



HESTON COMMUNITY SCHOOL

KEY STAGE 4 PATHWAYS GUIDE 2019 – 2021







RESPECT

Respect yourself and others will respect you

One of the most sincere forms of respect is actually listening to what another has to say

Respect other people's feelings. It might mean nothing to you, but it could mean everything to them

EQUALITY

If you want to see the true measure of a person, watch how they treat those less fortunate

Equality implies individuality

Injustice anywhere is a threat to justice everywhere

RESILIENCE

Do not judge me by my success, judge me by how many times I fell down and got back up again

Persistence and resilience only come from having been given the chance to work through difficult problems

You may have to fight a battle more than once to win it

AMBITION

Failure is only postponed success, as long as courage 'coaches' ambition

Ambition is the path to success. Persistence is the vehicle you arrive in

Ambition beats genius 99% of the time

HONESTY

Win or lose, do it fairly

The ultimate tragedy is not oppression and cruelty by the bad people but the silence over that by the good people

Sometimes it is more difficult to be honest with yourself than to try to please other people by saying what they want to hear

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As your child reaches the end of Key Stage 3 there are important decisions to be made. Future pathways and courses on offer at Key Stage 4 now need to be considered very carefully. Appropriate choices should be made which not only provide a broad and balanced education but which respond to individual needs and future aspirations as far as is possible.

At Key Stage 4, the National Curriculum still applies and some areas remain compulsory. However, in others, there is an element of choice. Where students have choices to make, it is important that they are informed and make the 'right' decisions by the deadlines set.

A range of support and advice opportunities will be available to help guide you through the process. I would urge you to read this booklet very carefully before any decisions are made. The content of each course offered in Years 10 -11 is outlined here, together with important information about the Pathways process.

It is important that a dialogue is maintained throughout the process and, in addition to the Year 9 Parents/Pathways Evenings on **Tuesday 12 February 2019**, there will be an opportunity to meet with a senior member of staff on **Tuesday 05 March 2019**. Over the coming weeks, students can also consult with and receive guidance from Tutors, their Learning Coordinator, Curriculum Leaders and Heads of Subject.

Making sensible, appropriate and individual decisions is vital. Students' choice of courses needs to be balanced and reflect their ability and aptitude, along with their interests. Possible future careers also need to be considered and the skills and knowledge which will be acquired through studying different subjects.

All courses run for two years and there must be dedication and commitment to study from every student if they are to achieve their full potential and have a firm base on which to build at 16. Decisions made over the coming weeks need to be carefully considered and should not be taken lightly.

I wish you every success both now and in the future and look forward to seeing this Year Group's excellent results in due course.

M O'Hagan
Deputy Headteacher

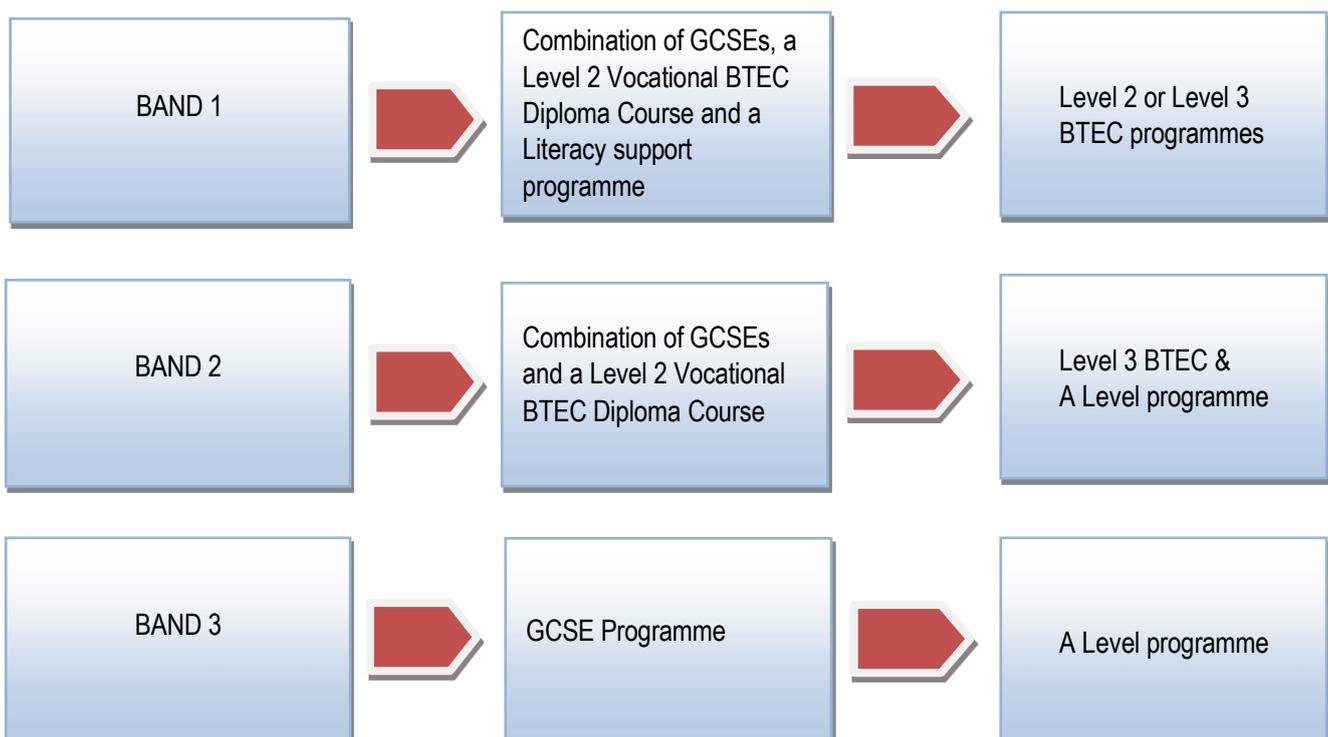


KEY STAGE 4 PATHWAY AT HESTON COMMUNITY SCHOOL

The School supports every student to construct an individualised programme of study, ensuring breadth, challenge and a clear route of progression, best suited to their interests and career goals.

