



Year 9 – 11 Curriculum Information including GCSE Options 2022

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Introduction

At Bentley Wood High School, we have the highest expectations for all students to achieve their best, which underpins all our curriculum planning. We provide a carefully sequenced curriculum from Year 7 to 13 that reflects the national curriculum, external qualifications and supports our student's personal development and cultural enrichment.

The broad and balanced curriculum which student receive from Year 7 to 13 enables them to develop their skills and knowledge across a range of subjects. During Year 8, all students at Bentley Wood make important decisions regarding the curriculum they follow at Key stage 4 as part of this wider seven-year progression.

At Bentley Wood we give students appropriate guidance and support to ensure that they follow a broad curriculum which provides them with a strong foundation upon which to build their future studies and careers. It is our expectation that following GCSEs, the majority of our students stay on to study A levels at Bentley Wood in Years 12 and 13. We also consider it important that students do not make choices that limit their opportunities in later life.

The curriculum at Bentley Wood KS3- KS4

The curriculum at Bentley Wood is rich, ambitious and well sequenced for all students, including those with SEND. We have thought about how we can offer a rich, exciting education for all students in a different way. Students make some choices at the end of Year 8. However, in Year 9 it is not simply about starting GCSEs a year earlier, students continue to have a broad and balanced curriculum in the following ways:

- great breadth and depth of curriculum – for example, all students learn a foreign language and an arts subject
- the wider curriculum is open to all students, regardless of academic ability, and is taken up by the vast majority
- in 2021 100% of students studied the EBacc at KS4. This is well established, at least 95% and above have studied the EBacc during the last five years
- no subjects are squeezed out of the KS3 curriculum, which means that pupils continue to take a range of subjects, including the arts, at KS4
- KS4 courses going deeper into content and being broader than just the specifications called for by the exam boards or the national curriculum.

We hope that you find this booklet helpful and informative in guiding your daughter's decision making. Bentley Wood high School has an excellent tradition of examination success which has been achieved by students, parents and teachers working together to ensure that all students are encouraged to attain the highest levels of achievement of which they are capable.

Please see below the changes we have made following parent and family feedback last year.

We look forward to working with you to continue this tradition.



Dr Janice Howkins
Head teacher

Our thanks to parent voice

You said...	We did...
You would have appreciated more information on what your daughter is learning in her curriculum.	We have added the long term curriculum plans for years 9-11 for each subject within this document.
You would have appreciated more time between receiving the options booklet and the deadline for your daughter's GCSE selection form.	We are releasing our options booklet almost three weeks before the GCSE selection form deadline. We also brought our options evening forward to provide a gap of a week between the event and the GCSE selection form deadline. We hope these changes support you and your daughter when completing the GCSE selection form.

GCSE Choice Guidance

Every teacher wishes to support our students in choosing the most suitable subjects at GCSE. Your daughter should approach every teacher she thinks might have some helpful advice to offer in making her decision.

Form Tutors and the Head of Year offer advice about choosing subjects to support future careers choices. From January a programme of assemblies and structured learning in PSHE/RSE lessons are provided to help students to identify their strengths and interests.

Careers Advisers can offer more detailed information about the multitude of different careers available, and the qualifications and personal strengths needed to undertake them. Your daughter has also had a careers morning in February where guest speakers presented their own career progression stories. She may have also spoken to our careers advisor in school.

Subject teachers encourage all students to continue with their subjects, they can help the students understand how specialising in their particular subject would develop skills which could lead to certain career lines.

Key Dates and Procedures

Parents' Evening December 2021 2.00 - 7.00 pm

Subject teachers were available to discuss each student's progress throughout the course of Year 8 and provide guidance on GCSE subject selection.

Senior Leader Assemblies 1, 2 & 3, January – March 2022

The Options procedure is outlined to your daughter and she is encouraged to start thinking about her GCSE choices. She is introduced to key people she can talk to and prompted on how to make good choices that have a positive impact on her future.

Options Evening 24th March 2022 6.30 – 8:00pm

The evening starts with a presentation in the hall at 6.30pm. This is an information evening for Year 8 students and their parents/guardians. The options process is outlined and parents/guardians are able to ask for an explanation of any aspect of the Key Stage 4 Curriculum. Heads of Departments and other subject teachers are available to answer any subject specific questions. A careers advisor is also present at the evening.

Assessment Day 2 and GCSE Forms completed 25th March 2022

Assessment Report 2 is issued in preparation for Assessment Day on the 25th of March. A summary is given by each teacher outlining the progress being made in all subjects in relation to a target level. An appointment is made with your daughter to review the assessment in detail with the Form Tutor. A second interview is held with a member of senior staff who confirms and submits the GCSE choices your daughter has made ready for timetabling.

The Examination System at Key Stage 4 Years -10 & 11

GCSE Teaching and Examination Methods

Knowledge, skills and application

The examinations are intended to allow candidates to show the skills they have acquired and how well they can apply their knowledge as well as how much they can understand and remember. The ability to listen, talk and research and to devise practical ways to solve problems are important skills as are reading, writing and calculation. With the increase in linear examinations, memory recall is a key skill.

Controlled coursework and examinations

A small number of subjects have elements of controlled coursework that are an important part of the examination. We expect students to work conscientiously all of the time in order to meet their target grade.

Relevance to the everyday world

The highly complicated and fast-changing modern world makes great demands on the population. Key Stage 4 courses aim to increase the level of understanding, adaptability and coping skills of young people about to take their place in the adult world.

Examination Entry Policy

The school pays the cost of entering each student in each subject in which she has fulfilled the entry requirements which are:

1. She must have attended school and lessons regularly enough to be able to claim that she has completed the course.
2. If she takes a subject which has elements of coursework then she must be on target to complete this by the end of January before her final examinations.
3. The school must feel confident that the student, if entered, attend and complete every part of the examination and so qualify for a grade.



Examination Boards for All Subjects

Subject	Examination Board
English Language and Literature GCSE	Eduqas
Mathematics GCSE	Edexcel
Science GCSE	AQA
Philosophy/Religious Studies GCSE	AQA
Art and Design – Graphic Communication GCSE	AQA
Art and Design GCSE	AQA
Business	Edexcel
Computing GCSE	Edexcel
Drama GCSE	Edexcel
Food and Nutrition GCSE	OCR
Geography GCSE	AQA
Health and Social Care – BTEC Level 2 (single)	Edexcel
History GCSE	AQA
Latin GCSE	Eduqas
Modern Foreign Languages GCSE's	
French	AQA
German	AQA
Spanish	AQA
Music GCSE	AQA
PE GCSE	OCR
Psychology GCSE	Edexcel
Textiles GCSE	AQA

Additional information:

To find out about the core textbooks used by each subject, as well as recommended reading, revision guidance and revision websites please visit the curriculum area of our school website. The link below takes you to this specific section.

<http://www.bentleywood.harrow.sch.uk/366/core-text-books-revision-guides-and-resources>

Ensuring Success at Key Stage 4

We want our students to experience a broad and balanced curriculum which also facilitates future careers choices. The vast majority of our students study a group of subjects which make up the English Baccalaureate (EBACC). The way our options process is structured allows students choice while still ensuring they have the potential to achieve this group of qualifications. The EBACC gives our students a rewarding, challenging and academic Key Stage 4 and provides them with the qualifications necessary for progression to Key Stage 5 and then university, or a form of further education or employment.



English Baccalaureate (EBACC)

English Baccalaureate (EBACC)		
Compulsory	Refined choices	Choices
Mathematics English Language English Literature Science Philosophy/Religious studies Modern Foreign Language Physical Education (PE) Personal, Social, Health and Economic Education and Relationship and Sex Education (PSHE/RSE)	History Geography An Arts Subjects (students receive 1 out of 2 subjects they select)	Option Subjects (students receive 1 out of 3 subjects they select)

The option subject choices are combinations of GCSE's with one Level 2 BTEC's

The GCSE selection form

Our aim is to meet all students' choices and ensure they have a broad and balanced curriculum. We also ensure all students get appropriate guidance to make sure they fully understand the demands of each subject they opt for.

Full Name:

Tutor Group:

Compulsory Subjects - you do not need to make any choices here

- | | |
|-------------------------------------|---|
| ■ English (Language and Literature) | ■ Science (Trilogy and Separate Sciences) |
| ■ Mathematics | ■ Physical Education (PE) |
| ■ Modern Foreign Language | ■ PSHE/RSE |
| ■ Philosophy/Religious Studies | |

Choose one subject from List A

List A

- ☐ Geography
☐ History

Choose 2 subjects from List B (you will only continue with 1).

Choose 3 subjects from list C (you will only continue with 1).

List B

- ☐ Art and Design
☐ Art and Design-Graphic Communication
☐ Drama
☐ Music
☐ Textiles

List C

- | | |
|--|---|
| <input type="checkbox"/> Art and Design | <input type="checkbox"/> History |
| <input type="checkbox"/> Art and Graphic Communication | <input type="checkbox"/> Latin |
| <input type="checkbox"/> Business | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Drama | <input type="checkbox"/> Computing |
| <input type="checkbox"/> Music | <input type="checkbox"/> Physical Education GCSE (PE) |
| <input type="checkbox"/> Food and Nutrition | <input type="checkbox"/> BTEC |
| <input type="checkbox"/> Textiles | <input type="checkbox"/> Health and Social Care |
| <input type="checkbox"/> Geography | |

Place these subjects from list B and C in order of preference.

List B preference

Choice 1	Choice 2

List C preference

Choice 1	Choice 2	Choice 3

Signed (Student):

Signed (Parent):

Return the form to the member of the senior team you meet on Assessment Day, 25th March 2022

Compulsory or Core Subjects

- English (Language and Literature)
- Mathematics
- Science (Trilogy and Separate Sciences)
- Modern Foreign Language
- Philosophy/Religious Studies
- PSHE and RSE
- Physical Education (PE)

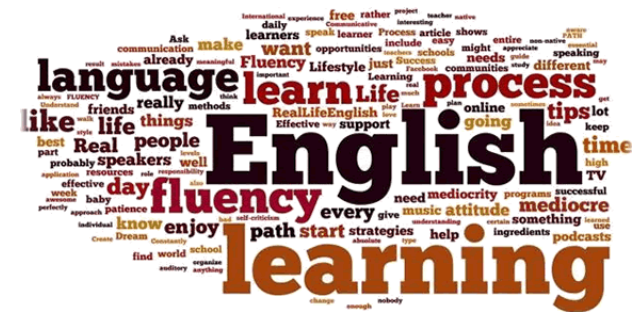
GCSE English Language

Examining Board: EDUQAS (C700QS)

Aim of Course

The course aims to develop the students' abilities to communicate effectively in speech and writing, and to listen with understanding. It should also enable them to be enthusiastic, responsive and knowledgeable readers. Students will have opportunities to present and listen to information and ideas; respond appropriately to others; make effective contributions, use creative approaches to exploring questions, solving problems and developing ideas and participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience.

For, reading, students will study how meaning is constructed through words, sentences and whole texts, including multimodal texts and at least one extended text, exploring language variation. They will evaluate the ways in which texts may be interpreted differently according to the perspective of the reader. Written work will require students to write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes.



Method of Assessment

Written Paper Examination:

Paper 1 40% 20th Century Reading and Creative Prose Writing

Paper 2 60% 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive writing.

Recommended Reading –

- Notes from a Small Island, Bill Bryson, Notes from a Big Country (and other travel books)
- Bear Grylls, Mud, Sweat and Tears - The autobiography of the famous adventurer/risk taker.
- I am Malala – Malala Yousafzai
- Dreams from my Father”- Barrack Obama

Enrichment

Jack Petchey Speak Out challenge

The Student View-Journalism

Key Stage 5 Progression/ Career Prospects

English Language GCSE is essential for all careers and a high grade is required for all A Level courses.

There are many careers in which English Language will be valuable including: Law, Journalism, Advertising, Media, Theatre, Teaching, Politics, Publishing and Screenwriting.

Revision Guides

WJEC Eduqas GCSE English Language Student Book, by Sarah Basham (Author), Jamie Rees (Author), Nick Duncan (Author), Naomi Strachan (Author), Carol Gunter (Author), Rachel Bryant (Author), Jane Sheldon

WJEC Eduqas GCSE English Language: Student Book 1: Developing the skills for Component 1 and Component 2, by Michelle Doran (Author), Natalie Simpson (Author), Julie Swain (Author), Barry Childs (Author)

GCSE English Literature

Examining Board: EDUQAS (C720QS)

Aim of Course

This course will enable students to explore their literary interests and to be enthusiastic, responsive and knowledgeable readers. Students will develop an understanding of the ways in which literature is rich and influential.

The content of this course will consist of poetry, prose and drama, including a play by Shakespeare. A minimum of six texts will be studied, comprising:

- texts from English, Welsh or Irish literary heritage;
- texts from different cultures and traditions;
- texts by contemporary writers.

Students will:

- develop and sustain independent interpretations of whole texts, supporting them with detailed textual references;
- analyse connections between texts, comparing features and qualities that connect and contrast the presentation of themes, characters and settings;
- analyse the impact of style, language, structure and form;
- relate texts to their social and historical contexts and to the literary traditions of which they are a part;
- understand how texts from the literary heritage have been influential and significant over time.

Method of Assessment

Written Paper Examination:

Paper 1 40% Shakespeare and Poetry Anthology

Paper 2 60% Post-1914 Drama, 19th Century Novel and Unseen Poetry

Recommended Reading –

- A Thousand Splendid Suns/The Kite Runner – Khaled Hosseini
- Nineteen Eighty-Four -George Orwell
- Pride and Prejudice -Jane Austen
- Behind the Ice House – Emma Fine
- To Kill a Mocking Bird- Harper Lee
- Great Expectations- Charles Dickens

Enrichment

Theatre trips, author/poet/play performances and Literary competitions throughout the year.

Key Stage 5 Progression/ Career Prospects

There are many careers in which English Literature will be valuable including: Law, Journalism, Advertising, Media, Theatre, Teaching, Publishing and Screenwriting.

Revision Guides

An Inspector Calls: York Notes for GCSE (9-1) Study Book (Revise + Test Books available) ISBN-13: 978-1447982166

Dr Jekyll and Mr Hyde: York Notes for GCSE Study Book (Revise + Test Books available) ISBN-13: 978-1447982180

New GCSE English Literature WJEC Eduqas Anthology Poetry Guide - for the Grade 9-1 Course (CGP GCSE English 9-1 Revision) ISBN-13: 978-1782943631

New Grade 9-1 GCSE English Literature WJEC Eduqas Unseen Poetry Guide (CGP GCSE English 9-1 Revision) ISBN-13: 978-1782943655

New GCSE English Shakespeare Text Guide - Macbeth (CGP GCSE English 9-1 Revision)

The Quotation Bank: available for Macbeth, An Inspector Calls, and The Strange Case of Dr Jekyll and Mr Hyde.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	20th Century Prose <i>(Of Mice & Men & Anita and Me)</i> Close reading of novel Discussion of key themes. Study of context.	War Poetry Close reading of a range of poems from different poets across a range of time periods. Close analysis of language and structure. Study of context. Comparison of poems.	20th Century Drama: Pygmalion Close reading of the play. Discussion of key themes. Presentation of characters and relationships.	Non-Fiction Close reading of range of 19 th C. non-fiction texts. Study English Language over time. Develop key comprehension skills. Produce non-fiction texts.	Gothic Unit Close reading of extracts from Gothic genre. Understand literary heritage and tradition. Use language features creatively. Produce their own Gothic excerpt.	Tragedy Unit Study origins, history and features of tragedy. Close reading of a range of Shakespeare extracts. Familiarisation with key language and structure techniques. Develop analysis and annotation skills.
Year 10	Shakespeare: Macbeth Close reading of 'Macbeth.' Respond critically. Analyse writer's craft. To apply understanding of tragedy genre to the play.	English Language: 20th Century Literature Close reading of a range of prose extracts of literature from the 20th century. Prose Writing Exploring creative writing features. Produce a creatively written and well-structured story.	Post 1914 Drama: An Inspector Calls Close reading of 'An Inspector Calls.' Respond critically. Analyse writer's craft.	English Language: 19th & 21st Century Non-Fiction Close reading unseen non-fiction texts from the 19th & 21st century. Interpret implicit and explicit information. Synthesise ideas in texts. Analyse and evaluate writers' craft. Produce non-fiction texts.	Poetry 1789 to the present day-anthology Close reading of heritage poetry across centuries. Respond critically. Analyse writers' craft. Understand relevant contexts.	Internal Exam Preparation Continuing with Poetry Anthology 1789 to the present day. Revision for end of Year 10 exams.
Year 11	19th Century Prose: 'The Strange Case of Dr Jekyll and Mr. Hyde' Victorian context. Respond critically. Close reading of the novel and themes. Analyse writer's craft. Understand the Gothic genre of the text.	Revision Language Fiction Reading and Creative Writing. Literature 'Macbeth' and 'The Strange Case of Dr Jekyll and Mr Hyde.' Unseen Poetry	Revision: Non-fiction reading Revision of analysing non-fiction texts Non-fiction writing: articles, reports, reviews, speeches, formal and informal letters. An Inspector Calls Poetry	Revision Language: Reading Fiction and Non-Fiction texts. Writing: Creative writing and non-fiction Writing. Literature: Macbeth An Inspector Calls 'The Strange Case of Dr Jekyll and Mr. Hyde'. Poetry.	Revision Language: Reading Fiction and Non-Fiction texts. Writing: Creative writing and non-fiction Writing. Literature: Macbeth, An Inspector Calls, and The Strange Case of Dr Jekyll and Mr. Hyde. Poetry.	KS5 preparation Year 12 A Level English Taster Lessons. Bridging work: Poetry and Prose. Wider Reading

GCSE Maths

Examining Board: Pearson (Edexcel) (1MA1)

Aim of Course: To enable students to

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences, and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.



Method of Assessment

Written Paper Examination:

Paper 1 33.3% Non calculator

Paper 2 33.3% Calculator

Paper 3 33.3% Calculator

Enrichment

Weekly Maths Club & challenges, trip opportunities, Intermediate & Higher Maths Challenge (UKMT)

Key Stage 5 Progression/ Career Prospects

There are many careers in which Maths will be valuable including:

Acoustic consultant, Actuarial analyst, Actuary, Astronomer, Chartered accountant, Chartered certified accountant, Data analyst, Data scientist, Engineer, Financial manager, Financial trader, Investment analyst, Insurance underwriter, Meteorologist, Operational researcher, Physicist, Research scientist (maths), Secondary school teacher, Software engineer, Sound engineer, Statistician.

