

Aspire

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Thrive

# STOKE DAMEREL COMMUNITY COLLEGE



Community College

## Personal Learning Checklist

***GCSE and BTEC Level 2 Qualifications***



Higher - Number					
Sequence	Topics	Clip Number	R	A	G
Pre Y11	Calculating with roots and fractional indices	108, 109, 110			
Pre Y11	Best buys	770			
C1	Surds	111, 112, 113, 114, 115, 116, 117, 118, 119			
C1	Standard form	122, 123, 124, 125, 126, 127, 128			
C1	Upper and lower bounds	137, 138, 139			
C1	Error intervals	777			
C1	Fractions Operations	65, 66, 67, 68, 69, 70, 72, 77			
C2	Percentage Increase/Decrease	88, 99, 90			
C2	Repeated Percentage Change	91,92			
C2	Reverse Percentages	96			
C2	Prime factorisation	29, 30			
C2	HCF and LCM	31,32,34,35,36			
C2	Converting recurring decimals to fractions	53, 54			

Higher - Ratio and Proportion					
Sequence	Topics	Clip Number	R	A	G
Pre Y11	Ratio	332, 333, 334, 335, 336, 337, 338			
C2	Direct Proportion	339 340, 341			
C2	Inverse Proportion	342,346,347			
C3	Compound Measures (Speed Distance)	716-724			
C3	Speed Time Graphs	880-886			

Higher - Algebra					
Sequence	Topics	Clip Number	R	A	G
Pre Y11	Substitution	279, 784, 785, 786, 787, 788, 789			
Pre Y 11	Expanding brackets	166			
Pre Y 11	Manipulating powers	790, 791, 792, 793, 794, 795			
C1	Algebraic fractions	172, 187,			
C1	Solving equations (including simultaneous equations)	179, 180, 181, 182, 183, 184, 185, 185, 187, 188, 189, 190, 191, 192, 193, 194, 195			
C1	Rearranging the formula	287, 280, 281, 282, 283, 284, 285, 286			
C1	Algebra and proof	324, 325, 326, 327			
C2	Completing the square	235, 236, 237, 238, 239			
C2	Quadratics	225, 226, 227, 228, 229, 231, 232, 233, 235, 236, 237, 238, 239, 241, 242, 244, 245			
C2	Exponential, exponential growth and decay	302, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811			
C2	Trigonometric graphs	303, 304, 305, 306			
C2	Functions	288, 289, 290, 291, 292, 293, 294, 295, 296, 297			
C2	Sequences	247, 248 249, 250			
C3	Area under a curve	891, 892, 893			
C4	Graph transformation	307, 308, 309, 310, 311, 312, 313			
C4	Equations of Circles	778, 779, 314, 315, 316, 317			

Higher - Probability					
Sequence	Topics	Clip Number	R	A	G
C1	Product Rule for Counting	671,672,673			
	Conditional Probability	364,365,366,367,389,390			
	Probability from Venn Diagrams	385,386,387,388,391			
	Experimental Probability	357			
	Independent events and probability trees	361,362,363			

Higher- Geometry and Measure					
Sequence	Topics	Clip Number	R	A	G
Pre Y11	Pythagoras' theorem	503, 504			
C1	Angles	477, 481, 483, 485, 486, 487, 560, 561, 562, 563, 564, 812, 813, 814			
C2	Volume	578, 583			
C2	Surface Area	587 - 591			
C2	Vectors	627, 628, 629, 630, 631, 632, 633, 634, 635, 636			
C3	Sine and Cosine rule	517, 518, 519, 521, 522, 523, 524, 525, 527, 528, 529, 530			
C3	Circle Theorems	593 - 606			
C3	Similar Shapes	615 - 621			
C3	Constructions	660-669			
C3	Loci	674-679			

Statistics					
Sequence	Topics	Clip Number	R	A	G
C1	Cumulative frequency	437, 438, 439			
C1	Box Plots	434, 435, 436, 440			
C1	Frequency polygons	441			
C1	Histograms	442, 443, 444, 445, 446, 447, 448, 449			
C2	Mode, Median from frequency table	415, 416			
C2	Mean from grouped frequency tables	417, 418			
C2	Quartiles and interquartile range	411, 412			
C3	Sampling	394, 395, 396, 397, 398			
C3	Scatter Graphs	453, 454			
C3	Time Series	450, 451, 452			

Foundation - Number					
Sequence	Topics	Clip Number	R	A	G
Pre-Y11	Ordering Integers, Fractions, Decimals	13,14,37,45,46,60			
Pre-Y11	Four Operations with Integers, Decimals, Negatives	18 -23,38 - 47,144,145			
Pre-Y11	Four Operations with Fractions	65,66,67,68,69,70,71,72			
Pre-Y11	Converting Fractions, Decimals and Percentages	52,73,74,149,75,76,82,149, 55,83			
C1	Highest Common Factor, Lowest Common Multiple	27,31,32,33,34,35,36			
C1	Prime Factor Decomposition	28,29,30			
C1	Standard Form	121,122,123,124,125,126,1 27,128			
C1	Powers and Roots	99,100,101			
C1	Simplifying Fractions	59,61,62,63			
C1	Rounding	17, 56, 134, 130			
C1	Estimation	129,130,131,132,133			
C1	Best Buys	763,764,765,766,767			
C2	Compound and Simple Interest	93,94,95			
C2	Percentages, Amounts, Change, Reverse	84,85,86,87,88,89,90			

Foundation - Ratio and Proportion					
Sequence	Topics	Clip Number	R	A	G
Pre Y11	Simplifying Ratio	328,329,331			
Pre Y11	Dividing in a Ratio	332,333,334			
C2	Scale Diagrams	864,865,866,867,868,869			
C2	Direct Proportion	339,340,341,343			
C2	Recipes	739,740,741,742			

Foundation - Algebra					
Sequence	Topics	Clip Number	R	A	G
Pre Y11	Expressions, Collecting Like Terms	151,152,153,156,157,158,159			
Pre Y11	Substitution	155,780,781			
C1	Expanding Brackets (Single and Double)	160,161,162,163,164,165			
C1	Index Laws	173,174			
C2	Coordinate Geometry	199,200			
C2	Linear Graphs	203,204,205,206,207,201,202,217			
C1	Linear Equations	176,177,178,179,180,181,182,183,188			
C2	Sequences	196,197,198,261			
C2	Changing the Subject	175,285,286,287			
C2	Inequalities	265,266,267,268,269,270,271,272			
C3	Factorising Expressions	167,168,169,170,171			
C3	Other Sequences	263,264			

Foundation - Probability					
Sequence	Topics	Clip Number	R	A	G
Pre Y11	Probability Scale	349,350			
C1	Probability of single events	351,352,353,354			
C1	Frequency Trees	368,369			
C1	Multiple event probability	358,359,360			
C1	Experimental probability	357			
C1	Venn Diagrams	372,373,374,375,376,377,378,379,380			
C3	Probability Trees	361, 362, 363			



Foundation - Geometry and Measure					
Sequence	Topics	Clip Number	R	A	G
Pre-Y11	Properties of 2D shapes	822,823,824,,825,826,827,828			
Pre-Y11	Angles on Parallel Lines	481,482,483			
Pre-Y11	Properties of 3D shapes	833,834,835,836			
C1	Angles in Triangles	484,485,486,487			
C1	Angles in polygons	560,561,562,563,564			
C1	Angles around a point	812,813,814,479,480			
C2	Units of measure	692 - 711			
C2	Perimeter	549,550,551,552			
C2	Area	554,555,556,557,558,559			
C2	Volume	568,569,570,571,572,573,574,575			
C2	Circles	539,540,541			
C2	Surface Area	584,585,586			
C3	Transformations (Translate, Rotate, Reflect, Enlarge)	637,638,639,640,641,642,643,648,649			
C3	Transformations (Describe)	650,651,652,653,654			
C3	Congruence and Similarity	680,681,608,609,610,611			
C3	Constructions	660-669			
C3	Arcs and Sectors	544,545,546,547			
C3	Pythagoras	497,498,499,501,502			
C3	Trigonometry	508-515			

Statistics					
Sequence	Topics	Clip Number	R	A	G
C1	Collecting Data, Frequency Tables	401,402,403			
C1	Two Way Tables	422,423,424			
C1	Bar Charts	425			
C1	Stem and Leaf Diagrams	427,428,429			
C1	Scatter Graphs	453,454			
C1	Pie Charts	426			
C2	Mode	430,431,432,433			
C2	Mean	404,415			
C2	Median	409,416			
C2	Range	410,414			
C2	Sampling	394,395,396,397,398			

## Personal Learning Checklist

English (Language)					
Sequence	Topics	AO	R	A	G
C1	Q1 I am able to identify explicit information	AO1			
C1	Q2 I am able to analyse how writers use language to create effects	AO2			
C1	Q2 I am able to select textual detail	AO2			
C1	Q2 I am able to use subject terminology relating to language	AO2			
C1	Q3 I am able to analyse how writer use structure to create effects	AO2			
C1	Q3 I am able to select examples of structural interest	AO2			
C1	Q3 I am able to use subject terminology relating to structure	AO2			
C1	Q4 I am able to critically evaluate effects on readers	AO4			
C1	Q4 I am able to analyse writers' methods	AO4			
C1	Q4 I am able to select textual references	AO4			
C1	Q4 I am able to critically respond to a focus statement	AO4			
C1	Q5 I am able to demarcate sentences	AO6			
C1	Q5 I am able to use a range of punctuation accurately	AO6			
C1	Q5 I am able to use a range of sentence structures	AO6			

English (language)					
Sequence	Topics	AO	R	A	G
C1	Q5 I am able to use standard English and grammar (and tense)	AO6			
C1	Q5 I am able to spell accurately	AO6			
C1	Q5 I am able to use a range of vocabulary	AO6			
C1	Q5 I am able to match register to audience	AO5			

<b>C1</b>	<b>Q5 I am able to match writing to purpose</b>	<b>AO5</b>			
<b>C1</b>	<b>Q5 I am able to use a range of vocabulary and literary devices</b>	<b>AO5</b>			
<b>C1</b>	<b>Q5 I am able to use structural devices</b>	<b>AO5</b>			
<b>C1</b>	<b>Q5 I am able to link and develop ideas</b>	<b>AO5</b>			
<b>C1</b>	<b>Q5 I am able to use paragraphs and discourse markers</b>	<b>AO5</b>			

<b>English (language)</b>					
<b>Sequence</b>	<b>Topics</b>	<b>AO</b>			
<b>C2</b>	<b>Q1 I am able to identify Explicit True/False Statements</b>	<b>AO1</b>			
<b>C2</b>	<b>Q1 I am able to identify Implicit True/False Statements</b>	<b>AO1</b>			
<b>C2</b>	<b>Q2 I am able to make inferences from texts</b>	<b>AO1</b>			
<b>C2</b>	<b>Q2 I am able to make select textual references</b>	<b>AO1</b>			
<b>C2</b>	<b>Q2 I am able to make statements of differences between texts</b>	<b>AO1</b>			
<b>C2</b>	<b>Q3 I am able to analyse how writer use structure to create effects</b>	<b>AO2</b>			
<b>C2</b>	<b>Q3 I am able to select examples</b>	<b>AO2</b>			
<b>C2</b>	<b>Q3 I am able to use subject terminology relating to structure</b>	<b>AO2</b>			
<b>C2</b>	<b>Q4 I am able to compare ideas and perspectives</b>	<b>AO3</b>			
<b>C2</b>	<b>Q4 I am able to analyse writers' methods</b>	<b>AO3</b>			
<b>C2</b>	<b>Q4 I am able to select textual details or references</b>	<b>AO3</b>			
<b>C2</b>	<b>Q4 I am able to how understanding of ideas and perspectives in texts</b>	<b>AO3</b>			

English (language)					
Sequence	Topics	AO			
C2	Q5 I am able to demarcate sentences	AO6			
C2	Q5 I am able to use a range of punctuation accurately	AO6			
C2	Q5 I am able to use a range of sentence structures	AO6			
C2	Q5 I am able to use standard English and grammar (and tense)	AO6			
C2	Q5 I am able to spell accurately	AO6			
C2	Q5 I am able to use a range of vocabulary	AO6			
C2	Q5 I am able to match register to audience	AO5			
C2	Q5 I am able to match writing to purpose	AO5			
C2	Q5 I am able to use a range of vocabulary and literary devices	AO5			
C2	Q5 I am able to use structural devices	AO5			
C2	Q5 I am able to link and develop ideas	AO5			
C2	Q5 I am able to use paragraphs and discourse markers	AO5			