Our students are set by ability in Mathematics, English and Science. Targeted students are further supported by additional Numeracy and Literacy lessons and, when appropriate, a range of alternative qualifications to complement their GCSE programmes of study.

The following table shows the progression routes available to you, at Heston Community School, and how you might move from one pathway to another.



GUIDING STUDENT CHOICES

Heston Community School offers a broad, balanced and differentiated curriculum of which it is justifiably proud. At its heart is an options process that aims to ensure that the right students are placed on the most appropriate courses, given their particular ability and skills profile. With this goal in mind the School has strengthened the advice and direction it is giving to both students and parents/carers. We are proposing that the new Year 10 cohort will be split into three bands

Research has shown that the Key Stage 2 Scale Score is an effective indicator of how well students achieve at the end of Key Stage 4. By providing three pathways that allow students to make some choices within their band, we are promoting the subjects that we feel provide the best chances of success to your child.

We believe that those students who take time to reflect on subject choices and who make informed decisions in Year 9 as part of the Pathways process, are those who go on to maximise their potential and achieve the strongest examination performance at the end of Year 11.

We wish all our students every success and encourage parents/carers to ensure that the subjects and pathways chosen are not only suitable and appropriate, but also ones to which students commit fully for the next two years.

TIMELINE FOR STUDENTS MAKING THEIR 'OPTIONS CHOICES' IN MARCH 2019	
Learning Coordinator uses KS2 Scale Scores & Data Harvest to determine student's Band	18 01 19
Year 9 Pathways Booklet emailed to students and placed on web-site	28 01 19
Students notified of their Band during registration	w/c 28 01 19
Assembly to outline Options Process to students	01 02 19
PSHE lesson with tutors to prepare students for making Option Choices	08 02 19
Presentation to parents in LRC at 3:30pm to outline the Options Process	12 02 19
Parents Evening to receive feedback on their child's progress	12 02 19
Guidance provided in a Year 9 Assembly presentation to students on: a) Separate Sciences and Humanities Options b) New GCSE courses in Dance and Business	February 19
Parents and student meeting with Senior member of staff to discuss chosen options and ensure they are appropriate	05 03 19
Five day cooling off period	12 03 19
Deadline for options submission	11 03 19
Students' options confirmed and a final three-day window to switch if there are still places available on courses	24 06 19
Student choices locked in for the whole two-year duration of the GCSE course	28 06 19

KEY STAGE 4 CURRICULUM ALLOCATIONS

Resilience, honesty, ambition, respect and equality are the values that underpin our curriculum and all aspects of School life. These core values ensure that every young person has a firm foundation for the next stage of their academic career and develops the life skills to respond to the challenges of an increasingly complex world.

Our social, moral, spiritual and cultural syllabus celebrates diversity and promotes British Values.

COMPULSORY KEY STAGE 4 SUBJECTS	LESSONS PER WEEK
English Language & Literature	5
Mathematics	4
Combined Science	5
Physical Education	2
Religious Education & Ethics	1
PSHE	1
Four GCSE Options	12

FREE OPTIONS		GUIDED OPTIONS
Business	French	Literacy
Dance	Geography	BTEC L2: Tech Awards – Business Enterprise
Design Technology	Graphic Design	BTEC L2: Tech Awards – Digital Information Technology
Drama	History	
Fine Art	Photography	
Food Preparation & Nutrition	Separate Sciences	

HOW TO USE THIS BOOKLET

Your booklet is full of useful information including:

- Information about what is studied in each subject area and how the course is assessed or examined
- Tasks to complete supporting preparation for selecting option choices
- A course selection sheet to be completed before your interview

What you should do now:

- Read through the booklet carefully paying particular attention to the sections describing the courses
- Establish which band you are located within
- Talk through your ideas, questions and interests with your parent or carer
- Work with your Tutor in PSHE [Social, Personal & Health Education] to look at your options
- Complete the sheet preparing you for your interview
- Review the information gained from the recent Parents' Evening and prepare any questions you want to ask your subject teachers
- Complete a course selection sheet to bring to your interview on Tuesday, 05 March 2019

While we will do everything to accommodate students' choices, staffing and group size must be viable. Decisions made by the Deputy Headteacher in charge of Curriculum are final.

By way of explanation, there are a variety of reasons why it may be impossible to accommodate a student's first choice and, in some rare cases, their next set of choices including:

- A clash in the subject blocks which makes the combination of choices impossible
- The numbers of students opting for a particular course are not sufficient to make the course viable and to offer value for money
- Too many students opting for a particular course and insufficient staffing expertise in the subject area being available.