Revision Guides From CGP

Higher bundle: <https://www.cgpbooks.co.uk/secondary-books/gcse/maths/mxhcub42-gcse-maths-edexcel-revision-bundle>

Foundation bundle: <https://www.cgpbooks.co.uk/secondary-books/gcse/maths/mxfub42-gcse-maths-edexcel-revision-bundle>

Content - Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Higher (sets 1 to 4):	Higher (sets 1 to 4):	Higher (sets 1 to 4):	Higher (sets 1 to 4):	Higher (sets 1 to 4):	Higher (sets 1 to 4):
Area and Volume Types of numbers, factors and percentages	Averages, scatter graphs and pie charts Algebraic Manipulation and equations	Bearings, scales, loci and Pythagoras Simultaneous, substitution and sequences	Angles and Trigonometry Linear graphs	Cumulative frequency Inequalities and linear programming	Revision & EOY Exams
Foundation (set 5):	Foundation (set 5):	Foundation (set 5):	Foundation (set 5):	Foundation (set 5):	Foundation (set 5):
			Angles	Scatter graphs	Revision & EOY Exams

Area and perimeter of circles and volume of prisms Types of numbers and fraction arithmetic	Averages and frequency tables Algebraic Manipulation and forming and solving	Bearings, scale Drawings, Construction, loci and Pythagoras Substitution and sequences	Linear graphs	Inequalities Rounding, estimating & bounds	
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Content - Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Higher (sets 1 to 4): Rounding Indices & standard form Inequalities and linear programming	Higher (sets 1 to 4): Compound Measures Quadratics Probability	Higher (sets 1 to 4): Transformation and vectors Trig Graphs and Transforming Graphs	Higher (sets 1 to 4): Trigonometry in non-RA triangles Ratio, Proportion, Percentage and growth	Higher (sets 1 to 4): Ratio, Proportion, Percentage and growth Function notation Sequences and Iteration	Higher (sets 1 to 4): Histograms and Sampling
Foundation (set 5): Rounding, estimating & Bounds Compound Measures Equations, lines and inequalities	Foundation (set 5): Probability Quadratics	Foundation (set 5): Congruence, Similarity & Transformations Ratio and percentages	Foundation (set 5): Indices and standard form Pie charts and averages from a frequency table	Foundation (set 5): Proportion and rates Angles and trigonometry	Foundation (set 5): Distance & equation between two points & non linear graphs Revision & EOY Exams for both tiers

Content - Year 11

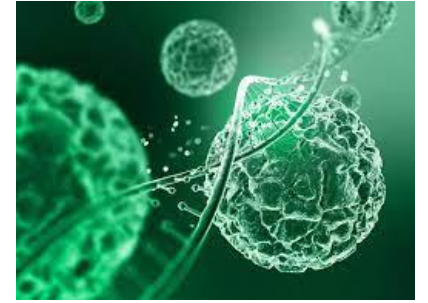
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Higher: Compound measures (focus more on speed problem solving) Rates of Change Proof, Congruence, Similarity	Higher: Circle theorems Revision topics - Rounding, Bounds & Standard form FDP & Comparing decimals Consolidation & Exam practice Mock 1	Higher: Revision topics Ratio Angles in parallel lines & angles in triangles and regular polygons Mean from grouped frequency tables & choosing an appropriate average	Higher: Revision topics Setting up & solving linear equations Quadratics Consolidation & Exam practice Mock 2	Higher: Revision topics Solving simultaneous equations (include non linear sim. equations) Area & volume (focus on circles & parts of circles, cylinders & cones, incl. algebraic manipulation) Consolidation & Exam practice GCSE External Exams	External GCSE Exams for both Higher & Foundation tiers
Foundation: Distance and equation between two points Substitution and sequences Vectors	Foundation: Vectors (continued) Arcs and Sectors, Cones and Pyramids Consolidation & Exam practice Mock 1	Foundation: Revision topics FDP Ratio & Proportion Best buys & Money problems	Foundation: Revision topics Properties of shapes & transformations Consolidation & Exam practice Mock 2	Foundation: Perimeter, Area & Volume Consolidation & Exam practice GCSE External Exam	

GCSE Biology

Examining Board: Trilogy Award AQA 8464 Triple Award Biology AQA 8461

Aim of Course

Biology is a fascinating and demanding subject that explores the living world around us and well as understanding living organisms. We have planned an ambitious and broad curriculum that builds upon the key concepts from KS3. Studying Biology at GCSE gives a greater understanding of Biochemistry, Digestion, Circulation, DNA technology, Nervous System, Environment, Microbes and Disease and the study of Plant Physiology.



Method of Assessment

Written Paper Examination: (Trilogy 1h15mins) (Triple 1hr 45mins)

Paper 1

Cell Biology, Organisation, Infection and response and Bioenergetics

Paper 2

Homeostasis and response, Inheritance, variation and evolution and Ecology

Recommended Reading – Bad Science - Ben Goldacre, The Selfish Gene - Richard Dawkins, Its going to hurt -Adam Kay

Enrichment – GCSE live, Biology debates

Key Stage 5 Progression/ Career Prospects

There are many careers in which Biology will be valuable including:

Medicine, dentistry, Biomedical scientist, Pharmacist, physiotherapist, researcher, dietician, pharmacist, midwifery, nursing, bioinformatics.

Revision Guides

CGP science books: <https://www.cgpbooks.co.uk/secondary-books/gcse/science>

Content - Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Eukaryotes and prokaryotes Animal and plant cells Cell specialisation Cell differentiation Microscopy Culturing microorganism's (T) <i>Core practical Microscopy</i> 	<ul style="list-style-type: none"> Diffusion Osmosis Active transport <i>Core practical osmosis</i> 	<ul style="list-style-type: none"> Principles of organisation The human digestive system <i>Core practical food tests</i> 	<ul style="list-style-type: none"> The heart and blood vessels Blood Lungs and gas exchange 	<ul style="list-style-type: none"> Communicable (infectious) diseases Viral diseases Bacterial diseases Fungal diseases Protist diseases Human defense systems Vaccination Detection and identification of plant diseases 	<ul style="list-style-type: none"> Health issues The effect of lifestyle on some non-communicable diseases Cancer Antibiotics and painkillers Discovery and development of drugs Producing and using monoclonal antibodies (T)

Content - Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Plant tissues • Plant organ system • Photosynthesis • Respiration • <i>Core Practical - Investigating the rate of photosynthesis</i> 	<ul style="list-style-type: none"> • Homeostasis • Structure and function of the human nervous system • Control of body temperature • The brain (T) • The eye (T) • <i>Core Practical - Reaction time</i> 	<ul style="list-style-type: none"> • Human endocrine system • Control of blood glucose concentration • Maintaining water and nitrogen in the body (T) • Hormones in human reproduction • Contraception • The use of hormones to treat infertility • Negative feedback 	<ul style="list-style-type: none"> • Plant hormones - control and coordination (T) • Use of plant hormones (T) • <i>Core practical – Plant growth</i> • Organisation of an ecosystem • Classification of living organisms • Communities • Abiotic factors and Biotic factors • Adaptations 	<ul style="list-style-type: none"> • How materials are cycled • Decomposition (T) • Impact of environmental change • Biodiversity • Waste management • Deforestation • Global warming • Maintaining biodiversity • <i>Core Practical - Sampling</i> 	<ul style="list-style-type: none"> • Trophic levels • Pyramids of biomass • Sustainability

Content - Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Advantages and disadvantages of sexual and asexual reproduction • DNA and the genome • DNA structure (T) • Genetic inheritance • Variation 	<ul style="list-style-type: none"> • Selective breeding • Genetic engineering • Cloning (T) 	<ul style="list-style-type: none"> • Evolution • Speciation • Resistant bacteria 	<ul style="list-style-type: none"> • Fossils • Extinction • Classification 	<p>Revision and preparation for final exams</p>	

GCSE Chemistry: September 2022

Examining Board: AQA

Aim of Course

Chemistry is an intriguing and exciting subject and our students' learning in Year 9 and beyond, aims to expand on the foundational chemical concepts introduced in years 7 and 8. In Year 9, students will study Atomic Structure and The Periodic Table, Bonding, Rates, Quantitative Chemistry, Energy and Chemical Changes, Chemical Analysis, Organic Chemistry as well as The Earth's Resources and Their Uses. The innovative nature of Chemistry means that this field is constantly evolving, and our students are encouraged to complement their learning with wider, up-to-date research in order to expand their contextual appreciation of the subject. The aims and objectives of the Chemistry curriculum are to enable students to develop:

- essential knowledge and understanding of different aspects of Chemistry;
- chemical practical skills so that they can appreciate the concomitant link between theoretical chemical work and experimental research;
- a confidence in their problem-solving skills towards chemical and quantitative work;
- a passion for the innovative work in Chemistry and the up-to-date research within this field;
- an understanding of how Chemistry shapes and transforms the everyday world and impacts society.



All students are given the opportunity to undertake a programming task or tasks during their course of study that will allow them to develop their skills in designing, writing, testing and refining computer programs.

Method of Assessment

Trilogy / Triple

Written Paper Examination:

Paper 1 50% Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes

Paper 2 50% The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

Recommended Wider Learning – Chemistry Review (Research based magazine), Chemistry in Its Element (podcast)

Key Stage 5 Progression/ Career Prospects

A qualification in Chemistry is in high demand and will set you apart in any field you continue your studies in. Many courses such as medicine, engineering and dentistry require an A Level in Chemistry as a prerequisite for the course. What careers could you consider in the future with chemistry? Analytical Chemistry, Banking, Atmospheric Chemistry, Engineering, Forensic Science, Marine Chemistry, Medicinal Chemistry, Accounting, Medicine, Veterinary Medicine, and Patent Attorney – these are just a few! Many employers value the analytical and creative problem-solving skills that are developed at Chemistry A-level.

Revision Guides

- Kerboodle
- CGP: Chemistry, The Complete GCSE Course for AQA

Content - Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Atomic Structure <p>Students will build on their knowledge separation techniques and begin to analyse separation techniques.</p> <p>Students will also build on their knowledge of atomic structure and apply this to electronic configuration, ions and isotopes. They will also explain the development of atomic theory from Dalton to Chadwick.</p>	<ul style="list-style-type: none"> The Periodic Table <p>Students will learn about the Periodic Table and its development from the pioneering work made by Newlands and Mendeleev.</p> <p>They will compliment this with how the modern day periodic is arranged (metals / non-metals) and link this to electronic configuration.</p>	<ul style="list-style-type: none"> Bonding Part 1 – Ionic bonding, Covalent bonding (Simple Molecules) <p>Students will learn about Bonding (Ionic, Covalent). Students will demonstrate their understanding through diagrams and extended writing. Students will be able to explain trends in reactivity of Group 1 and 7 and explain the melting point/boiling point trends of Group 7 and 0.</p>	<ul style="list-style-type: none"> Bonding Part 2 – Giant Covalent Structures, Metallic bonding Chemistry of the Atmosphere Part 1 <p>Students will continue Bonding module by learning about Giant Covalent Structures and Metallic Bonding. Students will then start the next module on the Earth's Atmosphere and will evaluate the composition and the evolution of the Earth's Atmosphere.</p>	<ul style="list-style-type: none"> Chemistry of the Atmosphere Part 2 <p>Students will learn the principles of the Greenhouse Effect and how this links to Climate Change.</p> <p>They will also learn about the Carbon Footprint and evaluate how human activities contribute to the Greenhouse Effect à Global Warming à Climate Change.</p> <p>Students will also learn about pollutants in the Earth's atmosphere: how they arise, their effects and how they can be minimised.</p>	<ul style="list-style-type: none"> Using resources <p>Students will learn about Finite resources and how to make potable water.</p> <p>They will also learn about the LCA, contextualising this to industry today, and build on the Reduce, Reuse and Recycle principles learnt in years 7 and 8.</p>

Content - Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Organic Chemistry Chemical Changes Part 1 <p>Students will build on their knowledge of fossils fuels to apply this to formation, use and extraction of crude oil.</p> <p><i>Triple content only: Students will build on their knowledge from their hydrocarbon learning to apply this to alcohols, carboxylic acids, polymers, amino acids and DNA.</i></p> <p>Students will build on their knowledge of the reactivity series to extraction of metals.</p>	<ul style="list-style-type: none"> Chemical Changes Part 2 <p>Students will develop their acids and bases knowledge by learning about reactions of acids with: metals, bases/alkalis, metal carbonates.</p> <p><i>Core Practical: Preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate using a Bunsen burner to heat dilute acid and a water bath or electric heater to evaporate the solution.</i></p> <p>Students will apply their knowledge of the pH scale to describe and explain the principles of strong and weak acids (H).</p> <p>Students will learn about Electrolysis and be able to explain why this method of extraction is used and evaluate its disadvantages.</p> <p>Students will then learn about the extraction of both molten and aqueous electrolytes.</p> <p>Students will also learn about how aluminium is extracted from aluminium oxide.</p>	<ul style="list-style-type: none"> Energy Changes <p>Students will learn about Energy Changes and will be able to describe both exothermic and endothermic reactions and show their differences in energy profile diagrams.</p> <p>Students will evaluate energy changes in reactions using bond energy calculations (H).</p> <p><i>Triple content only: Students will then learn about chemical cells and fuel cells and evaluate their use.</i></p>	<ul style="list-style-type: none"> Quantitative Chemistry <p>Students will learn about Quantitative Chemistry by first describing the Law of Conservation of Mass.</p> <p>Students will then calculate relative formula masses.</p> <p>Students will calculate concentration and volume of gases (non-mole based calculations). They will then learn the mole equation and apply this to calculating masses from balanced symbol equations (H).</p>	<ul style="list-style-type: none"> End of Year Revision (F) Quantitative Chemistry (H) <p>Students will learn how to identify limiting reagents through reacting masses calculations (H).</p> <p><i>Triple content only: Students apply their quantitative learning to calculating percentage yields and atom economies. They will then learn how to calculate concentrations from titration calculations.</i></p>	<ul style="list-style-type: none"> End of Year Revision and Consolidation of Learning

	Students use redox equations to explain the formation of products (H).				
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Content - Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Rates and Equilibria Part 1 <p>Students will learn about collision theory and the factors affecting rate of reaction.</p> <p>They will also learn about how catalysts affect the rate of reaction.</p>	<ul style="list-style-type: none"> Rates and Equilibria Part 2 <p>Students will learn about reversible reactions and dynamic equilibrium. Students will study Le Chatelier's Principle and explain how altering reaction conditions affects the position of the equilibrium.</p>	<ul style="list-style-type: none"> Chemical Analysis <p>Students will then extend their knowledge on mixtures and pure substances by applying this to formulations.</p> <p>Students will then build on their learning from Year 9 on chromatography, by evaluating solubilities of compounds separated.</p> <p>Students will learn about testing for gases. <i>Triple content only: Students will learn about Instrumental Analysis and how this used in everyday life. They will then learn how to test for and identify positive and negative ions.</i></p>	<ul style="list-style-type: none"> Revision and preparation for final exams Triple content only: Using Materials <p><i>Triple content only: Students will learn about corrosion and prevention, alloys and materials, ceramics, polymers and composites, the Haber Process and NPK fertilisers.</i></p>	Revision and preparation for final exams.	Final exams.

Enrichment - Climb to 9 Club (STEM focused), Engineering Club, Chemistry Review (Research based magazine), Chemistry in Its Element (podcast).

GCSE Physics

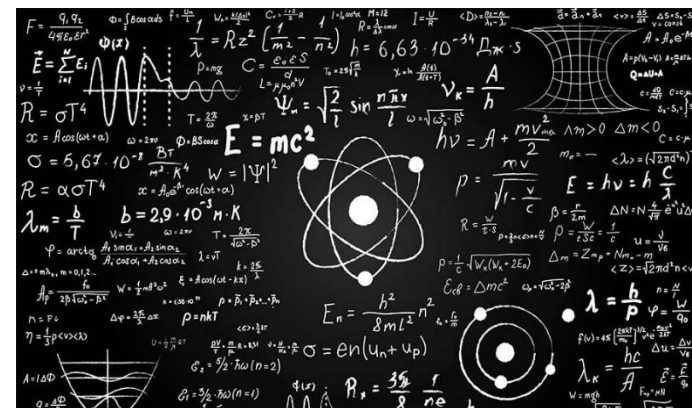
Examining Board: AQA

Aim of Course

Physics is an essential STEAM subject making links between maths, engineering, computing and technology. Studying physics helps us understand the world around us and the world beyond. We have planned an ambitious and broad curriculum that builds upon the key concepts from KS3, and transitions into the A Level Physics. Studying Physics at GCSE and Advanced Level gives a greater understanding of Mechanics, Electronics, electric and magnetic fields, and nuclear and particle physics. Underpinning both KS4 and KS5 physics is also the consideration of 'How Science Works' and topics to the relevance of physics in Society.

The aims and objectives of the physics curriculum are to enable students to develop:

- essential knowledge and understanding of different areas of physics and how they relate to each other
- demonstrate a deep appreciation of the skills, knowledge and understanding of physics methods
- competence and confidence in a variety of practical, mathematical and problem-solving skills
- interest in, and enthusiasm for, physics, including developing an interest in further study and careers associated with the subject
- understanding of how society makes decisions about scientific issues linked to physics and how the sciences contribute to the success of the economy and society



Method of Assessment

Written Paper Examination:

Paper 1 100 mark 1 hour 45 mins 50% Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2 100 mark 1 hour 45 mins 50% Forces; Waves; Magnetism and electromagnetism; and Space physics.

