BELGRAVE SCHOOL

Green Class Curriculum

September 2022 to July 2023

In Green Class, students are taught an exciting and varied curriculum in preparation for both GCSEs and functional skills studies – many lessons are held in small groups to cater for a wide range of abilities with the emphasis of the application of skills vital to everyday independent living. Within this framework, a wide range of subjects is covered.

ICT lessons prepare and build confidence and life skills to use ICT effectively, independently and safely. Additional support is given through communication and study skills sessions – held in small groups, to strengthen basic skills for the benefit of study in all other areas. Enrichment lessons also give students the opportunity to follow a suggested line of enquiry as individuals, pairs or groups – students are encouraged to share their own interests with others in creative ways as well as learn about new topics.

Art
English Language
English Literature
Geography
Maths
PE
PSHE
Science

Art

Students can follow the GCSE pathway or study Art as a creative life skill. The programme is tailor-made to meet each student's needs individually and support them to reach their full potential. Workshops are held designed to give confidence and essential skills required at GCSE level art. Building on what students have already learnt, we will support their development in researching artists, art styles and themes and exploring their own creative ideas, experimenting with materials, processes, and techniques. Alongside this, we will guide our students to understand how to record and annotate their findings to convey their ideas effectively. All of the learning will be supported by a wide variety of learning tools. These include teacher-led activities, online digital material, PowerPoints, inspirational outings, and gallery visits. The students will keep a sketchbook and art folder that will document their learning, and showcase their creative explorations.

Art GCSE areas of study include drawing, painting, sculpture, installation, lens-/light-based media photography and the moving image, printmaking, mixed media, and land art. These areas can overlap and be used in combination.

AQA GCSE Art and Design (8202)

100% non exam

Unit 1 Portfolio

(96 marks 60% of total GCSE)

Throughout Year 10 and term 1 of Year 11 (students will be individually guided as to their progress on this programme of study)

No time limit

What is assessed: portfolio selected from work undertaken during skills-building learning, mini projects and sustained projects.

Unit 2 Externally set assignment

(96 marks 40% of total mark)
Question papers issued from 1 January.
Marked by the centre and moderated by AQA.

Unlimited preparation time followed by 10 hours of supervised time.

What is assessed: Sustained project, students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives

English

AQA GCSE English Language and English Literature

Debates, improvised drama and individual talks are included to stimulate a wide range of reading and writing, as well as to develop pupils' speaking and listening ability. Work on language includes the study of the arts of persuasion, argument and imaginative writing, as well as analysis of written and visual media. Students will use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Literature also plays an important part - novels, plays and poetry are studied in appropriate detail. Students will read, understand and respond to texts: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations. Students will analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

Key Stage 4 GCSE English Language and English Literature - 2022-2023

Scheme of work and delivery

Topic	Introduction	Lesson Content	Activities	Extension Work	Resources
English	Analysis of	Read and	Introduce	Group	Teacher-devised
Language. Exam	differing	deconstruct	terminology	according to	worksheets.
Practice.	language styles	range of	appropriate to	ability.	Newspapers and
Writing to	with ref to	texts: Tabloid	topic. Look at	ability.	Magazines. AQA
Discuss/Argue/	audience and	v Broadsheet	use of Facts Vs		Textbook (if available).
Persuade (Exam)		Papers, Non-	Opinion. Study		Textbook (II available).
Persuaue (Exam)	purpose.	•			
		fiction, Satire	and practice		
		etc	exemplar		
			questions from		
			exam papers.	Vary stimulus	AQA Digital Anthology.
Introduction to				text according	AQA Anthology.
Creative	Creative	Practice	Read and	to ability.	Task Banks.
Writing.	Writing. Select	responses.	review relevant		
Controlled	exemplar	Use AQA	material.		
Assessment	material for	digital	Revisit		
linked to	study linked to	anthology as	paragraphing,		
appropriate Task	Task Bank.	appropriate.	structure and		
Bank.	Prepare and	Read	shaping. Some		
	write own	contributions	discussion of		
(Term 1 Y10/11)	piece.	from	4.504551011 01		