In the event of a course running but students being unable to get all of their first choice subjects, a student meeting with your child's Learning Coordinator or the Deputy Headteacher in charge of Curriculum will be arranged, to discuss the options.

The following criteria will apply:

- Priority will be given to those who hand in the form by the final deadline Tuesday, 12 March 2019
- On some occasions, the students' level, ability and suitability for the subject as well as attendance will be taken into account
- Where there is nothing to differentiate, courses will be randomly allocated
- Parents/Carers will be informed of decisions by letter in mid-June 2019.

A final opportunity to swap courses will be possible during a one-week window at the end of June providing courses are not full and there are no clashes. After this date, students will be committed to their GCSE courses for the full two years – there will be no additional opportunities to make alterations.



Careers

The Year 9-11 period is a crucial time for considering future career development. To achieve a successful transition from school to adult life, a student should be equipped with an understanding of the decisions involved in selecting a career. Students must also develop an understanding of him/herself so that positive steps are taken towards a responsible and mature approach to his or her future life.

In order to achieve these aims, Careers Education is taught as an important component of the PSHE programme that is compulsory for all students in all Years. Within this provision, all students have the opportunity to develop their knowledge and understanding of themselves and of the world of work.

Our Personal Careers Advisor can offer advice, information, support and guidance throughout the process and is available at School. Students can approach the Careers Advisor themselves or through their Form Tutor or Learning Coordinator.

Students also have access to a number of links for careers advice, available on the School website, to support with careers guidance.





GUIDANCE WHEN CHOOSING SUBJECTS TO STUDY IN KEY STAGE 4

The majority of students will choose to study the equivalent of four GCSE subjects in addition to the core subjects: a suite of ten subjects. It is advisable at this stage of a student's education to choose a broad and balanced curriculum so that they study a range of subjects and do not specialise too heavily in one particular area. School reports, target setting and data collected from testing will help in the decision making process.

As a Specialist Visual Arts School, we believe that the success and development of all students, both academically and personally, is supported through the study of the Arts, as part of a broad and balanced curriculum. It is for this reason that we offer a broad range of creative subjects.

With their option choices, students must take into account their successes in the past and present. If a student is underperforming or not taking part fully in a lesson, for example, if a student consistently fails to bring ingredients to Food Preparation and Nutrition lessons or to participate in performances in Drama lessons, then these subjects are best avoided, as they are unlikely to be successful.

It is important to bear in mind that subjects chosen will be studied for two years. Students are advised to consider subjects that they have been successful in and enjoy studying.

The aim is for students to be studying courses where they have the best opportunity of getting a good set of GCSE grades. It is therefore important that time and careful consideration are given to this process.

When students are making choices, the following should be considered:

- How well they are currently doing in that subject
- It is their choice and not that of their friends
- If in doubt, ask teachers' advice
- The subject will be studied for three periods per week for two years

Please ensure you make the correct choices as changes cannot be made after the final deadline.



STUDENT INTERVIEW PREPARATION GUIDE

Please use this page to help you think about your option choices before your individual interview. Remember that all core subjects are compulsory and you must select your option subjects and place them in order of priority. The key thing to consider before your interview is which optional subjects you should choose.

To help you choose, you should check which band you are located within and evaluate your options. Remember your KS2 Scale Score and your data harvest grades for the last year have been used as a guide.

- Read the descriptions of the different subjects given in this booklet and think about which subjects interest you
- Talk to your friends, tutor and parents/carers about your skills and interests and see which subjects you think would use your skills most effectively
- Talk to your subject teachers and ask them whether they think you would enjoy studying the subject at KS4
- Think about your career progression. Most people will be unsure at this stage but if you do have an idea about your desired career, choose subjects that will help you to prepare effectively for work
- Reflect on your teacher reports over the last few years and pay careful attention to what your teachers have told you
- Write down any questions you need answering in order to make the right decision
- Think about the subjects you enjoy
- Complete the sections overleaf to help you to focus your ideas. You may want to refer to your answers in your individual Pathways Interview



INTERVIEW GUIDANCE SHEET

TO BE COMPLETED BEFORE THE PARENTAL AND STUDENT INTERVIEW

Areas to think about:	Write your ideas below:
What band have I been placed in:	
My favourite subjects this year are: [including the core subjects]	
I enjoy these subjects because:	
My best skills are: [e.g. art, writing, performing, researching, etc.]	
I am interested in a career in:	
Using my answers to the above, I am interested in choosing the following courses:	
I have discussed my options with the following people:	
When I think about next year, I am worried about:	
I want to ask the following questions in my individual interview:	



HESTON COMMUNITY SCHOOL

YEAR 9 OPTIONS FORM

BAND: _____

NAME: _____

TUTOR GROUP: 9_____

Students MUST INCLUDE the following when listing their priority choices		
BAND 1 STUDENTS	BAND 2 STUDENTS	BAND 3 STUDENTS
Two Free Options	Three Free options	Two free options
Literacy BTEC L2: Tech Awards – Business Enterprise or BTEC L2: Tech Awards – Digital Information Technology	BTEC L2: Tech Awards – Business Enterprise or BTEC L2: Tech Awards – Digital Information Technology	French History or Geography

FREE OPTIONS		NB: In the March Data Harvest, the top 60 Science students who wish to follow Separate Sciences will be eligible
Business Dance Design Technology Drama Fine Art Food Preparation & Nutrition	French Geography Graphic Design History Photography Separate Sciences	

Confirm the subjects you would like to study in Years 10 & 11 by listing them in priority order, with the subject you want the most as CHOICE 1. Your options will be allocated to subjects based on your priority order. Ensure you have a good balance of subjects that keeps future decisions flexible. We will only select four of the six listed.