Recommended Reading - What If?: Serious Scientific Answer to Absurd Hypothetical Questions

Enrichment - Engineering club, CERN trip, Astrophysics research project, Science week

Key Stage 5 Progression/ Career Prospects

There are many careers in which Physics will be valuable including:

Engineer, Architect, Astronomer, Medical physics, Lecture, Nanotechnologist, Research scientist, Teacher, Data Analyst, Patent Attorney, Materials specialist

Revision Guides

- There are many revision books available for physics a large selection can be found at the below address
- <https://www.wob.com/en-gb/category/all?search=physics%20gcse%20revision%20aqa>

Content - Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Energy Changes in a system <ul style="list-style-type: none"> Changes in energy stores and transfers Energy and work Gravitational potential energy Kinetic energy Elastic potential energy Power 	Conservation & Dissipation of Energy <ul style="list-style-type: none"> Energy transfer by conduction Specific heat capacity Infrared radiation Different materials as thermal insulators Heating and insulating buildings <i>Core practical: Specific Heat Capacity and thermal insulation</i>	Energy resources <ul style="list-style-type: none"> Energy demands Energy from wind and water Power from the Sun and Earth Energy and the environment Big energy issues 	Electrical circuits <ul style="list-style-type: none"> Electrical charge, static electricity, electric fields and current (T) Component characteristics Current and voltage characteristics Series circuits Parallel circuits <i>Core practical: Resistance and IV characteristics.</i>	Electricity in the home <ul style="list-style-type: none"> A.C and D.C., cables and plugs (mains electricity) Power and potential difference Currents and energy transfer Appliances and efficiency The National Grid 	Consolidation of topics learnt this year. <ul style="list-style-type: none"> Revision and topic consolidation End of year assessments

Content - Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Particle Model of Matter <ul style="list-style-type: none"> Density and states of matter Changes of State Internal Energy Specific latent heat Gas pressure and temperature Gas pressure and volume (T) <i>Core practical: Finding the density of regular and irregular objects</i>	Atomic structure <ul style="list-style-type: none"> Atoms, radiation and the structure of the atom Alpha, beta and gamma Decay and nuclear equations Activity and half-life (T) Nuclear fission and fusion (T) Nuclear radiation in medicine (T) Nuclear issues (T) 	Forces in Balance <ul style="list-style-type: none"> Scalars and Vectors Contact and Non Contact Forces and Newton's 3rd Law Resultant Forces and Newton 1st Law (H) Parallelogram of Forces (H) Resolution of Forces (H) Centre of Mass Moments and Equilibrium (T) Levers and Gears (T) 	Forces, pressure and motion <ul style="list-style-type: none"> Fluid Pressure (T) Upthrust (T) Speed and Distance-Time Graphs Acceleration and Velocity-Time Graphs Force and Acceleration Newton's 2nd Law <i>Core practical: Newtons 2nd Law</i>	Force and motion <ul style="list-style-type: none"> Weight and Terminal Velocity Momentum (H) Conservation of Momentum (H) Forces and braking Impact Forces (T) Forces and elasticity <i>Core practical: Force and extension on a spring</i>	Consolidation of topics learnt this year. <ul style="list-style-type: none"> Revision and topic consolidation End of year assessments

Content - Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Wave Properties and Light</p> <ul style="list-style-type: none"> Wave nature and properties Reflection and Refraction (including Light) (T) Light and Colour (T) Lenses and using Lenses (T) Sound and Ultrasound (T) Seismic waves <p><i>Core practical: Investigating sound and light waves and investigating reflection and refraction of light (T)</i></p>	<p>Electromagnetic Waves</p> <ul style="list-style-type: none"> EM Spectrum Light, Infrared, Microwaves and Radio Waves (H) Communications UV, X-rays and Gamma Rays Uses and Applications of EM Waves (H) Black body radiation (T) <p><i>Core practical: Investigating infrared radiation</i></p>	<p>Electromagnetism</p> <ul style="list-style-type: none"> Magnets and Magnetic Fields Electromagnetism Electric motors (H) Electromagnetic Induction (T) Transformers (T) Electromagnets in devices (T) 	<p>Space physics</p> <ul style="list-style-type: none"> Formation of the Solar System (T) The Life History of a Star (T) Planets, Satellites & Orbits (T) The Evolution of the Universe (T) 	<p>Consolidation of topics learnt this year.</p> <ul style="list-style-type: none"> Revision and topic consolidation End of year assessments 	<p>Consolidation of topics learnt this year.</p> <ul style="list-style-type: none"> Revision and topic consolidation End of year assessments

GCSE French/Spanish

Examining Board: AQA

Aim of Course

The aim of the MFL curriculum is to develop understanding of the target language in a variety of contexts, including literature of the target language and knowledge of the vocabulary, grammar and phonics of the language. As part of the language learning skills, it includes translation (English into target language and target language into English), the ability to communicate effectively in the target language and an awareness and understanding of countries and communities where the target language is spoken. The MFL curriculum contributes to the rich, ambitious and inclusive school curriculum. All students learn a foreign language.



Assessment

Students are assessed in four equally weighted skills following the exam board specifications and the national curriculum. Regardless of academic ability, students take a listening, reading, speaking and writing GCSE exam at the end of the linear course (Year 11). Speaking exams are conducted by the teacher but all exams are externally assessed. Exams in all four skills are tiered, students must sit exams in all four skills at the same tier. Some students, supported by the school, also take a GCSE or A Level exam in a community language which they study outside the school curriculum.

Enrichment activities:

There are opportunities to take part in residential and cultural trips to Europe while studying the language for GCSE.

Onatti MFL Plays and Film Club in French, German and Spanish

Cultural and Educational Visits in London (French Institute, Teatro Cervantes, BFI Film Studios, Flamenco Festival at Sadlers Wells Theatre)

Inter-form competitions on Languages Week and the European Day of Languages.

MFL Clubs to complete homework, extend their learning or receive extra support.

Contact with our link schools when they visit Bentley Wood or online.

Career Progression: Occupations with contacts in target language-speaking countries (business, law firms, estate agents, publishers, news and media agencies), bilingual secretarial work, translator, interpreter, teacher, private tuition, tourism and travel (travel agency, courier, tour-operator, airport/airline staff) fashion, catering and the restaurant trade, film industry. At Bentley Wood we are passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life.

Key Stage 4 & 5: GCSE and Sixth Form language students have many opportunities to enrich their language learning with extra-curricular and work experience like activities.

Recommended Reading: To support their learning of Languages all students have vocabulary workbooks to follow the course they study (Studio for French and Viva for Spanish). Languages websites and mobile apps such as ActiveLearn, Linguascope, Quizzlet, Wordreference, Languagesonline, BBC languages, Memrise, Kahoot, GCSEPod and Duolingo are also used to practise vocabulary, grammar and phonics.

Revision Guides:

[CGP GCSE French AQA Complete Revision & Practice \(with CD & Online Edition\) - Grade 9-1 Course](#)

[CGP GCSE Spanish AQA Complete Revision & Practice \(with CD & Online Edition\) - Grade 9-1 Course](#)

Content - Year 9 Spanish

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Talking about self & family Using possessive adjectives and revising numbers Giving basic info about self Using ser y estar and present tense Talking about chores 1st person irregular verbs Understanding negatives Talking about daily routine Using reflexive verbs Describing a typical day Using sequencing words and present tense	Describing peoples' personalities Adjectives describing people Talking about future plans Revision of near future & other phrases + inf Preparation for end of unit assessment Assessment: Listening/Reading for comprehension/Translation Preparing for Speaking and Writing Q&A Relationships Talking about your home Using prepositions Talking about different types of houses Expressing opinions and points of view	Describing your dream home Using conditional tense Talking about places in a town or city Using some, many, lots of Asking for and understanding directions Giving instructions and using prepositions Talking about shops and shopping for souvenirs Using 'se puede/se pueden' and shopping with Euros	Describing features of a region Using 'se puede/se pueden' Planning what to do tomorrow Using the simple future tense. Shopping for clothes and presents Using demonstrative adjectives Talking about problems in a town Using 'tan' and 'tanto' Describing a trip in the past Using imperfect, preterite and immediate future tenses together Assessment: Writing Exam Preparing for Speaking and Writing Q&A Home and Local Area	Talking about free-time activities Using 'suelo' + infinitive Talking about sports Revision of the preterite and imperfect tenses Talking about different TV programmes Using opinions with correct adjectival agreements Discussing different types of entertainment Using different points of view and 'tener ganas de' Assessment: Foundation Listening and Reading/ Speaking exams	Talking about what's trending Using the perfect tense Talking about reading preferences Recognising ideas presented differently Talking about social networks and technology Using 'para' with infinitives Making arrangements to go out Using the present continuous tense Preparing for Speaking and Writing Q&A Free Time Summer work: Vocabulary and grammar consolidation

Content - Year 9 French

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Talk about self and family Use possessive adjectives Give basic info about self and others (personality + appearance) Talk about friends and activities Use present tense + reflexive verbs Talk about relationships and what makes a good friend Revise place in town + the time	Describe a day out by using the perfect tense Reinforce the perfect tense with 'être' and 'avoir' Introduce 'if-sentences' by saying what you would with your friends if you had time Describe self and others in the past using the imperfect tense	Revision in preparation for End of unit assessment Assessment: writing (describe a picture + 90-word task) - translation into French Talk about food using partitive articles Talk about what I eat/drink at different meals relating to picture-based discussion	Be able to say what one must/mustn't do to keep fit using modal verbs (il faut-il doit...+infinitive) Be able to say what sports you play/activities you do to keep fit Describe the last time you went to a restaurant	Discuss French regional specialties and cuisine Reinforce 'if-sentences' relating to the topic of foods/drinks Talk about where I live Say what there is/there isn't in your town (il y a/ il n'y a pas)	Describe the advantages and disadvantages of your town by using the present and the imperfect tense together Reinforce negative sentences Describe my ideal town Use the conditional present Describe my house and my ideal house Describe my room

<p>Make arrangements to go out/invite people / Talk about future</p> <p>Use the near future</p> <p>Discuss role models</p> <p>Revision in preparation for Autumn assessment</p> <p>Assessment: listening-reading-translation into English</p>	<p>Describe Christmas festivals and traditions in France and promote cultural diversity</p>	<p>Express opinions about foods/drinks</p> <p>Revise quantities and shops</p> <p>Describe French celebrations happening at this time of the year – ‘La Chandeleur +la Saint Valentin’</p>	<p>Say what you used to drink/eat by using the imperfect tense</p> <p>Talk about future plans to stay healthy</p> <p>Use the simple future</p> <p>Describe Easter in France</p> <p>Assessment: Writing Exam</p>	<p>Describe your region by using the comparative and the superlative</p> <p>Reinforce adjectival agreement</p> <p>Talk about the weather and future plans by using ‘If-sentence (present) + near future’</p> <p>Be able to ask questions relating to the topic of my town</p> <p>Assessment: Foundation</p> <p>Listening-reading-speaking exams</p>	
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Content - Year 10 Spanish

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Introduction to Year 10</p> <p>Talking about where you went on holiday</p> <p>Revision of Preterite</p> <p>Talking about what you do in the summer</p> <p>Revision of Present tense</p> <p>Talking about holiday preferences</p> <p>Verbs of opinion to talk about different people</p> <p>Talking about what you did on holiday</p> <p>Preterite tense and different structures to give opinions</p> <p>Talking about where you stayed</p> <p>Imperfect tense</p> <p>Getting to know more about Barcelona</p> <p>Imperfect and preterite together</p>	<p>Preparing for the Autumn assessment</p> <p>Assessment: Listening+Reading for comprehension/Translation</p> <p>Booking accommodation and dealing with problems</p> <p>Using questions with 'usted' (3rd person singular)</p> <p>Giving an account of a holiday in the past</p> <p>Using all three past tenses together</p> <p>Preparing for Speaking and Writing Q&A</p> <p>Holidays</p> <p>Comparing different festivals</p> <p>Reflexive verbs/ stem-changing verbs in present tense</p>	<p>New Year resolutions.</p> <p>Structures to talk about the future.</p> <p>Talking about a music festival</p> <p>Talking about household chores</p> <p>Expressions followed by infinitives</p> <p>Revision present tense, irregular present tense verbs</p> <p>Describing your daily routine</p> <p>Reflexive verbs/ connective verbs</p> <p>Stem-changing verbs</p> <p>Buying fruit, vegetables and other food items.</p> <p>Quantities</p> <p>Recognising traditional Spanish dishes</p>	<p>Talking about traditional dishes</p> <p>Absolute superlatives</p> <p>Ordering in a restaurant</p> <p>Discussing healthy eating and diet related problems.</p> <p>Preterite and near future tenses together</p> <p>Giving advice on lifestyle</p> <p>Conditional tense, Verb Deber</p> <p>Talking about the body and illnesses</p> <p>Using enconstrarse bien/mal, doler, tener and estar</p>	<p>Talking about school subjects</p> <p>Expressing opinions and justifications</p> <p>School routine, equipment</p> <p>extra curricular activities</p> <p>Revising time expressions with the present tense</p> <p>Descriptions of school compared to primary school</p> <p>Using the imperfect tense</p> <p>Describing school uniform</p> <p>Revision of colours and adjectival agreements</p> <p>Revising quantifiers</p> <p>Preparing for the Summer assessment</p>	<p>Assessment: Listening, Reading and Speaking exams</p> <p>Talking about school pressures and problems</p> <p>Discussing school rules</p> <p>Using phrases followed by an infinitive</p> <p>My ideal school</p> <p>Using the conditional tense</p> <p>Describing teachers</p> <p>Comparatives, Superlatives and adjectives</p> <p>Preparing for Speaking and Writing Q&A</p> <p>Education</p> <p>Summer work: Grammar consolidation and extension</p>

	Describing a special day. Reflexive verbs in the preterite tense	Describing meal times Revision of time, Preparing for the Spring assessment Assessment: Writing Exam	Preparing for Speaking and Writing Q&A Lifestyle		
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Content - Year 10 French

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introduction to Year 10 Talk about holiday destinations (aller+à-au-en-aux) Say what you do on holidays by reinforcing the present tense Reinforce weather vocabulary by using the present and imperfect tense together Talk about what means of transport you prefer and why by using the comparative Deal with a hotel stay Prepare for Autumn assessment Assessment: reading-translation into English-listening	Deal with a hotel stay by booking and reviewing hotels Be able to order food in a restaurant/hotel Say what you do and did on holiday by using the present and the perfect tense together To talk about an ideal holiday Reinforce the conditional present relating to holidays Talk about holiday disasters Use three tenses together (present-perfect-near future)	Prepare for end of unit Assessment Assessment: writing + translation into French Talk about school subjects you like/don't like Be able to describe facilities/rooms in your school Describe your school uniform by reinforcing adjectival agreement Learn about the French school system and compare it to the English one	Talk about school rules Use modal verbs + infinitive (il faut-il est interdit de...) Talk about school exchanges by using 'on + present tense' Reinforce time phrases to be used with the present-perfect-future tense To talk about successes at school Consolidate tenses (present-perfect-future-conditional present) Talk about extra-curricular activities Describe your actual school compared to primary school using the imperfect tense Prepare for Speaking and Writing Q&A	Talk about different sports reinforcing 'jouer à' and 'faire de' Use the structure 'depuis' + the present tense Talk about technology: advantages and disadvantages (risks included) Talk about books and reading habits Compare what you read now and what you used to read (reinforce the imperfect tense) Discuss music and favourite singers by reinforcing how to ask questions Talk about 'La fête de la musique' Prepare for Summer Assessment	Assessment: listening reading and speaking exams Talk about TV programmes by using comparatives and the direct object pronouns Talk about films and actors Reinforce the superlative Talk about an evening out with friends Reinforce the perfect tense To talk about leisure activities and social media by using a variety of tenses Talk about 'le 14 juillet' Prepare for Speaking and Writing Q&A

Content - Year 11 Spanish

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Talking about different jobs, revising chores and discussing work Preferences. Revising nouns and pronunciation of cognates</p> <p>Talking about work experience Using solía and other verbs in different tenses</p> <p>The importance of learning languages Preterite and imperfect together. Connectives.</p> <p>Present and present continuous. Saber/Conocer</p> <p>Discussing plans for the future Verbs to express future plans. Subjunctive with cuando</p> <p>Applying for a summer job Indirect object pronouns. Formal letter/email</p> <p>Preparing for Speaking and Writing Q&A Careers and Future Plans</p>	<p>Preparing for the Mock 1 assessment:</p> <p>Writing exam practice all questions at Foundation</p> <p>Higher Tier. Revision of all GCSE Topic vocabulary and grammar.</p> <p>Listening exam practice</p> <p>Foundation Higher Tier. Assessment: Mock exam</p> <p>Listening, and Writing using past paper</p>	<p>Talking about who inspires you Using a range of past tenses including the perfect tense. Talking about what you usually do Using soler + infinitive</p> <p>Talking about sports</p> <p>Revising the imperfect tense</p> <p>Talking about social media and technology Using para +Infinitives.</p> <p>Talking about what's trending</p> <p>Extending responses.</p> <p>Discussing different types of entertainment</p> <p>Algunos, ciertos, otros, muchos, demasiados, todos</p> <p>Talking about reading preferences Using a range of connectives</p>	<p>Talking about natural disasters Using the imperfect continuous</p> <p>Talking about the environment Revising 'Se debería'</p> <p>Considering global issues</p> <p>Using the present subjunctive</p> <p>Talking about local actions</p> <p>Using the subjunctive in commands</p>	<p>Revision all topics and exam practice preparation for final exam.</p> <p>GCSE speaking exams.</p>	<p>A Level taster lesson</p> <p>Transition to A level summer project</p>

Content - Year 11 French

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Introduction to Year 11</p> <p>Talk about different jobs and work preferences</p> <p>Revise the conditional present</p> <p>Talk about part-time jobs</p> <p>Be able to write a CV and apply for a summer job</p> <p>Discuss plans and use verbs to express future plans</p> <p>Introduce 'après avoir-être' + the past participle and 'avant de' + the infinitive</p>	<p>Discuss problems that concern me</p> <p>Revision of tenses</p> <p>Discuss the problems of our planet</p> <p>Use the present subjunctive</p> <p>Prepare for the Mock 1</p> <p>Assessment</p> <p>Writing exam practice: all questions at Foundation-Higher Tier</p>	<p>Discuss actions to protect the environment</p> <p>Use modal verbs + the infinitive</p> <p>Introduce the present participle</p> <p>Discuss ethical shopping</p> <p>Introduce the passive form</p> <p>Talk about poverty and homelessness</p>	<p>Talk about advantages and disadvantages of big events</p> <p>Introduce the French past perfect</p> <p>Talk about volunteering</p> <p>Talk about social problems and addiction</p> <p>Revise high frequency words/structures</p> <p>Revise complex language and idiomatic expressions</p> <p>Revise tenses</p>	<p>Revision all topics and exam practice in preparation for the final exam</p> <p>Speaking Exams</p>	<p>A Level taster lesson</p> <p>Transition to A Level work</p>

Talk about work experience using the perfect tense with 'être' and 'avoir'	Revision of all GCSE Topics- vocabulary and grammar Listening exam practice Foundation – Higher Tier Assessment: Mock exam Listening and Writing using past papers.				
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GCSE Religious Studies

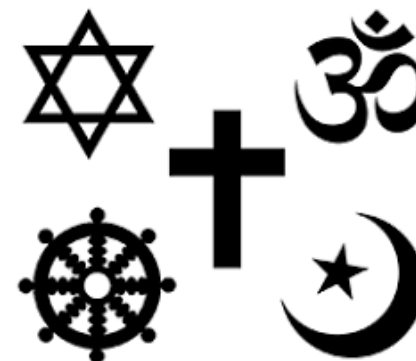
Examining Board: AQA A 8062

Component 1: The Study of Religions: Beliefs, Teachings and Practices

Component 2: Thematic Studies Philosophical and Ethical themes

Aim of Course

The course aims to develop students' critical understanding of two contrasting religions and their views on key issues, as well as learning about "humanistic" or non-religious views. The course enables an understanding of a number of key religious, philosophical and ethical issues that modern society faces. Religious Studies GCSE teaches students to think, write, and speak, more logically, rationally, and articulately. It promotes the exploration of, and reflection upon, the human condition.