English Literature - All Texts					
Sequence	Topics	AO	R	A	G
C1	I am able to refer to relevant details in the text	AO1			
C1	I am able to make simple comments that are relevant	AO1			
C1	I am able to comment on references	AO1			
C1	I am able to support my response	AO1			
C1	I am able to use references to support a range of relevant comments	AO1			
C1	I am able to explain some points	AO1			
C1	I am able to make effective use of references to support explanations	AO1			
C1	I am able to respond using clear explanations	AO1			
C1	I am able to integrate apt references into interpretations	AO1			
C1	I am able to respond in thoughtful and developed ways	AO1			
C1	I am able to make judicious use of precise references to support my interpretations	AO1			
C1	I am able to respond in a way that is critical, exploratory and conceptualised	AO1			

Sequence	Topics	AO	R	A	G
C1	I look for possible reference to subject terminology	AO2			
C1	I am able to show awareness that the writer makes deliberate choices	AO2			
C1	I am able to make some reference to subject terminology	AO2			
C1	I am able to identify writer's methods	AO2			
C1	I am able to identify effects of writer's methods on reader	AO2			
C1	I am able to explain relevant comments on writer's methods with some relevant use of subject terminology	AO2			
C1	I am able to understand the effects of writer's methods on the reader	AO2			
C1	I am able to give clear explanations of writer's methods with	AO2			

	appropriate use of relevant subject terminology				
C1	I am able to examine the effects of writer's methods on the reader	AO2			
C1	I am able to examine writer's methods with subject terminology used effectively	AO2			
C1	I am able to explore the effects of writer's methods on the reader	AO2			
C1	I am able to analyse the writer's methods with judicious use of subject terminology	AO2			

Sequence	Topics	AO			
C1	I am able to make simple comment on explicit ideas/contextual factors	AO3			
C1	I am able to show awareness of implicit ideas/contextual factors	AO3			
C1	I am able to show understanding of implicit ideas/perspectives/contextual factors shown by links	AO3			
C1	I am able to show clear understanding of ideas/perspectives/contextual factors shown by specific links	AO3			
C1	I make thoughtful consideration of ideas/perspectives/contextual factors shown by specific, detailed links	AO3			
C1	I am able to explore ideas/perspectives/contextual factors shown by specific, detailed links	AO3			

Sequence	Topics	AO			
C1	I am able to use a reasonable range of sentence structures and meaning is not hindered by any errors	AO4			
C1	I am able to use a reasonable range of vocabulary and meaning is not hindered by any errors	AO4			
C1	I am able to punctuate with reasonable accuracy	AO4			
C1	I am able to spell with reasonable accuracy	AO4			
C1	I am able to use a considerable range of sentence structures to achieve general control of meaning	AO4			
C1	I am able to use a considerable range of vocabulary to achieve general control of meaning	AO4			
C1	I am able to punctuate with considerable accuracy	AO4			

<b>C1</b>	<b>I am able to spell with considerable accuracy</b>	<b>AO4</b>			
<b>C1</b>	<b>I am able to consistently use sentence structures to achieve effective control of meaning</b>	<b>AO4</b>			
<b>C1</b>	<b>I am able to consistently use vocabulary to achieve effective control of meaning</b>	<b>AO4</b>			
<b>C1</b>	<b>I am able to punctuate with consistent accuracy</b>	<b>AO4</b>			
<b>C1</b>	<b>I am able to spell with consistent accuracy</b>	<b>AO4</b>			











<b>Macbeth</b>					
<b>Sequence</b>	<b>Topics</b>	<b>AO</b>			
<b>C1</b>	<b>I am able to identify all of the key characters.</b>	<b>AO1</b>			
<b>C1</b>	<b>I am able to recount all of the key events.</b>	<b>AO1</b>			
<b>C1</b>	<b>I am able to understand the significance of the key events.</b>	<b>AO1</b>			
<b>C1</b>	<b>I am able to explain the significance of the key events.</b>	<b>AO1</b>			
<b>C1</b>	<b>I am able to recount all of the concepts, themes and ideas.</b>	<b>AO1</b>			
<b>C1</b>	<b>I am able to understand the concepts, themes and ideas.</b>	<b>AO1</b>			
<b>C1</b>	<b>I am able to explain the concepts, themes and ideas.</b>	<b>AO1</b>			
<b>C1</b>	<b>I am able to recall and understand the key quotations.</b>	<b>AO2</b>			
<b>C1</b>	<b>I am able to explain the key quotations.</b>	<b>AO2</b>			
<b>C1</b>	<b>I am able to analyse the key quotations.</b>	<b>AO2</b>			
<b>C1</b>	<b>I am able to recall and understand the key contextual factors.</b>	<b>AO3</b>			
<b>C1</b>	<b>I am able to explain the key contextual factors.</b>	<b>AO3</b>			
<b>C1</b>	<b>I am able to analyse the key contextual factors.</b>	<b>AO3</b>			











<b>A Christmas Carol</b>					
<b>Sequence</b>	<b>Topics</b>	<b>AO</b>			
<b>C2</b>	<b>I am able to identify all of the key characters.</b>	<b>AO1</b>			
<b>C2</b>	<b>I am able to recount all of the key events.</b>	<b>AO1</b>			






















C2	I am able to understand the significance of the key events.	AO1			
C2	I am able to explain the significance of the key events.	AO1			
C2	I am able to recount all of the concepts, themes and ideas.	AO1			
C2	I am able to understand the concepts, themes and ideas.	AO1			
C2	I am able to explain the concepts, themes and ideas.	AO1			
C2	I am able to recall and understand the key quotations.	AO2			
C2	I am able to explain the key quotations.	AO2			
C2	I am able to analyse the key quotations.	AO2			
C2	I am able to recall and understand the key contextual factors.	AO3			
C2	I am able to explain the key contextual factors.	AO3			
C2	I am able to analyse the key contextual factors.	AO3			













<i>An Inspector Calls</i>					
Sequence	Topics	AO			
C3	I am able to identify all of the key characters.	AO1			
C3	I am able to recount all of the key events.	AO1			
C3	I am able to understand the significance of the key events.	AO1			
C3	I am able to explain the significance of the key events.	AO1			
C3	I am able to recount all of the concepts, themes and ideas.	AO1			
C3	I am able to understand the concepts, themes and ideas.	AO1			
C3	I am able to explain the concepts, themes and ideas.	AO1			
C3	I am able to recall and understand the key quotations.	AO2			
C3	I am able to explain the key quotations.	AO2			
C3	I am able to analyse the key quotations.	AO2			
C3	I am able to recall and understand the key contextual factors.	AO3			
C3	I am able to explain the key contextual factors.	AO3			
C3	I am able to analyse the key contextual factors.	AO3			








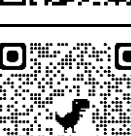
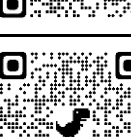
Biology Paper 1						
December Mock	Topics	Revision Guide Pages	Video Links	R	A	G
No	Cell Structure	16-19				
No	Cell Division	20-21				
No	Transport in Cells	22-23				
No	Principles of Organisation of Tissues in Animals	24-25				
No	Digestion and Enzymes	26-27				
No	The Heart and Circulatory System	28-39				
No	Diseases	30-31				
No	Immune Response to Disease	40-45				
No	Photosynthesis and Transport in Plants	32-33, 46-47				
No	Respiration	48-49				

Biology Paper 2						
December Mock	Topics	Revision Guide Pages	Video Links	R	A	G
Yes	Homeostasis	50-51				
Yes	The Human Nervous System	50-51				
Yes	Hormonal Coordination in Humans	52-53				
Yes	Reproduction	64-65				
Yes	Variation and Evolution	66-69				
Yes	Developing Understanding of Genetics and Evolution	70-71				
Yes	Classification	72-73				
Yes	Organisation of Ecosystems, Interdependence and Competition	74-75				
Yes	Cycles and the Effect of Human Interaction on Ecosystems	76-77				
Yes	Investigating Ecosystems	78-79				

Chemistry Paper 1						
Dec Mock	Topics	Revision Guide Pages	Video Links	R	A	G
Yes	Atomic Model	88-89				
No	Periodic Table	90-93				
No	Chemical Bonds – Ionic, Covalent and Metallic	94-101				
No	Properties of Materials	96-101				
HIGHER Calculating Moles	Chemical Measurements	102-103				
Yes	Calculations Involving Mass (HT)	104-105				
No	Reactivity of Metals	114-115				
No	Reactions of Acids	116-117				
No	Electrolysis	118-119				
No	Energy Transfer in Reactions	120-123				

Chemistry Paper 2						
December Mock	Topics	Revision Guide Pages	Video Links	R	A	G
Yes	Rate of Reaction	124-125				
Yes	Reversible Reactions and Equilibrium	126-127				
Yes	Crude Oil and Hydrocarbons	136-139				
Yes	Purity and Chromatography	140-141				
Yes	The Earth's Atmosphere	142-143				
Yes	Greenhouse Gases	144-145				
Yes	Atmospheric Pollution	144-145				
Yes	Use of Resources Including Water	146-147				
Yes	Lifecycle Assessments	148-149				

Physics Paper 1						
December Mock	Topics	Revision Guide Pages	Video Links	R	A	G
No	Energy Transfers in Systems	160-161, 170-171				
No	Conservation of Energy	172-173				
No	National and Global Energy Resources	172-173				
No	Current, Potential Difference and Resistance	188-191				
No	Series and Parallel Circuits	192-193				
No	Safety and Use of Electricity	194-197				
No	Energy Transfers in Circuits	196-197				
No	Changes of State and The Particle Model	210-211				
No	Internal Energy	170-171				
No	Particle Model and Pressure	210-211				
No	Atoms and Isotopes	212-213				
No	Nuclear Radiation	214-215				

Physics Paper 2						
December Mock	Topics	Revision Guide Pages	Video Links	R	A	G
Yes	Forces and Their Interactions	158-159				
Yes	Work Done and Energy Transfers	160-161				
Yes	Forces and Elasticity	160-161				
Yes	Forces and Motion	162-165				
Yes	Momentum (HT)	166-169				
Yes	Waves in Fluids and Solids	182-183				
Yes	Electromagnetic Waves	184-187				
Yes	Permanent and Induced Magnetic Fields	206-207				
Yes	The Motor Effect (HT)	208-209				

<b>History      <u>Paper One : Crime and Punishment 1000- 2000</u></b>				
<b>Sequence</b>	<b>Topics</b>	<b>R</b>	<b>A</b>	<b>G</b>
9C1	Crimes against the person property and authority. Social crimes and how crime is changed by the Norman conquest			
9C1	Law enforcement by local communities in Anglo-Saxon, Norman and Medieval times- tithings, hue and cry, constables, sheriff			
9C1	Emphasis on deterrence, and retribution, use of fines, corporal punishment changes that took place in punishments like Wergild			
9C1	The influence of the church on crime and punishment- sanctuary, benefit of clergy, use of Trial by Ordeal and church courts			
9C1	Changing nature of crime against authority with heresy and treason. New crimes like vagabondage and witchcraft			
9C1	The role of communities in law enforcement including watchmen. Continued use of corporal and capital punishment- the Bloody Code and transportation			
9C1	Case studies on the Gunpowder Plot , Matthew Hopkins, Tolpuddle martyrs			
9C1	Changing nature of crimes against the person including highway robbery, poaching and smuggling			
10C1	The role and development of law enforcement , the work of the Fielding brothers. Changes that have occurred within the police			
10C1	The work of individuals like Robert Peel, Elizabeth Fry and John Howard in developing Law enforcement			
10C1	The ending of the use of the Bloody Code, transportation and the death penalty			
10C1	The development of the prison system, separate and silent systems- case Study of Pentonville prison			
10C1	The treatment of young offenders eb Borstels			
10C1	Changing nature of crimes against the person caused by new technology theft, smuggling, hate crimes			
10C1	Case studies on Conscientious objectors and Derek Bentley			
10C1	Environment of Whitechapel; problems of housing (Peabody Estate lodging houses), overcrowding, workhouses, lack of employment. immigration , crime .			



