ROCHESTER INDEPENDENT COLLEGE

Year 11
Curriculum Plan

Lower School

CONTENTS

Welcome and Overview

This booklet provides valuable information to support your child in their examination year. You will find a summary of each subject in Year 11 —what work will be covered, how your child will be assessed, what progress is expected, the types of homework likely to be set, useful websites and how parents and carers can help. It would be very helpful if you could spend some time with your child going through this booklet together as it will 'map out' the year ahead for them.

The Year 11 Curriculum at RIC

There are six lessons a day, each 55 minutes long and most students will study 9 (i)GCSE subjects. We are flexible and tailor bespoke timetables to the profile of the individual student.

Homework & Independent Study

Students in Year 11 are set 1 hour of homework per subject per week. Homework is set on Google Classroom; the 'To do' lists tells students what work needs to be submitted in the coming days. Tasks could include working on coursework or portfolios, research, extended writing tasks or revision ahead of tests. The Sparx Maths platform is used to set weekly, tailored Maths homework and can be used by students for independent study.

During this year, it is essential that students undertake independent study in addition to set homework. This means noting topics they perform less well on and taking steps to improve. Homework Club takes place Monday to Thursday in the Library from 4-5pm and all students are welcome to attend. Homework Club for Lower School boarders takes place from 7.30-8.30pm on Mondays and Wednesdays and is compulsory. Students study in their rooms during these times. In addition, students can attend Study Hub run from 7-9pm in Room 26 by our Resident Tutors. Each tutor is either a Maths, Science or English specialist, so students can ask for help in those subjects if they attend on the evenings they are on duty.

Holistic Personal Development in the Curriculum

This includes Personal, Social & Health Education (PSHE), Relationships & Sex Education (RSE) and Careers. We welcome parent input into and feedback on our PSHE Curriculum. Please contact kayleigh.simpson@rochester-college.org.uk.

PSHE is delivered through:

- Half termly drop down days, where students are off timetable
- Assemblies
- Form time activities
- Visiting speakers
- Off timetable workshops such as Investin days (careers) and trips
- The Unifrog careers platform

Key themes include:

- Navigating school, self and society
- Careers
- Understanding the law
- Wellbeing and Wisdom: Thriving in Body, Mind and life
- Relationships and sex education
- Online safety

Assessing student progress

In Year 11, students receive half-termly report cards, one full written report and two parents' evenings. We assess student progress in the vast majority of subjects in Year 11 using GCSE or iGCSE grades. Music assesses using Level 2 BTEC grades. English as an Additional Language has no external assessment, but we use the Common European Framework for Languages to report home about students' level of proficiency. Key pieces of work are marked to (i)GCSE grades using previous years' grade boundaries, which are subject to change year-on-year.

On the report card, teachers report on **attitude to learning in class** and **attitude to learning for homework & independent study**. 5 is outstanding, 1 is disruptive to their own or others' learning.

Teachers also provide:
- a **projected grade band** - the grade band (e.g. 8-9) that they think the student will get at the end of the course if they carry on studying as they are
- an **assessment grade** - the grade the student achieved in the subject's most recent assessment

Here is an outline of the 'value' of grades at GCSE and Level 2 BTEC:

<table>
<tr><th colspan="2">Attainment at (i)GCSE</th><th>BTEC</th></tr>
<tr><td>New grading system</td><td>Old grading system</td><td>Level 2 BTEC grade equivalence</td></tr>
<tr><td>9</td><td rowspan="2">A*</td><td rowspan="2">Distinction*
(D*)</td></tr>
<tr><td>8</td></tr>
<tr><td>7</td><td>A</td><td>Distinction</td></tr>
<tr><td>6</td><td rowspan="3">B

C</td><td rowspan="2">Merit</td></tr>
<tr><td>5</td></tr>
<tr><td>4</td><td>Level 2 Pass</td></tr>
<tr><td>3</td><td>D</td><td rowspan="4">Level 1 Pass</td></tr>
<tr><td></td><td>E</td></tr>
<tr><td>2</td><td>F</td></tr>
<tr><td>1</td><td>G</td></tr>
<tr><td>0</td><td>U</td><td>Ungraded</td></tr>
</table>

Mocks

Mocks are practice exams undertaken in Underhill (the school exam hall) in the same conditions as the real thing. There are two mock weeks, one in the week before Christmas (week beginning **8th December**) and the second in the week beginning **9th March**.

Academic support

Students should raise questions in lessons and inform their class teacher early if they are struggling. Subjects offer lunchtime and 4-5pm support sessions, increasing in number as we get closer to the exams. Students should proactively take advantage of this and some students will be asked to attend. The earlier a student asks for help, the more time there is to solve whatever the issue is.

Supporting Literacy

Parents and carers can support literacy by encouraging students to regularly read and listen to podcasts for pleasure, and then by discussing them. Parents can support fluency in writing for those who struggle with handwriting by encouraging students to learn to touchtype. If you think your child may benefit from accessing a touchtyping platform, contact jan.duxbury@rochester-college.org.uk

Supporting Numeracy

Parents can help students' numeracy by discussing everyday problems that require numeracy to solve them. They can encourage students to complete **Sparx Maths** homework, which adapts tasks to the students current ability and pace of working. If a student gets stuck, they should watch the instructional video, pausing at each step to apply it to the problem. Some students benefit from having complex worded questions read out to them. Asking students questions: 'what would you do next?' is more helpful than providing answers.

Students should not Google, use AI or receive too much help as the work set will quickly become inaccessible. If you think this has happened, or if your child is struggling with Maths, contact your child's Personal Tutor so that we can work on resetting the algorithm and look at additional support.

There is an Independent practice function on Sparx that students can use to improve areas of weakness and revise.

A very few students for whom GCSE Maths is difficult to access may, in discussion with parents and teachers, undertake a qualification in Functional Skills Maths.

Supporting Digital Wisdom

We teach, collaborate and communicate via **Google**; all students have their own **Chromebook**. Homework is set on **Google Classrooms**. Subjects develop online research, academic integrity, word processing, presenting and spreadsheet skills as appropriate. Parents can help by ensuring students' Chromebooks are charged overnight, ready for the day's lessons.

Computer Science teaches coding in Python and Graphics and Music lessons use a range of visually creative, soundscape design and composition digital tools.

All work submitted by students must be their own. AI must not be used to complete any work that the teacher is assessing as the students' own.Teacher assess work to find out what students need help with next and to enable them to excel in the final exam, where they will not have access to AI. If students submit coursework generated by AI, they are at risk of being disqualified. A great rule of thumb for students when it comes to AI use is to 'outsource your doing, not your thinking.'

Online safety is explicitly taught in PSHE drop down days and reinforced across subjects.

Screen time & Wellbeing
RIC is phone free in the Lower School. Students put their phones in a Yondr pouch at the beginning of the day. We discourage computer games at break time in the summer months. For students in boarding, if you would like students' phones to be collected before bedtime, do let us know.

Supporting neurodiversity and SEND

The breadth of our curriculum provides opportunities for neurodiverse students to excel academically, creatively, digitally, and in physical performance. The varied curriculum in Year 11 enables students to play to their strengths.

Though we are not a special school, neurodiverse students make good progress here thanks to:

- small classes and individual tuition
- a flexible and common-sense approach to reasonable student requests, such as facilitating independent learning
- tailored programmes of study including the supportive curriculum in literacy and numeracy mentioned above
- access to digital tools to support creativity, literacy and numeracy mentioned above

Support for neurodiverse students is planned to help them succeed and grow in independence, while ensuring that all students can learn well together. Therefore any adjustments made should not undermine the learning environment of other students who also may be neurodiverse. As the content and skills assessed in coursework and final examinations are the same for everyone, we aim to provide strategies that build confidence and lasting skills, rather than short-term, unsustainable solutions that students might come to depend on.

Access arrangements in examinations

Some students may need certain access arrangements in their exams. Access arrangements are not something that can be requested by parents or students; they must come from teachers observing that a student may need support in accessing exams and evidencing that need. Where teachers believe a student may need access arrangements, the arrangement will be trialled informally as their normal way of working prior to them being formally assessed. Only students who have been screened by the assessor following this process are entitled to access arrangements.

A student joining RIC who has never had access arrangements is unlikely to need these in GCSEs. If a student has had arrangements in a previous school we will need a **JCQ Form 8** and a copy of the **assessor's qualification**. If this is not available, we will screen students for access arrangements in October/November. These cost approximately £30 per student.

Individual rooms are not available - smaller rooms away from the main hall are available, normally with 5 or 6 students.

No access arrangements can be applied to Art subjects.

Students must use their access arrangements in mock exams as when our access arrangements are inspected, we need to provide evidence that students need and use them. If students do not use access arrangements in mock exams, they will lose these arrangements.

Our SENCOs are Leighton Bright and Ian Duxbury. Email: leighton.bright@rochester-college.org.uk

Stretch & challenge

Academic streaming in English and Maths enables students who are operating at a higher level to access more challenging texts and problems. As these lessons are timetabled concurrently there is the flexibility to move between groups as students improve. Subject specialists advise students on whether to undertake combined or single science(s) based on their current level of understanding. Our bespoke curriculum allows some students to take qualifications early with the agreement of subject specialists and the Head of Lower School.

Offering a broader-than-usual range of creative subjects enables students to find strengths and be challenged early.

Small class sizes allow us to both stretch the most able and ensure all can access learning. Strategies can include setting tasks with different levels of challenge and support and using questioning to extend or scaffold.

Peripatetic music lessons for Piano, Vocals, Drums, Bass and Guitar are offered and students can sit examinations for RSL music grades at College as we are an approved centre.

A series of extra-curricular activities is offered that provide challenge, previously including Duke of Edinburgh Award, Debating Society, Sports Leaders, Chess Club and Pupil Earth Summit as well as having the opportunity to enter ISA essay writing competitions.

ART & DESIGN: FINE ART

Exam Board: AQA, GCSE

Assessment method

Portfolio (coursework) 60% , Externally Set Assignment (culminating in 10 hour exam) 40%

Exam length

Exam questions issued in February, an initial extended preparation period culminates in a 10 hour exam at the end of April. Dates and times are set internally.

