation</b></p> <ul style="list-style-type: none"> <li>• Ultrasound and Infrasonud 1</li> <li>• Greenhouse effect</li> <li>• Ultrasound and Infrasonud 2</li> <li>• SONAR</li> <li>• Seismic Waves</li> <li>• The EM Spectrum and Wave Speed calculation</li> <li>• Uses and dangers of EM waves with long wavelengths</li> <li>• Uses and dangers of EM waves with short wavelengths</li> <li>• Transmission &amp; reception of Radio waves</li> </ul> <p><b>M1 Test</b></p> <ul style="list-style-type: none"> <li>• M1 Review</li> </ul>	<p><b>Forces &amp; Energy (topics 2,3.1-3.11,8,9)</b></p> <ul style="list-style-type: none"> <li>• Home Study: Quant &amp; Units</li> <li>• Vectors &amp; Scalars 1</li> <li>• Vectors &amp; Scalars 2</li> <li>• Velocity &amp; Acceleration</li> <li>• SUVAT</li> <li>• Displacement-Time and Velocity Time Graphs 1</li> <li>• Displacement-Time and Velocity Time Graphs 2</li> <li>• Force &amp; Newton's Laws 1</li> <li>• Forces &amp; Newton's Laws 2</li> </ul> <p><b>Core Practical Investigating Acceleration</b></p> <ul style="list-style-type: none"> <li>• Terminal Velocity</li> <li>• Momentum</li> <li>• Collisions &amp; Car safety.</li> <li>• Couples &amp; torque</li> <li>• Moments &amp; Equilibrium</li> <li>• levers &amp; Gears</li> <li>• Energy Transfers &amp; Efficiency</li> <li>• Work &amp; Power</li> <li>• Conservation of Energy GPE and KE</li> <li>• Stopping Dist 1</li> <li>• Stopping Dist 2</li> </ul> <p><b>M2 Test</b></p> <ul style="list-style-type: none"> <li>• M2 Review</li> </ul>	<p><b>Matter (Topic 14&amp;15)</b></p> <ul style="list-style-type: none"> <li>• Density</li> <li>• Core Practical Investigating the density of solids and liquids.</li> <li>• Latent heat</li> <li>• Core Practical determine temperature time graph for melting ice</li> <li>• Specific heat capacity</li> </ul> <p><b>Core Practical determine the specific heat capacity of water</b></p> <ul style="list-style-type: none"> <li>• Thermal conductivity and reducing heat transfer by thermal insulation.</li> <li>• Gas Pressure</li> <li>• Kinetic theory of Gasses &amp; absolute zero</li> <li>• Kinetic theory of Gases 2</li> <li>• Atmospheric pressure</li> <li>• Pressure in fluids</li> <li>• Floating &amp; Sinking</li> <li>• Hook’s Law Core Practical: Investigate the extension &amp; work done when stretching a spring.</li> <li>• Hooke's Law 2</li> <li>• Assessment of Rota Topic Density</li> </ul> <p><b>M3 EOY Test</b></p> <ul style="list-style-type: none"> <li>• M3 Review</li> </ul>
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>• Students will receive four Make it Stick Homework Tasks per ten week module which will cover ideas from all topics studied these homework tasks will be formatively assessed by the class teacher.</li> </ul>		

St Thomas More Catholic School  
Striving for Excellence  
Departmental Long Term Planning Grid



Department: <b>Science</b>	Subject: Physics Combined Science	Key Stage: 4	Year:11
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	Module 1	Module 2	Module 3
<p><b>Programme of Study</b></p> <ul style="list-style-type: none"> <li>● <b>Topics studied</b></li> <li>● <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Electricity &amp; Circuits</b> (Topics 3.12-3.14,10,11,12,13)</p> <ul style="list-style-type: none"> <li>● Atomic Structure &amp; Static electricity.</li> <li>● Circuit Symbols and Circuit Diagrams.</li> <li>● Current, Voltage &amp; Charge</li> </ul> <p><b>Core Practical</b></p> <ul style="list-style-type: none"> <li>● Series &amp; Parallel Circuits 1</li> </ul> <p><b>Core Practical</b> Series &amp; Parallel Circuits 2</p> <ul style="list-style-type: none"> <li>● Resistors in series &amp; Parallel</li> </ul> <p><b>Core Practical</b> Ohm's Law &amp; resistance of filament bulb</p> <ul style="list-style-type: none"> <li>● Analysing Core Practical</li> <li>● Particle Model of Resistance</li> </ul> <p><b>M1 Test</b></p> <ul style="list-style-type: none"> <li>● M1 Review</li> </ul>	<ul style="list-style-type: none"> <li>● Thermistors &amp; LDR's</li> <li>● Potential Dividers</li> <li>● Simple Sensing Circuits</li> <li>● Energy &amp; Power</li> <li>● Domestic electricity</li> <li>● AC.DC</li> <li>● Fuses, earth Wires &amp; Circuit Breakers</li> </ul> <p><b>Magnetic Fields &amp; Motors</b> (Topic 12)</p> <ul style="list-style-type: none"> <li>● Magnetic Materials &amp; Magnetic Fields.</li> <li>● Electromagnets and Solenoids</li> <li>● F=BIL LH rule &amp; Motor Effect</li> <li>● Building Motors</li> </ul> <p><b>M2 Test</b></p> <ul style="list-style-type: none"> <li>● M2 Review</li> </ul>	<p><b>EM Induction</b> Topics (3.12-3.14, 13)</p> <ul style="list-style-type: none"> <li>● Renewable &amp; Non-renewable Energy resources.</li> <li>● Efficiency &amp; Patterns of energy Use.</li> <li>● Generating Electricity</li> <li>● Transformers &amp; National Grid</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>● Waves</li> <li>● EM Spectrum</li> <li>● Forces</li> <li>● Energy</li> <li>● Matter</li> <li>● Electricity</li> <li>● EM Induction</li> <li>● Radioactivity</li> </ul>
	<p><b>Rota Topic</b></p> <p><b>Radioactivity (Topic 6)</b></p> <ul style="list-style-type: none"> <li>● Rutherford Scattering Atomic structure &amp; Notation</li> <li>● Properties of Nuclear Radiation &amp; background radiation</li> <li>● Uses of Nuclear Radiation</li> <li>● Ionisation &amp; Dangers of nuclear radiation</li> <li>● Nuclear decay Alpha &amp; Beta emission +&amp;-</li> <li>● Decay Equations</li> <li>● Half Life 1</li> <li>● Half Life 2</li> <li>● Nuclear Physics Review</li> <li>● Radioactivity Test</li> <li>● Review of Test</li> </ul>		
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>● Students will receive four Make it Stick Homework Tasks per ten week module which will cover ideas from all topics studied, these homework tasks will be formatively assessed by the class teacher.</li> </ul>		



