

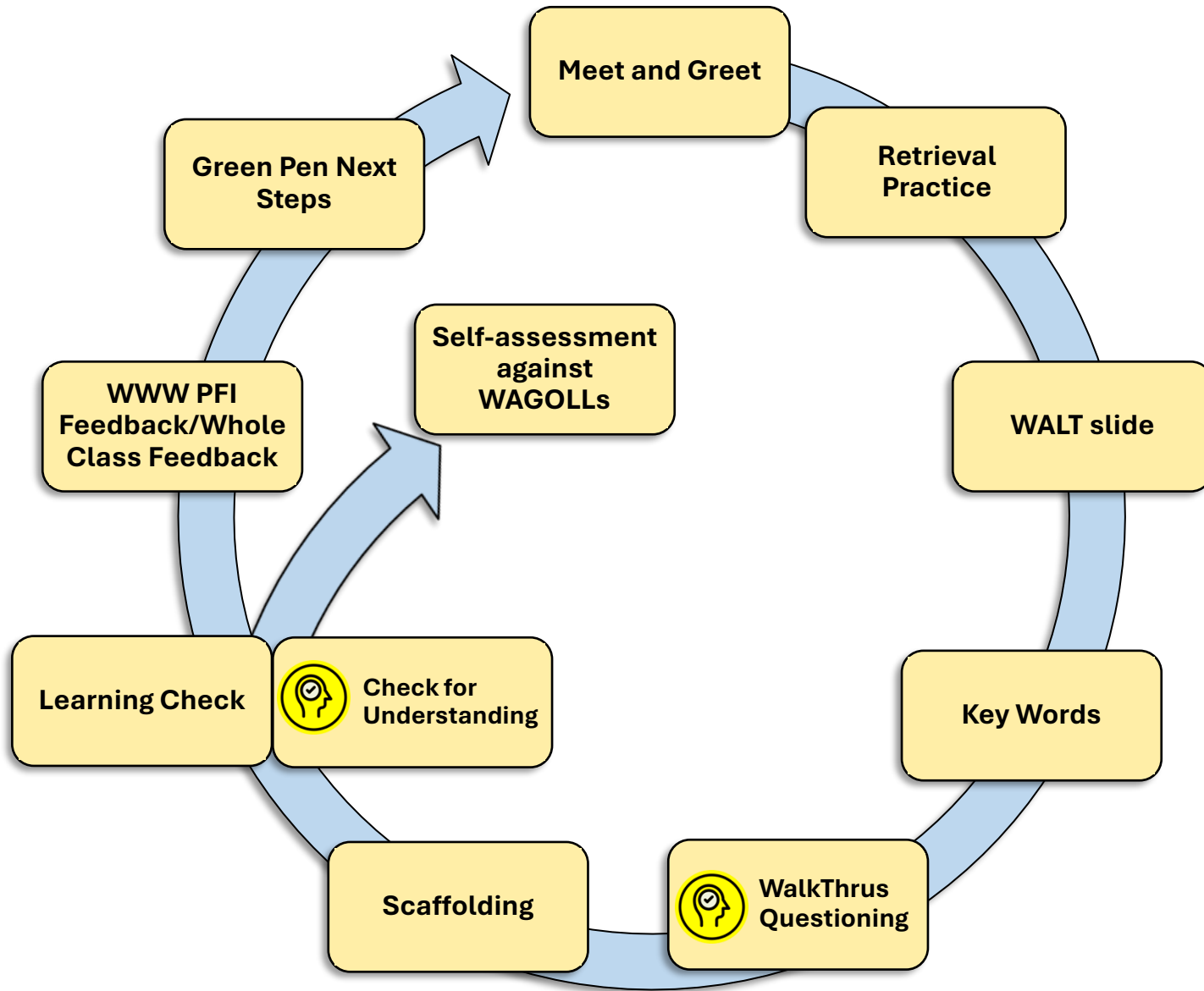


Curriculum Maps

Note: In addition to summative assessment, **Retrieval Practice**, **Check for Understanding** tasks and regular **Learning Checks** ensure formative assessment is built in across all curriculum areas.

With the exception of Maths, **KS3 Homework** is project-based.

Italics denotes L4L.