Curriculum Intent

The Fine art course introduces students to a variety of media, materials, techniques and processes, both traditional and digital, alongside a range of artists, to enable them to explore an idea, convey an experience or respond to a theme of personal significance. Each student is encouraged to find their own personal voice through informed investigation and purposeful experimentation, developing the confidence to take creative risks within a supportive environment.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Informed development of ideas Select appropriate media, materials, techniques and processes relevant to intentions Recording of ideas, observations and insights	Informed development of ideas Select appropriate media, materials, techniques and processes relevant to intentions Recording of ideas, observations and insights	Informed development of ideas Select appropriate media, materials, techniques and processes relevant to intentions Recording of ideas, observations and insights
Knowledge	**Coursework Portfolio** Critical understanding of the work of artists and sources relevant to the students' chosen theme	**Coursework Portfolio** Critical understanding of the work of artists and sources relevant to the students' chosen theme	**Coursework Portfolio** **Externally set exam question** Critical understanding of the work of artists and sources relevant to the students' chosen theme/exam question
Assessment	Formative - against the four assessment objectives. Including regular verbal feedback in lessons and notes as required.	Formative - against the four assessment objectives. Including regular verbal feedback in lessons and notes as required, alongside more formal written assessments of progress.	Formative - against the four assessment objectives. Including regular verbal feedback in lessons and notes as required.

ART & DESIGN: FINE ART

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Informed development of ideas Select appropriate media, materials, techniques and processes relevant to intentions Recording of ideas, observations and insights	Informed development of ideas Select appropriate media, materials, techniques and processes relevant to intentions Recording of ideas, observations and insights	
Knowledge	**Externally set exam question** Critical understanding of the work of artists and sources relevant to the students' chosen exam question	**Externally set exam question** **10 hour exam** Critical understanding of the work of artists and sources relevant to the students' chosen exam question **Coursework Portfolio** Following the 10 hour exam, students will have the opportunity to briefly return to their coursework in order to refine it.	
Assessment	Formative - against the four assessment objectives. Including regular verbal feedback in lessons and notes as required, alongside more formal written assessments of progress.	Summative	

How can parents support?	Encourage to keep on top of their 'to do' list Check Google classroom for set tasks.
Useful resources and links	https://www.tate.org.uk/ https://www.art2day.co.uk/ https://www.artsy.net/collection/contemporary

ART & DESIGN: GRAPHIC COMMUNICATION

Exam Board: AQA, GCSE

Assessment method

Portfolio (coursework) 60% , Externally Set Assignment (culminating in 10 hour exam) 40%

Exam length

Exam questions issued in February, an initial extended preparation period culminates in a 10 hour exam at the end of April. Dates and times are set internally.

Curriculum Intent

Students expand their knowledge of practical processes using a variety of materials and techniques enabling them to explore ideas in response to the project brief. This is done through informed investigation and purposeful experimentation. The aim is for students to think critically, to solve problems and develop an ability to review and refine practical work, showing an understanding of tone of voice and the target audience.

Programme of Study

	September - October	October - January	February - May
	Coursework Portfolio **Mini Project: Typography**	**Coursework Portfolio** **Extended Project: Urban Environment**	**Externally Set Assignment** (Exam Project)
Skills	**Develop ideas through investigations** in response to a theme. Experiment with and utilise a range of practical techniques, media and materials to respond to artist/designer research, **Develop ideas through investigations** in response to a theme. **Practical Experimentation:** Using a range of techniques, media, and materials. Record-keeping through visual evidence and annotation. **Technical skills:** The application and experimentation of practical techniques and processes appropriate to the theme and relevant to intentions. **Responding to a theme:** Initial research.Mindmapping and selecting a starting point. **Developing and Refining Ideas:** In-depth practical experimentation. Planning the final piece. Time management and organisation for the exam period. **Execution and Presentation:** Working efficiently under timed conditions. Final realisation of the prepared response. **Respond proactively to feedback**		
Knowledge	**Critical understanding**: Show understanding through the documenting of practical experiments and in the form of written annotations. **Exam Requirements:** Understanding the requirements and expectations of the Assessment Objectives. The importance of responding directly to the chosen theme. **Skill Consolidation:** Building on practical & technical skills to assess appropriate responses to a project brief. Working through ideas and documenting these in a clear methodical manner which leads to a clear rationale for the final piece.		

ART & DESIGN: GRAPHIC COMMUNICATION

Programme of Study continued

	September - October	October - January	February - May
Assessment	**Formative:** Teacher feedback on initial ideas and sketchbook work. **Summative:** Review of project with verbal and written feedback. Regular 1:1 and peer feedback. AO1, AO2, AO3	**Formative:** Ongoing feedback on practical experiments and refined ideas. **Summative:** Christmas with detailed written feedback. Regular 1:1 and peer feedback. AO1, AO2, AO3, AO4	**Formative:** Ongoing feedback on practical experiments and refined ideas. Regular 1:1 and peer feedback.

How can parents support?	Check the Graphics Google Classroom for tasks to complete and encourage students to stay on track. Attend lunchtime/after school sessions to keep work up to date.
Useful resources and links	GCSE Assessment Objectives

ART & DESIGN: PHOTOGRAPHY

Exam Board: AQA, GCSE

Assessment method

Portfolio (coursework) 60% , Externally Set Assignment (culminating in 10 hour exam) 40%

Exam length

Exam questions issued in February, an initial extended preparation period culminates in a 10 hour exam at the end of April. Dates and times are set internally.

Curriculum Intent

Students will learn technical skills, develop critical thinking and build a creative portfolio. They will learn not only technical proficiency and editing skills but how an image communicates and the appreciation of different audiences and conventions.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Informed development of ideas through artist research and experimentation. Use of analogue materials and darkroom. Digitising/scanning and developing work using photoshop. Cyanotype, Pinhole, Photograms, Photoshop, InDesign, Photoshop, Darkroom techniques Recording & reflection of ideas, observations and insights	Informed development of ideas through artist research and experimentation. Cyanotype, Pinhole, Photograms, Photoshop, InDesign, Photoshop, Darkroom techniques Lighting for Portraits Studio and Outdoor techniques, Photoshop & InDesign Recording & reflection of ideas, observations and insights	Informed development of ideas through artist research and experimentation. Lighting for Portraits Studio and Outdoor techniques, Photoshop & InDesign - working with intent and purpose for a specified outcome/representation Exam project theme introduction and initial research. Recording & reflection of ideas, observations and insights
Knowledge	**Cameraless photography** Understanding the history of photographic processes and the importance of light and light sensitive materials. Artist research and knowledge of historical and contemporary practitioners. Artist Research & Critical Reflection	**Cameraless photography** **Portraiture/Identity** Understanding of representation and identity and how photographic techniques and processes can be used creatively and with purpose. Artist Research & Critical Reflection	**Portraiture/Identity** **Introduction to exam project** Understanding of representation and how photography can be used creatively to communicate specific aspects of identity. Artist Research & Critical Reflection
Assessment	Formative	Formative	Formative

ART & DESIGN: PHOTOGRAPHY

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	**Exam Project** Landscape, Still-Life, Stop Frame animation, Narrative, Analogue film Chemistry	**Exam Project** Landscape, Still-Life, Stop Frame animation, Narrative, Analogue film Chemistry	
Knowledge	Artist Research & Critical Reflection	Artist Research & Critical Reflection	
Assessment	Formative	Summative	

How can parents support?	Check Classroom for tasks to complete
Useful resources and links	https://thephotographersgallery.org.uk/homepage https://michaelhoppengallery.com https://atlasgallery.com

ART & DESIGN: TEXTILE DESIGN

Exam Board: AQA, GCSE

Assessment method

Portfolio (coursework) 60% , Externally Set Assignment (culminating in 10 hour exam) 40%

Exam length

Exam questions issued in February, an initial extended preparation period culminates in a 10 hour exam at the end of April. Dates and times are set internally.

Curriculum Intent

Our curriculum develops students' creative and practical skills in textiles. We aim for students to think critically, solve problems, and express their personal ideas. Through hands-on learning, they will gain a comprehensive understanding of textile processes and a portfolio that reflects their unique creative voice. The course also aims to raise students' awareness of **sustainability in design**, including sustainable fashion and textiles, and its importance within the creative industries. Pathways within textiles can include Textile art, Fashion, interior design or costume design.

Programme of Study

	Term 1	Term 2	Term 3
	Coursework Portfolio	**Coursework Portfolio**	**Coursework Portfolio(Jan) + Externally set exam question (Jan- April)**
Skills	**Developing Ideas:** Analysing a brief, research methods, mind mapping, drawing, photography, and exploring contextual sources.	**Practical Experimentation:** Using a range of textile techniques, media, and materials. Record-keeping through annotation, visual notes, and sampling.	**Final Production and Evaluation:** Executing the final piece. Organising and presenting the portfolio. Writing a final evaluation.
Knowledge	**Contextual Understanding:** How to find and analyse the work of other artists and designers (AO1). The importance of primary and secondary research.	**Technical Skills:** The practical application of textile techniques like dyeing, printing, stitching, and embellishment (AO2, AO3). How to document the creative process.	**Realisation of Intentions:** Understanding how to create a personal, meaningful response (AO4). How to critically reflect on and evaluate a finished piece.
Assessment	**Formative:** Teacher feedback on initial ideas and sketchbook work. **Summative:** Review of initial research pages and project brief. , with regular 1:1 and peer feedback. AO1, AO2, AO3	**Formative:** Ongoing feedback on practical experiments and refined ideas. **Summative:** Final project proposals and material samples. , with regular 1:1 and peer feedback. AO1, AO2, AO3	**Summative: Final Portfolio Submission for Component 1.** , with regular 1:1 and peer feedback. AO1, AO2, A O3, A O4

ART & DESIGN: TEXTILE DESIGN

Programme of Study continued

	Term 4	Term 5	Term 6
	Externally set exam question	**Externally set exam question**	**Final Assessment of Coursework & Exam Work**
Skills	**Responding to a Theme:** Deconstructing the exam paper. Mindmapping and selecting a starting point. Initial research.	**Developing and Refining Ideas:** In-depth practical experimentation. Planning the final piece. Time management and organisation for the exam. **Execution and Presentation:** Working efficiently under timed conditions. Final realisation of the prepared response.	Marks submitted & all work moderated.
Knowledge	**Exam Requirements:** Understanding the rules and expectations of the Externally Set Assignment. The importance of responding directly to the chosen theme (AO1).	**Skill Consolidation:** Combining all previously learned skills (AO1, AO2, AO3) to create a clear plan for the final piece. **Visual Communication:** How to present a well-planned and personal final piece (AO4) during the 10-hour exam.	
Assessment	**Formative:** Teacher feedback on initial ideas and sketchbook work. Submission of initial research and mind maps. , with regular 1:1 and peer feedback. AO1, AO2, AO3	**Formative:** Ongoing feedback on preparatory studies. **Summative:** Review of all preparatory work and a detailed plan for the final exam., with regular 1:1 and peer feedback. AO1,AO2, AO3, AO$ **Summative: 10-Hour Supervised Exam.**	

How can parents support?	To support your child in their GCSE Textiles course, we encourage you to help them work independently and manage their time effectively, especially with the demanding coursework. You can also provide resources by helping them find contextual sources for research, such as visiting museums, galleries, or exhibitions. Please regularly check Google Classroom for homework, deadlines, and important updates.	
Useful resources and links	Google Classroom www.62group.org.uk *https://www.arttextilesmadeinbritain.co.uk/* https://designmuseum.org/discover-design https://www.bbc.co.uk/bitesize/subjects/zpsvr82	https://www.textileartist.org/ https://www.vam.ac.uk/ https://www.tate.org.uk/ https://fashiontextilemuseum.org/

BUSINESS STUDIES

Exam Board: Cambridge iGCSE

Assessment method Two external examinations taken at the end of the year. Both papers are 90 minutes. The first paper is based on calculation and shorter answer questions whereas the second paper is based on case study and longer answer questions

There is no coursework.