Method of Assessment:

2 x 1 hour 45-minute examinations taken at the end of Year 11. There is no coursework.

Recommended Reading: 'Sophie's World' by Jostein Gaardner, 'The Complete Philosophy Files' by Stephen Law, 'Think' by Simon Blackburn, 'Existentialism is a Humanism' by Jean Paul Sartre.

Key Stage 5 Progression/ Career Prospects:

A Level Philosophy is offered at Bentley Wood (not Religious Studies). Careers pursued by students of Philosophy are varied and extraordinary. Ex-students of Philosophy include: Ed Milliband, David Cameron, Bill Clinton, Martin Luther King, Peter Thiel (co-founder *Paypal*), Sir Nigel Crisp (Medicine), Lana Del Rey, Iris Murdoch, David Foster Wallace, Jean Paul Sartre, T.S.Eliot, Ricky Gervais, Ethan Coen, Harrison Ford, Rick Rubin, and Beverley Knight.

Content - Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Questions Each week students explore a philosophical question, including: What is equality? Is lying always wrong? Is it wrong to eat animals? Are we free? What is love? What is happiness? What is Art?	Critical Thinking An introduction to: -rhetoric -argument -fallacies	Christianity - The nature of God - Creation - Afterlife - Incarnation	Christianity - Crucifixion - Sin - Salvation - Atonement	Religion and Life - Origins of the universe - Stewardship and dominion - Environment Use of animals	Religion and Life - Abortion - Euthanasia - Afterlife

Content - Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Buddhism Beliefs: <ul style="list-style-type: none"> - The birth and life of the Buddha. - The Three Marks of Existence - The Four Noble Truths - The Eightfold Path - Human Personality - Human destiny 	Buddhism Practices: <ul style="list-style-type: none"> - Temples - Puja - Meditation - Rituals associated with death - Festivals - Buddhist Ethics - The Five Precepts - The Six Perfections 	Existence of God and Revelation: <ul style="list-style-type: none"> - Cosmological Argument - Teleological Argument - Argument from Miracles 	Existence of God and Revelation: <ul style="list-style-type: none"> - Problem of Evil - General Revelation - Special Revelation 	Religion, Peace and Conflict: <p>The meaning and significance of:</p> <ul style="list-style-type: none"> - peace - justice - forgiveness - reconciliation - Violence - Terrorism. - Reasons for war, including greed, self-defence and retaliation. - The just war theory, including the criteria for a just war. - Holy war. - Pacifism. 	Religion, Peace and Conflict: <ul style="list-style-type: none"> - Religion and belief as a cause of war and violence in the contemporary world. - Nuclear weapons, including nuclear deterrence. - Weapons of mass destruction. - Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. - Religious responses to the victims of war including the work of one present day religious organisation.

Content - Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christianity Practices: <ul style="list-style-type: none"> - liturgical and non-liturgical worship - private worship - Prayer (including the Lord's Prayer) - sacraments - baptism - Holy Communion/Eucharist - pilgrimage - Lourdes and Iona - Christmas - Easter 	Christianity Practices: <p>The role of the Church in the local community:</p> <ul style="list-style-type: none"> - food banks - street pastors. - Mission and evangelism <p>The importance of the worldwide Church including:</p> <ul style="list-style-type: none"> - working for reconciliation - how Christian churches respond to persecution - the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund. 	Religion, Human Rights and Social Justice: <ul style="list-style-type: none"> - Prejudice and discrimination - Freedom of religion - Human rights - Social justice. - Attitudes to wealth - fair pay - excessive interest on loans - people-trafficking. - The responsibilities of those living in poverty to help themselves overcome the difficulties they face. <p>Charity, including issues related to giving money to the poor.</p>	<p>Revision</p>	<p>Exams</p>	<p>Exams</p>

PSHE/RSE Department Curriculum Overview



Curriculum Overview

The PSHE/RSE department at Bentley Wood High School aims to support student wider personal development. The curriculum is divided into three overarching themes which are consistent across Key Stages 3, 4 and 5, these include:

- Health and wellbeing
- Relationships
- Living in the wider world

Within each theme students will learn a broad range of topics which are carefully sequenced and taught to students in a culturally sensitive and age-appropriate way. These topics support students' spiritual, moral, cultural, mental and physical development.

As students progress through the intended curriculum, they will not only acquire new knowledge but also transferable skills which prepare them for the opportunities, responsibilities and experiences of later life. These include but are not limited to:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work
- These skills are taught within the context of family life.

Our PSHE/RSE curriculum further supports careers guidance for our students and ensure that we meet all Gatsby Benchmarks.

Our RSE curriculum enables students to comprehend and respect the range of sexual attitudes and behaviours in present day society. Students are

Our RSE curriculum enables students to comprehend and respect the range of sexual attitudes and behaviours in present day society. Students are encouraged to understand human sexuality; to learn the reasons for delaying sexual activity and the benefits of such delay. They will be helped to know what is legal; to consider and develop their own attitudes and thereby make informed decisions about the attitudes and behaviours they will adopt both while they are at school and in adult life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	My aspirations E Safety Puberty and managing change Vaccination and Immunisation Black History Month Challenging discrimination	Friendship Groups and Gangs - The Difference Peer relationships Inclusivity Managing grief and loss Dealing with harassment Consent Negative Relationships	Options/ careers morning Enterprise Democracy Study skills and memory 2	Body image International Women's Day Contraception Anti-smoking and drugs FGM	Mental Wellbeing What is abuse? Self-harm Recognising and reducing risk Forced marriage Anxiety	The British Press Sports Week Value for money Gambling Preparing for GCSEs

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Aspirations	The benefits of strong, equal relationships	Prevent	Drug use and misuse	First Give Final	Friendship groups
	Mindfulness		Staying safe & knife crime	International Women's Day	Community awareness	Sports Week
	Managing triggers & coping strategies	Healthy and Unhealthy Relationships	How laws are made	First Give: Social Action Project	FGM	Dealing with harassment
	Monitoring your own health	Diversity in sexual attraction & support	Crime and punishment		Consent	What is Marriage?
	Black History Month	Reflections & Target Setting	How to recognise a cult		Mental Wellbeing - Exam Pressures	Forced Marriage
	Mental Health	What is abuse?	Study skills and memory 3			
		Personal safety and protection				

Year 10	Self-esteem, strong emotions, and feelings	Exploitation, bullying, harassment	Challenging stereotypes and embracing new opportunities in work	First Aid and CPR International Women's Day	My beliefs and values and their impact on my future	Recognising fake content
	Dealing with stress	Honour based violence and forced marriage	Managing online presence	Helping loved ones with Mental Health	My faith, culture, and relationships	Managing your online presence and its impact on your future career
	Managing relationships	Recognising unwanted attention	Managing personal finances	Blood, organ, and stem cell donation	Managing online relationships	Safely taking advantage of our social media world
	STI's: protection and how to respond	Risks associated with online relationships	Financial risks	Managing your own health	Legal responsibilities of online relationships	Consumer rights
	Black History Month	Portrayal of sex in the media	Study skills and memory 4	Family planning and miscarriage	Challenging "victim blaming"	
	Risks associated with cosmetic procedures	Challenging victim blaming			Getting support for your relationships	
		County lines				
		Initiation and Hazing				

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Aspirations & Raising achievement	How peers can support each other	Stereotypes	Healthy and unhealthy habits	Delaying Sexual activity	
	Cancer Awareness	Unhealthy relationships	Prevent	How to treat common injuries	Relationship Abuse	
	Managing stress and anxiety	Victim blaming	Personal Finance	International Women's Day		
	Black History Month	The role of sex in the media	Employability skills	Personal safety & First Aid		
	Mindfulness		Revision skills	Drugs, alcohol, and tobacco		
	Substance use and addressing risk		Study skills and memory 5			

List A - C Subjects

- Art and Design
- Art and Design and Graphic Communication
- Business
- Computing
- Drama
- Food and Nutrition
- Geography
- History
- Latin
- Music
- Physical Education (GCSE)
- Psychology
- Textiles
- Health and Social Care (BTEC)

GCSE Art and Design - Fine Art

Examining Board: AQA

Aim of Course

During the first two terms of Year 9 students continue to build upon their existing artistic knowledge and skills following a broad-based art and design curriculum focussing on developing key skills such as drawing and painting. At the beginning of the summer term students will begin their GCSE in Art and Design which is a broad course exploring practical and contextual work through a range of 2D and/or 3D processes, new media and technologies. This syllabus particularly focuses on students' ability to **draw** and success relies on this particular skill. Students must also demonstrate an ability to communicate through writing.



Component	Component Title	Requirements	Duration
Unit 1	Portfolio of Work 60% of GCSE	A selection from work undertaken during course of study	Throughout the course
Unit 2	Externally Set Assignment (Examination) 40% of GCSE	One project of work. Response to all assessment objectives	Question papers issued from 1 st January of examination year. Unlimited preparation time. 10 hours of sustained focused study (Examination)

Method of Assessment: Course is centre-assessed and moderated by AQA

Key Stage 5 Progression/ Career Prospects

A Level Fine Art is offered in the Sixth Form at Bentley Wood. Studying a broad-based Art & Design course at GCSE is a basic requirement for pursuing any 'art' related subject at A Level and BTEC, such as Textile Design, Graphic Communication, Photography, 3-D including Sculpture and Ceramics. This will then lead on to degree and to a wide range of careers.

These would include:

Advertising	Animation	Architecture	Artist
Fashion Design	Fine art	Furniture Design	Graphic Design
Illustration	Interior Design	Jewellery Design	Make-up artist

Content - Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Skills Based Art Workshops/ Formal Elements of Art and Design</u> This allows students to develop the skills to explore, create and communicate their own ideas in line with the GCSE Assessment Objectives				<u>GCSE UNIT 1 Natural Forms</u> Experimental mark making techniques exploring pattern, texture, shape, colour and form.	
<ul style="list-style-type: none"> Observations first and second-hand sources. Drawing from Still Life. Digital photography of Natural Forms Colour responses from photoshoot 	<ul style="list-style-type: none"> Colour theory. Mixing paint workshops. Reflection of own work & how to make improvements. 	<ul style="list-style-type: none"> Painting Outcomes (extended A2 piece) 	<ul style="list-style-type: none"> Development of imagery through to relief piece. A2 Mod - roc outcome. 	<ul style="list-style-type: none"> Select & explore traditional and experimental recording in varied media Reflections of own work and how to make progress 	<ul style="list-style-type: none"> Analysis of the work of others END OF YEAR PRACTICAL TEST

Content - Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>GCSE UNIT 1 Natural Forms- continued</u> Natural forms in architectural detail. Relief printing and a clay capital in 3-dimensional form.		<u>GCSE UNIT 2 Sweets and Treats</u> Improving their technical ability in painting and drawing exploring scale in both 2D and 3D media.		<u>Portrait Skills Workshops</u> Painting and drawing to prepare for Year 11.	
<ul style="list-style-type: none"> Relief printing workshops, understanding of reduction techniques. 	<ul style="list-style-type: none"> Design Develop and make 3D Clay Capital/ Architectural form. 	<ul style="list-style-type: none"> Refining recording skills in various media- emphasis on quality and technique Artist Analysis 	<ul style="list-style-type: none"> Exploring media and processes to develop ideas and outcomes toward a 10hour piece 	<ul style="list-style-type: none"> 5 or 10 Hour Controlled assessment Reflections and improvements 	<ul style="list-style-type: none"> Proportions /Tonal and digital photography. Portrait painting - blending - Mixing colour – skin tones

Content - Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>GCSE UNIT 3 Mock Exam Project</u> Mock paper provided- students choose 1 question		<u>Controlled Assessment- External Assignment from AQA</u>			
<ul style="list-style-type: none"> AO1, A03 Research and Record for chosen theme/ question 	<ul style="list-style-type: none"> A02, A04- explore and develop ideas 10 Hour mock controlled Assessment 	Externally set assignment (set by Exam board) <ul style="list-style-type: none"> Exam paper issued any time after the 1st January of the examination year. Response to one starting point. 1 unit of work Independent work around a chosen question 	Externally set assignment (set by Exam board) <ul style="list-style-type: none"> Independent work around a chosen question 10 Hour Controlled assessment <p><i>End of unit summative assessment using all four assessment objectives</i></p>	<ul style="list-style-type: none"> Review of portfolio and finalized to be submitted form marking by May 2025 FINAL MARKS TO EXAM BOARD BY 31st MAY 2025 <i>Course will be completed by first week of May 2025.</i> 	

Enrichment: Several trips to local galleries and museums, Kew Gardens / Art competitions

Aim of Course

During the first two terms of Year 9 students continue to build upon their existing graphical knowledge and skills following a broad-based curriculum focussing on developing understanding on the key elements of design through small one-off workshops. At the beginning of the summer term students start their GCSE work. They are expected to produce practical and contextual work using art skills as a base in one or more area(s) including illustration, advertising, packaging design, design for print, communication, lens-based media: animation and photography. This syllabus will particularly focus on students' ability to draw and an ability to communicate through writing is a requirement.

GCSE Content and Method of Assessment:

Component	Component Title	Requirements	Duration
Unit 1	Portfolio of Work 60% of GCSE	A selection from work undertaken during course of study	Throughout the course
Unit 2	Externally Set Assignment (Examination) 40% of GCSE	One project of work. Response to all assessment objectives	Question papers issued from 1 st January of examination year. Unlimited preparation time. 10 hours of sustained focused study (Examination)

Enrichment – KS4 Art & Graphics club, Kew Gardens, British Museum, Art

A Level Fine Art is offered in the Sixth Form at Bentley Wood with Graphic Design offered within the Collegiate. Studying an art based Graphic Design course at GCSE is a basic requirement for pursuing any 'art' related subject at A Level and BTEC, such as Textiles, Graphic Design, Photography, 3-D including Sculpture and Ceramics.

This will then lead on to degree and a wide range of careers such as **photography, animation, graphic design, illustration, theatre/film/television set design, video game design, web design, packaging designer** etcetera.

Content - Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Elements of Design <ul style="list-style-type: none"> • Introduction to the elements of design • Shapes (sphere, cube, cylinders): hand-rendered and digital (Adobe Illustrator) • Tote bag design mini project inspired by Matisse/Mondrian/Kandinsky • Artist analysis and research 	Elements of Design <ul style="list-style-type: none"> • Revisiting colour theory: Development and understanding of colour schemes • Colour theory application of knowledge – typography and letter/pattern design • Photography workshop – Levitation challenge (Adobe Photoshop) 	Graphic novel mini project <ul style="list-style-type: none"> • Comic book and graphic novel analysis • Exercises in framing • Onomatopoeic words • Creating a storyline • Storyboard • Developing imagery • Final outcome 	Animation <ul style="list-style-type: none"> • Stop frame animation • Flip books • Basic trials of animation • Developing resources and storylines • Photography/shooting pictures • ICT – animation programmes • Adding sounds/tweaking/post-production 	GCSE UNIT 1 'Botanical Rainbow' Perfume packaging <ul style="list-style-type: none"> • Second- and first-hand recording activities. Initial information gathering around a brief • Analysis of current product and the work of others 	'GCSE UNIT 1 'Botanical Rainbow' Perfume packaging <p>End of year practical test</p> <ul style="list-style-type: none"> • Photography workshops • Photography challenges

Content - Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GCSE UNIT 1 'Botanical Rainbow' Perfume packaging continued <ul style="list-style-type: none"> • Observational drawing activities including tone – pencil & pen. • Current designers' analysis looking at the website behance.net 	GCSE UNIT 1 'Botanical Rainbow' Perfume packaging continued <ul style="list-style-type: none"> • Mixed media developments including collage and stencil work. • ICT manipulation of the images created. • Typography workshops including hand-rendered type and digital type analysis • Packaging developments and nets • Development of design ideas through to final outcome 	GCSE UNIT 2 Test of Time <ul style="list-style-type: none"> • Gathering first and second-hand imagery • Observational drawing activities including tone – pencil & pen. • Artist analysis 	GCSE UNIT 2 Test of Time <ul style="list-style-type: none"> • Mixed-media techniques working on prepared surfaces and paper cuts • Stylisations pen and pattern developments of imagery. • Exhibition Poster and ticket analysis 	GCSE UNIT 2 Test of Time <ul style="list-style-type: none"> • Development of poster compositions/imagery. • Typography developments/logos • Poster designs • Tickets designs • 10 Hour Controlled assessment • Outcomes printed and presented. 	Skills based workshops (Y9 revisit) <p>Choose one technique to become the expert in and produce a series of pieces of work.</p> <p>Skills are shared with peers. Students to build up a small folder of knowledge, skills and techniques.</p> <p>Introduction to final project in the format of the Year 11 MOCK. <i>Students to prepare initial research during the summer break.</i></p>

Content - Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GCSE UNIT 3 Best of British Mock exam <ul style="list-style-type: none"> • Gathering first and second-hand imagery • Observational drawing activities including tone – pencil & pen. • Artist analysis • Mixed-media techniques working on prepared surfaces and paper cuts • Stylisations pen and pattern developments of imagery. 	GCSE UNIT 3 Best of British Mock exam <ul style="list-style-type: none"> • Development of poster compositions/imagery. • Typography developments/logos • Design ideas • 10 Hour Controlled assessment • Outcomes printed and presented. 	Externally set assignment (set by Exam board) <ul style="list-style-type: none"> • Exam paper issued any time after the 1st January of the examination year. • Response to one starting point. 1 unit of work • Independent work around a chosen question 	Externally set assignment (set by Exam board) <ul style="list-style-type: none"> • Independent work around a chosen question • 10 Hour Controlled assessment <p><i>End of unit summative assessment using all four assessment objectives</i></p>	<ul style="list-style-type: none"> • Review of portfolio and finalized to be submitted form marking by May 2025 • FINAL MARKS TO EXAM BOARD BY 31st MAY 2025 <p><i>Course will be completed by first week of May 2025.</i></p>	

GCSE Business Studies

Examining Board: Edexcel (1BSO)

Aim of Course

The course allows the students to understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. This allows you to apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts. Students are able to develop enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems. Students can develop effective and independent study habits, and as critical and reflective thinkers with enquiring minds. To be able to adopt an enquiring, critical approach to make informed judgements. Students are able to investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business. Students are able to develop and apply quantitative skills relevant to business, including using and interpreting data.