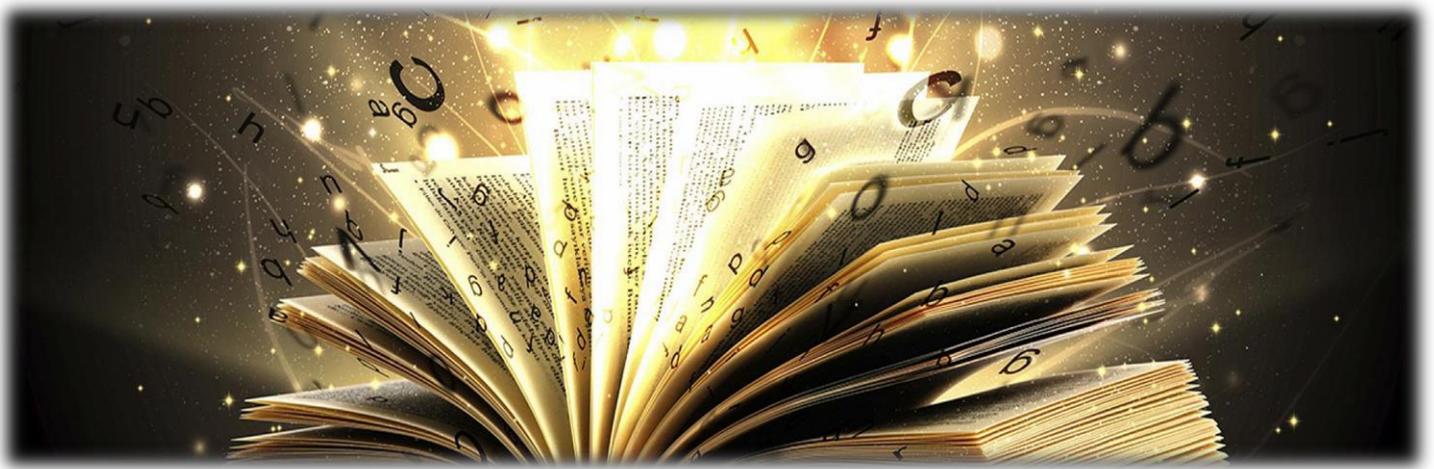
1.	4.
2.	5.
3.	6.

Signed [Student]	Date:
Signed [Parent]	Date:



**KEY STAGE 4
CURRICULUM GUIDE
2019 – 2021**





ENGLISH LANGUAGE AND LITERATURE

WHAT YOU WILL LEARN

All students study English Language and English Literature at GCSE.

In English Language, students develop their reading, writing, speaking and listening skills, evaluating writers' purpose in a range of fiction and non-fiction material and constructing their own written pieces.

In English Literature, students read a range of literature including a 19th century novel, a Shakespeare play, poetry and contemporary material. Students explore themes and ideas, writer's craft and intentions and contextual implications within each text.

Year	Term 1	Term 2	Term 3
10	Language Paper 1 Section B Language Paper 2, Section B - Writing skills Literature Paper 2 Section B - Prepared poetry	Language Paper 1 Section A - Analysis of stories and extracts 18th - 21st century Literature Paper 2 Section A - <i>An Inspector Calls</i>	Language Paper 2 Section A - Analysis of non-fiction texts and literary non-fiction texts Literature Paper 2 Section A - <i>Romeo and Juliet</i> or <i>Macbeth</i>
11	Literature Paper 1 Section B - <i>The Strange Case of Dr Jekyll and Mr Hyde</i> or <i>Frankenstein</i> Literature Paper 2 Section B and C - Unseen and prepared poetry	Literature revision - Papers 1 and 2	Final preparations for examinations.

For more detailed information on the course and assessment, please visit
<http://www.aqa.org.uk/subjects/english/gcse>