Exam length Each of the two papers is 90 minutes in length

Curriculum Intent Students in year 11 will complete the whole Business iGCSE course, all six units of the Cambridge iGCSE course - Understanding Business Activity, People in Business, Marketing, Operations Management, Financial Information and Decisions and External Influences on Business Activity. . In addition to the core subject content, students will be helped to improve their numeracy within Business as well as their essay writing skills. Groups in year 11 will be a mixture of students progressing from year 10 and students taking the subject in one academic year.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Essay writing skills, Numeracy for Business as well as core subject knowledge recall	Essay writing skills, Numeracy for Business as well as core subject knowledge recall	Essay writing skills, Numeracy for Business as well as core subject knowledge recall
Knowledge	Unit 1- Business activity - Business Activity - Classification of Business - Enterprise, Business and Growth - Types of Business Organisation - Business Objectives and Stakeholder Objectives	Unit 4 - Operations Management - Production of Goods / Services - Costs, Scale of Production and Break-Even Analysis - Achieving quality production - Location Decisions Unit 3 - Marketing - Marketing, competition and the customer - Marketing research	Unit 3 - Marketing - The marketing Mix - Marketing strategy Unit 5 - Financial Information and Decisions - Business finance: Needs and Sources - Cash-Flow Forecasting and Working Capital
Assessment	Exam based questions on the subject matter above	Exam based questions on the subject matter above and any topics learned previously	Exam based questions on the subject matter above and any topics learned previously

BUSINESS STUDIES

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Essay writing skills, Numeracy for Business as well as core subject knowledge recall	Essay writing skills, Numeracy for Business as well as core subject knowledge recall	N/A
Knowledge	Unit 2 People in Business - Motivation of Employees - Organisation and management - Recruitment and selection of employees - Internal and External communication Unit 6: External Influences on Business Activity - Economic Issues - Environmental andEthical issues - Business and the International Economy	Any overflow of subject delivery from previous terms Revision and exam technique	iGCSE Exams for Business will have taken place at this stage
Assessment	Exam based questions on the subject matter above and any topics learned previously	Exam based questions on the subject matter above and any topics learned previously	N/A

How can parents support?	Parents can help students by being inquisitive in terms of the student's learning. They can encourage students to reference their textbooks to revise on an ongoing basis and not just at the end of the course, to include preparing revision flashcards, for example. They can help students by reading their essays and discussing chains of reasoning. Parents should encourage students to watch and read the news and to be aware of what is going on in the UK and beyond.
Useful resources and links	Business iGCSE textbook to be supplied Google Classroom GCSE Bitesize - https://www.bbc.co.uk/bitesize/subjects/zpsvr82 Quizlet - quizlet.com Seneca - seneca.com

COMPUTER SCIENCE

Exam Board: OCR (J277) GCSE

Assessment method: Topic tests, practical programming, programming project, exams

Exam length: Year 11 - two 90 minute public exams in May covering (1) Computer Systems and (2) Algorithms and Programming.

Curriculum Intent

This GCSE Computer Science curriculum will equip students with a deep understanding of how digital systems work, how to think computationally, and how to apply programming skills to solve real-world problems. At RIC we foster analytical ability and computational thinking skills. We firmly believe there is an art to programming which permits students to develop their creativity alongside an excellent grasp of logic. By the end of the course, learners are well-prepared to pursue further study in Computer Science or related disciplines, and to navigate an increasingly digital world with confidence and responsibility.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Explaining the FDE cycle, including how key CPU components and registers work. Writing simple LMC assembly programs. Describe the functions of an operating system and their support apps. Write, test, and refine Python programs using sequence, selection and repetition. Students will become adept at creating graphical representations of code using flowcharts.	Units of binary quantities. Binary and hexadecimal conversions and calculations. Binary representation. Programming logic and device logic. We embed file-handling skills, writing data to serial files, searching through files and deleting data. We will also gain skills in validation and verification techniques.	Students review how data is transmitted securely, identify network threats and evaluate preventative methods. Students will also solidify their skills in writing functions and procedures with parameters, for complex solutions to problems.
Knowledge	Review of internal hardware and associated systems. Knowledge of why assembly code branching instructions may change register contents. Knowledge of systems software components and utilities. Covering structured programming and the use of symbols to describe programs (flowcharts).	How data is stored and processed in binary. Binary and hexadecimal number systems, character sets (ASCII, Unicode), image representation (pixels, resolution, colour depth), sound sampling, metadata and compression. Programming knowledge will cover file-handling and defensive program design.	The fundamentals of networking, LANs, WANs, topologies, hardware, protocols and the layered model. Cyber security threats (malware, phishing, brute force, SQL injection) and protections (encryption, firewalls, user access control). Procedures in programming and how code reuse is essential for efficiency.
Assessment	40 minute written end of term test / mock exam.	Bi-weekly testing. Written end of term mock exam.	Bi-weekly testing. Mock exams.

COMPUTER SCIENCE

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Students will review their skills in understanding the broader implications of digital technology, considering multiple perspectives on current computing issues eg AI, hacking, etc. We will begin our stepwise review of all skills learned over this two-year course.	Skills testing. This term we will focus on a range of topics where students need to strengthen their exam / study / recall skills.	This subject will have completed by the end of term 5
Knowledge	Students learn about the ethical, legal, cultural, environmental, and privacy issues related to computing and stakeholder impacts. They will also study the following UK laws: Data Protection Act, Computer Misuse Act, and Copyright Designs and Patents Act. Knowledge review of all topics will begin.	Knowledge revision. All topics. We will review all of the key topics this term to ensure that there are no gaps in individual understanding. This will be tested.	This subject will have completed by the end of term 5
Assessment	Bi-weekly testing. Mock exams.	Weekly testing. Mock exams.	

How can parents support?	(1) By ensuring that their child is in the habit of routinely programming unaided (2) Checking Google Classroom for coursework deadlines and assessment dates. (3) Ensuring that their child conducts a weekly review of their learning. (4) Checks their child has a revision plan in place by March 2026 and begins studying for their exams as early as practical on completion of the syllabus. (5) Checking that revision includes the use of flash cards, precising their notes and creating mind-maps for knowledge retrieval.
Useful resources and links	Google Classroom GCSE Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zmtchbk Craig 'n' Dave GCSE videos: https://craigndave.org/ocr-gcse-j277-videos/

DRAMA

Exam Board: AQA GCSE

Assessment method:

Component 1: Text in practice, can be from a range of plays and genres developing knowledge and skills through refining character work and development using appropriate Drama terminology. Also includes a live Theatre review where students show understanding of production values and explain character objectives of a play or Musical. This is 30% of the final grade.

Component 2: Devising Drama from a stimulus to create performance work and creative logs showing developmental techniques and skills, this is 40% of final grade.

Component 3: is purely practical in the form of monologues and duologues to an external examiner to show progress, development and understanding. This is 20% of the final grade.

Exam length: 1hr 30 mins

Curriculum Intent

We aim to introduce students to a variety of creative techniques, providing them with an understanding of texts and practitioners and the ability to critically analyse. We explore ideas, themes and terminology to enhance performance work. Students develop both written and practical skills, experimenting and investigating genres with confidence.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Teamwork Devising from a stimulus Applying terminology Developing strategies Solving problems Creative thinking Developing performance work	Performers refine work and look at outcomes for an audience with clear milestones and objectives Understanding genres of set text with historical and social understanding of time lines	Understanding the importance of texts and genres Playwrights vision Character development Ensemble work Repertoire selection
Knowledge	Evaluation skills Creative writing Understanding of key terminology How to develop performance work with clear outcomes	Teamwork and trust Performance elements Troubleshooting Technical interpretation Understanding of costume and backstage production elements	Applying skills such as physical theatre to enhance performance work Understanding of stage directions and awareness of an audience
Assessment	Mock exam	Performance of devised piece with creative logs	Create rehearse perform

DRAMA

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Deeper knowledge of text with clear creative writing Ensemble workshops to enhance terminology	Creative writing Key use of terminology Production types Improvisational skills troubleshooting	Students will have completed the course and examinations by this point.
Knowledge	Core theory Understanding of roles within performing Arts and interrelationships with importance of working together Clear understanding of importance of schedules and adhering to them Genres and history Purpose of plays Recognising ways to enhance performance work Historical content evaluation	Analysing audience purpose and overall effect Character development and interaction with others Planning schedules , A deep understanding of creative intentions and objectives	
Assessment	Performance	Written live theatre piece, Evaluation	

How can parents support?	Help providing space to practice, encourage students to go on all the school theatre trips to expand genres and various performance work
Useful resources and links	www.bbc.co.ukDramaAQA www.ntlive.com

ECONOMICS

Exam Board: Cambridge iGCSE

Assessment method Two external examinations taken at the end of the year. Paper one is 45 minutes in length and is entirely made up of multiple choice questions. Paper 2 is based on case studies and features questions from two to eight marks in length.

There is no coursework.