10C1	Policing in Whitechapel. H division- problems of policing caused by alcohol, gangs and slums			
10C1	Techniques of policing in Whitechapel and the problems with trying to investigate Jack the Ripper . Including the role of Charles Warren			

Paper 2 - Henry and His Ministers				
Sequence	Topics	R	A	G
9C3	Henry the Renaissance prince; society and government. Henry's character and monarchy. Henry's aims			
9C3	Wolsey's rise to power and his policies. His personality, roles and wealth. Wolsey's reforms; enclosures, finance, justice. Eltham Ordinances and Amicable Grant			
9C3	Aims of Wolsey's foreign policy. Successes and failures. Treaty of London, Field of the cloth of Gold. Treaties of Bruges and More			
9C3	Wolsey and the annulment. Catherine of Aragon and the succession. Henry's reasons for trying to get the annulment. Opposition to the annulment.			
9C3	Reasons why Wolsey fell from power- annulment, nobility, failures of his policies			
10C3	Cromwell's rise to power- personality and career. Handling the Kings annulment and break with Rome			
10C3	Reasons for the fall of Anne Boleyn. Jane Seymour , her marriage and death. The Seymour faction			
11C2	Cromwell's reforms of government and finance. The management and use of Parliament			
10C3	The fall of Cromwell - significance of Henry's marriage to Anne of Cleves. Duke of Norfolk's influence			
10C3	The break from Rome- reasons for Henry's campaign against the Pope. Act of succession and Supremacy 1534 - Cromwell's role			
10C3	Opposition to and impact of Reformation -Elizabeth Barton, John Fisher. The significance of opposition from Thomas Moore			
10C3	Dissolution of the Monasteries - role of the monasteries in local communities. Reason for the dissolution			
10C3	Pilgrimage of Grace - reasons for it, key events. The role of Robert Aske and the Duke of Norfolk. The importance of the Uprising			

Paper 3 - Weimar and Nazis Germany				
9C4	The origins of the Republic - abdication of the Kaiser. The setting up of the Republic and its constitution	R	A	G
9C4	Early challenges to the Republic - reasons for its unpopularity. Stab in the back theory. Spartacist. Kapp Putsch			
9C4	The invasion of Ruhr and the problems it caused - hyperinflation/ passive resistance			
9C4	The Golden Years - economic recovery - Dawes Plan, Locarno, Young Plan			
9C4	Changes to society 1924 - 9 - improved standard of living. Changing position of women			
9C4	Early development of Nazi party - swastika, 25 point programme, SA			m oc k
9C4	The Munich Putsch and the Lean years - events and consequences - Mein Kampf, Reorganisation of Party			
9C4	The growth and support for the Nazis 1929-33 and failure of the Weimar to deal with the problems			m oc k
9C4	Political developments in 1932 - the roles of Hindenburg, Von Papen and Von Schleicher. How Hitler became Chancellor			m oc k
11C1	The creation of a dictatorship - Reichstag Fire, Enabling Act, banning of other parties. Night of the Long Knives and death of Hindenburg			m oc k
11C1	The police State - role of the Gestapo, The SS, The SD and concentration camps. Control of the legal system.			m oc k
11C1	Nazi policy towards the church - Catholics and Protestant			m oc k
11C1	Propaganda - role of Goebbels and control of radio, newspaper, culture and cinema. Parades and Berlin Olympics			m oc k
11C1	Opposition from church and young - Swing kids and Edelweiss pirates			m oc k
11C1	Nazi policy towards women and families- including marriage, employment and appearance			m oc

				k
11C1	Nazi policy towards the youth - Hitler Youth and the control of education			m oc k
11C1	Employment and living standards - reduction in unemployment. The Labour Front, Strength through Joy , Beauty of Labour			m oc k
11C1	The persecution of the minorities. Nazi racial beliefs. Treatment of Slavs, gypsies, homosexuals and those with disabilitiesThe persecution of the Jews, Nuremberg Laws and Kristalnacht			m oc k

### Natural and tectonic hazards PLC

Sequence	Knowledge / Skill	R	A	G
<b>Natural Hazards</b>				
Pre-Y11	1. I can define a natural hazard giving examples			
Pre-Y11	2. I can explain how different factors can affect hazard risk			
<b>Tectonic Hazards</b>				
Pre-Y11	3. I can describe the global distribution of tectonic hazards			
Pre-Y11	4. I can explain how earthquakes and volcanoes are created at plate boundaries (constructive, conservative and destructive)			
Pre-Y11	5. I can outline the primary and secondary effect and the immediate and long-term responses of the Chile earthquake 2015 (HIC)			
Pre-Y11	6. I can outline the primary and secondary effect and the immediate and long-term responses of the Nepal earthquake 2010 (LIC)			
Pre-Y11	7. I can compare the impact of tectonic events between an LIC and a HIC (Stretch)			
Pre-Y11	8. I can explain why areas prone to tectonic hazards are often populated			
Pre-Y11	9. I can explain how prediction and preparation can reduce the risk and effects of tectonic hazards			
Pre-Y11	10. I can evaluate ways in which hazard management techniques reduce the risks of future hazards (Stretch)			
<b>Geographical Skills</b>				
Pre-Y11	11. I can use magnitude and frequency correctly			
Pre-Y11	12. I can use coordinates - longitude and latitude			

## Weather hazards and climate change PLC

Sequence	Knowledge / Skill	R	A	G
<b>Weather Hazards</b>				
Pre-Y11	1. I can outline how the global atmospheric circulation system determines patterns of weather and climate			
Pre-Y11	2. I can describe the global distribution of tropical storms			
Pre-Y11	3. I can describe the formation, structure and features and of tropical storms			
Pre-Y11	4. I can describe and explain the primary and secondary effects, immediate and long-term responses of <b>Typhoon Haiyan 2013</b>			
Pre-Y11	5. I can explain how preparation and management strategies can reduce the risks and impacts of tropical storms			
Pre-Y11	6. I can describe types of weather hazard faced by the UK			
Pre-Y11	7. I can explain the causes, impacts (social, economic and environmental) and responses of the <b>Somerset Levels flooding 2014</b>			
Pre-Y11	8. I can discuss evidence suggesting weather is becoming more extreme in the UK (Stretch)			
<b>Climate Change</b>				
Pre-Y11	9. I can outline the historical evidence for climate change			
Pre-Y11	10. I can explain the natural and human causes of climate change			
Pre-Y11	11. I can describe mitigation and adaptation strategies for managing climate change			
Pre-Y11	12. I can evaluate the effectiveness of mitigation and adaptation strategies in managing climate change (Stretch)			
<b>Geographical Skills</b>				
Pre-Y11	13. I can use coordinates - four and six figure grid references on OS maps			
Pre-Y11	14. I can complete a dot map to show global distribution			

## Ecosystems and Tropical Rainforests PLC

Sequence	Knowledge / Skill	R	A	G
<b>Ecosystems</b>				
Pre-Y11	1. I can outline the producers, consumers, decomposers, food chain, food web and nutrient cycling in a small scale ecosystem (UK Pond)			
Pre-Y11	2. I can explain how change affects an ecosystem			
Pre-Y11	3. I can explain the effect of the atmospheric circulation system on global ecosystem distribution (Stretch)			
<b>Tropical Rainforest</b>				
Pre-Y11	4. I can describe the characteristics of a tropical rainforest			
Pre-Y11	5. I can explain the interdependence of climate, water, soil, plants, animals and humans in the tropical rainforest.			
Pre-Y11	6. I can explain plant and animal adaptations in the rainforest			
Pre-Y11	7. I can describe the causes of deforestation on the tropical rainforest in Malaysia			
Pre-Y11	8. I can evaluate the impacts of deforestation on the tropical rainforest in Malaysia			
Pre-Y11	9. I can explain why tropical rainforests should be protected			
Pre-Y11	10. I can evaluate the effectiveness of sustainable management and protection strategies in the tropical rainforest (Stretch)			
<b>Geographical Skills</b>				
Pre-Y11	11. I can use box plots to identify species diversity			
Pre-Y11	12. I can compare maps and photographs of the same area			

## Cold environments PLC

Sequence	Knowledge / Skill	R	A	G
<b>Cold environments</b>				
Pre-YII	1. I can describe the characteristics of cold environments (polar and tundra)			
Pre-YII	2. I can explain the interdependence of climate, water, soil, plants, animals and humans in a cold environment.			
Pre-YII	3. I can explain plant and animal adaptations in a cold environment			
Pre-YII	4. I can discuss development opportunities and challenges in <b>Svalbard</b>			
Pre-YII	5. I can explain threats to cold environments			
Pre-YII	6. I can describe the strategies used to reduce risk to cold environments			
Pre-YII	7. I can evaluate the balance between economic development and conservation in cold environments (Stretch)			
<b>Geographical Skills</b>				
Pre-YII	8. I can annotate images with subject specific knowledge			

**Coasts PLC**

Sequence	Knowledge / Skill	R	A	G
<b>UK Physical Landscapes</b>				
Pre-Y11	1. I can outline the location of major geographical features in the UK			
<b>Coasts</b>				
Pre-Y11	2. I can describe the characteristics of waves			
Pre-Y11	3. I can explain mechanical and chemical weathering and mass movement at the coast			
Pre-Y11	4. I can explain erosion, transportation and deposition at the coast			
Pre-Y11	5. I can explain the formation of erosional landforms (headlands, bays, caves, arches, stacks, and wave-cut platforms)			
Pre-Y11	6. I can explain the formation of depositional landforms (beaches, sand dunes, spits and bars)			
Pre-Y11	7. Erosional and depositional landforms at <b>Swanage Bay</b>			
Pre-Y11	8. I can describe a range of coastal management strategies (hard engineering, soft engineering and managed retreat)			
Pre-Y11	9. I can discuss the costs and benefits of hard engineering, soft engineering and managed retreat at the coast			
Pre-Y11	10. I can discuss the management strategies, the reasons for them and their effects and conflict at <b>Lyme Regis</b>			
<b>Geographical Skills</b>				
Pre-Y11	11. I can use and understand gradient, contour and spot height			
Pre-Y11	12. I can interpret OS maps			
Pre-Y11	13. I can measure straight and curved line distances			
Pre-Y11	14. I can interpret hydrographs			



## Rivers PLC

Sequence	Knowledge / Skill	R	A	G
<b>UK Physical Landscapes</b>				
C2	1. I can outline the location of major geographical features in the UK			
<b>Rivers</b>				
C2	2. I can describe changes in a river long profile and cross profile			
C2	3. I can describe erosion, transportation and deposition in a river			
C2	4. I can describe the characteristics and formation of landforms resulting from erosion (interlocking spurs, waterfalls and gorges)			
C2	5. I can describe the characteristics and formation of landforms resulting from erosion and deposition (meanders and ox-bow lakes)			
C2	6. I can describe the characteristics and formation of landforms resulting from deposition (levees, floodplains and estuaries)			
C2	7. I can identify the major landforms of erosion and deposition in the <b>River Tees</b>			
C2	8. I can analyse physical and human factors that affect flood risk (Stretch)			
C2	9. I can describe costs and benefits of a range of river management strategies (hard engineering and soft engineering)			
C2	10. I can discuss the management scheme, why it was required and the social, economic and environmental issues in Exeter on the <b>River Exe</b>			
<b>Geographical Skills</b>				
C2	11. I can use and understand gradient, contour and spot height			
C2	12. I can interpret OS maps			
C2	13. I can measure straight and curved line distances			
C2	14. I can interpret hydrographs			