MATHEMATICS

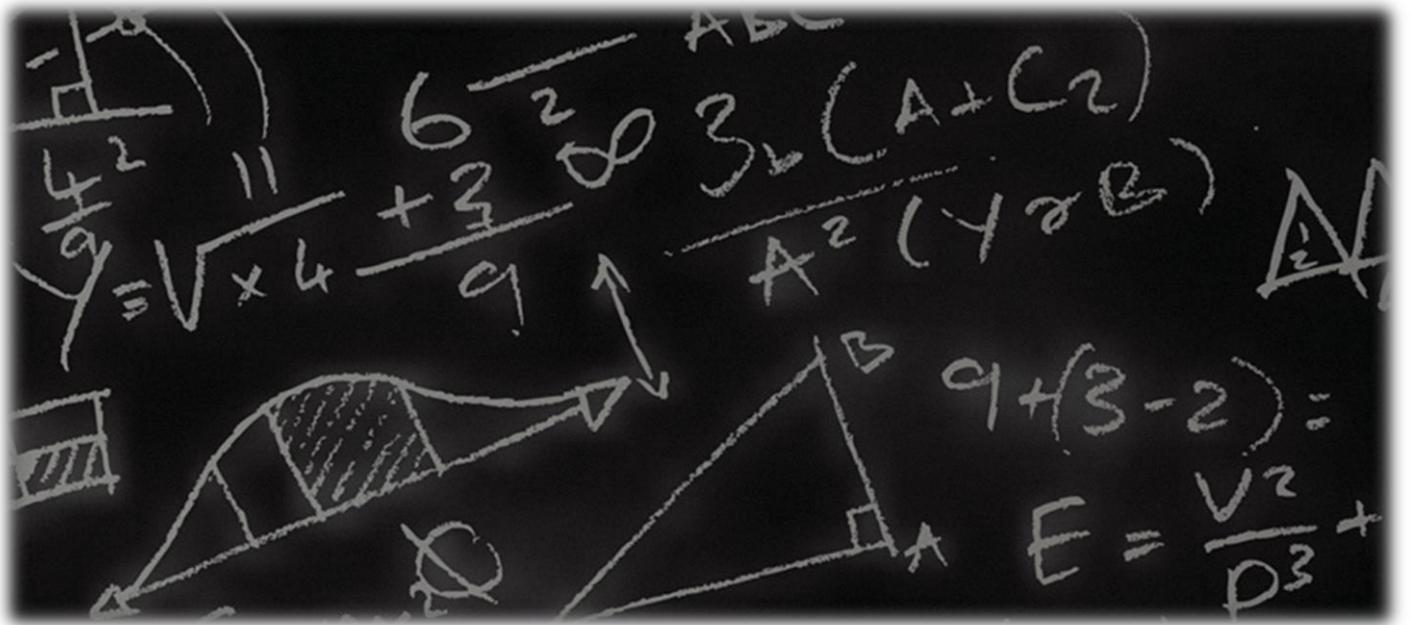
WHAT YOU WILL LEARN

All students study Mathematics at GCSE.

Students will expand on their existing knowledge and learn about the various areas of mathematics, such as number, algebra, geometry, ratio and proportion, probability and statistics. Students will logically reason to draw conclusions from mathematical information and communicate their ideas using mathematical arguments and vocabulary. They will also develop their problem solving and the ability to make connections, interpret and evaluate. Students will also appreciate the extensive part that Mathematics plays in daily life, preparing them well for the future.

Year	Term 1	Term 2	Term 3
10	Number Algebra Graphs, tables and charts Fractions and percentages Equations, inequalities and sequences	Angles Averages and range Perimeter, area and volume 1 Graphs Transformations	Ratio and proportion Right-angled triangles Probability Multiplicative reasoning Constructions, loci and bearings
11	Quadratic equations and graphs Perimeter, area and volume 2 Fractions, indices and standard form	Congruence and similarity Vectors More algebra	Final exam preparation

For more detailed information on the course and assessment, please visit <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>



ADVANCED MATHEMATICS

WHAT YOU WILL LEARN

High-achieving mathematicians are introduced to AS topics that will help them develop skills in algebra, geometry, calculus, matrices, trigonometry, functions and graphs.

Year	Term 1	Term 2	Term 3
11	Number system Surds Functions Algebraic manipulation Quadratics Indices Algebraic proof Sequences	Coordinate Geometry Differentiation Matrices Combination of transformations Geometric proof	Pythagoras theorem Trigonometry

For more detailed information on the course and assessment, please visit <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>



COMBINED SCIENCE

WHAT YOU WILL LEARN

All students study Science at GCSE.

GCSE Combined Science students will build on their understanding of key scientific phenomena and theories in Biology, Chemistry and Physics, learning how these theories have changed and developed over time. They will learn how Science contributes to every aspect of our lives, from understanding how drugs trials are conducted and sewage is cleaned, to how metal is extracted and fibre optics work. GCSE Combined Science encourages students to evaluate controversial scientific scenarios and form balanced opinions on such topics as the use of genetic modification, stem cell research and the use of nuclear power. Students will continue to develop their scientific skills through challenging and extensive practical investigations and learn to critically analyse experimental practice and data.

Year	Term 1	Term 2	Term 3
10	Bioenergetics Homeostasis Reaction Rates	Electricity Radiation Genetics and Evolution	Forces and Motion Chemical Analysis Sustainability
11	Waves and EM Spectrum Magnetism	Classification and Ecology Practical Skills and Numeracy development	Revision

For more detailed information on the course and assessment, please visit

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>



SEPARATE SCIENCES

BIOLOGY

WHAT YOU WILL LEARN

GCSE Biology students follow a broad curriculum ranging from human physiology of the heart, lungs, kidneys, brain and eyes to genetics and cloning. GCSE Biology encourages students to evaluate controversial scientific scenarios and form balanced opinions on such topics as the use of genetic modification, stem cell research, cloning and sustainable food production. Students will continue to develop their scientific skills through challenging and extensive practical investigations, learning to critically analyse experimental practice and data.



CHEMISTRY

WHAT YOU WILL LEARN

GCSE Chemistry students will develop a deep understanding of the periodic table and the rules of mass and reactivity that govern it. They will learn how to conduct a range of experiments including electrolysis and titrations and apply Chemical theories to real life contexts such as how to make plastics, fertilisers and batteries, how to extract metals and the detrimental effect of fossil fuel combustion. Students will continue to develop their scientific skills through challenging and extensive practical investigations, learning to analyse critically experimental practice and data.