Exam length Paper one is 45 minutes and Paper two is 2 hours and 15 minutes

Curriculum Intent

Year 11 students will complete all sic units of the Cambridge iGCSE course - The Basic Economic Problem, The Allocation of Resources, Microeconomic Decision Makers, Government and The macroeconomy, Economic Development, and International Trade and Globalisation. In addition to the core subject content, students will be helped to improve their numeracy within Economics, their proficiency in Economics diagrams as well as their essay writing skills.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Essay writing skills, Numeracy for Business, core subject knowledge recall	Essay writing skills, Numeracy for Business, core subject knowledge recall	Essay writing skills, Numeracy for Business, core subject knowledge recall
Knowledge	Unit 1: The Basic Economic Problem - The nature of the Economic Problem - The Factors of Production - Opportunity Cost - Production Possibility Frontier Diagrams Unit 2: The Allocation of Resources - Microeconomics and Macroeconomics - The role of markets in allocating resources - Demand - Supply	Unit 4: Government and the Macroeconomy - The role of government - Macroeconomic aims of government - Fiscal Policy - Monetary Policy Unit 2: The Allocation of Resources - Price Determination - Price Changes - Price Elasticity of Demand - Price Elasticity of Supply	Unit 2: The Allocation of Resources - The Market Economic System - Market Failure - Mixed Economic Systems Unit 4: Government and the Macroeconomy - Supply Side Policies - Economic Growth - Employment and Unemployment - Inflation and Deflation
Assessment	Exam based questions on the subject matter above	Exam based questions on the subject matter above and any topics learned previously	Exam based questions on the subject matter above and any topics learned previously

ECONOMICS

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Essay writing skills, Numeracy for Business as well as core subject knowledge recall	Essay writing skills, Numeracy for Business as well as core subject knowledge recall	Essay writing skills, Numeracy for Economics, core subject knowledge recall, but with greater focus on essay writing & answering specific question types in preparation for final exams
Knowledge	Unit 5: Economic Development - Living Standards - Poverty - Population - Differences in Economic Development Between Countries Unit 3: Microeconomic Decision Makers - Money and Banking - Households - Workers - Trade Unions - Firms	Unit 6: International Trade and Globalisation - International Specialisation - Globalisation, Free Trade and Protection - Foreign Exchange Rates - Current Account of Balance of Payments Unit 3: Microeconomic Decision Makers - Firms and Production - Firms' Costs, Revenue and Objectives - Market Structure Any overflow of subject delivery from previous terms Revision and exam technique	The written iGCSE exam for Economics will have taken place by this point Practice will take place for multiple choice questions.
Assessment	Exam based questions on the subject matter above and any topics learned previously	Exam based questions on the subject matter above and any topics learned previously	MCQ questions.

How can parents support?	Parents can help students by being inquisitive in terms of the student's learning. They can encourage students to reference their textbooks to revise on an ongoing basis and not just at the end of the course, to include preparing revision flashcards, for example. They can help students by reading their essays and discussing chains of reasoning. Parents should encourage students to watch and read the news and to be aware of what is going on in the UK and beyond.
Useful resources and links	Economics iGCSE textbook to be supplied Google Classroom GCSE Bitesize - https://www.bbc.co.uk/bitesize/articles/z7jdnrd#zbmnf82 Quizlet - quizlet.com Seneca - seneca.com

ENGLISH LANGUAGE

Exam Board: Edexcel IGCSE (4EA1)

Assessment method

60% Examination: Paper 1- Non-Fiction Texts and Transactional Writing

40% Coursework: Imaginative writing (20%); Response to poetry/prose from Section 2 of the Edexcel IGCSE Anthology (20%)

Exam length

Paper 1: 2 hours 15 minutes

Curriculum Intent

We aim to develop discerning readers and purposeful writers. Students will read a wide range of texts, selecting and interpreting ideas with insight; analyse how writers' language and structural choices shape meaning and effect; and make informed connections between writers' perspectives. In writing, students will communicate clearly and imaginatively, selecting form, tone and register to suit audience and purpose, while crafting coherent paragraphs and demonstrating accurate spelling, punctuation and grammar with a varied, precise vocabulary.

Students have the same teacher for both English Language and English Literature iGCSE. Both courses are covered in English lessons with an alternation of focus between each course. Most students are awarded two (i)GCSEs at the end of the course. The programme of study below is therefore one combined for English Language and English Literature.

Some students for whom English is an Additional Language may only sit (i)GCSE English Language, using the time when Literature is being studied to hone their English Language skills.

How can parents support?	Homework tasks, frequency and depth are differentiated based upon student needs and progress, but tasks set may encompass reading, reviewing own/others' work, researching, summarising, mind mapping/planning, re-drafting, rehearsing, revising, forming presentations or selection of quotations. Students should expect both examination and coursework assignments for homework on a weekly basis. Students are also encouraged to explore ideas and concepts beyond lessons using our KS4 Curiosity Sheet and KS4 Key Words lists.
Useful resources and links	*Grammar skills:* BBC Bitesize *Literary analysis:* Shmoop *Educational talks, varied subjects:* TED talks

ENGLISH LITERATURE

Exam Board: Edexcel IGCSE (4ET1)

Assessment method

60% examination: Paper 1- Poetry and Modern Prose

40% coursework: Modern Drama (20%); Literary Heritage (20%)

Exam length

Paper 1: 2 hours

Curriculum Intent

We aim to develop critical, confident readers who know their set texts closely and respond with informed personal engagement. Students will sustain a clear critical style, analysing how writers use language, form and structure to shape meaning and effect; make purposeful links and comparisons between texts; and demonstrate secure understanding of how works are influenced by—and in turn illuminate—their historical, social and literary contexts.

Students have the same teacher for both English Language and English Literature iGCSE. Both courses are covered in English lessons with an alternation of focus between each course. Most students are awarded two (i)GCSEs at the end of the course. The programme of study below is therefore one combined for English Language and English Literature.

Some students for whom English is an Additional Language may only sit (i)GCSE English Language, using the time when Literature is being studied to hone their English Language skills.

How can parents support?	Homework tasks, frequency and depth are differentiated based upon student needs and progress, but tasks set may encompass reading, reviewing own/others' work, researching, summarising, mind mapping/planning, re-drafting, rehearsing, revising, forming presentations or selection of quotations. Students should expect both examination and coursework assignments for homework on a weekly basis. Students are also encouraged to explore ideas and concepts beyond lessons using our KS4 Curiosity Sheet and KS4 Key Words lists.
Useful resources and links	*Grammar skills:* BBC Bitesize *Literary analysis:* Shmoop *Educational talks, varied subjects:* TED talks

ENGLISH LANGUAGE & ENGLISH LITERATURE

Programme of Study

Students have the same teacher for both English Language and English Literature iGCSE. Both courses are covered in English lessons with an alternation of focus between each course. Most students are awarded two (i)GCSEs at the end of the course.

Some students for whom English is an Additional Language may only sit (i)GCSE English Language, using the time when Literature is being studied to hone their English Language skills.

	Term 1	Term 2	Term 3
Skills	Textual/contextual analysis, research and evaluation; annotations; planning, drafting, proofreading and editing essays.	Textual/contextual analysis, research and evaluation; annotations; planning, drafting, proofreading and editing essays.	Textual/contextual analysis, research and evaluation; annotations; planning, drafting, proofreading and editing essays.
Knowledge	***Of Mice and Men*, John Steinbeck:** English Literature examination ***Romeo & Juliet* or *Macbeth*, Shakespeare:** English Literature coursework response (20%)	**Part 3 of the anthology:** English Literature examination **Creative writing task:** English Language coursework piece (20%)	***An Inspector Calls*, JB Priestley:** English Literature coursework response (20%)
Assessment	***Of Mice and Men***: Students complete regular practice essays on characters and themes. **Shakespeare:** Following study of the whole text, students focus on key scenes relevant to their 650-800 word coursework assignment (typically based upon Tybalt or patriarchy).	**Part 3 of the anthology:** Students study all 16 poems using independent research and teacher tuition. Students complete regular practice essays comparing these texts. **Creative writing task:** Students compose 650-800 words of creative writing in response to a range of stimulus material (tasks vary across the cohort). This also helps prepare for the English Language exam writing task.	***An Inspector Calls***: Students study the entire text and then focus closely on key scenes relevant to their 650-800 word coursework assignment (typically based upon The Inspector or responsibility).

ENGLISH LANGUAGE & ENGLISH LITERATURE

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Textual/contextual analysis, research and evaluation; annotations; planning, drafting, proofreading and editing essays.	Textual/contextual analysis, research and evaluation; annotations; planning, drafting, proofreading and editing essays.	Exam practice papers and revision of previously taught content.
Knowledge	**Response to part 2 of the anthology:** English Language coursework piece (20%)	**Part 1 of the anthology and other prose non-fiction; writing practice: preparation** for the English Language Examination	Revision of Of Mice and Men, Poetry, Transactional Writing and Non-fiction extracts.
Assessment	Students study all 10 texts within part 2 of the anthology using both independent research and teacher tuition before completing a coursework assignment of 1200 words discussing the texts.	Students study all 10 non-fiction pieces within part 1 of the anthology using both independent research and teacher tuition. We endeavour for students to complete regular practice essays analysing these texts with the aim to ensure that students have responded to all assigned non-fiction pieces.	GCSE examinations.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Curriculum Intent

English is not the first language for some of our students. Many successfully study for a GCSE in English Language. Those assessed at levels A1 to B1 on the Common European Framework for Languages are not usually entered for a GCSE and instead have EAL lessons. The EAL curriculum is tailored to the students' level and is delivered by those trained in Teaching English as a Foreign Language. We aim for students to be able to access lessons delivered in English and be ready to study for IELTS or an English Language GCSE by the time they reach the Sixth Form.

Attainment in English as an Additional Language		
Common European Framework for Languages Descriptors		
English level	Grading	Descriptor
Proficient user	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Intermediate user	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic user	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

FILM STUDIES

Exam Board: Eduqas GCSE

Assessment method

Two written exam papers (70% of assessment) ; Coursework - either a screenplay or a short film (30% of assessment)

Exam length

Component 1: Key Developments in US Film Written examination: 1 hour 30 minutes 35% of qualification

Component 2: Global Film: Narrative, Representation and Film Style Written examination: 1 hour 30 minutes 35% of qualification

Curriculum Intent

The specification aims to enable learners to experience a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Learners will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film, a UK film and films from around the world. Learners will be acquiring a knowledge of filmmaking, which they will be able to apply in a synoptic way to their own film production: a screenplay or a short film

Programme of Study

	Term 1	Term 2	Term 3
Skills	Identify and analyse genre conventions in US comparative film Apply film terminology to explore how form shapes meaning Develop essay writing skills analysing film using appropriate film terminology Explore the context of the US comparative film: social, political, cultural	.Identify and analyse genre conventions in US comparative film Apply film terminology to explore how form shapes meaning Develop essay writing skills analysing film using appropriate film terminology Explore the context of the US comparative film: social, political, cultural	Understand the aesthetic qualities of film Write about how aesthetic choices create meaning in film Engage critically with differing interpretations of US independent film (from critics, peers, etc.). Analyse and interpret specialist writing on film
Knowledge	US comparative film study: *Dracula* (1931) Screenwriting or short film production	US comparative film study: *The Lost Boys* (1987) Screenwriting or short film production	Contemporary UK film: *Submarine* (2010) US independent film: *Lady Bird* (2017)
Assessment	Baseline test	Test on US Comparative Study: Vampire Genre Mock exam	Test: Contemporary UK Film Essay: *Lady Bird* Specialist Writing

FILM STUDIES

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Revision of material studied in year 10 - consolidating skills and understanding of narrative and representation.	Consolidate all skills and understanding to date through exam practice and revision tasks.	Consolidate all skills and understanding to date through exam practice and revision tasks.
Knowledge	Global English language film: *The Babadook* Global non-English language film: *Girlhood*	Revision	Revision
Assessment	Mock exam	Ongoing test practice	Ongoing test practice

How can parents support?	Understand the course by reading the specification, resources and question papers Support independent study Watch and discuss the set films at home Encourage students to watch other films by the same director, on the same topic or from the same historical period or movement, noting any connections between films. Accompany student to the cinema. London has some great independent cinemas, including the BFI, which has special events and festivals. Kent also has cinemas that show films outside the mainstream, including: The Palace, Broadstairs; Curzon cinemas in Canterbury Royal Cinema, Faversham; Silver Screen Cinema, Folkestone
Useful resources and links	Eduqas Specification for GCSE Film Studies Eduqas resources Newman et al (2023) WJEC Eduqas GCSE Film Studies – Student Book - Revised Edition, Illuminate Publishing RIC Film & Media -includes past coursework by Film Studies students Eduqas Moving Image Awards - entrants to the annual student competition

FRENCH

Exam Board: AQA GCSE FRENCH 8658

Assessment method:

Students may be entered for GCSE French at Foundation (grades 1–5) or Higher tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series. Each paper represents 25% of GCSE.