## The Urban World (Rio) and Sustainable Urban Development PLC

Sequence	Knowledge / Skill	R	A	G
<b>The Urban World (Rio)</b>				
Pre-YII	1. I can describe global patterns of urbanisation			
Pre-YII	2. I can explain why cities grow and the emergence of megacities			
Pre-YII	3. I can outline the location, importance and growth of Rio de Janeiro			
Pre-YII	4. I can describe the social challenges and opportunities in Rio de Janeiro			
Pre-YII	5. I can describe the economic challenges and opportunities in Rio de Janeiro			
Pre-YII	6. I can assess how Rio de Janeiro is responding to environmental challenges (Stretch)			
Pre-YII	7. I can describe the growth of squatter settlements (favelas) such as Rochina in Rio de Janeiro			
Pre-YII	8. I can outline the challenges in squatter settlements (favelas) in Rio de Janeiro			
Pre-YII	9. I can outline how the Favela Barrio Project is improving the life of Rio's urban poor			
Pre-YII	10. I can evaluate the success of the Favela Barrio Project (Stretch)			
<b>Sustainable urban development</b>				
Pre-YII	11. I can outline how Freiburg plans to be environmentally, economically and socially sustainable			
Pre-YII	12. I can describe features of sustainable living in Freiburg			
Pre-YII	13. I can explain how Bristol, Rio and Freiburg reduce traffic congestion			
<b>Geographical Skills</b>				
Pre-YII	14. I can use a pictogram to show transport use			
Pre-YII	15. I can use a desire line to show flights in and out of Rio			

## Urban Change in the UK (Bristol) PLC

Sequence	Knowledge / Skill	R	A	G
Pre-Y11	1. I can give reasons for patterns of urbanisation in the UK			
Pre-Y11	2. I can introduce Bristol using its location and importance			
Pre-Y11	3. I can describe how urban change has created social opportunities and challenges in Bristol (migration, entertainment, shopping and inequality)			
Pre-Y11	4. I can describe how urban change has created economic opportunities and challenges in Bristol (industry, jobs)			
Pre-Y11	5. I can evaluate Bristol's socio-economic inequality in Filwood and Stoke Bishop (Stretch)			
Pre-Y11	6. I can describe how urban change creates environmental opportunities and challenges (Dereliction in Stokes Croft, urban sprawl and pollution)			
Pre-Y11	7. I can outline Bristol's response to urban sprawl in Harry Stoke and Bristol Harbourside			
Pre-Y11	8. I can evaluate Bristol's attempts to create a cleaner environment (Stretch)			
Pre-Y11	9. I can describe the <b>Temple Quarter</b> regeneration project			
Pre-Y11	10. I can evaluate the success of the <b>Temple Quarter</b> regeneration project			
<b>Geographical Skills</b>				
Pre-Y11	11. I can complete a proportional symbols map to show urbanisations in the UK			
Pre-Y11	12. I can complete a divided bar chart to show waste disposal in Bristol			
Pre-Y11	13. I can complete a flow line map to show migration to Bristol			
Pre-Y11	14. I can use an OS map to identify the rural/urban fringe			

## The development gap AND Nigeria: A Newly Emerging Economy (NEE) PLC

Sequence	Knowledge / Skill	R	A	G
<b>The Development Gap</b>				
Pre-YII	1. I can describe a range of ways to measure economic development (GNI, HDI, Birth rate, Death rate, infant mortality and literacy rate)			
Pre-YII	2. I can discuss the limitations of a range of ways to measure economic development (Stretch)			
Pre-YII	3. I can complete the demographic transition model			
Pre-YII	4. I can identify causes and consequences of uneven development			
Pre-YII	5. I can discuss the impact of migration on development			
Pre-YII	6. I can outline a range of strategies used to reduce the development gap (investment, industrial development, tourism, aid, intermediate technology, fair trade and debt relief)			
Pre-YII	7. I can explain how tourism is reducing the development gap in <b>Jamaica</b>			
<b>Nigeria: A Newly Emerging Economy (NEE)</b>				
Pre-YII	8. I can introduce Nigeria using its geographical location and its global and regional importance			
Pre-YII	9. I can describe the political, social, cultural and environmental context of Nigeria			
Pre-YII	10. I can identify Nigeria's changing economy			
Pre-YII	11. I can discuss the advantages and disadvantages of TNCs (Shell Oil) in Nigeria			
Pre-YII	12. I can identify different types of aid in Nigeria			
Pre-YII	13. I can assess the effect of economic growth on the environment (industry, deforestation, urbanisation, oil extraction - Bobo oil spill)			
Pre-YII	14. I can explain how development affects quality of life in Nigeria			
<b>Geographical Skills</b>				
Pre-YII	15. I can interpret a population pyramid			
Pre-YII	16. I can interpret a desire line map			

## GCSE The changing UK economy PLC

Sequence	Knowledge / Skill	R	A	G
<b>The changing UK economy</b>				
CI	1. I can explain the changes in the UK economy			
CI	2. I can explain the development of the post-industrial economy			
CI	3. I can identify features of UK science (PSP) and business parks (Langage), giving examples			
CI	4. I can evaluate the environmental impacts of industry using the example of <b>Drakelands Tungston Mine, Plymouth</b>			
CI	5. I can analyse the changing rural landscapes in the UK using the examples of Cambridgeshire and the Outer Hebrides			
CI	6. I can discuss the changing transport infrastructure in the UK including rail (HS2), road (A303), airports (Heathrow) and ports (Liverpool2).			
CI	7. I can compare the north and south of the UK			
CI	8. I can discuss strategies used to address the north-south divide (Stretch)			
CI	9. I can describe the UK's links with the wider world			
CI	10. I can explain the UK's changing links with the EU and the Commonwealth (Stretch)			
<b>Geographical Skills</b>				
CI	11. I can use four and six figure grid references on OS maps			
CI	12. I can infer human activity from map evidence			

## GCSE The challenge of resource management - Water PLC

Sequence	Knowledge / Skill	R	A	G
<b>The challenge of resource management</b>				
Pre-Y11	1. Describe the global distribution of resources			
Pre-Y11	2. Suggest why food, water and energy are fundamental to human development (Stretch)			
Pre-Y11	3. Explain the provision of food, water and energy in the UK			
Pre-Y11	4. Evaluate the changing demand and provision of resources in the UK create opportunities and challenges (Stretch)			
<b>Water</b>				
Pre-Y11	5. Describe the global water supply			
Pre-Y11	6. Compare the impacts of water insecurity across the world (disease, food production, industry and conflict)			
Pre-Y11	7. Suggest how water supply can be increased (diverting, increased storage, dams and reservoirs, desalination and water transfer)			
Pre-Y11	8. Describe the <b>Lesotho Highland water project</b>			
Pre-Y11	9. Outline sustainable Water supply			
Pre-Y11	10. Describe the <b>Wakel River Basin project</b>			
<b>Geographical Skills</b>				
Pre-Y11	11. I can use choropleth maps to show distribution			
Pre-Y11	12. I can infer physical features from OS maps			

## **Sociology - Paper 1 - Families and Education**

Sequence	Topics	R	A	G
9C1	What is a family? What are the different types of families which exist?			mock
9C1	What are the alternatives to families? Kibbutz, Communes, households			
9C1	Life course and families			
9C1	The Functionalists view of families and their role especially Parsons			mock
9C1	The Marxist view of the family and why society needs them			mock
9C1	The functionalist view of the family			mock
10C1	What are conjugal roles and relationships and how have they changed			mock
10C1	What are symmetrical families? Do they really exist?			mock
10C1	How is power distributed between partners in relationships?			
10C1	What are conventional families?			
10C1	How have Relationships between parents and their children changed?			
10C1	What changes are taking place in family structure?			mock
10C1	What are the trends in one parent families?			mock
10C1	What are the changes in fertility rates?			

Sequence	Topics	R	A	G
10C1	What are the changing patterns in marriage and divorce? What are the consequences of divorce			
9C1	How do sociologists go about doing research? What factors			

	affect their choice of methods?			
9C1	How do sociologists select their samples?			
9C1	The advantages and disadvantages of questionnaires			
9C1	The advantages and disadvantages of structured interviews, group interviews and in depth interviews			
9C1	The advantages and disadvantages of participant and non-participant observations			
9C1	The advantages and disadvantages of official statistics			
10C1	What are qualitative and quantitative data?			
10C1	What are the links between Sociology, social problems and social policies			
9C1	What are the main types of schools in Britain?			
9C1	What is learned through the formal and informal curriculum			
9C1	What is the Functionalist view on the role of education?			

9C1	What is the Marxist view on the role of Marxism?			
9C1	State versus Private education. Roles of academies, Free schools and Faith schools			
9C1	What changes have been made to education since 1944			
10C1	1988 Education Act and Marketisation			
10C1	How can social class affect achievement? Material and cultural deprivation. Including Willis study of counter culture			
10C1	How does gender affect achievement and subject choice. What are the reasons for this?			
10C1	How does ethnicity affect educational achievement? What are the reasons for this?			

Paper 2 - Crime and Deviance and Social Stratification				
Sequence	Topic	R	A	G
9C1	What is crime and deviance?			
9C1	What are informal and formal social control?			



9C1	How does functionalism explain crime and deviance? Including Merton's study			mock
9C1	How does Marxism explain crime and deviance?			mock
9C1	How does Feminism explain crime rates?			mock
9C1	How does interactionism explain crime rates?			mock
9C1	What are the sources of data on crime, crime figures, self report and victim surveys			
10C1	What is the relationship between social class and crime?			mock
10C1	What is the relationship between Gender and crime?			mock
10C1	What is the relationship between ethnicity and crime?			
10C1	What is the relationship between age and crime?			
10C1	What is the role of mass media in increasing crime?			

9C1	What is poverty?			
9C1	How do sociologists measure poverty?			
9C1	Which social groups are more likely to be in poverty?			
9C1	How do sociologists explain poverty? what other explanations are therefore poverty?			
9C1	What is the welfare state?			
11C1	What is stratification? What are the forms of stratification?			
11C11	How do the functionalist approach view stratification?			
11C1	How do the Marxist's view stratification? Including webber's view			
11C1	How is social class measured?How do sociologists view social class?			
11C1	What is social mobility and how can it be achieved?			
11C1	What are life chances and what affects them?			

11C1	How are wealth and income distributed in the UK?			
11C1	What is power?			
11C1	How do feminist perspectives view power relationships?			
11C1	How is power exercised in the political process?			

## French GCSE PLC - 2021/2022

GCSE topics covered in Year 9 - 2019/2020 (with AQA as exam board)						
Sequence	AQA Theme	Topic	R	A	G	Mock
Y9 Cycle 1	Theme 1 - Identity and culture	1.1G My family and me				x
		1.1F My friends and me				x
		1.2G/F Personal & future relationships				x
Y9 Cycle 2	Theme 1 - Identity and culture	2.1G/F Social media				x
		3.1G Television, music and film				x
		3.1F Free-time activities in the past				x
Y9 Cycle 3 (lockdown)	Theme 2 - Local, national, international & global areas of interest	5.1G/F Home				x
		6.1G/F Charity & voluntary work				x
Y9 Cycle 4 (lockdown)	Theme 2 - Local, national, international & global areas of interest	6.2G/F Healthy & unhealthy living				x
		7.1G/F Environment				x
French GCSE topics covered in Year 10 - 2020/2021 (with AQA as exam board)						
Sequence	AQA Theme	Topic	R	A	G	Mock
Y10 Cycle 1	Theme 1 - Identity and culture (recap and revision due to lockdown)	1.1G/F Me, my family & friends				
		2.1G Social media				
		3.1G Free-time activities				

## French GCSE PLC - 2021/2022

	Theme 2 recap and revision due to lockdown	6.2G/F Healthy & unhealthy living				
		7.1G Local environmental issues				
	Theme 3 - Current and future study & employment	9.1G/F School and school subjects				x
Y10 Cycle 2 (lockdown)	Theme 3 - Current and future study & employment	10.1G/F Life at school and college				x
		11.1G/F University or work?				x
		12.1G Choice of career				x
Y10 Cycle 3 (lockdown)	Theme 1 - Identity and culture	4.1G/F France & customs				x
		4.2G/F Francophone festivals				x
Y10 Cycle 4	Theme 2 - Local, national, international & global areas of interest	5.1G/F Home				x
		5.2G/F Where I live				x
French GCSE topics covered in Year 11 2021/2022 (now with Edexcel as exam board)						
Y11 Cycle 1	Theme 2 - Local area, holiday & travel	Travelling, accommodation, holiday activities, eating out, holiday disasters.				x
Y11 Cycle 2	Theme 5 - International & global dimension	<ul style="list-style-type: none"><li>- Bringing the world together: sports events, music events, campaigns and good causes.</li><li>- Environmental issues: being 'green'; access to natural resources.</li></ul>				
Y11 Cycle 3	Revision & exam preparation	All topics, in all 4 skills (listening, reading, speaking, writing)				