Method of Assessment

Written Paper Examination:

Paper 1 (1BS0/01) 50% Investigating Small Business
Paper 2 (1BS0/02) 50% Building a Business

Both themes in the subject content represent this holistic approach through the application to different business contexts. This approach allows students to draw on knowledge and understanding from across their course of study as appropriate in any question on either paper. It also provides the basis for contextualised responses which is a key business skill.

Enrichment

- Business News / Business Trips
- Tenner Challenge
- Student Investor Challenge

Key Stage 5 Progression

Bentley Wood offers students the opportunity to study A-level Business Studies and Economics at Key Stage 5.

Career Prospects

There are many career opportunities in which Business Studies will be valuable including:

Bank manager, business analysts, data manager, human resources management, marketing, risk manager, stockbroker, sales executive, supply chain management, systems manager.

Revision Guides

- **APT** – The Essential Knowledge Handbook – Theme 1 and 2
- **A – Z Business** – Target 9 – 5
- **GCP** - GCSE Business Edexcel Revision Guide - for the Grade 9-1 Course

Recommended Reading -

- No Logo – Naomi Klein
- Shoe Dog: A Memoir by the Creator of NIKE – Phil Knight
- The Everything Store: Jeff Bezos and the Age of Amazon – Brad Stone

Content - Year 9 (Introduction to course and Transition to GCSE Business Studies)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Young Enterprise Challenge</u> <ul style="list-style-type: none"> • Introduction • Enterprise Skills • Impact of social media • Business Idea • Market Research • Promotion • Product • Pricing 	<u>Young Enterprise Challenge</u> <ul style="list-style-type: none"> • Finance • Preparing business • Presentation • Reports 	<u>Personal Finance</u> <ul style="list-style-type: none"> • Money • Budgets • Accounts • Interest rates • Debt • Future of money 	<u>Introduction to HR</u> <ul style="list-style-type: none"> • Internal recruitment • External recruitment • Recruitment process • CVs and Application forms • Applying for a job • Interviews and assessment centres 	<u>Introduction to Economics</u> <ul style="list-style-type: none"> • Unemployment • Demand and Supply • Disposable income • Inequality • Inflation • Negative externalities 	<u>Topic 1.1 Enterprise and entrepreneurship</u> <ul style="list-style-type: none"> • 1.1.1 Dynamic Nature of business • 1.1.2 Risk and Reward • 1.1.3 The role of business <p>Revision for end of year assessment.</p>

Content - Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Topic 1.2 Spotting a business opportunity</u> <ul style="list-style-type: none"> • 1.2.1 Customer needs • 1.2.2 Market research • 1.2.3 Market segmentation • 1.2.4 The competitive environment <u>Topic 1.3 Putting a business idea into practice</u> <ul style="list-style-type: none"> • 1.3.1 Business aims and objectives • 1.3.2 Business revenues, costs and profits 	<ul style="list-style-type: none"> • 1.3.3 Cash and cash-flow • 1.3.4 Sources of business finance <u>Topic 1.4 Making the business effective</u> <ul style="list-style-type: none"> • 1.4.1 The options for start-up and small businesses • 1.4.2 Business location • 1.4.3 The marketing mix • 1.4.4 Business plans 	<u>Topic 1.5 Understanding external influences on business</u> <ul style="list-style-type: none"> • 1.5.1 Business stakeholders • 1.5.2 Technology and business • 1.5.3 Legislation and business • 1.5.4 The economy and business • 1.5.5 External influences 	<u>Topic 2.1 Growing the business</u> <ul style="list-style-type: none"> • 2.1.1 Business growth • 2.1.2 Changes in business aims and objectives • 2.1.3 Business and globalization • 2.1.4 Ethics, the environment and business 	<u>Topic 2.2 Making marketing decisions</u> <ul style="list-style-type: none"> • 2.2.1 Product • 2.2.2 Price • 2.2.3 Promotion • 2.2.4 Place • 2.2.5 Using the marketing mix to make business decisions 	<u>Topic 2.3 Making operational decisions</u> <ul style="list-style-type: none"> • 2.3.1 Business operations • 2.3.2 Working with suppliers • 2.3.3 Managing quality • 2.3.4 The sales process <p>Revision for end of year assessment.</p>

Content - Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>2.4 Making financial decisions</u> <ul style="list-style-type: none"> • 2.4.1 Business calculations • 2.4.2 Understanding business performance • 	<u>Topic 2.5 Making human resource decisions</u> <ul style="list-style-type: none"> • 2.5.1 Organisational structures • 2.5.2 Effective recruitment • 2.5.3 Effective training and development • 2.5.4 Motivation 	Mock follow up & Revision <ul style="list-style-type: none"> • Recap of topics 2.1, 2.2 and 2.3 • Recap of topics 1.1, 1.2 and 1.3 	Revision <ul style="list-style-type: none"> • Recap of topics 2.4 and 2.5 • Recap of topics 1.4 and 1.5 	Revision and preparation for final exams	

GCSE Computer Science

Examining Board: OCR (J277)

Aim of Course

This course helps to develop students understanding of current and emerging technologies, understanding of how they work and apply this knowledge in a range of contexts. Students acquire some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming. They use their knowledge of technology to become independent users of IT and be able to make informed decisions about the use of different technologies. Students will have the chance to develop computer programs to solve problems and develop the skills to work collaboratively. They also be able to evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society.



All students are given the opportunity to undertake a programming task or tasks during their course of study that will allow them to develop their skills in designing, writing, testing and refining computer programs.

Method of Assessment

Written Paper Examination:

Paper 1 50% Computer Systems

Paper 2 50% Computational thinking, algorithms and programming

Recommended Reading - Learning to Program in Python by P M Heathcote

Key Stage 5 Progression/ Career Prospects

There are many careers in which Computer Science will be valuable including:

Games Development, Web Development, Software Development, Robotics, App Development, Network Engineer, Computer Scientist, Computer Programmer.

Revision Guides

- OCR GCSE (9-1) Computer Science Student Book by S Robson & P M Heathcote
- [KS4: CGP: GCSE Computer Science OCR Complete Revision & Practice - Grade 9-1 - ISBN: 9781782948605](#)

Content - Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Main menu, maps and gallery • Publishing your app • Making your own app 	<ul style="list-style-type: none"> • Working with LEDs - Traffic signals • Using the dimmer switch • Holiday lights • Sports robot • Using servos - Windshield wipers • Musical keyboard • Light wave radar 	<ul style="list-style-type: none"> • Inputs and outputs in Python • Arithmetic and logical operators <p>2.2.2 - Common data types, arithmetic operators and boolean operators</p> <ul style="list-style-type: none"> • Integers • Boolean • Characters and strings • Casting 	<ul style="list-style-type: none"> • Iteration (while loops) • Iteration (for loops) <p>2.1.2 - Designing, creating and refining algorithms</p> <ul style="list-style-type: none"> • Designing algorithms using flowcharts • Designing algorithms using pseudocode • Interpreting algorithms 	<ul style="list-style-type: none"> • Bubble sort • Merge sort • Insertion sort <p>Revision for end of year exams</p>	<ul style="list-style-type: none"> • Assembly language and the little man computer • Translators • Compilers and interpreters • IDEs <p>1.1 - systems architecture</p> <ul style="list-style-type: none"> • Architecture of the CPU • CPU performance

Enrichment - Code Club, Cyber Discovery, Bletchley Park trip, Visit to Apple head office in London, Digital leaders.

Content - Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2.1.1 - Computational thinking <ul style="list-style-type: none"> Abstraction Decomposition Algorithmic thinking Computational thinking 1.2 - Memory and storage <ul style="list-style-type: none"> Primary storage (RAM& ROM) Secondary storagetypes and characteristics Secondary storage – choosing suitable devices Units and calculating storage 	2.3.1 - Defensive design <ul style="list-style-type: none"> Code maintenance Validation, authentication and anticipating misuse Implementing defensive design 1.2 - Memory and storage <ul style="list-style-type: none"> Binary and denary Hexadecimal Binary arithmetic Characters Images Sounds 	2.3.2 – Testing <ul style="list-style-type: none"> Identifying syntaxand logic errors Selecting suitabletest data 1.3 - Computer networks, connectionsand protocols <ul style="list-style-type: none"> The internet and the world wide web Local area networks Wireless networking Client server and P2P networks Standards protocolsand layers 	2.2.3 - Additional programming techniques <ul style="list-style-type: none"> String manipulation File handling SQL 1.4 – Network security <ul style="list-style-type: none"> Network threats Preventing vulnerabilities 	2.2.3 - Additional programming techniques <ul style="list-style-type: none"> Arrays 2 dimensional arrays Procedures and function Random number generation 1.5 - Systems software <ul style="list-style-type: none"> Operating systems Utility systems software 	Programming project <ul style="list-style-type: none"> Analysis and design Developing longer programs Testing the solution Evaluation Revision for end of Year 10 exams

Content - Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2.4 - Boolean logic <ul style="list-style-type: none"> Truth tables Logic gates Logic diagrams 	1.6 - Ethical legal, cultural and environmental impacts of digital technology <p>Ethics and privacyissues. Legal and culturalissues Environmental issues Impacts of technology on widersociety Open source vs proprietary software</p>	Mock follow up & Revision <ul style="list-style-type: none"> Recap of topics 2.1, 2.2, 2.3 Recap of topics 1.1, 1.2 and 1.3 	Revision <ul style="list-style-type: none"> Recap of topics 2.4and 2.5 Recap of topics 1.4, 1.5 and 1.6 	Revision and preparation for final exams	

GCSE Drama

Examining Board: Pearson (Edexcel)

Aim of Course

Our Drama course gives students the chance to explore drama and theatre in a range of exciting and relevant practical and theoretical ways. It allows students to work creatively with peers, interpreting texts, visiting the theatre, experimenting through practical workshops, and through devising, designing, and performing their own pieces of original theatre. Students get the chance to develop their creativity, achieve personal growth and build self-confidence, as well as cultivating their communication and analytical skills through the acquisition of knowledge, skills and understanding, and through the exercise of their imagination.



Students get the chance to develop their creativity, achieve personal growth and build self-confidence, as well as cultivating their communication and analytical skills through the acquisition of knowledge, skills and understanding, and through the exercise of their imagination.

Method of Assessment

Component 1 Devising Drama (Practical and Devising Portfolio)

Component 2 Performance from text (Practical)

Component 3 Theatre Makers in Practice (Written Exam)

Recommended Reading –

- ***The Complete Stanislavsky Toolkit*** by Bella Merlin
- ***The Complete Brecht Toolkit*** by Stephen Unwin
- ***The Frantic Assembly Book of Devising Theatre*** by Scott Graham and Stephen Hoggett

Enrichment

- Whole school musical production, Autumn/Spring term.
- Drama Club
- National Youth Theatre auditions
- Assorted opportunities to see live theatre

Key Stage 5 Progression/ Career Prospects

Many of the skills that you hone and develop through your drama course will be incredibly valuable in later life, regardless of the career or educational pathway you choose to follow.

According to the university research, the top qualities that employers are looking for in their employees include a range of skills that will be explicitly developed through the drama course. These include: good verbal and written communication skills; excellent time management; the ability to plan and organise as well as to be flexible; strong teamwork skills; initiative, self-motivation, and drive; the ability to analyse and evaluate.

Direct career prospects include the following job roles: Actor, Director, Costume designer, Set designer, Lighting designer, Sound designer, and Playwright

Revision Guides

- [CGP Drama GCSE Revision Guide](#)
- CGP [The Crucible Revision Guide](#)

Content - Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Introduction to GCSE Drama</p> <p>The aim of this scheme of work to break down the language of Drama as a subject, working with key terms practically, and debugging what some of the more advanced words mean in both theory and practice.</p> <p>A baseline performance assessment will be completed using a set monologue.</p> <p>Students also research the various roles of theatre makers.</p> <p>Students refine their collaborative skills and create a student led performance which is performed and is also then recorded as a script.</p>	<p>Textual analysis on set text (Bang out of Order)</p> <p>Practitioner 1 – Stanislavski</p> <p>Students read and analyse a play text</p> <p>Students learn a deeper history of the work of Stanislavski and use a range of approaches for textual analysis using practical exercises and written exam style questions (focus on role of performer).</p> <p>Student will be introduced to two key design elements and learn about the process of design and its impact on performance and the audience.</p> <p>Students will complete rehearsals of the practice text using approaches from Practitioner 1 – Stanislavski.</p> <p>Assessment Students perform extracts from practice play text</p>	<p>Devising with Physical theatre</p> <p>Students receive an learn about devising approaches to and styles of two professional theatre companies.</p> <p>Students use techniques and process from the unit to devise an original piece of drama.</p> <p>Students will learn how to complete the devising log. Portfolio practice, questions 1-4 as whole class.</p> <p>Assessment</p> <p>Students will complete a portfolio record focusing on the process of devising.</p> <p>Students will perform a devised piece of drama</p>	<p>Performing, Directing and Designing for a set text (Hard to Swallow)</p> <p>Students read and analyse a play text understanding key themes and original intentions of the play.</p> <p>Students will revisit the work of Stanislavski and use a range of approaches for textual analysis using practical exercises and written exam style questions (focus on role of designer, question C).</p> <p>Student will research and consider two key design elements and write about the process of design and its impact on performance and the audience.</p> <p>Students will complete rehearsals of the practice text using approaches from Practitioner 1 – Stanislavski.</p> <p>Assessment</p> <ul style="list-style-type: none"> •Students perform extracts from practice play text •Students will analyse and evaluate their performance work. •Students will respond to exam style questions. 		

Content - Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Caucasian Chalk Circle by Berthold Brecht</p> <p>Students learn a deeper history of the work of Brecht while exploring the play Caucasian Chalk Circle and learn a range of approaches to create drama in the style of Epic Theatre.</p> <p>Character work and extracts from the play are developed and performed.</p>	<p>Mock C1 Devising Drama Exam –</p> <p>Students use approaches and techniques and process from previous units/practitioners to devise an original piece of drama inspired by a selected stimulus.</p> <p>Students will complete the devising log. Portfolio practice, questions 1-6</p> <p>Assessment</p> <p>Students will complete a portfolio record focussing on the process of devising and analysis and evaluation of work.</p> <p>Students will perform a devised piece of drama</p>	<p>Set Text C3 – The Crucible by Arthur Miller</p> <p>Introduction of set text in which students will complete textual analysis recalling approaches from Stanislavski completing written and practical work.</p> <p>Recap of exam approaches and focus on the role of director for exam style questions on The Crucible.</p> <p>Students further their understanding of The Crucible and approaches to performance by selecting a suitable extract to rehearse and perform.</p> <p>Assessment</p> <ul style="list-style-type: none"> •Students perform extracts from practice play text •Students will analyse and evaluate their performance work. •Students will respond to exam style questions. 	<p>GCSE Component 1 Exam – Devising Drama</p> <p>Students will complete the Devised Drama component across 8-10 weeks.</p> <p>This component will assess the performance (20 marks) and devising log (60 marks).</p> <p>Component 3 – Revision of The Crucible and Live Theatre Evaluation (LTE)</p> <p>Students will recap all learning of Theatre Roles and Terminology; The Crucible and LTE in preparation for Mock Exam (End of year).</p>		

Content - Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>C2 Prep - Performance from text</p> <p>Students will read and analyse a range of texts suitable for the C2 examination in year 11.</p> <p>Students will complete further research on selected texts and beginning analysing suitable extracts for performance.</p> <p>Students will record short extracts of performance and practice exam style questions applied to a range of play texts.</p>	<p>Live Theatre Evaluation</p> <p>Students will also generate extensive notes on a production and use these to support learning how to structure practice responses to live theatre evaluation.</p> <p>Component 3 – Revision of The Crucible and Live Theatre Evaluation (LTE)</p> <p>Students will recap all learning of Theatre Roles and Terminology; The Crucible and LTE in preparation for Mock Exam (Dec/Jan)</p>	<p>Performance from text preparation</p> <p>Students apply practices and techniques previously learnt to a selection of texts that are available to be performed for the examination.</p> <p>Each text will be introduced and explored using techniques that will be applied during the exam.</p> <p><u>GCSE Component 2 Exam</u> – Performance from text</p> <p>Students will complete the performance exam component across 6-8 weeks.</p> <p>This component will assess the performance of two key extracts from a selected text (24 marks each). This is marked by a visiting examiner.</p>	<p>Revision and preparation for final exams</p> <p><u>GCSE Component 3 – Theatre Makers in Practice, Written Exam</u> <u>1 hour 45 minutes</u></p>		

GCSE Food Preparation & Nutrition

Examining Board: OCR

Aim of Course

This new GCSE Food Preparation and Nutrition is a demanding and creative course, which combines practical cooking skills with an in-depth knowledge of nutrition, food provenance and food science. At its heart, this qualification focuses on developing students' practical cookery skills as well as a strong understanding of nutrition.



Key Stage 5 Progression/ Career Prospects

There is a wide range of careers and interests for which GCSE Food and Nutrition is relevant including:

Nutritionist, Dietician, Food Technologist, Food Scientist, Food Biotechnologist, Head Chef, Caterer, Development Chef, Hospitality Management, Food Product Buyer, Food Manufacturer and Environmental Health Officer.