material. Read text, preparation for (Exam) Unit. Read text, Preparation for (Exam Unit. Read text, Preparation for (Exam Unit.) Read text, Preparation for Revist character analysis, Plot structure. Themes. Study 14 poetic comparative appetits of Cluster and Analyse set preparation for cluster in AQA Anthology. (Exam Skills – Lit Unit 2 Paper Prep. (Term 3 Y10/11) Writing to Argue/Persuade. Writing to Argue/Persuade. Writing to Argue/Persuade. Writing to Argue/Persuade and Steeking and Usteening Unit. (Kexm) Speaking and Usteening Unit. (NEA) Z0% of final grade for GCSE English Language. Z00% of final grade for GCSE English Language. Z0% of final grad			exemplar	narrative		
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Listening Unit. (NEA) 20% of final texts. (Term 4 Y10/11) (Teacher-created tasks. Encourage more complex topics for more able. (Teacher-created tasks.) (Teacher-created tasks.) Encourage more complex topics for more able. (Teacher-created tasks.)	Considerate and					404 C81 DVD
(NEA) 20% of final 20% of fina						· ·
(Term 4 Y10/11) 20% of final grade for GCSE examination. English consider skills required for Group, IEP and Drama- 20% of final grade for GCSE examination. Rhetorical assessment criteria for S&L then review tasks. Balloon Debate, Role- more complex topics for more able. consider skills topics for more able.	_			'	_	reacher-created tasks.
(Term 4 Y10/11) grade for GCSE English candidates to Language. Consider skills required for Group, IEP and Drama- registers. Introduce candidates to assessment criteria for S&L then review tasks. Balloon Debate, Role-	(NEA)			responses.	_	
English Language. Consider skills required for Group, IEP and Drama- English candidates to assessment criteria for S&L then review tasks. Balloon Debate, Role-					·	
Language. Rhetorical assessment Consider skills speech. criteria for S&L required for Consideration Group, IEP and Drama- registers. Rhetorical assessment criteria for S&L then review tasks. Balloon Debate, Role-	(Term 4 Y10/11)	~	examination.			
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required for Consideration then review tasks. Balloon Drama- registers. Debate, Role-		Language.	Rhetorical	assessment		
Group, IEP and of different tasks. Balloon Drama- registers. Debate, Role-		Consider skills	speech.	criteria for S&L		
Drama- registers. Debate, Role-		required for	Consideration	then review		
Drama- registers. Debate, Role-		Group, IEP and	of different	tasks. Balloon		
		* *	registers.	Debate, Role-		
		Focused.	Review code-	play, hot-		

		. 9.11			
		switching and	seating, real		
		develop	life context.		
		sense of	Offer		
		audience and	opportunity to		
		purpose.	explore		
			spontaneous		
			and prepared		
			responses.		
			View archive of		
			AQA DVD for		
			exempla.		
Spoken	Controlled	Introduce	Compile	Vary source	DVD of Scott and Bailey.
Language Unit	Assessment on	appropriate	Glossary. Text	material to	by b or scott and baney.
Language Offic	Spoken	terminology	Friend and	provide	You Tube for clips.
/Town F \/10/11\	1 -	•		•	Tou Tube for clips.
(Term 5 Y10/11)	Language.	(Idiolect,	Parent.	content of	OCD state for
	Appropriate	Sociolect,	Produce	more	OCR website for
	Task to be	Code-	Transcript and	challenging	transcripts.
	chosen from	switching	analyse	nature.	
	AQA Task	etc). Prepare	language used.		AQA digital Anthology.
	Bank. Focus	Glossary.	Extrapolate to	Focus on	
	on how	Model	develop	Assessment	
	Spoken	application of	analysis of	criteria for	
	Language	terms.	idiolect.	higher bands	
	differs from	Individuals to	Watch varying	and set specific	
	Written.	collect own	different forms	targets.	
		data for	of Spoken		
		analysis to	Language (to		
		form basis of	include Scott		
		CA.	and Bailey,		
			Watson and		
			Oliver, Hitler,		
			Jade Goodey,		
			TV Chefs).		
Examination	Introduction to	Practice	Read and		AQA archive of past
Skills – Use of	using exam	papers.	review sample		papers.
Extra Time.	time	Sample	•		papers.
		-	responses.		
(Exam)	appropriately.	responses.	Timed Essay		
	Planning and		Practice.		
	structuring a		Proof-reading		
	response.		practice.	Functional	
Functional Skills	Proof-reading.		Opportunity of	Skills Level	
Assessment.	Practice (and,	Practice	Grammar	1/2/Entry	
	where	papers.	review.	Level.	
	appropriate,	Sample	Read past		
	sit the	responses. FS	papers.		Teacher-devised work
	Functional	(at	Review mark		sheets. Exemplar
	Skills Level	appropriate	scheme and		material from Teachit.
Real Life skills –	1/Entry Level	level).	assessment		
CV, Application	paper)		criteria.		
Letters etc.			Verbally plan		
(Term 6 Y10/11)			responses.		
, , ,			Write under		
	Write in a	Work	timed		
	range of	Experience	conditions.		
	formal written	Applications	Write in		
	styles (letter,	of Scenarios	different		
	July 10 (10 (10)	where			
		where	formats and		