# French GCSE PLC - 2021/2022

- Google Classroom resources (lesson slides, Knowledge Organisers and useful links): <https://classroom.google.com/w/NDM3MTA2MDc0Njla/t/all>
- BBC Bitesize GCSE revision - Edexcel topics: <https://www.bbc.co.uk/bitesize/examspecs/zhy647h>
- Edexcel GCSE specification:  
<https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/specification-and-sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-French.pdf>

## *Theme: Identity and culture*

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

## *Theme: Local area, holiday and travel*

- **Holidays**: preferences; experiences; destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

## *Theme: School*

- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events and exchanges

## *Theme: Future aspirations, study and work*

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

## *Theme: International and global dimension*

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

## Business Theme 1 - Investigating small businesses

Sequence	Topic	Focus of Topic	Content	R	A	G
Yr 11 C2	1.5	<b>Economy and Business</b>	The impact of the economic climate on businesses: such as unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates			
Yr 10 C4	1.3	<b>Business Revenue</b>	Calculation of: revenue, fixed and variable costs and total costs and break even level of output, margin of safety. Interpretation of break even diagrams: impact of changes in revenue and costs, margin of safety			
Yr 10 C4	1.3	<b>Profit and Interest</b>	Understand how to calculate profit and loss, interest			
Yr 10 C4	1.3	<b>Cashflow</b>	importance of cash to a business to pay suppliers, overheads and employees. Calculation and interpretation of cash-flow forecasts: cash inflows, cash outflows, net cash flow, opening and closing balances.			
Yr 10 C3	1.5	<b>Technology and Business</b>	Types of technology used by business: e-commerce, social media, digital communication, payment systems and how it influences business activity in terms of: sales, costs, marketing mix.			
Yr 10 C3	1.5	<b>Legislation and Business</b>	The purpose of legislation: consumer law, quality and consumer rights, employment law: recruitment, pay, discrimination and health and safety. The impact on businesses: cost, consequences of meeting and not meeting these obligations.			
Yr 10 C2	1.3	<b>Business Aims and Objectives</b>	Financial aims and objectives: survival, profit, sales, market share, financial security Non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control. Why differ between businesses.			
Yr 9 C4	1.4	<b>Marketing Mix</b>	What the marketing mix is and the importance of each element - price, product, promotion, place. How the elements of the marketing mix work together by balancing the marketing mix based on the competitive environment and the impact of changing consumer needs on the marketing mix.			
Yr 9 C3	1.5	<b>Business Stakeholders</b>	Who business stakeholders are and their different objectives: shareholders (owners), employees, customers, managers, suppliers, local community, pressure groups, the government. Stakeholders and businesses, how stakeholders impact business activity and possible conflicts between stakeholder groups.			
Yr 9 C3	1.4	<b>Options for</b>	The implications for the business owner(s) of limited and			

		<b>startup and small businesses</b>	unlimited liability. Sole trader, partnership, private limited company, franchise and the advantages and disadvantages of each type of business ownership.			
<b>Yr 9 C3</b>	<b>1.4</b>	<b>Business Location</b>	Factors influencing business location: proximity to market, labour, materials and competitors and the impact of the internet on location decisions: e-commerce and/or fixed premises.			
<b>Yr 9 C3</b>	<b>1.4</b>	<b>Business Plans</b>	Role, purpose and importance in minimising risk and obtaining finance. Contents of plan include business idea; aims/objectives, target market (market research); forecast revenue, cost and profit, sources of finance; location; marketing mix.			
<b>Yr 9 C2</b>	<b>1.2</b>	<b>Customer Needs</b>	Identifying / understanding customer needs: what customer needs are: price, quality, choice, convenience and the importance of identifying generating sales, business survival.			
<b>Yr 9 C2</b>	<b>1.2</b>	<b>Market Research</b>	The purpose: to identify gaps in the market, to reduce risk. Methods: primary research: survey, questionnaire, focus group, observation secondary research: internet, market reports, government reports, qualitative and quantitative data and the role of social media in collecting market research data			
<b>Yr 9 C2</b>	<b>1.2</b>	<b>Market Segmentation</b>	How businesses use segmentation to target customers by identifying market segments through location, demographics, lifestyle, income, age, competition.			
<b>Yr 9 C2</b>	<b>1.2</b>	<b>Competitive Environment</b>	Understanding the competitive environment by strengths and weaknesses of competitors based on: price, quality, location, product range and customer service and the impact of competition on business decision making.			
<b>Yr 9 C1</b>	<b>1.1</b>	<b>Dynamic Nature of Business</b>	Why and how new business ideas come about: changes in technology, changes in what consumers want, products and services becoming obsolete, original ideas, adapting existing products/services/ideas.			
<b>Yr 9 C1</b>	<b>1.1</b>	<b>Risk and Reward</b>	The impact of risk and reward on business activity: risk: business failure, financial loss, lack of security and reward: business success, profit, independence.			
<b>Yr 9 C1</b>	<b>1.1</b>	<b>Role of Business Enterprise</b>	Role of business enterprise and purpose of business activity to produce goods or services, to meet customer needs, to add value: convenience, branding, quality, design, unique selling points.			
<b>Yr 9 C1</b>	<b>1.3</b>	<b>Sources of Business Finance</b>	For a start-up or established small business: short-term sources: overdraft and trade credit and long-term sources: personal savings, venture capital, share capital, loans, retained profit and crowdfunding.			

## Theme 2 - Building a business

Sequence	Topic	Focus of Topic	Content	R	A	G
Yr 11 C2	2.1	<b>Business and Globalisation</b>	Impact of globalisation on businesses through imports - competition from overseas, buying from overseas and export - selling to overseas markets, changing business locations, multinationals. Barriers to international trade - tariffs, trade blocs. Internationally compete through the use of the internet and e-commerce			
Yr 11 C2	2.1	<b>Business Growth</b>	Methods of business growth and their impact through Internal (organic) growth: new products (innovation, research and development), new markets (through changing the marketing mix or taking advantage of technology and/or expanding overseas) External (inorganic) growth: merger, takeover. Growing businesses like public limited company (plc) Sources of finance for growing and established businesses through internal sources: retained profit, selling assets and external sources: loan capital, share capital, including stock market flotation (public limited companies).			
Yr 11 C1	2.3	<b>Working with Suppliers</b>	Managing stock with interpretation of bar gate stock graphs, just in time (JIT) stock control. The role of procurement by relationships with suppliers: quality, delivery (cost, speed, reliability), availability, cost, trust and the impact of logistics and supply decisions on: costs, reputation, customer satisfaction.			
Yr 11 C1	2.3	<b>The Sales Process</b>	The sales process - product knowledge, speed and efficiency of service, customer engagement, responses to customer feedback, post-sales service. The importance to businesses of providing good customer service.			
Yr 11C1	2.3	<b>Managing Quality</b>	The concept of quality and its importance in the production of goods and the provision of services: quality control and quality assurance, allowing a business to control costs and gain a competitive advantage.			
Yr 11 C1	2.4	<b>Business Calculations</b>	The calculation and interpretation of gross profit, net profit, gross profit margin, net profit margin and average rate of return. The use and interpretation of business data to support, inform and justify business decisions			
Yr 10 C3	2.1	<b>Ethics, the environment and business</b>	How ethical considerations influence business activity: possible trade-offs between ethics and profit. How environmental considerations influence business activity by possible trade-offs between the environment, sustainability and profit. Potential impact of pressure group activity/marketing mix			



Yr 10 C2	2.1	<b>Changes in Business Aims and Objectives</b>	Why business aims and objectives change as businesses evolve in response to: market conditions, technology, performance, legislation, internal reasons. How business aims and objectives change as businesses evolve, focus on survival or growth, entering or exiting markets, growing or reducing the workforce, increasing or decreasing product range.			
Yr 10 C2	2.5	<b>Organisational Structures</b>	Different structures and when each are appropriate - hierarchical, flat, centralised and decentralised. Impact of insufficient/excessive communication on efficiency and motivation, barriers to effective communication. Different ways of working - part-time, full-time and flexible hours, permanent, temporary, and freelance contracts and impact of technology on ways of working: efficiency, remote working.			
Yr 10 C2	2.3	<b>Business Operations</b>	The purpose of business operations to produce goods, to provide services. Production processes - job, batch, flow, impact of keeping productivity up and costs down and allowing for competitive prices. Impacts of technology on production by balancing cost, productivity, quality and flexibility.			
Yr 10 C1	2.5	<b>Effective Recruitment</b>	Different job roles and responsibilities: directors, senior managers, supervisors, operational and support staff. Different documents: person specification and job description, application form, CV, internal and external recruitment.			
Yr 10 C1	2.5	<b>Effective Training and Development</b>	Different ways of training and developing employees: formal and informal training, self-learning, ongoing training for all employees, use of target setting and performance reviews. Why businesses train and develop employees with the link between training, motivation and retention and retraining to use new technology.			
Yr 10 C1	2.5	<b>Motivation</b>	The importance of motivation in the workplace - attracting employees, retaining employees, productivity. Methods of motivating employees - financial methods: remuneration, bonus, commission, promotion, fringe benefits and non-financial methods: job rotation, job enrichment, autonomy.			
Yr 9 C4	2.2	<b>Marketing Mix /4 P's</b>	Product - Design Mix / Product Life Cycle Price - Pricing Strategies and the influences with it Promotion -different promotion strategies i.e. advertising, sponsorship, product trials, special offers and use of technology Place - Method of distribution: retailers and etailers How the marketing mix can build competitive advantage How each 'P' can influence other 'P's			

## Year 11 Child Development

Sequence	Topic/Skill	R	A	G	Dec Mocks
C1	Investigate individual circumstances that may impact on learning and development				✓
C1	Physical circumstances that may impact on learning and development				✓
C1	Cognitive intellectual circumstances that may impact on development				✓
C1	Communication and language circumstances that may impact on learning and development				✓
C1	Social and emotional circumstances that may impact on learning and development				✓
C1	Friendships				✓
C1	Disruptive behaviour				✓
C1	A child experiencing a transition				✓
C1	How individual circumstances may impact on learning and development				✓
C1	How individual circumstances may impact on physical learning and development				✓
C1	How individual circumstances may impact on cognitive and intellectual, and communication and language, learning and development				✓
C1	How individual circumstances may impact on social and emotional learning and development				✓

## Year 11 Child Development

Sequence	Topics	R	A	G	March Mocks
C2	Managing risks and hazards of environments and activities				✓
C2	Positive risk taking and the role of an adult				✓
C2	Supporting children's play				✓
C2	Teaching children how to use internet enabled technology				✓
C2	Health and safety considerations for inside environments				✓
C2	How resources can be organised and the use of specific areas				✓
C2	Health and safety considerations for outside environments				✓

## Year 11 Child Development

Sequence	Topics	R	A	G	March Mocks
C3	Adapting play to promote inclusive learning and development				✓
C3	The role of an adult				✓
C3	Responding to children				✓
C3	Benefits to other children adapting activities				✓
C3	Adapting activities and resources to support a child with physical needs				✓
C3	Supporting children with physical or sensory needs				✓
C3	Adapting activities to support a child with cognitive and intellectual or communication and language needs				✓
C3	Adapting activities to support individual needs				✓
C3	Adapting activities to support a child with communication and language needs				✓
C3	Adapting activities to support a child experiencing social and emotional needs				✓
C3	Supporting children in activities				✓

## GCSE Computer Science (J277)

### Personal Learning Checklist

1.1 System Architecture				
Sequence	Topic	R	A	G
Year 9	<a href="#">The purpose of the CPU</a>			
Year 9	<a href="#">Common CPU components and their function</a>			
Year 9	<a href="#">Von Neumann Architecture</a>			
Year 9	<a href="#">Characteristics of CPUs that affect performance</a>			
Year 9	<a href="#">Embedded Systems</a>			

1.2 Memory				
Sequence	Topic	R	A	G
Year 9	<a href="#">The need for primary storage</a>			
Year 9	<a href="#">The difference between RAM and ROM</a>			
Year 9	<a href="#">Virtual memory</a>			
Year 9	<a href="#">The need for secondary storage</a>			
Year 9	<a href="#">Common types of storage</a>			
Year 9	<a href="#">Suitable storage devices and storage media for a given application</a>			
Year 10	<a href="#">The units of data storage</a>			