Departmental Long Term Planning Grid



Department: <b>Science</b>	Subject: Physics Separate Science	Key Stage: 4	Year:11
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	Module 1	Module 2	Module 3
<b>Programme of Study</b> <ul style="list-style-type: none"> <li>• <b>Topics studied</b></li> <li>• <b>Key skills taught / developed / assessed</b></li> </ul>	<p><b>Static Electricity (Topic 11)</b></p> <ul style="list-style-type: none"> <li>• Static Electricity</li> <li>• Electric Fields</li> <li>• Electrostatic Phenomena</li> <li>• Uses of Static electricity</li> <li>• Dangers of static electricity.</li> </ul> <p><b>Current Electricity (topic 10)</b></p> <ul style="list-style-type: none"> <li>• Circuit Symbols and Circuit Diagrams.</li> <li>• Current, Voltage &amp; Charge</li> <li>• Core Practical</li> <li>• Series &amp; Parallel Circuits 1</li> <li>• Core Practical Series &amp; Parallel Circuits 2</li> <li>• Resistors in series &amp; Parallel</li> </ul> <p><b>Core Practical Ohm's Law &amp; resistance of filament bulb</b></p> <p><b>Analysing Core Practical</b></p> <ul style="list-style-type: none"> <li>• Particle Model of Resistance</li> <li>• Thermistors &amp; LDR's</li> <li>• Potential Dividers</li> <li>• Simple Sensing Circuits</li> <li>• Energy &amp; Power</li> <li>• Domestic electricity</li> <li>• AC.DC</li> <li>• Fuses, earth Wires &amp; Circuit Breakers</li> </ul> <p><b>M1 Test</b></p> <ul style="list-style-type: none"> <li>• M1 Review</li> </ul>	<p><b>Magnetic Fields &amp; Motors (Topic 12)</b></p> <ul style="list-style-type: none"> <li>• Magnetic Materials &amp; Magnetic Fields.</li> <li>• Electromagnets and Solenoids</li> <li>• F=BIL LH rule &amp; Motor Effect</li> <li>• Building Motors</li> </ul> <p><b>EM Induction Topics (3.12-3.14, 13)</b></p> <ul style="list-style-type: none"> <li>• Renewable &amp; Non-renewable Energy resources.</li> <li>• Efficiency &amp; Patterns of energy Use.</li> <li>• Generating Electricity</li> <li>• AC. &amp; DC Generators</li> <li>• Transformers &amp; National Grid</li> <li>• Transformer Calculations</li> </ul> <p><b>Radioactivity (Topic 6)</b></p> <ul style="list-style-type: none"> <li>• Rutherford Scattering Atomic structure &amp; Notation</li> <li>• Properties of Nuclear Radiation &amp; background radiation</li> <li>• Uses of Nuclear Radiation</li> <li>• Ionisation &amp; Dangers of nuclear radiation</li> <li>• Nuclear decay Alpha &amp; Beta emission +&amp;-</li> <li>• Decay Equations</li> <li>• Half Life 1</li> <li>• Half Life 2</li> <li>• Medical Uses</li> </ul> <p><b>M2 Test</b></p> <ul style="list-style-type: none"> <li>• M2 Review</li> </ul>	<p><b>Nuclear power Stations</b></p> <ul style="list-style-type: none"> <li>• Fission Reactions</li> <li>• Radioactive Waste</li> <li>• Fusion Reactions</li> </ul> <p><b>Astronomy (Topic 7)</b></p> <ul style="list-style-type: none"> <li>• Formation of Solar System</li> <li>• Formation of the Moon</li> <li>• Gravitational Fields &amp; Orbits</li> <li>• Life Cycle of a Star 1</li> <li>• Life Cycle of a Star 2</li> <li>• Models of the Universe</li> <li>• Doppler Shift</li> <li>• Big bang model</li> <li>• Observing the Universe</li> </ul> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Waves</li> <li>• EM Spectrum</li> <li>• Forces</li> <li>• Energy</li> <li>• Matter</li> <li>• Electricity</li> <li>• EM Induction</li> <li>• Radioactivity</li> <li>• Astronomy</li> <li>• Synoptic Revision</li> </ul>
<b>Make it Stick Focus</b>	<ul style="list-style-type: none"> <li>• Students will receive four Make it Stick Homework Tasks per ten week module which will cover ideas from all topics studied, these homework tasks will be formatively assessed by the class teacher.</li> </ul>		