Revision Guides

- My Revision Notes: OCR GCSE Food Preparation and Nutrition
- OCR GCSE Food Preparation and Nutrition
- Grade 9-1 GCSE Food Preparation & Nutrition - Complete Revision & Practice

Recommend Reading

- The Science of Cooking: Every Questioned Answered to Your Perfect Cooking (Dr, Stuart Farrimond)
- How Food works: The Facts Visually Explained (DK)
- The Food Lab: Better Home Cooking Through Science (J.Kenji Lopez-alt)
- The Cook's book of Ingredients (DK)
- The Cook's Book: Recipes and Step-by-Step Techniques from Top Chefs: (Shaun Hill, Ken Hom and Charlie Trotter)

Method of Assessment

Written exam: Food preparation and nutrition (50% of GCSE)

Duration: 1 hour 30 minutes (100 marks)

Non-exam assessment (50% of GCSE)

Task 1: Scientific Food Investigation

Written report (1,500 - 2,000) words including photographic evidence. 45 marks

Task 2: Food Preparation

Written portfolio including photographic evidence (105 marks)

Content - Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Practical Skills <ul style="list-style-type: none"> • Introductory lessons on hygiene • Develop a wide range of preparation and cooking techniques working with pastry and bread • Sensory properties and testing • Develop knowledge and understanding of nutrients • Food commodity groups that ingredients belong to • Eatwell Guide and diet related illnesses 	Practical Skills <ul style="list-style-type: none"> • Develop a wide range of preparation and cooking techniques working with sauces and cakes • Sensory properties and testing • Develop knowledge and understanding of nutrients • Food commodity groups that ingredients belong to • Dietary needs of different life stages 	Fruits and Vegetables <ul style="list-style-type: none"> • Nutrition and Health • Developing preparation and cooking techniques by creating a variety of dishes that utilize fruits and vegetables 	Fruits and Vegetables <ul style="list-style-type: none"> • Food Provenance • GMO/ Organic / Eating/ Seasonally/ Local produce • Food science 	Mini NEA 2 Task Mini project - students plan, prepare and cook dishes to suit an NEA brief	Mini NEA 2 Task Mini project – students conclude their mini project End of year assessment

Content - Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Starchy Carbohydrates <ul style="list-style-type: none"> • Nutrition and Health • Food Science • Develop their preparation and cooking techniques creating a variety of dishes that utilize starchy carbohydrates 	Starchy Carbohydrates <ul style="list-style-type: none"> • Food Provenance: <ul style="list-style-type: none"> -Cereals and how they are grown -Primary and secondary processing of wheat • Food Science: <ul style="list-style-type: none"> -Primary and secondary processing of milk 	Dairy and Alternatives <ul style="list-style-type: none"> • Nutrition and Health • Food Provenance • Develop their preparation and cooking techniques creating a variety of dishes that utilize dairy and alternative products 	Dairy and Alternatives <ul style="list-style-type: none"> • Food Science: <ul style="list-style-type: none"> -Shortening -Emulsification -Plasticity • Develop their preparation and cooking techniques creating a variety of dishes that utilize dairy and alternative products 	Protein and Alternatives <ul style="list-style-type: none"> • Nutrition and Health: <ul style="list-style-type: none"> -HBV AND LBV protein -Diet related illnesses Vitamins and Minerals • Food Provenance: <ul style="list-style-type: none"> -Fish farms -Animal farming -Vegetarian diets Vegan diets • Food Science: <ul style="list-style-type: none"> -Coagulation -Tenderising • Develop their preparation and cooking techniques creating a variety of dishes that utilize sources of protein (plant and animal based, and eggs) 	Mini NEA 1 Task <ul style="list-style-type: none"> • Students have an opportunity to apply what they have learned so far in Food Science to an end of term NEA 1 project. Students plan and carry out their own Food Science investigation. • Revision for end of Year 10 exams

Content - Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2.4 - Boolean logic <ul style="list-style-type: none"> • Truth tables • Logic gates • Logic diagrams 	1.6 - Ethical legal,cultural and environmental impacts of digitaltechnology <ul style="list-style-type: none"> • Ethics and privacy issues. Legal and cultural issues • Environmental issues • Impacts of technology on widersociety • Open source vs proprietary software 	Mock follow up & Revision <ul style="list-style-type: none"> • Recap of topics 2.1,2.2, 2.3 • Recap of topics 1.1, 1.2 and 1.3 	Revision <ul style="list-style-type: none"> • Recap of topics 2.4and 2.5 • Recap of topics 1.4, 1.5 and 1.6 	Revision and preparation for final exams	

Enrichment - Food and Nutrition Club, International Food Day, Billingsgate Seafood School, and Springboard Future Chef

GCSE Geography

Examining Board: GCSE Geography (8035) AQA 2016 Specification A

Aim of Course

GCSE Geography teaches us about the fascinating and fast changing world in which we live. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will “travel” the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.



Geographers also acquire a vast range of valuable skills, such as: map reading; spatial and GIS awareness; problem solving; data analysis; the ability to consider other viewpoints; decision making; team work; environmental awareness; computer skills and essay writing. Upon completion of this course, students will have the skills and experience to progress onto A-level and beyond.

All students are given the opportunity to undertake a programming task or tasks during their course of study that will allow them to develop their skills in designing, writing, testing and refining computer programs.

Method of assessment: AQA Spec A GCSE (2016 syllabus)

- Living with the physical environment (Paper 1) = 1hr 30min / 88 marks / 35% of GCSE
- Challenges in the human environment (Paper 2) = 1hr 30 min / 88 marks / 35% of GCSE
- Geographical applications (Paper 3) = 1 hr 15 min / 76 marks / 30% of GCSE

Recommended reading

- BBC/Channel 4/Al Jazeera News; “Prisoners of Geography” by Tim Marshall; “Factfulness” by Hans Rosling; Geographical magazines such as “The National Geographic”, “The Economist”, “Geography Review” or “Wider World” Magazines; Broadsheet newspapers.

Recommended Websites

- S-cool geography; RGS; BBC Bitesize; BBC podcasts; VOX channel on Youtube; TED Talks

Key Stage 5 Progression/ Career Prospects

A Level Geography is offered in the Sixth Form at Bentley Wood. There is a wide range of careers/interests for which Geography is relevant, not least because it draws from both Humanities and Science. This would include:

Architecture	Nature conservation	Business	Scientific research
Environmental consultancy	Publishing	Civil service	Flood protection
Energy industries	Journalism	Cartography	Environment Agency
Travel and tourism	Medicine	Law	Meteorology
Geo-politics	International relations	Development charities	Disaster recovery

Revision Guides

- CGP GCSE AQA Geography for the grade 9-1 course, Revision Guide
- CGP GCSE AQA Geography for the grade 9-1 course, Exam Practice workbook
- AQA GCSE (9-1) Workbook Geography, Hodder, Andy Owen
- Grade 9-1 GCSE Geography AQA Revision Question Cards: perfect for exams in 2022 & 2023 (CGP GCSE Geography 9-1 Revision)

Content - Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3.2.1 Urban issues and challenges <ul style="list-style-type: none"> • A growing percentage of the world's population lives in urban areas. • Urban growth creates opportunities and challenges for cities in LICs and NEEs. • Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. 	<ul style="list-style-type: none"> • Urban sustainability requires management of resources and transport. 	3.1.3.1 UK landscapes <ul style="list-style-type: none"> • The UK has a range of diverse landscapes. 3.1.3.3 River Landscapes in the UK <ul style="list-style-type: none"> • The shape of river valleys changes as rivers flow downstream. • Distinctive fluvial landforms result from different physical processes. 	3.1.3.3 River Landscapes in the UK <ul style="list-style-type: none"> • Different management strategies can be used to protect river landscapes from the effects of flooding. 	3.3.2. Rivers fieldwork & investigation	3.3.2. Rivers fieldwork & investigation 3.1.1. The challenge of Natural Hazards <ul style="list-style-type: none"> • Natural hazards pose major risks to people and property. 3.1.1.2 Tectonic Hazards <ul style="list-style-type: none"> • Earthquakes and volcanic eruptions are the result of physical processes. • The effects of and responses to a tectonic hazard vary between areas of contrasting levels of wealth. • Management can reduce the effects of a tectonic hazard. Revision and Summer exam

Enrichment – Geography Ambassadors (with trip to SKY T.V centre), Bentley Priory fieldtrip, West Wittering field trip, Stratford Fieldtrip

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3.1.1. The challenge of Natural Hazards 3.1.1.3 Weather Hazards <ul style="list-style-type: none"> Global atmospheric circulation helps determine patterns of weather and climate. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions. Tropical storms have significant effects on people and the environment. The UK is affected by a number of weather hazards. Extreme weather events in the UK have impacts on human activity. 	3.1.1.4 Climate Change <ul style="list-style-type: none"> Climate change is the result of natural and human factors and has a range of effects. Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change). 3.3.2 Human Fieldwork (Trip to Stratford planned-Pending Covid restrictions)	3.1.3.1 Coastal landscapes in the UK <ul style="list-style-type: none"> The coast is shaped by a number of physical processes. Distinctive coastal landforms are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes. 	3.2.3 The Challenge of resource management <ul style="list-style-type: none"> Food, water and energy are fundamental to human development The changing demand and provision of resources in the UK creates opportunities and challenges. 	3.2.3.2 Food <ul style="list-style-type: none"> Demand for food resources is rising globally but supply can be insecure, which may lead to conflict. Different strategies can be used to increase food supply. 3.3.2 Physical Fieldwork	3.3.2 Physical Fieldwork (trip to West Wittering-Pending Covid restrictions) 3.1.2 The Living World 3.1.2.1 Ecosystems <ul style="list-style-type: none"> Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components. Revision and Summer exam

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3.1.2 The Living World 3.1.2.2 Tropical Rainforests <ul style="list-style-type: none"> Tropical rainforest ecosystems have a range of distinctive characteristics. Deforestation has economic and environmental impacts. Tropical rainforests need to be managed to be sustainable. 3.1.2.3 Hot Deserts <ul style="list-style-type: none"> Hot desert ecosystems have a range of distinctive characteristics. Revision and Mock 1	3.1.2.3 Hot Deserts <ul style="list-style-type: none"> Development of hot desert environments creates opportunities and challenges. Areas on the fringe of hot deserts are at risk of desertification. 3.2.2 The changing Economic World <ul style="list-style-type: none"> There are global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. 	3.2.2 The changing Economic World <ul style="list-style-type: none"> Some LICs or NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change. Major changes in the economy of the UK have affected and will continue to affect employment patterns and regional growth. Revision and Mock 2	3.3.1 Issues and Evaluation Revision for final exam	Final exam	

BTEC TECH AWARD HEALTH AND SOCIAL CARE

Examining Board: Pearson BTEC

Aim of Course

The Level 1/Level 2 BTEC Tech Award in Health and Social Care is equivalent to one GCSE. It aims to introduce students to a vocationally based area of knowledge and learning. The course utilises a wide range of skills and assessment methods, including writing of coursework, performance of practical skills such as role-plays, as well as external examination. The course is taught by teachers with extensive experience of working in health and social care settings and is therefore brought to life with real experience and authenticity. Enrichment opportunities are woven throughout the curriculum, to include visits from health and social care professionals, activities with health and social care service users, visits to museums and exhibitions, and a social sciences club and cultural capital enrichment passport for high achievers. This allows students to flourish in the classroom and develop a wide-ranging knowledge of and interest in the provision of health and social care in England, as well as increased confidence and independence in living lives characterised by good health and wellbeing.



It is intended that students undertaking the Health & Social Care qualification, will:

- Increase their knowledge, understanding and confidence of the ways in which people grow and develop and the factors that have an impact on this. The wider benefits of this beyond the classroom are that our students will be able to make informed and safer decisions when making their own life choices. E.g. to eat a balanced diet, to exercise often, to avoid drinking alcohol, smoking tobacco and misusing drugs
- Understand the various sources and types of support available to people within our communities when struggling with life circumstances and events. This will assist students to know where to seek support for themselves and others, should they require it and will have a respect for and understanding of those requiring and giving support
- Develop an awareness of the provision of health and social care services and the role of the professionals and unregulated staff that work within them. Students will be exposed to a vast array of career paths and post-compulsory education options. Moreover, they will understand how and where they can access services in future should they require them.
- Demonstrate their own use of the care values, when supporting others, particularly more vulnerable members of the community. Students will have an emerging knowledge of equality, diversity and inclusion and be able to put into practice their skills of communication, empathy and empowerment, all of which will contribute to them becoming sensitive and valuable members of their communities.

The qualification is assessed through a combination of coursework and an exam.

Method of Assessment

Component 1 – Internally Assessed Coursework (2 Assignments) 30%

Component 2 – Internally Assessed Coursework (2 Assignments) 30%

Component 2 – External Exam 40%

Key Stage 5 Progression/ Career Prospects

There are many careers in which Health and Social Care will be valuable including:

Nursing, midwifery, Paramedic, social work, social care, youth offending service.

Revision Guides

- BTEC Tech Award Health and Social Care Student Book
- Pearson REVISE BTEC Tech Award Health and Social Care Revision Guide:

Content - Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Human lifespan development • The four domains of human growth and development – physical, intellectual, emotional and social • Across the six life stages – infancy, early childhood, adolescence, early adulthood, middle adulthood, later adulthood 	<ul style="list-style-type: none"> • Factors affecting human growth and development • Physical factors • Lifestyle factors • Emotional factors 	<ul style="list-style-type: none"> • Factors affecting human growth and development • Social factors • Cultural factors • Environmental factors • Economic factors 	<ul style="list-style-type: none"> • Investigating life events • The different types of life event – health and wellbeing events, relationship changes, changes in life circumstances 	<ul style="list-style-type: none"> • Coping with change caused by life events • Individual character traits • Sources and types of support 	<ul style="list-style-type: none"> • Human lifespan projects and formative (practice assessments)

Content - Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Health and social care services • The different health services and how they meet the needs of individuals – primary care, secondary care, tertiary/complex care, allied therapy teams 	<ul style="list-style-type: none"> • Health and social care services • The different social care services and how they meet the needs of individuals – services for children and young people, services for people with specific/additional needs, services for older adults 	<ul style="list-style-type: none"> • Health and social care services • The role of informal social care from relatives, friends and neighbours • Barriers to accessing services – physical, sensory, social, cultural and psychological 	<ul style="list-style-type: none"> • Barriers to accessing services – language, geographical, intellectual, resource, financial 	<ul style="list-style-type: none"> • Care values for health and social care – empowerment and independence, respect, dignity, communication, safeguarding, anti-discriminatory practice 	<ul style="list-style-type: none"> • Reviewing own application of the care values • Bridging work in preparation for Y11 on lifestyle factors affecting health and wellbeing – smoking, alcohol, personal hygiene, diet

Content - Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Factors affecting health and wellbeing • Lifestyle factors – smoking, alcohol, drug use, personal hygiene, diet and exercise • Physical factors – genetic inheritance, ill health (acute and chronic) • Social factors – supportive/unsupportive relationships, social integration/isolation • Emotional factors – sadness/upset, anxiety/fear, happiness, contentment and security • Cultural factors – language, tradition, religion/belief • Environmental factor – pollution, housing conditions and location • Economic factors – income, wealth and material possessions 	<ul style="list-style-type: none"> • The impact of life events relating to relationship changes and changes in life circumstances on social and emotional wellbeing • Interpreting health indicators – physiological indicators of blood pressure, pulse, body mass index and peak flow • Person centred-care and health and wellbeing improvement plans - recommended actions to improve health and wellbeing, short-term (less than six months) and long-term targets, appropriate sources of support (formal and/or informal). 	<ul style="list-style-type: none"> • Obstacles to implementing health and wellbeing improvement plans • Potential obstacles: • Emotional/psychological – lack of motivation, low self-esteem, acceptance of current state • Time constraints – work and family commitments • Availability of resources – financial, physical, e.g. equipment • Unachievable targets – unachievable for the individual or unrealistic timescale • Lack of support, e.g. from family and friends • Other factors specific to individual – ability/disability, addiction • Barriers to accessing identified services. <p>EXTERNAL EXAM</p>	<ul style="list-style-type: none"> • Improvement/ completion of any outstanding coursework • Consolidation/revision for resit 	EXTERNAL EXAM RESIT	

GCSE History

Examining body: AQA

Paper 1: Understanding the modern world

Paper 2: Shaping the nation

Units of Study at Bentley Wood

- Elizabethan England 1568-1603, British depth study
Migration, Empires and the People 790-Present Day, British thematic study
- America: Inequality and Opportunity 1920-1973 period study
- Conflict and Tension between East and West 1945-1972 Wider World depth study



Course aims:

At Bentley Wood we believe in the importance of not just learning history, but learning from history. Understanding past events, people and their significance gives us all a better insight into the world around us.

The History curriculum at Bentley Wood ensures student-centred learning that inspires them to discover, question and evaluate the past. We have a joint vision to plan and deliver an ambitious, demanding curriculum that challenges and enables all groups of students to make progress and achieve their best.