Exam length

Paper 1 Listening is 35 min at Foundation & 45 minutes at Higher tier.
Paper 2 Speaking is 7-9 mins (Foundation) or 10-12 minutes (Higher) plus 15 minutes preparation
Paper 3 Reading is 45 minutes at Foundation and 1 hour at Higher.
Paper 4 Writing is 1 hour 10 minutes at Foundation and 1 hour 15 minutes at Higher tier.

Curriculum Intent

We aim to inspire and engage students of all abilities to build cultural knowledge as well as language skills.. The intention is to encourage students to communicate with native speakers in speech and also in writing. It is intended to broaden horizons and make them step beyond familiar cultural boundaries, and develop new ways of seeing the world.

Programme of Study

	Term 1	Term 2	Term 3
Skills	**Module 6** revision: Numbers & percentages, Describing a photo taken outside in nature Using comparative adjectives, passive tense in the present Extending answers (where, when, who, what, how; using negatives) Answering questions featuring a variety of tenses	**Module 7:** Translating questions in different tenses, translating more complex texts. Understanding adverbs, demonstrative adjectives, using pronouns. Translation using *depuis*, transcribing unfamiliar words, using *a* & *de* with the definite article. Using the Si clause. Developing effective comprehension skills. Understanding multiple tenses.	**Module 8 :** Using three different tenses, expressing the future, using apres avoir et après être, past tense with etre, expressing opinions on reality tv.using verbs followed by a or de, and being able to translate more complex structures.
Knowledge	Infographics about the environment, geography & the climate, discussing environmental problems & solutions including new technologies	Asking for directions, shopping role-play, describing where you live & your ideal home, talking about visiting another country or city , understanding adverts	Talking about your summer plans, future plans & hopes, celebrities on screen & influencers, possible future career paths. Discussing different jobs.
Assessment	Baseline assessment on previous knowledge. At the end of term, listening & reading	Reading & writing in a mock exam.	Reading & speaking

FRENCH

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Emphasis on speaking skills in preparation for the speaking exam by Revision and practising role play skills, photo cards tasks and conversation questions.	After the speaking exam the emphasis will be on listening, reading and writing skills. Use of tenses, and general grammar revision	Continue with revision of listening, reading and writing skills.
Knowledge	All vocabulary and grammar included in revision modules 1 - 8 in the textbook.	All vocabulary and grammar included in revision modules 1 - 8 in the textbook.	
Assessment	Students will complete a mock exam consisting of speaking, reading and writing papers.	Speaking Exam taken very early during this term. Completion of full papers for the other skills.	Wed 20th May am - Paper 1 Listening (H 45 min; F 35 min) Wed 20th May am - Paper 3 Reading (H 1 hour; F 45 min) Thu 4th June pm - Paper 4 Writing (H 1h 15 min; F 1h10)

How can parents support?	Encourage weekly revision of the subject and completion of homework. Remind them to finish any activities on ActiveHub and use the digital book on this same platform for revision of vocabulary. Other websites below can help learning and revising. Parents could show interest in what the students learn every week in French and encourage them to clarify doubts with the teacher. Help them by listening when they read and learn vocabulary. In preparation for exams, remind their children to complete sample papers from the AQA website as well as the tests at the end of each module in the textbook.. Parents may also provide their children with opportunities to learn the language and experience the culture by watching a film, or read some of the cartoon books we have in class.
Useful resources and links	AQA website to find sample papers: Some examples below, and we will update the content when necessary. https://drive.google.com/drive/folders/0AJAlJh8yX3TWUk9PVA https://activehub.pearson.com/#/login https://www.aqa.org.uk/subjects/french/gcse/french-8652/specification https://www.bbc.co.uk/bitesize/examspecs/zp838p3 https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#gsc.tab=0

GEOGRAPHY

Exam Board: Cambridge IGCSE (CIE) (0976

Assessment method

Non Examination Assessment (NEA- 'coursework') 27.5% final grade , 2000 word limit.

Paper 1 Geographical Themes (knowledge and understanding) 45% final grade, 75 marks total.

Paper 2 Geographical Skills, 27.5% final grade, 60 marks.

Exam length

Paper 1 - 1 hour 45 minutes

Paper 2- 1 hour 30 minutes

Curriculum Intent

In year 11 students will be completing and condensing their knowledge and understanding of processes which affect physical and human environments. There is a specific focus on a range of case studies of local, regional and global scale to apply their understanding for more depth answers and how they impact local communities. Students will begin the year completing their NEA, which is 27.5% of their final grade. There is continuous practice of cartographic, geographic data handling skill throughout and extended writing skills throughout and more so towards the end of the academic year as examination season approaches..

Programme of Study

	Term 1	Term 2	Term 3
Skills	Enquiry skills in NEA fieldwork investigation. This includes formulating a hypothesis, cartographic skill, research and citation, and designing sampling and fieldwork methods.	Complete NEA. Cartographic interpretation Data and image analysis, manipulation and interpretation Extended writing	Begin revision of year 10 topics and organisation of revision notes. Cartographic interpretation Data and image analysis, manipulation and interpretation
Knowledge	Coasts and NEA Constructive and destructive waves Coastal processes and landforms (erosion, transportation and deposition) Coastal erosion, impacts and management- case study Coastal flooding, impacts and management- case study Coastal conflicts	Industry and Tourism: Types of industry and characteristics Locational factors Inputs, outputs and processes Case Study Industrial Zone Growth and types of tourism Butler Model Advantages and disadvantages of tourism for receiving area Sustainable tourism Case study of a tourism location	Development and farming Measuring development Inequalities Types of farming inputs , processes, outputs Environmental impacts Sustainable development
Assessment	Submission of NEA tasks. Year 11 Baseline test- skills	End of unit test on Tourism	Mock exam on population, settlement, tourism, tectonics, rivers, coasts. Submission of NEA to exam board.

GEOGRAPHY

Programme of Study contained

	Term 4	Term 5	Term 6
Skills	Ongoing revision of year 10 topics and organisation of revision notes. Cartographic interpretation Data and image analysis, manipulation and interpretation. Extended writing. Exam practise	Revision and exam practise	
Knowledge	Energy and Water. Short units- Types of energy Supply and demand Energy and water insecurity and sustainability.	All content and skill will be consistently addressed.	
Assessment	Mock examination paper 2 skills paper. Continuous timed answers in lessons.	Summer examinations/	

How can parents support?	In year 11 students tend to need support in regards to organising their time and space for effective revision. Supporting students with homework by weekly checking Google Classroom and organizing a study timetable and space to incorporate time for homework and revision starting from September will help build working memory. Help students to organise their study notes and revision materials at home and keep them tidy and accessible. Encourage students to create flash cards and practise past questions, make notes on podcasts etc during revision at home in order to use study time efficiently .Discussion with students on their learning and homework to develop their understanding- use of news reports provide an efficient stimulus for this and apply their understanding.
Useful resources and links	The' Geography Student Shared Area" on google drive has revision content notes, case studies, website links, videos, revision activities and keywords. https://www.bbc.co.uk/bitesize/topics/zj4kh4j https://revisionworld.com/gcse-revision/geography https://igcsegeography.wordpress.com/revision-materials/ https://kisigcsegeography.wordpress.com/ https://www.geographypods.com/

HISTORY

Exam Board: Cambridge iGCSE

Assessment method

Two examined components (Paper 1: Structured Questions; Paper 2: Source Questions)

One coursework component (2,000 words) completed in Yr 11

In addition to the two indicative exams sat under full examination conditions, Year 11 students will be formally assessed with exam style questions fortnightly.

Exam length

Full Paper 1 - 2hrs

Hull Paper 2 - 1hr 45

Curriculum Intent:

History lessons in Year 11 provide an overview of the key topics from the Core Content. The course covers key events of the 20th Century, with a particular focus on the interwar years (1918-1939.). A portion of the year will also be committed to completing the Depth Study (the First World War) on which students will be required to undertake their independent research and coursework.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Paper 2 focus (source analysis)	Paper 1 focus (structured questions)	Independent research and essay writing
Knowledge	**Was the Treaty of Versailles fair?** - Why did the peace-makers fail to achieve their goals? -What were the immediate consequences of the treaty on Germany? **The First World War**: - Why did stalemate on the Western Front last four years? - To what extent was this a 'world war'?	**To what extent was the League of Nations a success?** - How was the League affected by its structure and membership? - How did challenges to the League lead to its failure? **The First World War**: - How important were other fronts? - Why did Germany request an armistice in November 1918?	**Why had international peace collapsed by 1939?** - What were Hitler's foreign policy goals? - Was 'appeasement' justified?
Assessment	Paper 2 questions (40 mins)	Full Paper 1 (2hrs)	Coursework

HISTORY

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Revision & exam practice	Revision & exam practice	
Knowledge	Revision of previous topics (esp. Treaty of Versailles in preparation for Paper 2)	Revision of previous topics	
Assessment	Full Paper 2 (1hr 45)	May/June exam dates TBC	

How can parents support?	- Ensure revision habits are embedded from an early point, including regular exam question practice - Encourage participation in additional support sessions - Attend parents evening meetings for detailed information on student progress
Useful resources and links	Syllabus Overview Core content topic list Depth Study digital textbook

MATHEMATICS

Exam Board: Edexcel (IGCSE - specification A)

Assessment method: 100% Exam (assessed with two equally weighted calculator papers. Both papers are out of 100 marks). There are no set topics in paper 1 and paper 2. Therefore, each paper contains a mixture of questions from the units stated below. Generally if a topic is in paper 1 then it does not appear in paper 2.