email, form	appropriate	styles.	
filling)	material	Consider	
	required.	audience and	
		purpose.	
		Review	
		register.	

Topic	Introduction	Lesson	Activities	Extension Work	Resources
		Content			
Set Text Blood	Read text	Revision of	Read text,	Candidates can be	Blood Brothers
Brothers	preparation for	Narrative	background,	grouped for discussion	
	Exam Unit.	Theory.	historical	of themes/ideas	AQA archive of
(Term 1		Revisit	context.	according to ability.	past papers.
Y10/11)		character	Highlight		
		analysis. Plot	these/ideas.		
		structure.	Analyse		
		Themes.	Language and		
			its effect.		
			Present		
			Powerpoint		
			looking at		
			comparative		
			aspects of narratives.		
			Practice		
			papers and		
			timed		
			response		
			practice.		
Poetry	AQA Anthology –	Treat Poems	Analyse and	Powerpoint	AQA Anthology
Revision	read	as Unseens –	identify	Presentations to Yr 10.	, , , , , , , , , , , , , , , , , , , ,
(Exam)	Relationships	develop	Language,		
,	Cluster and	critical skills.	Rhyme		
	Study.		Scheme,		
	,		Rhythm,		
			Imagery. –		
			Explore major		
			themes and	Higher Tier Paper	AQA archive of
English	Developing skills	One week per	ideas.	Study	past papers.
Language –	to retrieve and	question –			
Exam Practice	infer.	work through	Identify Facts		
(Term 2	Presentation of a	skills needed	Vs Opinions.		
Y10/11)	document and	for Questions	Present		
	language	1-4.	documents		
	features.		visually.		
			Use Prose		
			texts and		
			Newspapers to		
			explore		
Ch. I	Charles 2	11 -	Inference.	Table and	T I
Shakespeare	Shakespeare play	Look at	Draw up plot	Task can be	Three set texts.
comparative	(R&J) to be	features of	family trees.	reworded/restructured	A
study and	revisited/studied	Shakespeare's	Top Trumps	according to ability	Animated
revision of]	work and time	for characters.	group.	Shakespeare.