PHYSICS

WHAT YOU WILL LEARN

GCSE Physics students will learn how Physics affects every aspect of our lives, from using radiation for cancer treatment, the use of ultrasound to detect enemy submarines to the use of electromagnets in motors. GCSE Physics students will build on their understanding of a broad range of key Physics phenomena including electricity, waves, energy, forces and space. Students will continue to develop their scientific skills through challenging and extensive practical investigations and learn to analyse critically, experimental practice and data.

Year 10	BIOLOGY	CHEMISTRY	PHYSICS
Term 1	Bioenergetics Homeostasis Brain and Eye Fertility	Chemical Changes Reaction Rates	Electricity
Term 2	Kidneys Genetics Cloning	Hydrocarbons Polymerisation	Particle model of matter Radiation
Term 3	Evolution Speciation Classification	Alcohols Chemical Analysis	Forces
Year 11			
Term 1	Ecology Sustainability	Sustainability	Waves Magnetism
Term 2	Biomass energy transfers Practical Skills and Numeracy development	Practical Skills and Numeracy development	Space Practical Skills and Numeracy development
Term 3	Revision and final exam preparation	Revision and final exam preparation	Revision and final exam preparation

For more detailed information on the course and assessment, please visit

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>



FINE ART

WHAT YOU WILL LEARN

Students are actively encouraged to produce creative work from a personal perspective and explore individual expression. By studying GCSE Fine Art, students are supported to experiment widely and refine their skills through examining the world around them, analysing and reflecting on what is important to them and finding inspiration in the work of influential artists and creators. In this way, students are able to express their own voice in a variety of modern and traditional art media, including paint, collage, clay modelling, photography and sculpture.

Year	Term 1	Term 2	Term 3
10	Essential technical and creative skill development	Coursework unit	Research and Art skill development based on personal sub-theme
11	Final piece preparation and creation	Examination preparation unit	Final piece preparation and creation

For more detailed information on the course and assessment, please visit

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>



GRAPHIC COMMUNICATION

WHAT YOU WILL LEARN

Students are actively encouraged to produce creative work from a personal perspective and explore individual expression. By studying GCSE Graphic Communication, students are supported to experiment widely and refine their skills through examining the world around them, analysing and reflecting on what is important to them and finding inspiration in the work of influential designers and artists. In this way, students are able to express their own voice in a variety of design media, including animation, digital photography, mono and lino printing, collage, embossing and typography.

Year	Term 1	Term 2	Term 3
10	Essential technical and creative skill development	Coursework unit	Research and Graphic skill development based on personal sub-theme
11	Final piece preparation and creation	Examination preparation unit	Final piece preparation and creation

For more detailed information on the course and assessment, please visit

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>



PHOTOGRAPHY

WHAT YOU WILL LEARN

Students will produce creative work from a personal perspective and explore individual expression. They are guided to experiment widely: they will refine their skills by examining the world around them, by analysing and reflecting on what is important to them and by finding inspiration in the work of influential photographers and artists.

Year	Term 1	Term 2	Term 3
10	Essential technical and creative skill development	Coursework unit	Research and Photography skill development based on personal sub-theme
11	Final piece preparation and creation	Examination preparation unit	Final piece preparation and creation

For more detailed information on the course and assessment, please visit

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>



BUSINESS

WHAT YOU WILL LEARN

Whilst studying GCSE Business, students will learn key business terminology linked to business operations. They will explore the integrated nature of business activity and the impact businesses can have on individuals and the wider world. Students will learn about the dynamic nature of business activity, in relation to how and why business ideas come about. They will also explore how businesses meet the needs of their customers, while achieving their objectives, for e.g. profit.

Year	Term 1	Term 2	Term 3
10	Enterprise and entrepreneurship Putting a business idea into practice	Making the business effective Understanding the external influences on businesses	Growing the business
11	Making marketing decisions Making financial decisions	Making human resource decisions Making operational decisions	Final exam Preparation