Exam length: There are two calculator exam papers that are 2 hours in length each. Students sit these in the summer term of year 11.

Curriculum Intent

We aim to enable students to develop their knowledge and understanding of mathematical concepts and techniques; acquire a foundation of mathematical skills for further study in the subject or related areas; enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems; and to appreciate the importance of mathematics in society, employment and study.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Calculate with square numbers/square roots/cube numbers & cube roots. To simplify & calculate with surds. Use Pythagoras' theorem in right angled triangles and 3D shapes.. Use the trigonometric ratios in right angled triangles & 3D shapes. Finding the angles of elevation & depression. Being to use the sine rule, the cosine rule & using sine to find the area of triangles that are not right angled. To calculate with indices. Understanding the wording of exam questions and revision/exam techniques.	Calculate linear & quadratic inequalities. To draw these inequalities on graphs. Calculate the perimeter & area of rectangles, area of triangles & parallelograms. Calculate the circumference & area of a circle. To calculate the surface area & volume of cuboids/cylinders/cones/spheres. To calculate the volume of prisms. To find the length of arcs and areas of sectors. To differentiate an equation and then find the gradient of a curve. To find the turning points of a curve and the motion of a particle. Understanding the wording of exam questions and revision/exam techniques.	Use the probability scale & calculate probabilities from data & the probability of a combined event using tree diagrams. Measure and draw angles. To draw and calculate bearings. To identify congruent & similar shapes. To calculate the areas of similar triangles and area/volume of similar shapes. Plot & calculate coordinates. To draw linear graphs. To find the equation of linear graphs. To calculate parallel and perpendicular lines of graphs. To solve simultaneous equations using graphs. Understanding the wording of exam questions and revision/exam techniques.
Knowledge	Square and cube roots, trigonometry and indices.	Inequalities & regions, mensuration (perimeter, area & volume) and calculus.	Probability, bearings, congruent & similar shapes and straight line graphs.
Assessment	Baseline test at the start of term.	**Mock**	Optional topic test

MATHEMATICS

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	To write and calculate in standard form To draw quadratic/cubic/reciprocal graphs. To solve equations with quadratic graphs. To identify and draw graphs of sin x/cos x/tan x. To identify the transformations of graphs and to draw the transformation of graphs. To understand function notation. To calculate the domain and range of functions. To find inverse and composite functions. Understanding the wording of exam questions and revision/exam techniques.	To interpret conversion, travel and speed-time graphs. To understand vector notation. To use and calculate vectors. To calculate the magnitude of vectors.. Understanding the wording of exam questions and revision/exam techniques.	Revision and exam preparation. Understanding the wording of exam questions and revision/exam techniques.
Knowledge	Standard form, graphs of functions and functions.	Graphs in practical situations and vectors.	
Assessment	Mock	Optional topic test	

How can parents support?	**Sparx maths -** parents can ensure that their child completes all their compulsory homework every week on time. They can encourage their child to complete the XP boost and target sections of their Sparx maths homework. These two sections are to help stretch the student. **Extra independent work** - parents should encourage their child to revise their maths for a short time every day. **Past exam practice** - parents should encourage their child to complete some past iGCSE papers each week, so that their child gets used to the types of questions that they will see in their GCSE. **Equipment** - parents should ensure that their child is fully equipped for every maths lessons. Students need a blue/black pen, pencil, ruler, protractor, pair of compasses and a scientific calculator. **Attending revision sessions** - parents to encourage their child to attend the weekly after school revision session, along with attending the revisions sessions that take place during February and May half term.
Useful resources and links	**Maths genie** - https://www.mathsgenie.co.uk/igcse.php?scrlybrkr=fbfe75d1 **Corbett maths** - https://corbettmaths.com/contents/ **MME revision** - https://mmerevise.co.uk/gcse-maths-revision/ **Physics and maths tutor** - https://www.physicsandmathstutor.com/# **Save my exams** - https://www.savemyexams.com/igcse/maths/ **Edexcel International GCSE Maths Student Book by Chris Pearce is the textbook we use. ISBN 9780008205874** **https://www.waterstones.com/book/edexcel-international-gcse-maths-student-book/chris-pearce/9780008205874** **Any Edexcel iGCSE maths (specification A) revision guide and/or workbook will be beneficial. Please ensure it is the right tier (higher or foundation)** https://www.igcsebookshop.co.uk/product-category/study-revision-guides-mathematics/

MUSIC

Exam Board: Pearson (BTEC)

Assessment method

2 internally assessed coursework components (Component 1 and Component 2) and 1 externally assessed component (Component 3.. Internal components involve portfolios and practical performances, while the external Component 3 is a synoptic music project set by Pearson in Year 11.

Exam length

No written exam. Component 3 is an extended practical brief (developed over several weeks under supervised conditions in Year 11).

Curriculum Intent

Year 11 consolidates technical mastery and creative confidence built in Year 10. Students finalise Component 2 (Music Skills Development) by December, then undertake the externally assessed Component 3 (Responding to a Brief), completed by Easter. Focus is on polished practice, rigorous project management and professional presentation, ensuring every learner leaves with a strong portfolio and clear progression route to further study or industry pathways.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Tighten weak areas flagged in Y10: advanced instrumental drills, precise ensemble timing, pro-level mixing tweaks. Weekly filmed run-throughs; producers practise quick recall of DAW shortcuts and mastering chains.	Dress-rehearse under controlled timing. Capture “before/after” clips; annotate scores, plug-in settings. Producers run live-sound check for showcase.	Analyse Pearson brief; brainstorm hooks, beats or arrangements. Draft chord maps, sample lists, rehearsal schedule. Controlled-time creation: performers nail takes, producers finalise mix and stems.
Knowledge	High-level practice tactics, loudness/ metering norms, Merit–Distinction evidence. Portfolio layout conventions.	Submission rules, authentication forms, risk assessment basics. Effective evaluation writing (800 chars per section).	Brief deconstruction; audience, style tags, time limit. Documentation requirements for controlled sessions; evaluation structure.
Assessment	Mid-term portfolio check lists gaps; final action plan issued ahead of submission.	Component 2 portfolio & reflective report submitted and internally verified by end of term.	Planning booklet + 60-sec demo checkpoint; teacher feedback. Final C3 product & evaluation uploaded before Easter.

MUSIC

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Optional C1/C2 resub work; compile best recordings into show-reel; practise audition pieces; mentor Year 10s. Stage end-of-year concert of C3 highlights.	The course will be completed in Term 4	The course will be completed in Term 4
Knowledge	Post-16 routes (Level 3 BTEC, A-Level, apprenticeships). Portfolio/EPK polish, basic contracts & invoicing.		
Assessment	Resubmissions (if eligible) logged; mock auditions/interviews graded. End-of-year report confirms final marks and next steps.		

How can parents support?	Ensure quiet practice space, check coursework deadlines on school portal, attend showcase events, discuss post-16 options, encourage balanced workload and wellbeing during C3 controlled conditions.
Useful resources and links	Pearson specification & key dates, Component 3 learner guidance video, MusicTheory.net drills, BandLab for quick demos, Ableton/Logic tutorial channels, BBC Introducing advice hub, UCAS progression pages, local college open-day calendars.

PHYSICAL EDUCATION

Exam Board: OCR

Assessment method

2 external written exams, a written piece of coursework and practical assessment in 3 sports.

Component 1: Applied Anatomy and Physiology

Component 2: Socio-cultural issues and sports psychology

Component 3: Practical performance

Component 4: Analysing and Evaluating Performance (AEP)

Exam length

60 minutes each

Curriculum Intent

Students extend their understanding of key physical, psychological, and socio-cultural factors that influence performance and participation in sport. Building on the foundations established in Year 10, they develop a more integrated understanding of how the body and mind work together in sporting contexts. Students refine their practical performance in three selected activities, demonstrating consistency, control, and tactical awareness. They enhance their application of theoretical knowledge through the Analysis and Evaluation of Performance (AEP), where they analyse strengths, identify areas for improvement, and apply relevant training principles.

Programme of Study

	Term 1	Term 2	Term 3
Skills	**Using sources:** to Understand of current participation trends	**Defining:** Health & fitness **Data collection & use**	**Guidance and feedback** to improve performance of movement skills.
	Describing & explaining the structure & function, **Applying** physiological knowledge to examples from own & others' practice		
Knowledge	**Physiology:** Muscular: muscle groups, planes of movement, axes of rotation. Cardiovascular: heart rate, stroke volume, cardiac output. Respiratory: breathing rate, tidal volume, minute ventilation, alveoli, aerobic/anaerobic exercise, intensity & duration. **Participitation:** factors affecting different social groups, strategies to promote, commercialisation, sponsorship, media influence, positive & negative effects. Reasons for & affects of drugs use	**Effects of exercise:** short & long term, physical, emotional, social pros & cons of sedentary/active lifestyles. **Components of fitness:** suitable tests for each **Principles of training:** FITT **Balanced diet:** main components, including effects, & hydration.	**Minimising risk:** warm-up & cool-down, potential hazards, Identify key terms and **Psychological factors:** affecting performance. **Characteristics of skilful movement**
Assessment	Baseline assessment	Test: Sections 1 & 2	Jan mock, Paper 1 AEP submitted

PHYSICAL EDUCATION

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Exam technique Practicing all ranges of exam questions from 1-6 marks. Preparation for practical moderation day.		
Knowledge	Knowing how to answer the command words successfully. Refreshing knowledge on core and advanced skills to be shown in chosen sports.		
Assessment	Past paper exam questions. Practical moderation day. Date TBC.		

How can parents support?	Encourage regular physical activity and club participation in at least one sport. Discuss key concepts (anatomy, psychology) at home. Support with AEP preparation and practical activity videoing. Encouraging revision through past papers
Useful resources and links	OCR GCSE PE Specification Everlearner PE platform

SCIENCE: Biology

Exam Board: AQA GCSE

Assessment method: Summative assessment through two written papers.

Exam length

Paper 1: 1 hr 45 mins; 100 marks; Topics assessed: 1, 2, 3 and 4.

Paper 2: 1 hr 45 mins; 100 marks; Topics assessed: 5, 6 and 7.

Curriculum Intent

Our science curriculum is designed to spark curiosity and deepen students' understanding of the natural world. Through dynamic lessons, hands-on experiments, and real-world examples, students explore key areas of biology including cell biology, genetics, ecology, and the human body. We aim to equip students not only with essential scientific knowledge but also with the investigative and critical thinking skills needed to thrive in an ever-evolving scientific landscape. Our approach emphasizes curiosity, creativity, and clarity—developing confident learners who think like scientists.