## GCSE Computer Science (J277)

### Personal Learning Checklist

Year 10	<a href="#">How data needs to be converted into a binary format to be processed by a computer</a>			
Year 10	<a href="#">Data capacity and calculation of data capacity requirements</a>			
Year 10	<a href="#">How to convert positive denary whole numbers to binary numbers (up to and including 8 bits) and vice versa</a>			
Year 10	<a href="#">How to add two binary integers together (up to and including 8 bits) and explain overflow errors which may occur</a>			
Year 10	<a href="#">How to convert positive denary whole numbers into 2-digit hexadecimal numbers and vice versa</a>			
Year 10	<a href="#">Binary shifts</a>			
Year 10	<a href="#">The use of binary codes to represent characters</a>			
Year 10	<a href="#">How an image is represented as a series of pixels, represented in binary</a>			
Year 10	<a href="#">How sound can be sampled and stored in digital form</a>			
Year 10	<a href="#">The need for compression</a>			

1.3 Computer networks, connections and protocols				
Sequence	Topic	R	A	G
Year 9	<a href="#">Types of Network</a>			
Year 9	<a href="#">Factors that affect the performance of networks</a>			
Year 9	<a href="#">The different roles of computers in a client-server and a peer-to-peer network</a>			
Year 9	<a href="#">The hardware needed to connect stand-alone computers into a Local Area Network</a>			
Year 9	<a href="#">The Internet as a worldwide collection of computer networks</a>			



## GCSE Computer Science (J277)

### Personal Learning Checklist

Year 9	<a href="#">Star and Mesh network topologies</a>			
Year 9	<a href="#">Modes of connection</a>			
Year 9	<a href="#">Encryption</a>			
Year 10	<a href="#">IP addressing and MAC addressing</a>			
Year 10	<a href="#">Standards</a>			
Year 10	<a href="#">Common protocols</a>			
Year 10	<a href="#">The concept of layers</a>			

#### 1.4 Network security

Sequence	Topic	R	A	G
Year 10	<a href="#">Forms of attack</a>			
Year 10	<a href="#">Threats posed to networks</a>			
Year 10	<a href="#">Common prevention methods</a>			

#### 1.5 Systems software

Sequence	Topic	R	A	G
Year 10	<a href="#">The purpose and functionality of operating systems</a>			
Year 10	<a href="#">Operating Systems Part 1</a>			



## GCSE Computer Science (J277) Personal Learning Checklist

Year 10	<a href="#">Operating Systems Part 2</a>			
Year 10	<a href="#">Utility system software</a>			

### 1.6 Ethical, legal, cultural and environmental impacts of digital technology

Sequence	Topic	R	A	G
Year 10	<a href="#">How to investigate and discuss Computer Science technologies while considering ethical, legal, cultural, environmental and privacy issues</a>			
Year 10	<a href="#">Privacy issues</a>			
Year 10	<a href="#">Cultural implications of computer science</a>			
Year 10	<a href="#">Environmental impact of computer science</a>			
Year 10	<a href="#">Impacts of digital technology on wider society</a>			
Year 10	<a href="#">Legislation relevant to Computer Science</a>			
Year 10	<a href="#">Open source vs proprietary software</a>			

### 2.1 Algorithms

Sequence	Topic	R	A	G
Year 10	<a href="#">Abstraction</a>			
Year 10	<a href="#">Decomposition</a>			



## GCSE Computer Science (J277)

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Year 10	<a href="#">Algorithmic Thinking</a>			
Year 10	<a href="#">Identify the inputs, processes, and outputs for a problem</a>			
Year 10	<a href="#">Structure diagrams</a>			
Year 10	<a href="#">How to produce algorithms using pseudocode and flow diagrams</a>			
Year 10	<a href="#">Identify common errors</a>			
Year 10	<a href="#">Trace tables</a>			
Year 10	<a href="#">Binary search</a>			
Year 10	<a href="#">Linear search</a>			
Year 10	<a href="#">Bubble sort</a>			
Year 10	<a href="#">Merge sort</a>			
Year 10	<a href="#">Insertion sort</a>			

2.2 Programming fundamentals				
Sequence	Topic	R	A	G
Year 11	<a href="#">The use of variable, constants, operators, input, outputs and assignments</a>			
Year 11	<a href="#">The use of the three basic programming constructs: sequence, selection, iteration</a>			
Year 11	<a href="#">The common arithmetic operators</a>			

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Year 11	<a href="#">The common Boolean operators</a>			
Year 11	<a href="#">The use of data types and casting</a>			
Year 11	<a href="#">The use of basic string manipulation</a>			
Year 11	<a href="#">The use of basic file handling operations</a>			
Year 11	<a href="#">The use of records to store data</a>			
Year 11	<a href="#">The use of SQL to search for data</a>			
Year 11	<a href="#">The use of arrays</a>			
Year 11	<a href="#">How to use subprograms</a>			
Year 11	<a href="#">Random number generation</a>			

2.3 Producing Robust Programs				
Sequence	Topic	R	A	G
Year 11	<a href="#">Defensive Design Part 1</a>			
Year 11	<a href="#">Defensive Design Part 2</a>			
Year 11	<a href="#">Maintainability</a>			
Year 11	<a href="#">The purpose of and types of testing</a>			
Year 11	<a href="#">How to identify syntax and logic errors</a>			

## GCSE Computer Science (J277)

### Personal Learning Checklist

Year 11	<a href="#">Suitable test data</a>			
Year 11	<a href="#">Refining algorithms to make them more robust</a>			

2.4 Boolean Logic				
Sequence	Topic	R	A	G
Year 11	<a href="#">Simple logic diagrams</a>			
Year 11	<a href="#">Truth tables</a>			
Year 11	<a href="#">Combining Boolean operators</a>			
Year 11	<a href="#">Applying logical operators in truth tables</a>			

2.5 – Programming languages and Integrated Development Environments				
Sequence	Topic	R	A	G
Year 11	<a href="#">Characteristics and purpose of different levels of programming language</a>			
Year 11	<a href="#">The purpose of translators</a>			
Year 11	<a href="#">Characteristics of compilers and interpreters</a>			
Year 11	<a href="#">IDEs</a>			

<b>Dance Unit: Component 3</b>				
<b>Assessment Criteria</b>		<b>R</b>	<b>A</b>	<b>G</b>
<b>Activity 1 - Ideas log</b>	<b>Explained the concept and style of performance</b>			
	<b>Identify your selection of target audience</b>			
	<b>Describe the resources needed (during development and performance) for the exploration and development of ideas.</b>			
	<b>Analyse how the ideas meet the requirements of the brief</b>			
	<b>Discuss how the work of practitioners has influenced your ideas</b>			
	<b>Explain the ideas you contributed to the creative process and how these ideas were explored by your group.</b>			
<b>Activity 2 - Skills log</b>	<b>Identify your role in the group</b>			
	<b>Describe the skills and techniques you have selected</b>			
	<b>Analyse how the work of practitioners has influenced your development of skills and techniques.</b>			
	<b>Explain how your skills meet the requirements of the brief</b>			
	<b>Describe how you developed your skills and techniques</b>			
	<b>Discuss your individual contribution to the rehearsal/development process</b>			
<b>Activity 3 - Workshop performance.</b>	<b>Communication the creative ideas effectively to the audience through your role.</b>			
	<b>Collaborate with other artists by contributing to the creative process.</b>			
	<b>Showcase individual skills</b>			
	<b>Demonstrate a sound understanding of techniques performed</b>			

	<b>Perform using interpretive and physical skills</b>			
<b>Activity 4 - Evaluation</b>	<b>Analyse how the outcome met the requirements of the brief</b>			
	<b>Discuss the development process as an individual and as a group</b>			
	<b>Describe the performance outcome</b>			
	<b>Explain the key strengths of your work</b>			
	<b>Analyse areas for further development.</b>			

	<b>Unit: Component 2</b>			
<b>Assessment Criteria:</b>				
	<ul style="list-style-type: none"> <li>Apply your skills and techniques competently in the performance of professional repertoire.</li> </ul>			
	<ul style="list-style-type: none"> <li>Use skills and techniques appropriately in rehearsal and performance of professional repertoire.</li> </ul>			
	<ul style="list-style-type: none"> <li>Thoughtfully select the appropriate skills and techniques needed to rehearse and perform professional repertoire.</li> </ul>			
	<ul style="list-style-type: none"> <li>Apply the stylistic qualities and interpretative skills to a consistently high standard</li> </ul>			
	<ul style="list-style-type: none"> <li>Successfully communicate the intention of the piece</li> </ul>			
<b>Theory</b>	<ul style="list-style-type: none"> <li>Actively engage with all rehearsals and workshops, making an effort to improve your own performance by using skills appropriate to the style and discipline you are exploring.</li> </ul>			

	<ul style="list-style-type: none"> <li>Identify your own strengths and areas for improvement in practical workshops and rehearsals.</li> </ul>			
	<ul style="list-style-type: none"> <li>Using your Log Book and structured target setting, develop technical and interpretative skills with confidence and to a high standard.</li> </ul>			
	<ul style="list-style-type: none"> <li>Use your skills and techniques to successfully communicate your intentions</li> </ul>			
	<ul style="list-style-type: none"> <li>Demonstrate an organised and highly self-disciplined approach to all sessions.</li> </ul>			
	<ul style="list-style-type: none"> <li>Apply feedback and respond to direction in a consistently positive manner.</li> </ul>			

	Unit: Component 1			
<b>Assessment Criteria:</b>				
<b>A</b>	<ul style="list-style-type: none"> <li>How the three chosen performances have been created by different practitioners, through different performance styles</li> </ul>			
	<ul style="list-style-type: none"> <li>How the practitioners (both performers and non-performers) contributed to the shaping of the work through their fulfilment of their roles and responsibilities.</li> </ul>			
	<ul style="list-style-type: none"> <li>How the roles and responsibilities in the three works differed due to the performance style of the piece.</li> </ul>			
<b>B</b>	<ul style="list-style-type: none"> <li>Explanations of how the different practitioners approach creating professional work(s).</li> </ul>			
	<ul style="list-style-type: none"> <li>An explanation of the rehearsal process, using examples from your experience in classes and workshops</li> </ul>			
	<ul style="list-style-type: none"> <li>An explanation of the skills needed to perform in the styles of dance/theatre/musical theatre explored.</li> </ul>			
	<ul style="list-style-type: none"> <li>Explain how effective the different practitioners' processes, skills and approaches are in creating professional work.</li> </ul>			

## BTEC Digital IT Personal Learning Checklist

Modern Technologies					
Sequence	Topics	R	A	G	
C1	<a href="#">Communication Technologies</a>				
C1	<a href="#">Features and uses of the Cloud</a>				
C1	<a href="#">Selection of Cloud Services</a>				
C1	<a href="#">Implications of Cloud Technologies</a>				
Impact of Modern Technologies					
Sequence	Topics	R	A	G	
C1	<a href="#">Changes to modern teams</a>				
C1	<a href="#">Managing modern teams</a>				
C1	<a href="#">Communicating with stakeholders</a>				
C1	<a href="#">How modern technologies aid inclusivity and accessibility</a>				
C1	<a href="#">Positive and negative impacts of modern technologies on organisations</a>				
C1	<a href="#">Positive and negative impacts of modern technologies on individuals</a>				

## BTEC Digital IT Personal Learning Checklist

Threats to data					
Sequence	Topics	R	A	G	
C1	<a href="#">Why systems are attacked</a>				
C1	<a href="#">External threats (threats outside the organisation) to digital systems and data security</a>				
C1	<a href="#">Internal threats (threats within the organisation) to digital systems and data security</a>				
Prevention and Management of Threats					
Sequence	Topics	R	A	G	
C1	<a href="#">User access restriction</a>				
C1	Data level protection ( <a href="#">Firewalls, Anti-virus and Interface Design</a>   <a href="#">Backup and Encryption</a> )				
C1	<a href="#">Finding weaknesses and improving system security</a>				
Policy					
Sequence	Topics	R	A	G	
C2	<a href="#">Defining responsibilities</a>				
C2	<a href="#">Defining security parameters</a>				
C2	<a href="#">Disaster recovery policy</a>				
C2	<a href="#">Actions to take after an attack</a>				