Romeo and		(Social,	Keep Glossary.		
Juliet (Term 3		Cultural,	Interrogate	Planning of task will be	BBC Version of
Y10/11)		Historical	soliloquies for	tailored to needs of	Shakespeare
110/11)		Context)	imagery. Read	each individual.	Revisited.
		linked to 19 th	and keep a	Cacii iliaiviaaai.	Revisited.
		Century	record of two		Teachit.
		Poetry.	plays,		reactiff.
		Character	characters and		
		Analysis, plot	events. Plan		
	Preparation for	structure,	and write CA.	Encourage reflection	
	either IEP and/or	introduction	Comparative	on individual strengths	
Speaking and	Drama-Focused	to language	analysis	and weaknesses. Set	AQA
Listening	Task	and imagery.	covering	specific targets.	Specifications
Assessment		3 3 7	themes.		and DVD
Opportunities.		Role-play			archive of S&L
		investigating	Set up task		tasks.
(Term 3		characters and	appropriate to		
Y10/11)		who is to	text. Look at		
		blame? Who	assessment		
		drives the	criteria for		
		plot?	S&L. Record		
			performances.		
Creative	Resit	Look at	Practice	Read exempla of	Make varied
Writing	opportunity to	structuring,	papers and	appropriate style.	expectations
Additional	improve Yr 10	planning,	timed	Analyse and	known.
Opportunity	performance. CA	plotting a	response	deconstruct varying	AQA
	(10%) . Choose	narrative.	practice.	techniques. Discuss	Coursework
(Term 4	task from	Focus on style		vocabulary and	Standardisation
Y10/11)	appropriate task	and		narrative theory.	Material.
	bank.	expectations and features		Allow time to plan and	
				write response.	
		of a particular			
Extended	Textual study('A	genre. Practise timed	Character	Higher/Foundation	Set text. (Class
Reading	Christmas	essays. Draft,	trees.	Tier candidates	copy and clean
Revision (Set	Carol'). Revise	structure and	Narrative	working on different	copy and cican
Text) (Exam)	key themes,	plan	maps. Brain	tasks.	York Notes
(Term 5	characters and	appropriate	storms.	Cusico	AQA archive of
Y10/11)	language use.	responses.	Presentations		past papers.
, ,	0.101		to peers.		
			Close analysis		
			of language		
Exam Skills	English Language	Read and	passages.	Grouped according to	AQA archive of
Practice	Paper Practice.	identify		ability.	past papers.
(Exam)		requirements	Study past		
		of English P1.	papers.		
(Term 6		Six question –	Identify skills		
Y10/11)		4 reading, 2	needed for		
		writing.	each section.		
		Review	Develop		
		exempla and	mnemonics.		
		write own	Practise		
		responses to	planning and		
		each of the 5	structuring		
		sections.	response.		

Geography

The Living World

- **Ecosystems:** A small-scale ecosystem, ecosystems and change and global ecosystems.
- **Tropical Rainforests:** Rainforest characteristics, interdependences, adaptations, deforestation, rainforest value and sustainable management.
- Hot Deserts: Desert characteristics, desert ecosystems, development opportunities and challenges and desertification.

Urban Issues and Challenges

- Global urban change and urbanisation factors.
- Mumbai: Location and growth, opportunities, challenges, planning for the urban poor.
- Urban UK
- Bristol: Location, migration, opportunities, challenges and UK urban regeneration.
- Freiburg: Sustainable living and urban transport strategies.

Within this topic, students will be expected to take part in a human geography field study around Bristol Temple Meads to collect and evaluate their own data.

The Challenge of Natural Hazards

- Natural Hazards
- **Tectonic Hazards:** Plate tectonics theory, plate margin processes, tectonic hazards effects and responses, living with tectonic hazards and reducing hazard risk.
- Weather Hazards: Global atmospheric circulation, tropical storms distribution, tropical storms causes, structure, changes, effects, responses and reducing the risk.
- **UK:** weather hazards, extreme weather and future extreme weather.
- **Climate Change:** Evidence, possible causes, effects, mitigating climate change and adapting to climate change.

Mathematics

AQA GCSE Mathematics (8300)

GCSE Mathematics helps students develop a knowledge and understanding of:

- problem-solving
- reasoning
- applying maths in context
- the functional elements of maths.

As our Maths teaching is very individualised, depending on the pupils' ability and progress, some students will only attempt a sample of this material and others will do extra topics. The list below shows the key areas of study.

See AQA 8300 Specification for content differences between the Foundation and Higher Level GCSE syllabi and examinations.