Programme of Study

	Term 1	Term 2	Term 3
Skills	Making a temporary mount; microscope drawing; Practical investigation of osmosis; Investigation of enzymatic reactions; Food tests and dissection.	Microscopy - transverse section of leaf; Rates of photosynthesis data analysis; Investigating the effect of exercise on the rate of respiration	Investigating reaction time; Investigating phototropism;
Knowledge	Topic 1: Cell Biology; Topic 2: Organisation	Topic 2: Organisation; Topic 3: Infections and response; Topic 4: Bioenergetics	Topic 5: Homeostasis and Response; Topic 6: Inheritance, variation and evolution
Assessment	Two twenty minute written past paper assessments and one forty five minute written assessment; Weekly homework set through Google classroom.	One twenty minute written past paper assessment; one forty five minute written assessment and a whole Paper 1 written assessment in Underhill. Weekly homework set through Google classroom.	Two twenty minute written past paper assessments and one forty five minute written assessment. Weekly homework set through Google classroom.

SCIENCE: Biology

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Predicting the outcomes of genetic crosses; Using quadrats and line transects;	Investigating the rate of decay;	
Knowledge	Topic 6: Inheritance, variation and evolution; Topic 7: Ecology.	Topic 7: Ecology.	
Assessment	One forty five minute written assessment and a Paper 2 written assessment in Underhill. Weekly homework set through Google classroom	Two twenty minute written past paper assessments and one forty five minute written assessment. Weekly homework set through Google classroom	

How can parents support?	Understand the course: Familiarize yourself with the AQA GCSE Biology syllabus and assessment structure to support planning and tracking progress. Encourage consistent study habits: Help set up a quiet study space, a regular routine, and use effective revision methods like flashcards and past paper practice. Encourage the use of the quality resources provided such as CGP revision guides, educational videos, and online platforms like Seneca or Physics & Maths Tutor. Support practical work: Discuss experiments through help with understanding data analysis and scientific skills. Monitor progress and stay positive: Review test feedback together, celebrate improvements, and help identify areas needing more revision. Promote wellbeing and motivation: Encourage breaks, healthy habits, stress management, and discussions about future goals linked to biology.
Useful resources and links	○ CGP Revision Guide - Higher Biology Each student will be given a copy of this revision guide and this is the first port of call for revision. ○ Seneca Learning (free, interactive) ○ BBC Bitesize Cognito ○ Physics & Maths Tutor (has Biology too) ○ Revision guides tailored to their exam board (e.g. CGP books).

SCIENCE: CHEMISTRY

Exam Board: AQA GCSE

Assessment method

100% examined across two papers.

Exam length

Each paper is 1 hour and 45 minutes long

Curriculum Intent

In Year 11, students complete an intensive and structured journey through the full Chemistry GCSE course. Existing students revisit all ten topics from the AQA Chemistry course to strengthen understanding and exam readiness, while new students are supported with focused teaching to access some or all of the content for the first time.

The curriculum covers key areas such as atomic structure, bonding, chemical and energy changes, rates, organic chemistry, and sustainability. Practical and analytical skills are developed through regular application of required practicals and data interpretation tasks.

Two formal mock exams allow students to measure progress and refine exam technique as well as prepare them for the experience of sitting their exams in the summer. By completing the course before the Easter break, students benefit from dedicated revision time to build confidence and fluency ahead of the final exams in the summer.

Programme of Study

<table>
<tr><th></th><th>Term 1</th><th>Term 2</th><th>Term 3</th></tr>
<tr><td rowspan="2">Skills</td><td>Compare & contrast: groups in the periodic table, types of bonding & properties of substances; Mathematical skills: Specifically approaching 5-6 mark calculation questions for Chemistry 3.</td><td>Compare and contrast: Reactivity of metals & fuel cells with alternative energy sources. Mathematical skills: Specifically approaching 5-6 mark calculation questions for Chemistry 3.</td><td>Compare & contrast: rates of reaction under different experimental conditions & structures of organic molecules, their reactions & uses.
Mathematical skills: Use of a tangent in graph work.</td></tr>
<tr><td colspan="3">Drawing scientific diagrams, Experimental & practical skills, Graph skills, Literacy: Understanding & responding to exam questions, Mathematical skills: continuously developed throughout the course.</td></tr>
<tr><td>Knowledge</td><td>C1: Atomic Structure & the periodic table
C2: Bonding, Structure & the Properties of Matter
C3: Quantitative Chemistry</td><td>C3: Quantitative Chemistry (continued)
C4: Chemical Changes
C5: Energy Changes</td><td>C6: The Rate and Extent of Chemical Change
C7: Organic Chemistry</td></tr>
<tr><td>Assessment</td><td>Baseline Assessment at start of term, assessment at the end of each topic.</td><td>Assessment at the end of each topic (3 per term) plus
Mock exam (full paper 1)</td><td>Assessment at the end of each topic. This will equate to around 3 assessments per term excluding mock exams.</td></tr>
</table>

SCIENCE: CHEMISTRY

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Compare and contrast: laboratory based vs instrumental methods of analysis, comparison of the Earth's changing atmosphere and the use of the Earth's resources. Mathematical skills: Use of a tangent in graph work.	Exam practice: Interpreting mark schemes effectively Structuring extended responses appropriately for the question posed Understanding command words Time management Recall and Retrieval Practice	Exam practice: Interpreting mark schemes effectively Structuring extended responses appropriately for the question posed Understanding command words Time management Recall and Retrieval Practice
	Drawing scientific diagrams, Experimental & practical skills, Graph skills, Literacy: Understanding and responding to exam questions, Mathematical skills: continuously developed throughout the course,		
Knowledge	C8: Chemical Analysis C9: Chemistry of the Atmosphere C10: Using Resources	Revision of all topics (focus paper 1)	Revision of all topics (focus paper 2)
Assessment	Assessment at the end of each topic. This will equate to around 3 assessments per term excluding mock exams. Mock exam (full paper 2)	GCSE Paper 1	GCSE Paper 2

Required Practicals

Practical	**Topic**	**Term**
Required Practical 1: Preparation of a pure, dry sample of a soluble salt	C4: Chemical Changes	Term 2
Required Practical 2: Titration of strong acid and alkali	C4: Chemical Changes	Term 2
Required Practical 3: Electrolysis of aqueous solutions	C4: Chemical Changes	Term 2
Required Practical 4: Temperature changes in reacting solutions	C5: Energy changes	Term 2
Required Practical 5: Investigating rates of reaction	C6: The rate and extent of chemical change	Term 3
Required Practical 6: Chromatography of coloured substances	C8: Chemical Analysis	Term 4
Required Practical 7: Identifying ions in unknown compounds	C8: Chemical Analysis	Term 4
Required Practical 8: Analysis and purification of water samples	C10: Using Resources	Term 4

SCIENCE: CHEMISTRY continued

How can parents support?	**Encourage and remind** students to check Google classroom for homework tasks set to ensure they are up to date. Also ensure students are checking back over homework quizzes once they have been returned for feedback. **Guide online revision** to resources for the correct key stage (key stage 4) and course. Although there are a lot of similarities between exam boards, students need to make sure the online resources they are using are aimed at KS4 students studying AQA Single Science Chemistry. **Ask your child** how they are getting on in their Science lessons and if they feel they are struggling in any areas. Encourage them to speak to their teacher to get additional support put in place. **Ensure your child is prepared** for their Chemistry lesson: Please make sure your child has a pen, pencil, ruler and scientific calculator to use in their lessons. There is a lot of Maths in Chemistry, a calculator is essential.
Useful resources and links	CGP Revision Guide - Higher Chemistry Each student will be given a copy of this revision guide and this is the first port of call for revision. **BBC BItesize - KS4 GCSE Chemistry** https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb **Seneca** https://senecalearning.com/en-GB/ RIC students have an account with Seneca, they can login using their school email address and password to access resources to support their learning. **Cognito (free and paid for resources)** https://cognitoedu.org/home **Physics and Maths Tutor** https://www.physicsandmathstutor.com/ This has resources, notes and past paper questions

SCIENCE: CIE Combined Science

Exam Board: Cambridge International Education (CIE), (0653)

Assessment method: Three written papers, all externally assessed: Paper 1 (Core): Multiple choice (40 marks); Paper 3 (Core) Short-answer and structured questions (80 marks); Paper 6 (Alternative to practical): (40 marks).

Exam length: Paper 1: 45 minutes; Paper 3: 1 hour 15 minutes; Paper 6: 1 hour.

Curriculum Intent

The course is designed to give students a strong foundation in Biology, Chemistry, and Physics through a balanced and engaging curriculum. Our intent is to nurture scientific curiosity, critical thinking, and practical skills, preparing students for further study or future careers in science-related fields. We aim to ensure students understand key scientific concepts, develop analytical thinking, and learn how science applies to real-world problems. Hands-on experiments and enquiry-based learning deepen understanding and build confidence in scientific methods. We that students evaluate evidence, communicate scientific ideas clearly, and apply their knowledge effectively. Ultimately, we aim to inspire a lasting appreciation for science, while helping every student reach their full potential through personalised support and excellent teaching.

Programme of Study

	Term 1	Term 2	Term 3
Skills	IAM calculations and microscopy; Investigating osmosis; Food tests; Investigating enzyme catalysed reactions	Investigating germination	IChromatography; Salt preparation; separation and purification; identification of ions;
Knowledge	**Biology:** Characteristics of living organisms; Cells; movement in and out of cells; Biological molecules; Enzymes **Chemistry:** States of matter; Atoms, elements and compounds; Stoichiometry; Electrochemistry; Chemical energetics.	**Biology:** Plant nutrition; human nutrition; Transport in plants; Transport in animals; Respiration; Drugs **Chemistry:** Chemical reactions; Acids; bases and salts	**Biology:** Reproduction; Organisms and their environment; Human influences on ecosystems **Chemistry:** The Periodic table; Metals; Chemistry of the environment; Organic Chemistry and chemical analysis.
Assessment	Two 20 minute written past paper assessments and one 45 minute written assessment; Weekly homework set through Google classroom.	One 20 minute written past paper assessment; one45 minute written assessment and a whole Paper 1 written assessment in Underhill. Weekly homework set through Google classroom.	Two 20 minute written past paper assessments and one 45 minute written assessment. Weekly homework set through Google classroom.