For more detailed information on the course and assessment, please visit

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>



BTEC LEVEL 2 TECH AWARD – BUSINESS ENTERPRISE

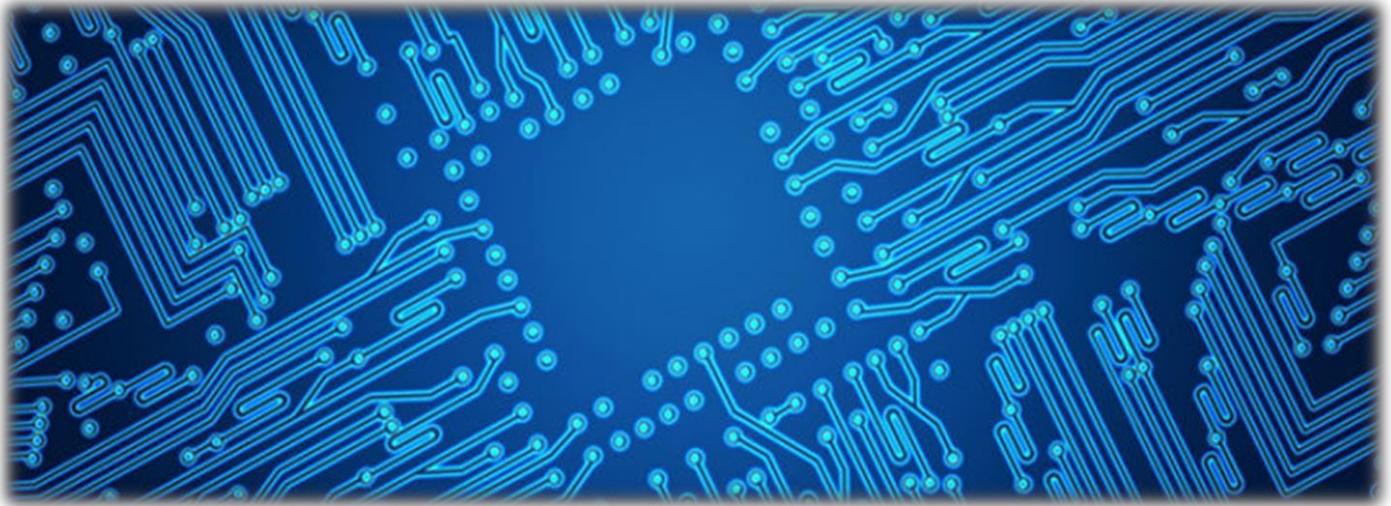
WHAT YOU WILL LEARN

Whilst following the BTEC Level 2 Tech Award in Business Enterprise, students will have the opportunity to develop their knowledge and understanding of the different types of enterprise and their ownership by looking at the characteristics of small and medium Enterprises (SMEs). They will examine the actions of a range of entrepreneurs with reasons for levels of success. They will run a micro enterprise activity, using their knowledge of entrepreneurial characteristics and qualities.

Year	Term 1	Term 2	Term 3
10	Component 1: Exploring Enterprises	Component 1: Exploring Enterprises	Component 3: Promotion and Finance for Enterprise
11	Component 2: Planning for and Running an Enterprise	Component 3: Promotion and Finance for Enterprise	Component 2: Planning for and Running an Enterprise

For more detailed information on the course and assessment, please visit

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/Spec-BTEC-L1-2-TechAward-Enterprise1.pdf>



BTEC LEVEL 2 TECH AWARD - DIGITAL INFORMATION TECHNOLOGY

WHAT YOU WILL LEARN

As the BTEC Tech Award in Digital Information Technology is a practical introduction to life and work in the industry, students will explore the sector while developing technical skills and techniques, planning a digital solution for a given brief, developing an understanding of what cyber security is and the importance of legal and ethical considerations when using modern technologies.

Year	Term 1	Term 2	Term 3
10	Component 1: Exploring User Interface Design and Project Planning	Component 1: Exploring User Interface Design and Project Planning	Component 3: Effective Digital Working Practices
11	Component 2: Collecting Presenting and Interpreting Data	Component 3: Effective Digital Working Practices	Component 2: Collecting Presenting and Interpreting Data

For more detailed information on the course and assessment, please visit

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/Spec-BTEC-L1-2-TechAwd-Digital-Information-Technology.pdf>



DANCE

WHAT YOU WILL LEARN

Whilst studying GCSE Dance, students develop and refine their physical, performance and choreographic skills. Physical skills include in-depth training on posture, balance, coordination, control, flexibility and stamina; these are assessed through solo, trio and group performances. There is also a significant written component, focused on understanding and analysing professional works.

Year	Term 1	Term 2	Term 3
10	The Healthy Dancer Technique Development Safe Practice Set Phrase 1 Components of performance	A Linha Curva Artificial Things Infra Within Her Eyes	Emancipation of expressionism Shadows Set Phrase 2 Mock examination preparation
11	Trio Choreography What is in the exam paper?	Choreography exam paper Anthology analysis	Moderation and examination

For more detailed information on the course and assessment, please visit

<http://www.aqa.org.uk/subjects/dance/gcse/dance-8236>



DESIGN TECHNOLOGY

Students will learn practical making and designing skills. They study a broad range of Design Technology subject areas before specialising in Resistant Materials. Students will research different products and the people who use them, before creating their own unique designs. The process will involve drafting and evaluating design images to communicate their design's concepts. Students will gain an understanding of the working characteristics and properties of many different materials and textiles; they will handle a broad range of specialist tools, machinery and equipment as well as specialist ICT such as 2D Design and CAD/CAM.

Year	Term 1	Term 2	Term 3
10	Introduction to the course and the study of key areas including the properties of resistant materials, using tools, health and safety	Practical and theoretical activities Further study of key areas including designing on computers - CAD/CAM and 2D Design programmes	The controlled assessment period begins - both practical and theoretical Further study of key areas including isometric drawing and rendering
11	Controlled assessment including practical and theoretical activities	Controlled assessment including practical and theoretical activities	Final examination preparation

For more detailed information on the course and assessment, please visit

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>



DRAMA

WHAT YOU WILL LEARN

GCSE Drama students will build on their previous knowledge by developing different ways of devising and performing script-work using more advanced dramatic techniques and subject terminology. Students study scripts from a variety of time-periods and contexts with a range of structures. There is a significant written component in which students must write from the point of view of a performer, director or designer.

Year	Term 1	Term 2	Term 3
10	Introduction to GCSE Drama Devising drama	Presenting and performing texts	Drama performance and response
11	Devising drama	Presenting and performing texts	Drama performance and response

For more detailed information on the course and assessment, please visit

<http://www.ocr.org.uk/qualifications/gcse/gcse-drama-j316-from-2016/>



FRENCH

WHAT YOU WILL LEARN

By following the Edexcel Studio GCSE French programme of study, students will learn to use all four language skills [reading, writing, speaking and listening] in different contexts. They will explore key themes within Britain, France and other French-speaking countries and communities and develop their vocabulary and grammar to build their fluency and confidence.