Students should purchase the revision guide:

GCSE AQA Mathematics For the Grade 9-1 Course – The Revision Guide. Publisher: CGP

Section 2 – Algebra

Section 3 - Graphs

Section 4 – Ratio, Proportion and Rates of

Change

- Types of Number and BODMAS
- **Word Problems**
- Multiplying and Dividing by 10,000
- Multiplying and Dividing by Whole Numbers
- Multiplying and Dividing with Decimals
- **Negative Numbers**
- **Prime Numbers**
- Multiples, Factors and Prime Factors
- LCM and HCF
- Fractions without a calculator
- **Fractions Problems**
- Fractions, Decimals and Percentages
- **Rounding Numbers**
- Estimating
- **Rounding Errors**
- **Powers**
- Roots
- Standard Form
- Algebra Simplifying
- Algebra Multiplying and Dividing
- **Multiplying Double Brackets**
- Factorising
- **Solving Equations**
- **Expressions, Formulas and Functions**
- Formulas and Equations from Words
- Formulas and Equations from Diagrams
- **Rearranging Equations**
- Sequences
- Inequalities
- **Quadratic Equations**
- **Simultaneous Equations**
- Proof
- **Coordinates and Midpoints**
- Straight-Line Graphs
- Straight-Line Graphs Gradients
- Straight-Line Graphs y=mx+c
- Using v=mx+c
- **Quadratic Graphs**
- **Harder Graphs**
- **Solving Equations Using Graphs**
- Distance-Time Graphs
- Real-Life Graphs
- Ratio
- **Direct Proportion Problems**
- **Inverse Proportion Problems**
- Percentages
- Compound Growth and Decay
- **Unit Conversions**
- Area and Volume Conversions
- Time Intervals
- Speed, Density and Pressure
- Properties of 2D Shapes
- **Congruent Shapes**

Section 5 – Shape and Area

Section 6 - Angles and Geometry

Section 7 – Probability and Statistics

- Similar Shapes
- The Four Transformations
- Perimeter and Area
- Perimeter and Area Circles
- 3D Shapes
- 3D Shapes Surface Area
- 3D Shapes Volume
- Projections
- Angle Basics
- Five Angle Rules
- Parallel Lines
- Geometry Problems
- Angles in Polygons
- Triangle Construction
- Loci and Construction
- Bearings
- Maps and Scale Drawings
- Pythagoras' Theorem
- Trigonometry: Sin, Cos, Tan
- Trigonometry: Common Values
- Vectors
- Probability Basics
- More Probability
- Probability Experiments
- The AND / OR Rules
- Tree Diagrams
- Sets and Venn Diagrams
- The AND / OR Rules
- Tree Diagrams
- Sets and Venn Diagrams
- Sampling and Bias
- Collecting Data
- Mean, Median, Mode and Range
- Simple Charts and Graphs
- Pie Charts
- Scatter Graphs
- Frequency Tables Finding Averages
- Grouped Frequency Tables
- Interpreting Data
- Comparing Data Sets

PΕ

Although there are no sports facilities at Belgrave School itself, students are taken locally to Hengrove Leisure Centre for the majority of their lessons and our local Primary School, Four Acres. Activities are planned according to the students and can range from Multi Skills, The Gym, Leadership, Trampolining, Badminton, Rock Climbing and Rounders.

PSHE

PSHE will follow a programme using 'Jigsaw' materials and will cover six different topics throughout the year:

Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals	Improving health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumour- mongering, abuse in teenage relationships. Legislation, support and advice	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.

Science

AQA GCSE Combined Science (8464)

Equivalent to Two GCSEs

We seek to develop a fascination and wonder at the world around us, scientific knowledge and investigative skills. The topics we cover are:

Working Scientifically

- The Scientific Method
- Communication & Issues Created by Science
- Risk
- · Safety and Ethics
- Designing Experiments
- Measuring Techniques
- Heating Substances
- Working with Electronics

B1 Cell Biology

- Cells
- Microscopy
- Set Practical on Microscopy
- Cell differentiation and Specialisation
- Chromosomes and Mitosis
- Stem Cells
- Diffusion
- Osmosis