## BTEC Digital IT Personal Learning Checklist

Responsible Use				
Sequence	Topics	R	A	G
C2	<a href="#">Shared data (location-based data, transactional data, cookies, data exchange between services)</a>			
C2	<a href="#">Environmental concerns</a>			
Legal and Ethical				
Sequence	Topics	R	A	G
C2	<a href="#">Importance of providing equal access to services and information</a>			
C2	<a href="#">Net neutrality and how it impacts on organisations</a>			
C2	<a href="#">The purpose and use of acceptable use policies</a>			
C2	<a href="#">Blurring of social and business boundaries</a>			
C2	Data Protection			
C2	<a href="#">Dealing with intellectual property</a>			
C2	<a href="#">The criminal use of computer systems</a>			



## BTEC Digital IT Personal Learning Checklist

Forms of Notation				
Sequence	Topics	R	A	G
C2	<a href="#">Understand how organisations use different forms of notation to explain systems, data and information</a>			
C2	<a href="#">Data Flow Diagrams</a>			
C2	<a href="#">Information flow diagrams</a>			
C2	<a href="#">Flowcharts</a>			

<b>Drama 212 - Presenting and Performing Texts - Scripted Drama</b>				
<b>Asses sment Criteri a</b>		<b>R</b>	<b>A</b>	<b>G</b>
1.1	Describe the context of one modern text – and the purpose of one scene			
1.1	Describe the context of one classic text – and the purpose of one scene			
1.2	Describe the writers' use of language, identifying demands it places on the performer in the modern text			
1.2	Describe the writers' use of language, identifying demands it places on the performer in the classic text			
1.3	Describe how the writer communicates role/character through language - Modern text			
1.3	Describe how the writer communicates role/character through language - Classic text			
1.4	Describe techniques for 'lifting' text off the page in order to convey the role/character - Modern Text			
1.4	Describe techniques for 'lifting' text off the page in order to convey the role/character - Classic Text			
2.1 a	Perform the chosen scenes from the modern by: Using spoken dialogue and related movement			
2.1 b	Perform the chosen scenes from the modern text by: Demonstrating effective vocal skills including pace, tone, clarity, articulation, rhythm and musicality			
2.1 c	Perform the chosen scenes from the modern text by: c. Appropriately interpreting the character			
2.1 a	Perform the chosen scenes from the classic by: Using spoken dialogue and related movement			
2.1 b	Perform the chosen scenes from the classic text by: Demonstrating effective vocal skills including pace, tone, clarity, articulation, rhythm and musicality			
2.1 c	Perform the chosen scenes from the classic text by: c. Appropriately interpreting the character			
3.1	Review their modern text performance, identifying			

	strengths and areas for improvement			
3.1	Review their classic text performance, identifying strengths and areas for improvement			

	201E - Live Performance - Devising Drama			
Assessment Criteria		R	A	G
1.1	Describe personal aims in relation to the live performance including own image, repertoire and audience expectation			
1.2	Propose ideas for the performance that incorporates your chosen discipline: acting			
1.3	Produce a production plan to meet the needs of an agreed brief			
1.4	Analyse Health & Safety issues in the context of a live performance			
2.1	Work with others to plan and rehearse the performance			
2.2	Present a performance to a target audience			
2.3	Demonstrate musical theatre skills during the performance			
3.1	Review their performance in the light of feedback			
3.2	Suggest ways to improve future performances			
	Perform the chosen scenes from the modern text by: Demonstrating effective vocal skills including pace, tone, clarity, articulation, rhythm and musicality			

# Hospitality and Catering

The December mock will be on the green sections where you will plan and produce a dish, demonstrating your skills and safe working practices

Cycle	The learner can:	Assessment Criteria	Content			
1	<b>LO1 understand the importance of nutrition when planning menus</b>	AC1.1 Describe functions of nutrients in the human body	<b>Nutrients</b> <ul style="list-style-type: none"> <li>• Protein</li> <li>• Fat</li> <li>• Carbohydrate</li> <li>• Vitamins</li> <li>• Minerals</li> <li>• Water</li> <li>• Dietary fibre (NSP)</li> </ul>			
		AC1.2 compare nutritional needs of specific groups	<b>Specific groups</b> <ul style="list-style-type: none"> <li>• Different life stages</li> <li>• Childhood</li> <li>• Adulthood</li> <li>• Later adulthood</li> <li>• Special diets</li> <li>• Medical conditions</li> <li>• Activity levels</li> </ul>			
		AC1.3 Explain characteristics of unsatisfactory nutritional intake	<b>Characteristics</b> <ul style="list-style-type: none"> <li>• Visible</li> <li>• Non-visible</li> <li>• Unsatisfactory</li> <li>• Nutritional deficiencies</li> <li>• Nutritional excesses</li> </ul>			
		AC1.4 Explain how cooking methods impact on nutritional value	<b>Cooking methods</b> <ul style="list-style-type: none"> <li>• Boiling</li> <li>• Steaming</li> <li>• Baking</li> <li>• Grilling</li> <li>• Stir-fry</li> <li>• Roasting</li> <li>• Poaching</li> </ul>			

Notes

Cycle	The learner can:	Assessment Criteria	Content			
2	<b>LO2 Understand menu planning</b>	AC2.1 Explain factors to consider when proposing dishes for menus	<b>Factors</b> <ul style="list-style-type: none"> <li>• Time of year e.g. seasonality of commodities, seasonal events</li> <li>• Skills of staff</li> <li>• Equipment available</li> <li>• Time available</li> <li>• Type of provision e.g. service, location, size, standards</li> <li>• Finance e.g. costs, customer needs</li> <li>• Client base</li> </ul>			
		AC2.2 Explain how dishes on a menu address environmental issues	<b>Dishes</b> <ul style="list-style-type: none"> <li>• Preparation and cooking methods</li> <li>• Ingredients used</li> <li>• Packaging Environmental issues</li> <li>• Conservation of energy and water</li> <li>• Reduce, reuse, recycle</li> <li>• Sustainability e.g. food miles, provenance</li> </ul>			
2		AC2.3 Explain how menu dishes meet customer needs	<b>Needs</b> <ul style="list-style-type: none"> <li>• Nutritional</li> <li>• Organoleptic</li> <li>• Cost e.g. premium priced dishes, value for money</li> </ul>			
2		AC2.4 Plan production of dishes for a menu	<b>Plan</b> <ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Timing</li> <li>• Mise en place</li> <li>• Cooking</li> <li>• Cooling</li> <li>• Hot holding</li> <li>• Completion</li> <li>• Serving (presented as if to be served)</li> <li>• Waste</li> <li>• Equipment</li> <li>• Commodity quantities</li> <li>• Tools</li> <li>• Contingencies</li> <li>• Health, safety and hygiene</li> <li>• Quality points</li> <li>• Storage</li> </ul>			

Cycle	The learner can:	Assessment Criteria	Content			
2	<b>LO3</b> <b>Be able to cook dishes</b>	AC3.1 Use techniques in preparation of commodities	<b>Techniques</b> <ul style="list-style-type: none"> <li>• Weighing and measuring</li> <li>• Chopping</li> <li>• Shaping</li> <li>• Peeling</li> <li>• Whisking</li> <li>• Melting</li> <li>• Rub-in</li> <li>• Sieving</li> <li>• Segmenting</li> <li>• Slicing</li> <li>• Hydrating</li> <li>• Blending</li> </ul> <b>Commodities</b> <ul style="list-style-type: none"> <li>• Poultry</li> <li>• Meat</li> <li>• Fish</li> <li>• Eggs</li> <li>• Dairy products</li> <li>• Cereals, flour, rice, pasta</li> <li>• Vegetables</li> <li>• Fruit</li> <li>• Soya products</li> </ul>			
		AC3.2 Assure quality of commodities to be used in food preparation	<b>Quality</b> <ul style="list-style-type: none"> <li>• Smell/Aroma</li> <li>• Touch</li> <li>• Sight</li> <li>• Storage</li> <li>• Packaging</li> </ul>			
		AC3.3 Use techniques in cooking of commodities	<b>Techniques</b> <ul style="list-style-type: none"> <li>• Boiling</li> <li>• Blanching</li> <li>• Poaching</li> <li>• Braising</li> <li>• Steaming</li> <li>• Baking</li> <li>• Roasting</li> <li>• Grilling (griddling)</li> <li>• Frying</li> <li>• Chilling</li> <li>• Cooling</li> <li>• Hot holding</li> </ul>			
		AC3.4	<b>Presentation techniques</b>			

		Complete dishes using presentation techniques	<ul style="list-style-type: none"> <li>• Portion control</li> <li>• Position on serving dish</li> <li>• Garnish</li> <li>• Creativity</li> </ul>			
		AC3.5 Use food safety practices	This should be in relation to preparation and cooking of commodities and in relation to use of equipment.			

## Food Preparation Skills

The following is a **guide** to the level of skills found in practical dishes to give you an idea of the type of dishes you should be able to make. You should include at least 4 higher level skills in a 2 course meal.

### Higher Level Skills:

- Pastry making – short crust, pate sucre, choux. Rough puff could be included.
- Roux based sauces e.g. béchamel, velouté
- Meringues and pavlovas (baked). NB. Using ready-made meringues is not a high level skill.
- Complex meat and fish cookery (using high risk foods) e.g. Chicken Kiev, boning out chicken, fish cakes, filleting fish.
- Decorated cakes, gateaux, roulades and Swiss rolls, Genoese, whisked and decorated fruit flan
- Rich yeast dough e.g. Chelsea buns and iced buns, Danish Pastries, Croissants
- Cheesecake, mousse and soufflés using gelatine
- Complex decorations – spun sugar, coulis, feather icing, piping, shapes made with melted chocolate
- Fresh pasta
- Fresh Custard sauce

### Medium Skills:

- Puff or filo pastry items that need shaping but use ready-made pastry.eg Samosas
- Vegetable and fruit dishes requiring even sizes e.g. fruit salad, stir fries, soups (competent knife skills)
- Cheesecakes and similar desserts e.g. mousses with piped cream decoration
- Simple sauces e.g. red wine sauce, chilli, Bolognese,
- Blended or all-in-one sauces e.g. cheese sauce, custard, blancmange
- Simpler cakes e.g. rock cakes, fairy cakes, butterfly cakes, muffins, biscuits, cookies, and scones.
- Basic bread dough e.g. rolls and pizzas
- Simpler fish and meat cookery (using high risk foods) e.g. Bolognese, chilli, curry, meatballs, chicken chasseur.(not using packet or jar sauces)
- Batters e.g. pakoras, bhajis, pancakes, fritters, drop scones
- Vegetable cuts – brunoise, macedoine, julienne.etc.

### Basic Skills:

- Basic desserts e.g. basic crumbles, simple cheesecakes
- Sandwiches
- Pizza with ready-made bases



- Jacket potatoes, simple salads e.g. couscous salad, green salad, mixed salad, etc.
- Flapjacks
- Assembling products e.g. using prepared sauces, bought meringue nests, etc.

### **Level 1 Pass:**

**Candidates are likely to choose dishes that show basic skills only**

Examples: simple fruit crumble, baked apples, jacket potato with cheese, coleslaw or beans, French bread pizzas, spaghetti Bolognese or other pasta dishes using ready made sauces, sweet and sour (or similar) dishes using a bought sauce, fruit platters, simple starters like prawn cocktail, simple salads, etc.

### **Level 2 Pass:**

**Candidates are likely to choose dishes from each of the skill levels but will demonstrate mainly medium level skills**

Examples: Sausage rolls, plaits, and other items e.g. samosa using ready-made puff or filo pastry, decorated cheesecakes, all in one or blended sauces, fresh fruit salads, fairy cakes with simple decoration, scones, melted method cakes, muffins, biscuits and cookies, bread rolls, pizzas using scone or bread dough, batters, pakoras, bhajis, simpler meat or fish cookery e.g. cooking fish, chops, steak or chicken pieces (without stuffing or sauces), fish cakes, chicken in simple sauces e.g. chicken chasseur, stir-fries, kebabs, fajitas, simple rice and pasta dishes with homemade sauces e.g. Bolognese.

### **Level 2 Distinction:**

**Candidates are likely to choose dishes from the high and medium level skills range**

Examples: Quiche Lorraine (or similar) using short crust pastry, Bakewell tart (or similar) using pate sucre, profiteroles or éclairs using choux pastry, decorated gateau or roulade (whisking method cake), Swiss buns or Chelsea buns made with rich yeast dough, lasagne with béchamel sauce, fish pie, chicken and fish dishes with more elaborate sauces or stuffing, decorated cakes and pastry items that require piping and decoration skills as well as shaping.