Year	Term 1	Term 2	Term 3
10	Module 4: <i>De la ville à la campagne</i> The town and the country	Module 5: <i>Le grand large...</i> My holidays	Module 6: <i>Au collège</i> School life
11	Module 7: <i>Bon travail!</i> My future aspirations	Module 8: <i>Un œil sur le monde</i> Bringing the world together - Environment	Revision and exam preparation

For more detailed information on the course and assessment, please visit

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html>



GEOGRAPHY

WHAT YOU WILL LEARN

GCSE Geography students build on their previous knowledge, revisiting some topics in greater depth as well as covering new ones. This includes the investigation of contemporary challenges, both in the UK and internationally, and the evaluation of sustainable solutions to overcome these challenges. In addition, students develop the ability to interpret, analyse and evaluate data and evidence in order to construct a well-reasoned conclusion. Students will also develop their statistical and graphical skills; Mathematics is an important component of the course.

Year	Term 1	Term 2	Term 3
10	Coasts and Fieldwork	Urban development and human fieldwork	Economic challenges
11	Ecosystems and resource security	Natural hazards	Revision and examination technique

For more detailed information on the course and assessment, please visit

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>



HISTORY

WHAT YOU WILL LEARN

GCSE History students build on their previous knowledge, refining and developing the key skills: analysis and evaluation. Students develop a sense of enquiry by exploring how significant historical events were, analysing factors leading to and surrounding these events and evaluating the reliability of accounts and sources. Students must also structure extended answers effectively in order to reach independent, well-justified conclusions.

Year	Term 1	Term 2	Term 3
10	Anglo-Saxon and Norman England: The Development of Medicine in Britain 1250-present day	The Development of Medicine in Britain 1250-present day	What life was like on the British sector of the Western Front, 1914–18: injuries, treatment and the trenches
11	The American West, c1835 – 1895	Weimar and Nazi Germany, 1918 – 1939	Final exam preparation

For more detailed information on the course and assessment, please visit

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>



LITERACY SUPPORT

WHAT YOU WILL LEARN

Where appropriate, targeted students will receive three additional Literacy lessons per week, enabling them to master essential reading and writing skills and develop their fluency and confidence with English. Lessons are designed to advance students' written and verbal communication and to expose students to texts with a variety of purposes, audiences and genres.

Year	Term 1	Term 2	Term 3
10	Vocabulary Sentence structure Punctuation	Comprehension Genre, audience, purpose	Examination skills
11	Identifying and analysis of language techniques	Spoken Language skills	GCSE English Language revision GCSE English Literature revision



PHYSICAL EDUCATION CORE

WHAT YOU WILL LEARN

Students continue to have a weekly Core PE lesson to promote a healthy and balanced lifestyle and to ensure a good understanding of the impact of regular exercise on long-term health and fitness. Students will have the opportunity to lead their peers and primary school students in a variety of sporting activities. All students will complete at least one 6-week block in the fitness suite.

Year	Term 1	Term 2	Term 3
10	Leadership skills taught through a variety of sporting activities	6-week fitness block in the fitness suite Leadership skills taught through a variety of sporting activities	Opportunities to plan and deliver a variety of sporting activities for small groups of younger children from local primary schools
11	Plan a 6-week training programme to improve fitness	Student-led competitions within lessons	Skills consolidation



PSHE

WHAT YOU WILL LEARN

Students will continue to build on topics covered at Key Stage 3 whilst meeting the more specific requirements of a Key Stage 4 cohort. Citizenship enables students understand the political, legal and economic functions of society, have the social and moral awareness to make informed decisions and become active members of their local, national and global community. The focus on maintaining good Mental Health and developing study skills is particularly useful in helping students prepare for their GCSE examinations.

The following topics are indicative of the content covered at KS4:

Year	Term 1	Term 2	Term 3
10	<ul style="list-style-type: none"> Hestonian Values Maintaining Mental Health Drugs Education including Legal Highs Careers Fair On-line Safety 	<ul style="list-style-type: none"> The Democratic Process First Give Project Knife Crime and Gang Culture RSE - Consent CSE - Grooming Post 16 Pathways 	<ul style="list-style-type: none"> Human Rights and the role of United Nations Local Labour Market Taxes and their purpose Writing a CV and applying for jobs
11	<ul style="list-style-type: none"> Abusive Relationships RSE – safe behaviours Careers Fair – Post 16 options Managing a budget Internet Safety 	<ul style="list-style-type: none"> Exam preparation Study skills Time Management Mental Wellbeing Preparation for Post 16 Pathways 	<ul style="list-style-type: none"> Intensive Exam Support Mental and Physical Health Study skills



RELIGIOUS EDUCATION

WHAT YOU WILL LEARN

Students explore a wide range of ethical and moral issues, considering what various faiths believe in relation to the topic and presenting and justifying their own personal opinions. Topics covered are complex and challenging, reflecting students' growing maturity and the huge range of contemporary moral issues they will face in later life. These include: homosexuality, contraception and IVF, abortion, marriage, euthanasia and the media.

Year	Term 1	Term 2	Term 3
10	Is there a god? Different religious views on the family	Contraception and IVF Homosexuality	Animal testing Faith and the media
11	Life after death Abortion	Faith and the media Euthanasia	Skills consolidation



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