SCIENCE: CIE Combined Science

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	Determination of mass, length, time and a period; determine density; Draw circuit diagrams;	Examination skills	Exams take place and the course has finished
Knowledge	Physics: Motion forces and energy; Thermal physics; Waves; Electricity; Space;	Revision	
Assessment	One 45 minute written assessment and a Paper 2 written assessment in Underhill. Weekly homework set through Google classroom	Two 20 minute written past paper assessments and one 45 minute written assessment. Weekly homework set through Google classroom	

How can parents support?	Understand the course: Familiarize yourself with the CIE Combined Science (0653) syllabus and assessment structure to support planning and tracking progress. Encourage consistent study habits: Help set up a quiet study space, a regular routine, and use effective revision methods like flashcards and past paper practice. Encourage the use of the quality resources provided such as CGP revision guides, educational videos, and online platforms like Seneca or Physics & Maths Tutor. Support practical work: Discuss experiments through help with understanding data analysis and scientific skills. Monitor progress and stay positive: Review test feedback together, celebrate improvements, and help identify areas needing more revision. Promote wellbeing and motivation: Encourage breaks, healthy habits, stress management, and discussions about future goals linked to biology.
Useful resources and links	○ Seneca Learning (free, interactive) ○ BBC Bitesize ○ Physics & Maths Tutor

SCIENCE: PHYSICS

Exam Board: AQA GCSE

Assessment method: 2 written papers

Exam length: 1 hr 45 mins each

Curriculum Intent:

The course is structured to logically progress through key physical ideas, from energy and forces to electromagnetism and space physics, building a robust foundation of substantive knowledge. It encourages students to see how different areas are interconnected and how a small number of key concepts—such as the conservation of energy or the use of models—can explain a vast range of natural phenomena. This approach helps students develop a strong conceptual framework, which is essential for both exam success and further academic study. Beyond the classroom, topics are often linked to everyday applications and societal issues, encouraging students to evaluate the ethical, social, and economic implications of scientific advancements.

Students learn to be scientists, developing observation, practical investigation, data analysis, and evaluation skills. Mandatory practical activities ensure, students learn to design experiments, handle apparatus, and critically assess their findings. This hands-on, inquiry-based approach ensures students can apply the scientific method to solve problems and draw evidence-based conclusions.

Programme of Study

	Term 1	Term 2	Term 3
Skills	**Conceptual Skills:** Describe, explain workings, processes & concepts, identify pros & cons. **Mathematical skills:** Calculate using all required equations from AQA formula sheet **Data analysis:** Interpret & analyse data from tables & graphs **Diagrammatical skills:** Drawing scientific diagrams accurately **Practical skills:** Design, safely conduct & evaluate validity of method & results of experiments		
Knowledge	1-2: **Energy & Electricity** Kinetic, gravitational potential, & elastic potential energy. Power, efficiency & specific heat capacity. Energy stores & transfers, conservation, pros & cons of resources. Ohm's Law, potential difference, resistance, series & parallel circuits, mains electricity, the National Grid, static electricity, current, potential difference & resistance.	3-4: **Particle model of matter & Atomic structure** Solids, liquids, gases, density, specific heat capacity, specific latent heat, thermal energy transfers Structure of atom, evolution of atomic model, radioactive decay, half life, nuclear fusion & fission, nuclear equations, hazards & uses of radiation types	5-6: **Forces & Waves** Newton's 3 laws of motion, acceleration, momentum, work done, distance-time & velocity-time graphs, scalar & vector quantities, pressure in fluids, moments, stopping distance Wave speed, frequency & wavelength, transverse & longitudinal waves, energy transfer by waves, ray diagrams, reflection & refraction, electromagnetic waves & uses.
Assessment	Weekly homework End of topic test.	Weekly homework End of topic test & **Mock 1**	Weekly homework End of topic test.

SCIENCE: PHYSICS

Programme of Study continued

	Term 4	Term 5	Term 6
Skills	**Conceptual Skills; Mathematical skills; Data analysis; Diagrammatical skills; Practical skills; Rule application; Revision skills**		
Knowledge	**7-8: Magnetism & electromagnetism, Space physics** Magnetic fields around magnets & wires; Fleming's left hand rule for direction of force, magnetic field or current in a conductor, creation of electromagnets, workings of electric motors, function of transformers in the National Grid Life cycle of a star: stella nebula, white dwarf, neutron star, black hole; orbital motion, red-shift, the Big Bang Theory, origin & evolution of the universe.	**Revision of whole course. Topics 1-8** Exam Technique Practice with an especial focus on: Keyword Definition: Precisely define key scientific terms. Avoid vague or conversational language. Extended Writing: Structure multi-mark answers using a logical chain of reasoning to explain a concept or process. Unit Conversion: Convert between standard units (e.g., meters to kilometers, seconds to hours, Joules to megaJoules).	
Assessment	Weekly homework End of topic test & **Mock 2**	Past Papers.	

The topics on this curriculum plan will be covered in the course of the year, however the order and timings may differ slightly from this plan as we have a new member of staff joining the department after the October half term.

How can parents support?	**Create a good study environment:** Help your child set up a quiet, distraction-free space with all the necessary tools like a calculator, pens, and a ruler. **Encourage active learning:** Passive reading isn't enough - create flashcards for formulas & definitions, get them to explain difficult concepts to you to test their understanding. **Use practice papers:** This is the most effective tool. It helps them understand the exam format, timing, and question types. Past papers can be found at Physics and Maths Tutor. **Focus on math skills:** Physics questions often involve calculations. Remind them to always show their working; they'll get marks for method even if the final answer is wrong. **Provide emotional support:** The most important thing you can do is be their champion. Celebrate their efforts and remind them that you're proud of them regardless of their grades. Make sure they get enough sleep and have time for breaks to avoid burnout.
Useful resources and links	**CGP Revision Guide - Higher Physics** - each student will be given a copy of this. **BBC BItesize - KS4 GCSE Physics** **Seneca** - RIC students have an account with Seneca, they can login using their school email address and password to access resources to support their learning. **Cognito** **Physics and Maths Tutor** **YouTube:** The whole course is at https://www.youtube.com/watch?v=WtPeQsEwEWA But do search for any topic and you will find a dedicated video on it.

SPANISH

Exam Board: AQA GCSE SPANISH 8692

Assessment method:

GCSE Spanish has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series. Each paper represents 25% of GCSE.

Exam length

Paper 1 Listening is 35 min at Foundation tier and 45 minutes at Higher tier.

Paper 2 Speaking is 7-9 minutes at Foundation tier or 10-12 minutes at Higher tier plus 15 minutes preparation time.

Paper 3 Reading is 45 minutes at Foundation and 1 hour at Higher.

Paper 4 Writing is 1 hour 10 minutes at Foundation and 1 hour 15 minutes at Higher tier.

Curriculum Intent

We aim to inspire and engage students of all abilities so they can build cultural knowledge and linguistic skills. The culture of the wider Spanish-speaking world is very exciting and brings the subject alive. The intention is to encourage students to take their knowledge outside the classroom and communicate with native speakers verbally and in writing. We also aim to broaden students' horizons to step beyond familiar cultural boundaries, and develop new ways of seeing the world.

Programme of Study

	Term 1	Term 2	Term 3
Skills	**Speaking** - practising key sounds [rr] [ll] [í] [ía] [io] [ió] [cua] [cue] **Listening, Reading, Writing** **Revision** of grammar at the end of Module 5	**Speaking - Phonics**: [ci] and [ca], [co], [cu] [v] [r] [rr] [j] **Listening** **Reading** - translating more complex texts, developing effective comprehension skills **Writing**	**Speaking** - Stress patterns & written accents. [ge] / [gi] / [j] [ga] / [go] / [gue] / [gui] **Listening**- transcribing unfamiliar words, listening for percentages. **Reading** - understanding more complex texts. **Writing**
Knowledge	**Vocabulary**: Describing cities & neighbourhoods; understanding information & finding out about Colombia. **Grammar**: the perfect tense; demonstrative adjectives; *tan, tanto/a, tantos/as*; using *estar +* prepositions of place and directions; *a + el = al, de + el = del;* direct object pronouns; describing future plans, comparing now & then in the imperfect tense	**Vocabulary**: Natural wonders of Spanish-speaking countries; how to help in your community; climate change; actions to help the environment & solutions. **Grammar**: the imperative (*tú*); using *falta, hace falta, vale la pena, basta;* the passive voice; the imperfect continuous; the reflexive *se*; present subjunctive to give opinions; using *(no) se debería + infinitive;* pronouns after prepositions; using *falta, hace falta, vale la pena, basta;* negative constructions; relative pronouns; understanding multiple tenses.	**Vocabulary**: Latinos trailblazers; future plans including career; the importance of learning languages; changes in the world of work; percentages; Impact of AI **Grammar**: the future: *espero, me gustaría, quiero, tengo ganas de voy a +* infinitive; *seguir/continuar +* present participle; possessive pronouns; prepositions + infinitive; masculine & feminine noun forms in jobs; invariable nouns (*-e, -ista*); modal verbs: infinitive as a noun; the suffix *-dad/-idad;* modal verbs, using *para que + subjunctive*; the infinitive of a conjugated verb.
Assessment	Baseline Test & listening & reading test	Reading & writing **mock exam**.	Reading & speaking test

	Term 4	Term 5	Term 6
Skills	**Speaking:** Emphasis here in preparation for the speaking exam. Revision of Spanish phonics, practising role play skills, photo cards tasks & conversation questions.	After the speaking exam the emphasis will be on **listening, reading** and **writing** skills. Use of tenses.	Continue with revision of listening, reading and writing skills. GCSE exams are completed this half term.
Knowledge	**Revision** of all vocabulary and grammar included in revision modules 1 - 8 in the textbook.	**Revision** of all vocabulary and grammar included in revision modules 1 - 8 in the textbook.	
Assessment	**Mock exam:** speaking, reading & writing papers.	**Speaking Exam** taken very early during this term. Completion of full papers for the other skills.	

How can parents support?	**Encourage weekly revision** & completion of homework. Remind them to finish any activities on ActiveHub and use the digital book on this same platform for revision of vocabulary.. Show interest in what the students learn every week in Spanish and encourage them to clarify doubts with the teacher. Help them by listening when they read and learn vocabulary. Remind students to complete sample papers from the AQA website as well as the tests at the end of each module in the textbook.. Take students to Spanish restaurants, or go on holiday to a Spanish-speaking country, if there is an opportunity.
Useful resources and links	AQA website to find sample papers: https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification ActiveHub platform for which students have a school account. They can access their digital book as well as tasks to practise all skills https://activehub.pearson.com/#/login BBC Bitesize GCSE AQA Spanish (for exams from 2026) https://www.bbc.co.uk/bitesize/examspecs/zjqpq2p Revision of vocabulary with Quizlet https://quizlet.com/gb/content/aqa-gcse-spanish-flashcards More vocabulary practice with Memrise https://app.memrise.com/my-journey