Notes:

# Grading for Internally Assessed Units

## (Controlled Assessment)

### Level 1 Pass

Candidates recall, select and communicate knowledge and understanding of basic aspects of the hospitality sector, they will review their evidence and draw basic conclusions. They apply basic knowledge and understanding and skills to give simple responses to queries and issues, with an awareness of factors that affect success in hospitality and catering. They demonstrate basic skills in processing hospitality and catering operations and may have some inaccuracies and omissions.

**To be awarded a Level 1 Pass grade** for a unit, a learner must meet all of the minimum requirements of all assessment criteria for the unit, as set out in the Level 1 Pass performance band.

### Level 2 Pass

Candidates recall, select and communicate sound knowledge and understanding of aspects of the hospitality sector. They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions. They apply suitable knowledge and understanding in a range of situations to give mainly appropriate responses to queries and issues, with an appreciation of factors that affect success in hospitality and catering. They demonstrate skills in processing hospitality and catering operations and may have some minor inaccuracies or omissions.

**To be awarded a Level 2 Pass grade** for a unit, a learner must additionally meet all of the Level 2 pass minimum requirements, as set out in the Level 2 Pass performance band.

**To be awarded a Level 2 Merit grade** for a unit, a learner must additionally meet all of the Merit minimum requirements, as set out in the Merit performance band.

### Level 2 Distinction

Candidates recall, select and communicate detailed knowledge and thorough understanding of the hospitality sector. They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements. They apply relevant knowledge and understanding in a range of situations to give appropriate responses to queries and issues with an understanding of the implications of factors affecting success in hospitality and catering. They demonstrate high levels of skills in effectively processing information on the hospitality and catering sector.

**To be awarded a Level 2 Distinction grade** for a unit, a learner must additionally meet all of the minimum requirements, set out in the Distinction performance bands.

Performance bands					
Learning Outcome	Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
<b>LO1</b> Understand the importance of nutrition in planning menus	<b>AC1.1</b> Describe functions of nutrients in the human body	Outlines the functions of a limited range of nutrients in the human body.	Describe functions of a range of nutrients in the human body.	Describe clearly functions of a range of nutrients in the human body..	
	<b>AC1.2</b> Compare nutritional needs of specific groups	Outlines nutritional needs of two specific groups. Comparison may be implied.	Compares nutritional needs of two specific groups giving some reasons for similarities and differences.	Compares nutritional needs of two specific groups giving clear reasons for similarity and differences.	Compares nutritional needs of two specific groups giving clear and in depth reasons for similarity and differences.
	<b>AC1.3</b> Explain characteristics of unsatisfactory nutritional intake	Outlines key characteristics of unsatisfactory nutritional intake. Evidence is mainly descriptive with limited reasoning.	Explains characteristics of unsatisfactory nutritional intake. There is evidence of reasoning and relating characteristics to specific groups.	Explains with clear reasoning characteristics of unsatisfactory intake of a range of nutrients. Explanations are related to specific groups.	
	<b>AC1.4</b> Explain how cooking methods impact on nutritional value	Outlines how cooking methods impact on nutritional value. Evidence is mainly descriptive with limited reasoning.	Explains how a range of food production methods impact on nutritional value. Reasoned statements are presented.		

Performance bands					
Learning Outcome	Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
<b>LO2</b> Understand menu planning	<b>AC2.1</b> Explain factors to consider when proposing dishes for menus	Outlines factors to consider when proposing dishes for menus. There may be some omissions.	Explains factors to consider when proposing dishes for menus. Explanation has some reasoning.	Explains factors to consider when proposing dishes for menus. Explanations are clear and well-reasoned.	
	<b>AC2.2</b> Explain how dishes on a menu address environmental issues	Outlines how dishes on a menu address environmental issues. There may be some errors.	Explains how dishes on a menu address environmental issues. Explanation includes reasoning.		
	<b>AC2.3</b> Explain how menu dishes meet customer needs	Outlines how menu dishes meet customer needs in general terms. Evidence is mainly descriptive with limited reasoning.	Explains how menu dishes meet needs of specified customers. Some evidence may be in general terms and descriptive. Explanation includes reasoned statements.	Explains how menu dishes meet needs of specified customers. Explanations are comprehensive and credible.	
	<b>AC2.4</b> Plan production of dishes for a menu	Plan outlines key actions required with some omissions and errors that require amendment. There is limited consideration of contingencies.	Plan has some detail and is mainly appropriate but may have some omissions and errors that require amendment. There is some consideration of contingencies.	Plan has detail with some minor omissions. Plan does not require changes to achieve planned outcome, but would benefit from minor amendments. There are well considered contingencies.	Plan is comprehensive and detailed, incorporating well considered contingencies for most situations.

Performance bands					
Learning Outcome	Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
LO3 Be able to cook dishes	AC3.1 Use techniques in preparation of commodities	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used independently with speed and precision. Consideration to food safety given throughout.	A comprehensive range of techniques are used effectively and independently with faultless speed and precision. Consideration to food safety given throughout.
	AC3.2 Assure quality of commodities to be used in food preparation	A limited range of materials are checked for quality throughout preparation and issues identified and resolved with guidance.	A range of materials are independently checked for quality and issues identified throughout preparation. Some issues resolved with guidance.	All materials are independently checked for quality and issues identified throughout preparation. Issues will be resolved independently with no guidance.	
	AC3.3 Use techniques in cooking of commodities	A number of techniques are used. Guidance may be required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Some consideration given to food safety.	A range of techniques are used. Limited guidance is required. Skill demonstrated may show limited precision and require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used with limited guidance. Skills demonstrated may show limited precision or require additional time to meet minimum requirements. Consideration to food safety given throughout.	A range of techniques are used independently with speed and precision. Consideration to food safety given throughout.

Performance bands					
Learning Outcome	Assessment criteria	Level 1 pass	Level 2 pass	Level 2 merit	Level 2 distinction
	AC3.4 Complete dishes using presentation techniques	Dishes presented using some techniques. Quality of dishes meets minimum standards for appearance, smell and taste. Some guidance may be required. Some consideration given to food safety.	Dishes presented using a range of techniques with some precision. Quality of dishes exceeds some minimum standards for appearance, smell and taste. Limited guidance required. Consideration to food safety given throughout.	Dishes presented independently using a range of techniques with precision. Quality of dishes exceeds most minimum standards for appearance, smell and taste. Consideration to food safety given throughout.	Dishes presented independently using a range of techniques with precision. Quality of dishes exceeds minimum standards for appearance, smell and taste. Consideration to food safety given throughout.
	AC3.5 Use food safety practices	Uses food safety practices in preparation, cooking and completion but may require intervention.	Uses food safety practices in preparation, cooking and completion with limited intervention.	Effectively uses food safety practices in preparation, cooking and completion. No intervention required.	

Year 10 PLC Modern Britain Paper 2					
Sequence	Topics - Paper 2 Theme A and Theme D	Text book/Resources	R	A	G
	<b>Theme A Religion, Relationships &amp; Families</b>	<b>Christianity &amp; Islam Text book</b>			
<b>C1</b>	Understand teachings of human sexuality 3.1	Christianity Page 68/69; Islam 56/57			
<b>C1</b>	Understand sexual relationships before and outside of marriage 3.2	Page 70/7; Islam 58/59			
<b>C1</b>	Understand contraception & family planning 3.3	Page 72/73; Islam 60/61			
<b>C1</b>	Understanding religious teachings about marriage 3.4	Page 74/75; Islam 62/63			
<b>C1</b>	Understand divorce and remarriage 3.5	Page 76/77; Islam 64/65			
<b>C1</b>	Understand religious teachings about the nature of families 3.6	Page 78/79; Islam 66/67			
<b>C1</b>	Understand religious teachings about the purpose of families 3.7	Page 80/81; Islam 68/69			
<b>C1</b>	Understand beliefs about gender equality 3.8	Page 82/83; Islam 70/71			
<b>C1</b>	Understand through assessment guidance/Exam practice	Page 84/85; Islam 72/73			
	<b>Theme D Religion, Peace and Conflict</b>				
<b>C2</b>	Understand religion, peace & conflict for Christians & Muslims 6.1	Page 124/125; Islam 110/111			
<b>C2</b>	Understanding violent protest and terrorism 6.2	Page 126/127; Islam 112/113			
<b>C2</b>	Understanding reasons for war 6.3	Page 128/129; Islam 114/115			

# Music

	Unit: 201 - Musical Knowledge			
Assessment Criteria		R	A	G
1.1	Comprehensively describe the contributing traits of two contrasting contemporary musical styles through consideration of:			
a	The factors that influenced its inception			
b	Significant artists/bands/producers			
c	Important recordings/performances/events			
d	Imagery and fashion associated with the style			
1.2	Display the ability to accurately recognise and discuss insightfully at least four of the following musical elements:			
a	Tonality			
b	Tempo			
c	Instrumentation			
d	Lyric content (where applicable)			
e	Production techniques			

# Music

Unit: 205ta - Composing Music				
Assessment Criteria:				
1.1	<p>Working alone, compose a song or an instrumental piece of a minimum of two and a half minutes duration, reflective of a defined musical style suggested by the tutor using at least three of the following:</p> <ul style="list-style-type: none"> <li>a. Rhythm track</li> <li>b. Bass line</li> <li>c. Harmonic progression</li> <li>d. Melody</li> <li>e. Lyrics</li> </ul>			
1.2	<p>Describe the layout of the composed piece using either:</p> <ul style="list-style-type: none"> <li>a. Graphic diagrams</li> <li>b. Chord charts</li> <li>c. Stave notation</li> <li>d. Annotated sequencer screen shots</li> <li>e. A combination of the above, identifying the structural and instrumental arrangement</li> </ul>			
2.1	<p>Evaluate the success of the composition in relation to the specified criteria and highlight strengths and areas for development</p>			

# Music

	Unit: 202 - Live Music Performance			
Assessment Criteria:				
1.1	Describe comprehensive personal aims in relation to the live performance			
1.2	Produce a rigorous production plan to meet the needs of an agreed brief			
1.3	Produce a comprehensive rehearsal plan			
1.4	Describe Health & Safety issues comprehensively in the context of a live performance			
2.1	Undertake a highly effective rehearsal process, based upon the plan produced in 1.3			
2.2	Make original and progressive modifications to the musical set during the rehearsal process			
3.1	Present an engaging performance to a target audience			
4.1	Produce an astute, wide and encompassing review of their performance			
4.2	Suggest a range of perceptive ways to improve future performances			



## Sport

### Unit 1 - Fitness for sport and exercise

Cycle	Topics	Revision Guide page	R	A	G
C1	Physical components of fitness	4 - 7			
C1	Skill related components of fitness	8 - 11			
C1	Components of fitness for successful sport performance	12 - 15			
C1	Exercise Intensity - Heart rate and training zones	20 - 27			
C1	Exercise Intensity - Rating of perceived exertion	20 - 27			
C1	Exercise Intensity - Loads and reps	20 - 27			
C1	Strength training methods	36 - 45			
C1	Muscular endurance training methods	39 - 42			
C1	Power training methods	39 - 43			
C1	Flexibility training methods	32 - 35			
C1	Speed training methods	50 - 53			
C1	Importance of fitness testing for performers and coaches	58 - 63			
C1	Requirements for administration of each test	58 - 63			
C1	Interpretation of fitness test results	58 - 63			
C1	Aerobic endurance tests	64 - 67			
C1	Muscular endurance tests	68 - 71			
C1	Speed test	73			
C1	Agility test	72			
C1	Flexibility test	76			
C1	Strength test	77			
C1	Power test	80 - 83			
C1	Body composition test	84 - 91			
C2	Basic principles of training	16 - 19			
C2	Additional principles of training	16 - 19			

Unit 1 - Fitness for sport and exercise					
Cycle	Topics	Revision Guide page number	R	A	G
C3	Rules of sport				
C3	Regulations of sport				
C3	Scoring systems of sports				
C3	Application of rules in sports				
C3	Roles and responsibilities of officials				
C3	Practically demonstrate the physical components of fitness				
C3	Technical demands of sports				
C3	Tactical demands of sports				
C3	Review sports performance				