Further careers:

- History equips you with the transferable skills that are highly prized by a range of employers.
- Graduates go on to careers in **teaching, government, financial services, arts and media, marketing and consultancy, tourism, retail, manufacturing and engineering, law, libraries, archives and museums, voluntary and social services, IT and communications, medicine, and the police and armed forces.**
- Many graduates decide to progress to postgraduate studies, often entering into research and teaching positions

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Bridging Unit</u> <u>How have women changed Britain's history?</u>	<u>How did Elizabeth's power change throughout her reign?</u>	<u>Why were Puritans and Catholics a threat to Elizabeth's religious settlement?</u>	<u>Was Elizabethan England a Golden Age?</u>	Migration Empires and the People	<u>How did England open up for business with the world 1560-1707</u>
Boudicca	Court Life		Elizabethan Theatre Poverty		Exploration,

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Anne Boleyn Sofia Duleep Singh Sislin Fay Allen <u>Elizabethan England</u> Introduction to Elizabethan England	Marriage Succession Feedback and relations with Parliament Essex Rebellion	Elizabethan religious settlement Threat of Puritanism Mary Queen of Scots Exploration Conflict with Spain	Poor Law	<u><i>How far did the Vikings influence English society up to 1066?</i></u> Viking invasion and Alfred the Great King Cnut, Emma of Normandy and the North Sea Empire <u><i>How far did England's survival depend on France in the Middle Ages?</i></u> England & France (Normans and Henry II) King John and the Magna Carta The Hundred Years War	The slave trade, Abolition <u><i>How did the idea of liberty shape the fate of Britain in the Americas 1707-1865?</i></u> Colonisation in America Rebellion in America

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Migration, Empires and the People</p> <p><u>How far did Britain's global business empire forge a new nation 1750-1960s?</u></p> <p>Huguenots, Highland clearances, Ulster Industrial revolution and migration Britain and India The Indian Rebellion causes and consequences</p> <p><u>What was Britain doing with Africa between 1750 and 1939?</u></p> <p>Scramble for Africa, Cecil Rhodes. Suez Canal Boer War</p>	<p><u>How far did Britain willingly change its connection to the wider world in the 20th century?</u></p> <p>End of Empire Windrush Legacy of Empire Commonwealth, Falklands</p> <p><u>How has migration helped Britain to adapt and survive in today's globalised world?</u></p> <p>EU Britain by the end of the 20th century, identity</p>	<p>America opportunity and Inequality 1920-1972</p> <p>Background to America and 1920s boom</p> <p>Henry Ford and mass production</p> <p>Wealth inequality and the American stock market</p> <p>The Jazz Age</p> <p>The Role of Women</p>	<p>America opportunity and Inequality 1920-1972</p> <p>Causes and consequences of prohibition</p> <p>Immigration, racism</p> <p>African Americans, KKK in the 1920s</p> <p>The Red Scare</p> <p>How the depression affected ordinary Americans</p> <p>How Hoover dealt with depression</p>	<p>America opportunity and Inequality 1920-1972</p> <p>Roosevelt election, New Deal Aims and opposition</p> <p>Impact of war on economy & society</p> <p>American dream consumer boom and impact</p> <p>Popular culture and Rock n Roll</p> <p>McCarthyism</p> <p>The CRM, Segregation and MLK</p>	<p>America opportunity and Inequality 1920-1972</p> <p>The BPM, NF & GS</p> <p>The Feminist Movement</p>
Year 11	<p>Elizabethan England</p> <p>Elizabeth site study</p> <p>Conflict and Tension between East and West 1945-1972</p> <p><u>What was the state of international relations in 1945?</u></p> <p>Introduction to Cold War</p>	<p>Conflict and Tension between East and West 1945-1972</p> <p>America's Response Truman Doctrine, Marshall Aid & Plan. Cominform, Comecon</p> <p>Yugoslavia</p> <p>Berlin blockade & Airlift</p> <p>NATO</p>	<p>Conflict and Tension between East and West 1945-1972</p> <p>Vietnam</p> <p><u>To what extent was there a 'thaw' in relations between the superpowers in the 1950s</u></p>	<p>Conflict and Tension between East and West 1945-1972</p> <p>The U2 Crisis</p> <p><u>How great was the risk of another World War?</u></p> <p>Berlin Wall</p> <p>Cuban Revolution</p>	<p>Conflict and Tension between East and West 1945-1972</p> <p>Cuban Missile Crisis</p> <p>Prague Spring</p> <p><u>Why did tension ease between the superpowers in the early 1970s?</u></p>	<p>External Exams</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	End of War in Europe Yalta & Potsdam Atomic bomb <u>How did the Cold War intensify during the late 1940s?</u> Stalin's takeover of EE	<u>How did events in Asia impact superpower relations</u> China and Korea	NATO and the Warsaw Pact The Space Race The Arms Race The Hungarian uprising		Ideological sources of tension Motives for détente <u>Was détente the end of the Cold War?</u> Reagan, Gorbachev, Afghanistan, fall of the USSR	
Trips	Hatfield House, Imperial War museum, Berlin (selected years).					

Enrichment activities:

America 1920-1973	Conflict and Tension 1945 - 1972
Movie – The Great Gatsby/Selma/The Help Book – The Grapes of Wrath, John Steinbeck Documentary – Ordinary Americans: The Red Scare https://www.youtube.com/watch?v=9fMa84-gfPw Exhibition – Imperial War Museum, London	Movie – Hidden Figures Book - The Spy Who Came in from the Cold, John le Carré Documentary – Cold War (1998) https://youtu.be/22KIQ1QNnHE Exhibition – National Cold War Exhibition (RAF Museum)
Migration, Empires and the People	Elizabethan England
Movie – Gandhi (1982) Book - Johnny Tremain, Esther Forbes (1943) Documentary – Empire, A Taste for Power (BBC) Exhibition – The Migration Museum, Lewisham London, Sugar & Slavery, Docklands Museum	Movie – Elizabeth: The Golden Age Book – Tudor Rose, Anne Perry Documentary – Elizabeth: From Prison to Palace Exhibition – Elizabeth I (Royal Museums Greenwich)

GCSE Latin

Examining Board: Eduqas

Aim of Course

Students have the option of studying Latin, the language of the ancient Romans, at GCSE in Year 9. This curriculum is sequenced so that while students are building on their grammatical knowledge throughout KS4, they revisit and strengthen skills in reading and translating; they eventually move onto studying significant literature from the Western canon including authors such as Suetonius, Pliny and Virgil. Students also engage with the ancient world through study of specified topics on Roman life, such as entertainment, everyday life and Roman Britain.



Students of Latin will gain deep and broad understanding of the Latin language. They will gain strong knowledge of Latin vocabulary and its derivations, grammar and syntax.

Latin students will also gain a comprehensive understanding of the history and culture of Ancient Rome and its provinces, alongside an understanding of Latin literature.

Method of Assessment: Written Paper Examinations

Component 1: Language (50%) 1 hour 30 mins

Component 2: Literature (30%) 1 hour 15 mins

Component 3: Roman Civilisation (20%) 1 hour

Recommended Reading

SPQR by Mary Beard, *Veni, Vidi, Vici: Everything You Ever Wanted to Know About the Romans but Were Afraid to Ask* by Peter Jones

Key Stage 5 Progression

Students can go on to broaden their knowledge of the Roman civilisation topic by studying Classical Civilisation.

Career Prospects

The need for attention to detail in the study of Latin and the critical and evaluative skills that are developed through literature and source-based learning means that the student of Classics is well prepared for entering a large variety of careers, such as: law, medicine, politics, journalism, teaching, academia (Mary Beard, Edith Hall), writing (C.S. Lewis, J.R.R. Tolkien, J.K. Rowling), broadcasting and curating. Students pursuing a career in medicine or law would benefit from studying Latin as much of the technical vocabulary is derived from the language.

Content - Year 9: Cambridge Latin Course Books 1 & 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Etymology of language, pronunciation, Roman History overview Language: noun cases, declensions, nominative and accusative singular and plural irregular verb 'to be' and present tense Civilisation topics: Roman housing, forum, slavery, theatre. 	<ul style="list-style-type: none"> Language: imperfect and perfect tense, superlative and comparative adjectives, dative nouns singular and plural, pronouns, irregular verb 'to be' in imperfect tense Civilisation topics: life after death, gladiators, baths, eruption of Vesuvius. 	<ul style="list-style-type: none"> Language: pronouns, positive adjectives, infinitive verbs, irregular verbs 'to want', 'to not want', 'to be able' in present tense Civilisation topics: Roman Britain. 	<ul style="list-style-type: none"> Language: relative clauses, irregular verbs 'to want', 'to not want', 'to be able' in imperfect tense, pluperfect tense Civilisation topics: Roman Britain; Fishbourne Palace, Alexandria. 	<ul style="list-style-type: none"> Language: nouns vocative and genitive case singular and plural, noun genders, demonstrative pronouns Civilisation topics: Roman Britain goddess Isis, medicine. 	<ul style="list-style-type: none"> Language: pronouns, imperatives, adverbs Civilisation topics: Roman History Project.

Content - Year 10

Enrichment - Trip to Bath/Colchester, Classics competitions

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Language: ablative case, future tense, pronouns, prepositions Examined civilisation topics: Roman housing 	<ul style="list-style-type: none"> Language: passive verbs, deponent verbs, participles Examined civilisation topics: Daily life and the forum. 	<ul style="list-style-type: none"> Language: uses of the subjunctive, indirect statements Examined civilisation topics: shops/businesses and slavery/patronage 	<ul style="list-style-type: none"> GCSE specified vocabulary list Latin unseen translations Grammar; passives, subjunctive, indirect statements 	<ul style="list-style-type: none"> GCSE specified vocabulary list Latin unseen translations Revision of all examined civilisation topics 	<ul style="list-style-type: none"> GCSE specified vocabulary list Begin specified literature and visual sources.

Content - Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • GCSE specified vocabulary list • Language practice; comprehension and translation • Literature; Horace, Martial, Petronius 	<ul style="list-style-type: none"> • GCSE specified vocabulary list • Language practice; comprehension and translation • Literature; Virgil, Ovid 	<ul style="list-style-type: none"> • GCSE specified vocabulary list • Language practice; comprehension and translation • Literature; Suetonius, Pliny 	<ul style="list-style-type: none"> • GCSE specified vocabulary list • Language practice; comprehension and translation • Literature exam practice 	<ul style="list-style-type: none"> • GCSE specified vocabulary list • Language practice; comprehension and translation • Literature exam practice 	<ul style="list-style-type: none"> • Exams

GCSE Music

Examining Board: AQA

Aim of Course

During THE first two terms of Year 9, students will focus on developing technical fluency and creative ideas focusing on performing, composition and learning musical terminology. GCSE work is based on the four elements of listening, appraising, performing and composing. These are based around the five Areas of Study which are studied through various styles of music. The five Areas of Study are: rhythm and metre, harmony and tonality, texture and melody, timbre and dynamics, structure and form. The genres studied are: The Western Classical Tradition from 1650-1910, Popular music (including The Beatles, Rock music, Film music such as Harry Potter, Alicia Keys, Adele and Taylor Swift, plus many more), Traditional music (including The Blues, Jazz, African music, Caribbean music, Salsa, Samba and British Folk) and The Western Classical Tradition since 1910..



Method of Assessment

Understanding music: 40%

The listening component is assessed by a written examination which lasts for one hour. The examination focuses on the five areas of study and involves answering questions about recorded excerpts of music. Students learn to use technical vocabulary to describe the structural and expressive aspects of music. Students will Study a piece from the Western Classical Tradition from 1650-1910 and a piece from Popular music set by the exam board. There will be a 30-minute paper with questions about these set works which students will have to answer under exam conditions.

Composing: 30%

Each student will choose at least two areas of study and compose through one of the three strands. This is written in class time. This will be submitted as a musical score using our music programme Sibelius. Each student music compose two pieces, one free composition and one from a set brief by the exam board.

Performing: 30%

Each student must record a solo and an ensemble performance. These performances may be on any instrument or voice and can be recorded in the final year of the course. Students will be expected to participate in at least one musical ensemble during a lunch time or after school. The total of the music performed must be at least four minutes

Key Stage 5 Progression/ Career Prospects

There are many careers in which Music will be valuable including:

Performer, Composer, Sound Engineer, Sound Production, Teacher, Presenter, Film and Television, Actress

Revision Guides

- New 9-1 GCSE Music AQA Complete Revision & Practice with Online Edition & Audio: for exams from 2022

Content - Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>The musical elements</u> <ul style="list-style-type: none"> • investigation into the terminology learning the meaning, playing the terminology and using in practice • Solo/ensemble performance skills • Instruments of the orchestra: Learn about the sections, what the instruments sound like 	<u>Traditional music: African music and African Fusion</u> <ul style="list-style-type: none"> • Extending knowledge of rhythm terminology • Key features of African music • African instruments • Listening assessment • African Composition 	<u>Popular music: The Blues & rock and roll and Rock Music</u> <ul style="list-style-type: none"> • Solo performance • Playing the Blues • Instruments/techniques • Listening assessment • Write a drum beat correctly 	<u>Popular music: Popular song from the 1990's</u> <ul style="list-style-type: none"> • Solo performance • Instruments/techniques • Listening assessment • Developing the drum beat • Composing a piece of popular music with style Vocal/melody lines 	<u>Popular music: Film and Game Music</u> <ul style="list-style-type: none"> • Solo performance exam • Composing music to a brief • Film genre techniques • Key harmony, melody, rhythm, dynamics, tonality 	<u>Free composition/Traditional music – Latin America</u> <ul style="list-style-type: none"> • Listening skills • Choosing free comp wisely • Ensemble assessment • Tricks for my exam • Cribbean/Salsa/Samba - Key features • Solo performance

Enrichment - Year 9 Choir, KS3 drum group, Junior Orchestra, Composition Club, Rock Band

Enrichment - Senior Choir, KS4 drum group, Senior Orchestra, Composition Club, Rock Band

Content - Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Classical Music: Baroque period and Classical period</u> <ul style="list-style-type: none"> Recall Latin America/film Solo performance The orchestra Vocal music Key features Key/time signature recall Key features – instruments, melody, harmony, dynamics, texture Suite Concerto Symphony/sonata Rondo form Free composition Listening assessment 	<u>Classical Music: Romantic period</u> <ul style="list-style-type: none"> Classical period Free composition Ensemble Assessment Listening assessment Piano music Requiem Programme music Waltz Solo performance 	<u>Set Work: Mozart</u> <ul style="list-style-type: none"> Recall classical period and Romantic period Analysing the set work Solo performance Free composition Essay assessment 	<u>Set Work: Mozart Traditional music – Tango/folk music</u> <ul style="list-style-type: none"> Recall Baroque, Romantic, African, Latin America, Blues and Rock'n'roll Analysing the set work Free composition deadline Essay assessment Ensemble performance exam Solo performance 	<u>Exam technique: yr 10 exam</u> <ul style="list-style-type: none"> Recall of all units covered Focus on free composition Essay writing and techniques Answering exam papers effectively 	<u>Composition recording: Musicals</u> <u>Set work: Little shop of Horrors (prologue)</u> <ul style="list-style-type: none"> Recall popular music Recall traditional music Key features Voices Instrumentation Mad tshirt West Side Story Essay assessment Little Shop of Horrors Prologue Free composition recording 1

Content - Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Set work: Little Shop of Horrors: Mushnik and Son, Classical music from 1910:</u> <ul style="list-style-type: none"> • Finish free composition • Mozart Clarinet Concerto mvt III recall • Set work analysis: Little Shop of Horrors: Mushnik and Son • Free composition recording final • Essay assessment • Classical music from 1910: • Jazz • Minimalism • Serialism • Final Solo performance exam • Complete score and programme notes for free composition 	<u>Brief composition: Set work: Little Shop of Horrors: Feed Me Classical music of 1910 onwards:</u> <ul style="list-style-type: none"> • Analysing the set work: Feed Me • Recall of all set works • Recall Baroque, Classical, Romantic, • Mock exam • Focus on essay writing technique for Mozart 	<u>Brief composition and Set work essay technique</u> <ul style="list-style-type: none"> • Final ensemble performance recording • Recall of set works • Listening exam technique and tricks for my exam • Apply and extend knowledge of the set works: Mozart and LSOH • Revise and recall Folk, the blues, tango, salsa, 1910, film and game • Complete an understanding music paper 	<u>Brief composition and Set work essay technique</u> <ul style="list-style-type: none"> • Focus on LSOH • Listening exam practice • Apply and extend knowledge of the set works: Mozart and LSOH • Complete Brief composition • Brief composition recording • Complete score and programme notes for brief composition • Revise and recall popular music, samba, baroque, classical, romantic, 1910, musicals, through listening activities • Complete an understanding music paper 	Revision and preparation for final exams	

GCSE Physical Education

Examining Board: OCR

Overview: Our GCSE in Physical Education equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being.



Component	Marks	Duration	Weighting
Physical factors affecting performance (written exam)	60	1 hour	30%
Socio-cultural issues and sports psychology (written exam)	60	1 hours	30%
Practical Performance (non- exam assessment)	60	-	30%
Analysis and Evaluation of Performance (AEP Coursework)	20	20 hours	10%

Key Stage 5 Progression/ Career Prospects

There are many careers in which Physical Education will be valuable including:

Sports Science, Physiotherapy, Sports Coaching, Nutritionist, Diet and fitness instructor, Personal training, Sports business and management

Games Development, Web Development, Software Development, Robotics, App Development, Network Engineer, Computer Scientist, Computer Programmer.

Revision Guides

- OCR GCSE Physical Education: Matthew Hunter
- OCR GCSE (1-9) Physical Education: Will Swaithe

Enrichment Opportunities

- Extensive list of clubs, activities and fixtures for GCSE PE students
- Professional external coaching in badminton, trampolining, football and basketball
- Trips to Bodyworlds London and residential Netball Tour

Component 01: Physical factors affecting performance

Students explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

There are two topics:

- Applied anatomy and physiology
- Physical training.

Component 02: Socio-cultural issues and sports psychology

Students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.

There are three topics:

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being.

Practical performances

Students are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

Analysis and evaluation of performance (AEP)

Students are required to demonstrate their ability to analyse and evaluate their own or a peers practical performance to produce an action plan for improvement.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<ul style="list-style-type: none"> • Introduction to GCSE PE • Overview of Paper 1 topics through Project Workbook 	<ul style="list-style-type: none"> • Overview of Paper 1 topics through Project Workbook 	<p>Skeletal and Muscular Systems</p> <ul style="list-style-type: none"> • Name and location of major bones • Functions of the skeleton • Synovial joint structure • Joint movement • Location of major muscle groups • Antagonistic pairs 	<p>Physical Training</p> <ul style="list-style-type: none"> • Components of fitness • Fitness testing • Types of training • Principles of training • Warm-Ups and Cool-Downs • Injury Prevention 	<p>Cardiovascular and Respiratory systems</p> <ul style="list-style-type: none"> • Structure and function of the cardiovascular System • The heart and pathway of blood • Heart Rate, Stroke Volume and Cardiac Output • Structure and function of the respiratory system • Aerobic and Anaerobic exercise 	<p>Effects of exercise/Movement analysis</p> <ul style="list-style-type: none"> • Short term effects of exercise • Long term effects of exercise • Lever Systems • Planes of movement • Axes of movement

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>AEP Coursework</p> <ul style="list-style-type: none"> • Analysis of components of fitness • Fitness testing and evaluation • Overview of key skills • Movement analysis • SMART Goals • Action Plan 	<p>Ethical and socio-cultural issues in sport</p> <ul style="list-style-type: none"> • Sportsmanship, Gamesmanship and Deviance • Performance enhancing drugs • Violence in sport 	<p>Engagement patterns</p> <ul style="list-style-type: none"> • Factors affecting participation • Current trends in participation • Strategies to improve participation 	<p>Commercialisation</p> <ul style="list-style-type: none"> • Commercialisation of Sport • Impact of the media • Sponsorship in sport 	<p>Sports psychology</p> <ul style="list-style-type: none"> • Characteristics of skillful movement • Classification of skills • Goal Setting 	<p>Sports psychology</p> <ul style="list-style-type: none"> • Guidance • Feedback • Mental Preparation
	Health, fitness and wellbeing	Health, fitness and wellbeing	Personal exercise programme	Cardiovascular and respiratory systems		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	<ul style="list-style-type: none"> • Health, fitness, wellbeing • Benefits of exercise • Sedentary lifestyles 	<ul style="list-style-type: none"> • Diet and Nutrition 	<ul style="list-style-type: none"> • Personal performance and fitness testing • Practical logs 	<ul style="list-style-type: none"> • Structure and function of the cardiovascular System • The heart and pathway of blood • Heart Rate, Stroke Volume and Cardiac Output <p>AO1/2/3 Revision and preparation for practical moderation</p>		

GCSE Psychology

Examining Board: Edexcel

Aim of Course:

Psychology focuses on the study of the mind and workings of the brain when humans display different behaviours. Through the study of psychology, we attempt to find causal explanations for these behaviours and develop ways of reducing or preventing maladaptive behaviours. This subject is ideal for students who have an enquiring mind, enjoy activities requiring critical thinking and are interested in investigating the inner workings of how humans develop, socialise, and interact with each other.