B2 Organisation

B3 Infection and Response

B4 Bioenergetics

B5 Homeostasis and Response

- **Active Transport**
- **Exchange Surfaces**
- **Exchanging Substances**
- **Cell Organisation**
- Enzymes
- Set Practical on Investigating Enzymatic Reactions
- **Enzymes and Digestion**
- **Set Practical on Food Tests**
- The Lungs
- Circulatory System The Heart
- Circulatory System Blood Vessels
- Circulatory System Blood
- Cardiovascular Disease
- Health and Disease
- Risk Factors for Non-Communicable Disease
- Cancer
- Plant Cell Organisation
- **Transpiration and Translocation**
- **Transpiration and Stomata**
- Communicable Disease
- Viral, Fungal and Protist Diseases
- **Bacterial Disease and Preventing** Disease
- Fighting Disease
- Fighting Disease Vaccination
- Fighting Disease Drugs
- **Developing Drugs**
- **Photosynthesis and Limiting Factors**
- The Rate of Photosynthesis
- Respiration and Metabolism
- Aerobic and Anaerobic Respiration
- Exercise
- Nervous system
- Reproduction
- Meiosis
- X and Y Chromosomes
- Genetic diagrams
- Inherited disorders
- Family Trees and Embryo Screening
- Variation
- **Evolution**
- **Antibiotic Resistance**
- Selective breeding
- **Genetic Engineering**
- Fossils
- Classification

Competition

Abiotic and Biotic Factors

B7 Ecology

Using Quadrats Using Transects The Water Cycle The Carbon Cycle **Biodiversity and Waste Management Global Warming** Deforestation and Land Use Maintaining Ecosystems and Biodiversity C1 Atomic Structure and the Periodic Table **Atoms** Elements Compounds **Chemical Equations** Mixtures and Chromatography Set Practical on Separation Techniques Distillation Set Practical on Simple Distillation The History of the Atom **Electronic Structure** Development of the Periodic Table The Modern Periodic Table Metals and Non-Metals **Groups 1 Elements Group 7 Elements** Group 0 Elements C2 Bonding, Structure and Properties of Matter Formation of lons **Ionic Bonding Ionic Compounds Covalent Bonding** Simple Molecular Substances **Polymers and Giant Covalent Structures** Allotropes of Carbon **Metallic Bonding** States of Matter **Changing State** C7 Organic Chemistry Hydrocarbons Fractional Distillation Uses and Cracking of Crude Oil **C8** Chemical Analysis **Purity of Formulations** Paper Chromatography **Tests for Gases** C9 Chemistry and the Atmosphere The Evolution of the Atmosphere Greenhouse Gases and Climate Change **Carbon Footprints** Air Pollution C10 Using Resources Finite and Renewable Resources Reuse and Recycling

Adaptations Food Chains

•	Life Cycle Assessificitis
•	Potable Water
•	Waste Water Treatment
D.1 Energy	waste water meaniem
P 1 Energy	Francisco de la constanta de l
•	Energy Stores and Systems
•	Kinetic and Potential Energy Stores
•	Specific Heat Capacity
•	Set Practical on Specific Heat Capacities
•	Conservation of Energy and Power
•	Reducing Unwanted Energy Transfers
•	Efficiency
•	Energy Resources and Their Use
•	Wind, Solar and Geothermal
•	Hydro-electricity, Waves and Tides
•	Biofuels and Non-renewables
•	Trends in Energy Resource Use
P2 Electricity	5 6 7
•	Current and Circuit Symbols
	Resistance and V=IR
•	
•	Set Practical on Factors Affecting
	Resistance
•	Resistance and I-V Characteristics
•	Set Practical on I-V Characteristics
•	Circuit Devices
•	Series Circuits
•	Parallel Circuits
•	Set Practical on Investigating Resistance
•	Electricity in the Home
	Power of Electrical Appliances
•	• •
•	The National Grid
P3 Particle Model of Matter	
•	The Particle Model and Motion in Gases
•	Density of Materials
•	Internal Energy and Changes of State
•	Specific Latent Heat
P4 Atomic Structure	,
•	Developing the Model of the Atom
•	-
•	Isotopes and Nuclear Radiation
•	Nuclear Equations
•	Half-Life
•	Irradiation and Contamination

P5 Forces

- Contact and Non-Contact Forces
- Weight, Mass and Gravity

• Life Cycle Assessments

- Resultant Force and Work Done
- Forces and Elasticity
- Investigating Springs
- Distance, Displacement, Speed and Velocity
- Acceleration
- Distance-Time Graphs
- Velocity Time Graphs
- Newton's Laws
- Investigating Motion
- Stopping and Thinking Distance