At Bentley Wood High School, students commence their GCSE Psychology journey in Year 9. This provides them with an excellent taster of the subject and lays the foundations for Years 10 and 11. Here at Bentley Wood, we study the Edexcel exam board at GCSE. We study this specification as it allows for choice of interesting topics such as Sleep and Dreaming and Criminal Psychology. Other topics covered are Social Influence, Memory, Research Methods, Development, Issues and Debates, The Brain and Neuroscience and Psychological Problems. The course materials provide content that is modern, interesting, and accessible for pupils of all abilities, providing fantastic opportunities for progression to further studies in Psychology.



Method of Assessment

Written paper examination:

Paper 1 (1 hour 45 minutes)

55% of the qualification

98 marks

Paper 2 (1 hour 20 minutes)

45% of the qualification

79 marks

Recommended Reading

Edexcel GCSE (9-1) Psychology by Christine Brain, Anna Cave & Karen Smith

Enrichment

Social Sciences Club, Psychology Big Question on 'Teams' Conferences. Trips eg Freud Museum, Body World

Key Stage 5 Progression:

- Many students who decide to study Psychology at GCSE continue with their studies at A-level, where we cover the AQA specification. At Bentley Wood, we have a healthy number of A-level students who decide to progress their studies of Psychology to degree level.

Career prospects:

- There are many career fields in which Psychology will be valuable including: clinical psychology, educational psychology, health psychology, forensic psychology, academia, research and teaching, counselling, occupational psychology, neuroscience, sport and exercise and so on.
- [KS4: CGP: GCSE Computer Science OCR Complete Revision & Practice - Grade 9-1 - ISBN: 9781782948605](#)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p><u>Topic: Social Influence</u></p> <p>Introducing students to Social Influence and the definition of Psychology and the study of human behaviour.</p> <ul style="list-style-type: none"> • Key terms used: obedience, conformity, deindividuation, bystander effect • Factors affecting bystander intervention: personal and situational • Conformity to majority influence • Factors affecting conformity to majority influence: personality and the situation • Obedience to authority • Factors affecting obedience to authority: personality and the situation 	<p><u>Topic: Social Influence</u></p> <ul style="list-style-type: none"> • Crowd behaviour: pro and anti-social behaviour • Preventing blind obedience • Piliavin et al (1969) study: bystander behaviour • Haney, Banks and Zimbardo (1973) study: conformity to social roles • Issues and Debates application to Social Influence <p><u>Topic: Research Methods</u></p> <ul style="list-style-type: none"> • Hypotheses: null and experimental • Sampling: random and opportunity • Sampling: stratified and volunteer 	<p><u>Topic: Research Methods</u></p> <ul style="list-style-type: none"> • Experimental designs: independent groups, matched pairs, repeated measures • Non-experimental methods of investigation: Interviews, questionnaires, correlations, case studies, observations <p><u>Topic: Memory</u></p> <p>This topic feeds into the cognitive approach in Psychology, allowing students to deepen their holistic understanding of the subject.</p> <ul style="list-style-type: none"> • Structure and process of memory and 	<p><u>Topic: Memory</u></p> <ul style="list-style-type: none"> • Multi-store model of memory (Atkinson and Shiffrin, 1968) • Bartlett (1932): War of the Ghosts study • Peterson and Peterson (1939): Duration of STM study • Issues and Debates: Reductionism vs. Holism • Exam Practice/Consolidation • Feedback on assessment 	<p><u>Topic: Criminal Psychology</u></p> <p>Criminal Psychology allows students to draw on the real-world and make links to the media.</p> <ul style="list-style-type: none"> • Operant conditioning (Skinner, 1948) • Social Learning Theory (Bandura, 1977) • Biological explanations of criminality (Eysenck, 1964) • Recidivism: effects of punishment 	<p><u>Topic: Issues and Debates</u></p> <p>Issues and Debates enables students to develop an understanding of the inter-relationships between the core areas of Psychology and the differing perspectives that exist within these areas.</p> <ul style="list-style-type: none"> • Issues and Debates • Exam Practice and Preparation (9 marker practice)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Research Methods is designed to interleave to support the evaluation of key studies in terms of methodology and ethics.</p> <p><u>Topic: Research Methods</u></p> <ul style="list-style-type: none"> • Identifying independent, dependent and extraneous variables • Ethical issues and dealing with them: informed consent, deception, right to withdraw, confidentiality, deception, protection of participants • Experimental methods of investigation – Lab, Field and Natural Experiments 	<ul style="list-style-type: none"> • Exam Practice/Consolidation • Feedback on assessment 	<p>information processing</p> <ul style="list-style-type: none"> • Amnesia: retrograde and anterograde • Theory of Reconstructive Memory (Bartlett, 1932) 			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p><u>Topic: Criminal Psychology</u></p> <ul style="list-style-type: none"> • Treatments for crime: token economy and anger-management • Bandura, Ross and Ross study (1961): Imitation of aggressive role models • Charlton et al (2000): Effects of TV on playground behaviour • Revision and consolidation 	<p><u>Topic: Research Methods</u></p> <ul style="list-style-type: none"> • Types of data: qualitative and quantitative; primary and secondary • Issues and Debates: application of ethical issues to psychological research • Revision/consolidation • Research Methods project: conducting and presenting psychological research 	<p><u>Topic: Development</u></p> <ul style="list-style-type: none"> • Piaget and education • Piaget's theory of cognitive development • Piaget and Inhelder (1956) study: Three mountains task • Dweck's mindset theory • Willingham's learning theory • Gunderson et al (2013) study: parent praise 	<p><u>Topic: Development</u></p> <ul style="list-style-type: none"> • Issues and Debates: theories of moral development • Revision/consolidation • Assessment and feedback <p><u>Topic: Brain and Neuropsychology</u></p> <p>This topic is designed to enable students to develop an understanding and appreciation of the scientific nature of Psychology, linking to topics such as Biology.</p> <ul style="list-style-type: none"> • Structure and function of the brain • Lateralisation of function in the hemispheres 	<p><u>Topic: Development</u></p> <ul style="list-style-type: none"> • Damasio (1994) study: Phineas Gage • Sperry (1968) study: Split-brain research • Issues and Debates: Changes in Psychology over time • Revision/consolidation • Assessment and feedback 	<ul style="list-style-type: none"> • Issues and Debates • Exam Practice and Preparation (9 marker practice)
	<p><u>Topic: Research Methods</u></p> <ul style="list-style-type: none"> • Reliability and Validity • Data Analysis: arithmetic and numerical computation • Descriptive statistics • Representing and interpreting data 	<p><u>Topic: Development</u></p> <p>This topic further develops students understanding of the role of brain structures in learning and development. It also provides students with an opportunity to apply their knowledge</p>				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>of Psychology to the field of education.</p> <ul style="list-style-type: none"> • Early Brain Development • Piaget's stages of cognitive development 		<ul style="list-style-type: none"> • Central Nervous System: neurons and synapses • Neurological damage: visual agnosia and prosopagnosia 		
Year 11	<p><u>Topic: Psychological Problems</u></p> <p>This topic enables students to appreciate the challenging nature of diagnosing and treating psychological problems and enables them to gain an understanding of the advancements made in the field of mental health and psychological research.</p> <ul style="list-style-type: none"> • Unipolar depression: incidence, symptoms, and features • Cognitive explanations and treatments for depression 	<p><u>Topic: Psychological Problems</u></p> <ul style="list-style-type: none"> • Cognitive treatments for addiction: CBT • Biological treatments for addiction: Drug therapy • Caspi et al (2003) study: Life stress and depression • Young (2007): CBT with internet addicts • Issues and Debates: nature/nurture debate • Consolidation/recap • Revision/recap of Y9/Y10 content 	<p><u>Topic: Sleep and Dreaming</u></p> <p>Sleep and Dreaming allows students to apply their knowledge of the sleep-wake cycle to their own circadian rhythms and further develops students abilities to critique contradictory theories and research.</p> <ul style="list-style-type: none"> • Features, functions and benefits of sleep • Internal and external influences on sleep: circadian and ultradian rhythms 	<p><u>Topic: Sleep and Dreaming</u></p> <ul style="list-style-type: none"> • Hobson and McCarley (1977): Activation Synthesis Theory • Freud (1909): Little Hans study • Siffre (1975): cave study • Assessment and feedback • Issues and Debates revision block 	<ul style="list-style-type: none"> • Issues and Debates revision block • Recap/consolidation of Y9/Y10/Y11 	<ul style="list-style-type: none"> • Exams

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> • Biological explanations and treatments for depression • Addiction: incidence, symptoms, and features • Biological explanations for addiction • Learning theory as an explanation for addiction • Assessment one and feedback • Review of content 		<ul style="list-style-type: none"> • Internal and external influences on sleep: pineal gland and melatonin • External influences on sleep – light as a zeitgeber • Symptoms and explanations of sleep disorders: insomnia and narcolepsy • Freud (1900) theory of dreaming 			

Enrichment - Social Sciences Club, A-level Psychology conference, enrichment passports for Y9-Y13

GCSE Textiles

Examining Board: AQA

Aim of Course

This course aims to actively engage students in the process of making art textiles in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. Students develop creative skills, through learning to use imaginative and intuitive powers when exploring and creating images and artefacts that are original and of value. Students are encouraged to actively engage and develop their experience of working with a broad range of media, materials and techniques, including, when appropriate, traditional and new media and technologies. As well as develop cultural knowledge, understanding and application of art, craft, design and media and technologies in historical and contemporary contexts, societies and cultures.



Component	Component Title	Requirements	Duration
Unit 1	Portfolio of Work 60% of GCSE	A selection from work undertaken during course of study.	Throughout the course.
Unit 2	Externally Set Assignment (Examination) 40% of GCSE	One project of work. Response to all assessment objectives.	Question papers issued from 2 nd January of examination year. Unlimited preparation time. 10 hours of sustained focused study. (Examination)

Key Stage 5 Progression/ Career Prospects

A Level Fine Art is offered in the Sixth Form at Bentley Wood. Studying a broad based Art & Design course at GCSE is a basic requirement for pursuing any 'art' related subject at A Level and BTEC, such as Textile Design, Graphic Communication, Photography, 3-D including Sculpture and Ceramics.

This can then lead on to degree and to a wide range of careers such as:

Fashion Designer, Textiles Artist, Fashion Photographer, Garment Technologist, Interior Designer, Furniture Designer, Fashion Buyer, Stylist, Illustrator or Teacher.

Recommended Reading

Numerous art publications are held in the school library, ADT department and local library. Students are encouraged to watch BBC news, read magazine articles (e.g. in Sunday supplements) and keep these. The Internet is also a valuable resource for researching well known designers.

Content - Year 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Sewing machine introduction. • Appliqué • Batik • Recording observations – tonal drawings 	<ul style="list-style-type: none"> • Hand embroidery samples inspired by recordings • Machine embroidery • inspired by recordings • Relief printing workshops 	<ul style="list-style-type: none"> • Tie-dye expanding on skills learned previously at KS3 • Block printing workshops • Origami using paper and fabric 	GCSE UNIT 1 Transform <ul style="list-style-type: none"> • Recording observations – tonal drawings • Photoshoot • Artist analysis • Textiles experiments workshop 	GCSE UNIT 1 Transform <ul style="list-style-type: none"> • Textiles Experiments workshop • Fashion Designer Analysis 	GCSE UNIT 1 Transform <ul style="list-style-type: none"> • Designs • Garment construction workshop • Final Outcome: Woven Top • End of Year Assessment

Enrichment – Key Stage 4 Textiles Club, Costume Club and External Fashion & Textiles Competition.

Content - Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GCSE UNIT 2 Light & Dark <ul style="list-style-type: none"> Recording from first- and second-hand sources Fashion Designer Analysis Photoshoot 	GCSE UNIT 2 Light & Dark <ul style="list-style-type: none"> Textiles experiments workshop Artist Analysis 	GCSE UNIT 2 Light & Dark <ul style="list-style-type: none"> Developing ideas/ design development Sustained outcome: A3/ A2 textured stitched photo 	GCSE UNIT 3 Wearable Art <ul style="list-style-type: none"> Colour theory recap Artist analysis Fashion designer analysis Photoshoot Textiles Experiments workshop 	SKILLS DEVELOPMENT Wearable Art <ul style="list-style-type: none"> Textiles Experiments workshop 	SKILLS DEVELOPMENT Wearable Art <ul style="list-style-type: none"> Designs Garment construction workshop Final Outcome: Skirt End of Year Assessment <p>Summer Bridging tasks set for Year 11 preparation</p>

Content - Year 11

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GCSE UNIT 3 Constructed Textiles – Year 11 MOCK <ul style="list-style-type: none"> Review of Summer Bridging tasks Photoshoot Recording from first- and second-hand sources Textiles Experiments workshop Textiles artist analysis 	GCSE UNIT 3 Constructed Textiles – Year 11 MOCK <ul style="list-style-type: none"> Sample workshops focusing on stitch work in textiles Developing ideas towards 10-hour outcome: Corset Developing ideas towards final outcome: Corset 10 hour-controlled test Final Outcome: Corset Reflection on 10-hour piece 	Externally set assignment (set by Exam board) <ul style="list-style-type: none"> Exam paper issued any time after the 1st January of the examination year. Response to one starting point. 1 unit of work Independent work around a chosen question 	Externally set assignment (set by Exam board) <ul style="list-style-type: none"> Independent work around a chosen question 10 Hour Controlled assessment <p><i>End of unit summative assessment using all four assessment objectives</i></p>	Review of portfolio and finalized to be submitted form marking by May 2025 <ul style="list-style-type: none"> FINAL MARKS TO EXAM BOARD BY 31st MAY 2025 <p><i>Course will be completed by first week of May 2025.</i></p>	

Enrichment

Enrichment is highly valued at Bentley Wood High School. We aim to offer a wide variety of clubs and societies to develop our students' character and encourage lifelong learning. Our spring term enrichment provision can be seen below, however students also have access to a range of revision and tutoring opportunities (not included below) that are run by departments both in term time and throughout the holiday periods.

Monday

Before/ During School

6th Form Art History Club
Spanish Catch Up KS3
History Club
Yr 10/11 Chess Club
Chamber Orchestra

After School

Careers Talks
Computer Science Support Session

Tuesday

Before /During School

Badminton Yr 7/8/9
Chess Club Yr 7/8/9
& KS5
Year 9 Colouring
Ethics Cup Yr 12
Anime Club Yr 7/8/9
Yr 8 Classics
Climb to 9 Club
Yr 7/8/9 Geography
Ambassadors
Y10/11 Geography
Ambassadors
Anthropology Society

After School

Football - All year
groups
Badminton - (GCSE PE
Students only)
Sophie's World Book
Club
High Achiever's
Programme
6th Form Certificate in
Financial Studies
GCSE Art Catch Up Club
Yr 7 Homework Club
KS3 & 4 Maths Club

Yr 10 Homework Club
GCSE French Catch Up
Scholars Programme
Spanish Catch up
Yr 11 Music
Composition

Wednesday

Before/During School

Yr 9 Choir
Yr 10 - 13 Choir
Chat & Chill' Drop In
Session

After School

GCSE PE
Yr 7 Netball
Yr 11 Textiles
Yr 9 Music Composition

Y12 Extended Project
Qualification Session
Yr 11 Food & Nutrition
Catch Up
Yr 8 & 9 Italian Club
Digital Leaders

Thursday

Before/ During School

Badminton - Yr 10 & 11
Yr 7 Mindfulness
6th Form Philosophy
6th Form Amnesty Club
KS3 MFL French Club
Yr 7&8 Keyboard Club
Yr 9 Maths & English Club
Mindfulness
Yr 8 Maths Club

After School

Yr 8 & 9 Netball
Yr 9 Homework Club
Othello Production Yr 7/8/9
Duke of Edinburgh Bronze
Yr 10 Textiles
Yr 10 Music Composition
Spanish Catch up
6th Form Football
Yr 8 Homework Club
Writing Club

Friday

Before/ During School

Dodgeball - Yr 10
KS3 Drama Club
Social Sciences Club
Yr 7 & 8 Choir
KS4 Drum Group
Yr 8 German Club
6th Form Run Club
6th Form Walking Club

After School

6th Form Netball
Dance Club - Yr 7/8/9
Science Club
Rock Band
IntoFilm Club





Careers Awareness and Guidance

Aim of Course

To help students to:

- Prepare for a responsible adult role in society and the world of work.
- Know themselves better and identify skills.
- Be aware of education, training and careers opportunities.
- Make transitions to new roles and situations.
- Make informed choices about further education, training and career paths.

Method of Study

The programme begins in Year 7 and is developmental and progressive through to the Sixth Form.

Whilst it is delivered across the curriculum much of the work is concentrated in the PSHE/RSE programme. In all year groups students participate in activities linked to the Gatsby Benchmarks for careers guidance. We endeavour to make work related activities relevant to the real world of work and we are very grateful to many local employers for their participation in supporting the school in these activities.



Main Activities

Year 8 – Careers Awareness Morning

In year 8 all students experience a careers awareness morning where professionals from a range of different careers come in to talk to the girls about their experiences.

Year 10 and 12 - Work Experience and interviews

Every student is involved in an interview day and undertakes a one-week placement in a workplace in year 10. Year 12 students take part in a longer two-week work experience placement. Great care is taken in school to provide thorough and appropriate preparation. Students are helped and guided in choosing their work placement in PSHE and with the support of the external company Changing Education. In year 10 students are visited at their chosen workplace and reports compiled by themselves, teachers and employers form an important part of the progress file.

Year 11 and 12 – Careers Guidance

Every student in year 11 and 12 receives a minimum of one session with an independent trained careers advisor, who provides personalised and non-bias guidance on options post key stage 4. Careers guidance is also supported via our PSHE program where students are exposed to and discuss a range of different career options.

Year 7-13 – University, Apprenticeships and Employment Fair

Students get the opportunity to speak with a range of Universities, apprenticeship schemes and local employers. This provides them with personalised guidance on options post Key Stage four and five and what they need to achieve in order to access them.