- Braking Distance
- Reaction Time
- Transverse and Longitudinal
- Frequency, Period and Wave Speed
- Investigating Waves
- Refraction
- Electromagnetic Waves
- Uses of EM Waves
- Investigating IR Radiation
- Investigating IR Absorption
- Dangers of Electromagnetic Waves
- •
- Permanent and Induced Magnets
- Electromagnetism

P& Magnetic and Electromagnetism

ICT and online safety

Aims	To prepare and build confidence and life skills to use ICT effectively, independently and
	safely
	-Understand and apply the fundamental principles of ICT through activities that embed and
Lesson Aims	develop ICT skills and Digital Well-being.
&	-Learn how to use Chromebooks, Google Apps and accessibility options independently and
Learning	confidently.
outcomes	-Develop awareness and social skills around online behaviour, safety, copyright, piracy, and
	plagiarism.
	-Explore online social/behaviour issues and find solutions in managing/reporting
	inappropriate contact or content.
	- Develop skills in researching and problem solving or using software apps or further support
	and guidance.
	-Learn to identify fake and scam emails, texts, or sites and learning about data sharing and
	data consent.

Lesson Activities: All ICT tasks will have an element of writing, reading or research to support those cross curricular learning opportunities. Lessons will be interactive, with students working both individually or in pairs/assisted. Tasks provide extension activities for varying abilities.

Topics	Learning Objectives
Concept of ICT	Learning about Hardware and Software and the concepts of Information
	and Communication Technology. (ICT)
Introduction & ICT	Understanding and implementing good working practices. Chromebook
Expectations	care and management and online safety.
Google System &	Understand the concept of the G- Suite and its Apps and be able to open
Chromebooks	apps, navigate and use effective editing skills.
Computer Security	Recognise the important security issues associated with using computers.
Managing Files, Folders,	Implement effective file management of Docs, Sites, Slides, Email's, Files &
	Folders (Storage, deleting, restoring) Navigate & search for files.
G-Mail	Learning to navigate and access emails. Write, send and receive emails
	using good email protocols.
	Locating addresses, entering text, links. Adding Signatures and
	attachments.
	Organising, managing and saving emails into folders.
The Internet and online Safety	Learning and understanding school policy for online usage.

Learning and understanding about the Internet and how to use safely and
appropriately both in school and at home.
Developing an awareness of the online risks and how to identify them and
who to refer concerns to.
Understanding how to search using appropriate and effective language.
Applying targeted terms to generate safe searches.
Researching professional websites such as Colleges, Government or job
sites.
Researching activities and events taking place. Plan school events to
deliver.
How to authenticate and evaluate websites and online search results.
How to gather accurate and appropriate information and analysis what
information to use.
Recognise the important legal issues in relation to copyright and data
protection associated with using computers. How to evaluate and gather
statistical or factual information to use and how to use and credit the
source.
To learn how to use other online resources. Video conferencing,
postcasting, movie making, coding, gaming apps.

Communication Skills

The following skills will be covered though independent, paired and group activities across all classes.

Body Language

- 1. Eye contact
- 2. Facial expression
- 3. Gesture
- 4. Distance
- 5. Touch
- 6. Fidgeting
- 7. Posture
- 8. Personal appearance

The way we talk

- 1. Volume
- 2. Rate
- 3. Clarity
- 4. Intonation
- 5. Fluency

Conversational Skills

- 1. Listening
- 2. Starting a conversation
- 3. Taking turns
- 4. Asking questions
- 5. Answering questions
- 6. Being relevant
- 7. Repairing
- 8. Ending a conversation
- 9. Debate

Assertiveness

- 1. Expressing feelings
- 2. Standing up for self
- 3. Making suggestions
- 4. Reusing
- 5. Disagreeing
- 6. Complaining
- 7. Apologising
- 8. Requesting explanation

British Values are promoted across the curriculum

Individual Safety is taught, reinforced and applied as appropriate across the curriculum, which is particularly relevant with the more vulnerable students.