The Learning Cycle





TCA Curriculum Map: English



		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 7	Scheme of Work	Citizen Me	Journey to the Centre of the Earth	In Days of Old	Fairy Tales	Journeys	Off With Your Head
	Rationale	"Citizen Me" is a cross-curricular theme designed to help students explore their identity, place in the world, and role in society. Through geography, history, and citizenship, students develop a deeper understanding of how they shape their community—and how their community shapes them. Big Write: Who am I?	Journey to the Centre of the Earth is a cross-curricular theme that uses curiosity and imagination to explore what lies beneath our feet. Inspired by Jules Verne's classic novel, the theme blends science, religion, and literature to help students investigate how humans have tried to understand the Earth's structure and our place in the universe. Big Read: Jules Verne. Big Write: Descriptive Writing	We'll explore what life was like in medieval times by looking at big events like the Norman Conquest in 1066 and how the Normans kept control of England. Along the way, we'll use real historical sources and different opinions to help us understand what happened and why it mattered. Big Write: The murder of Thomas Beckett Big Read: The Hundred Years' War	The intention of this theme is to complete an in-depth study of Shakespeare's A Midsummer Night's Dream. Students will complete character and language analysis with a focus on being able to cite specific textual evidence. Furthermore, students will need to use their creative skills to create fairy tale settings and perform to an audience. Big Write: TBC Big Read: TBC	Students explore the different reasons why people undertake journeys and to consider how these journeys can change those who make them. Big Read: Chaucer Big Write: Sensory description	Students investigate power, belief and conflict in Tudor and Stuart England, driven by the question "Did the World turn upside down?". Big Write: Similes and metaphors, Big Read: Queen Elizabeth 1 speech.
	Summative Assessment			L4L Exams			LFL Exams
Year 8	Scheme of Work	Challenging Stereotypes		Victims of Circumstance		The World at War	
	Rationale	This unit explores how stereotypes are created in fiction and non-fiction. Pupils will study key scenes from Romeo and Juliet and other key characters who either follow or challenge the stereotypes of their time. They will also read a range of non-fiction texts that explore related ideas and themes. This unit supports GCSE preparation for the Language papers and Macbeth. Pupils explore how Shakespeare challenges stereotypes of the time and are encouraged to question stereotypes in modern fiction. (Lang AO2/AO5/AO6, Lit AO2/AO3)		A study of Victorian Britain through Alice in Wonderland, exploring how societal norms and external factors shape people's lives. Pupils analyse key themes and characters, take part in creative writing to build empathy, and imagine alternative outcomes. They also learn about Victorian society—class, justice, and morality—and how this context influenced the portrayal of characters as victims of circumstance. This unit supports GCSE preparation for the Language papers and A Christmas Carol. Pupils learn key contextual ideas about social status in Victorian society. (Lang AO2/AO5/AO6, Lit AO2/AO3)		This unit explores how conflict inspires and shapes literature. Pupils study the 'Power and Conflict' poems, read non-fiction texts on key ideas and themes, and examine how war is shown in media and film. Knowing the GCSE poems early helps accelerate progress in Years 10 and 11, allowing pupils to focus on technique and comparison. The poems become more relatable and inspire creative writing, helping pupils build stronger GCSE skills. The dystopian unit links to the Modern World unit and connects to An Inspector Calls in Year 10. (Lang AO2/AO5/AO6, Lit AO2/AO3)	
	L4L	Pudding Lane: Great fire of London, History, Art, Science Big Read: Seven Ages of Man Big Write: Samuel Pepys London Poem: How it has changed	DaVinci: How DaVinci's ideas shaped the world	Coming and Going Big Read: David Lammy speech	India: What makes India the country it is today? Big Write: The Real India	Freedom: How history has determined the civil rights we have today. Big Read: Hollow Big Write: Abolitionist Speech Please Sir: Industrial Revolution on society today Big Write: Impact of the Revolution	Coast: What is the impact of coastal change. Planning a trip to Weston Super Mare. Big Write: Poetry analysis
	Summative Assessment	Baseline Exam: P2Q3/P1Q5	End of Unit Test: P2Q3	L4L Exams	End of Unit Test: P1Q5		End of Year Exam: P2Q3/P1Q5 + L4L Exams
Year 9	Scheme of Work	The Changing World		Gothic, Horror and the Macabre		Power and Rhetoric	
	Rationale	A study of how modern societal issues are shown in literature and print, tracing dystopian rebellion from the Victorian era to today. Pupils explore changing lifestyles, attitudes and technology, using both fiction and non-fiction to build key skills and cultural understanding of current issues. This unit supports GCSE preparation for the Language papers and the texts An Inspector Calls and A Christmas Carol. Pupils learn how the world has changed over time, including social class and stereotypes of the era. (Lang AO2/AO5/AO6, Lit AO2/AO3)		In addition to studying the whole text of Jekyll and Hyde, pupils will look at how this genre has evolved. The scheme includes extracts from popular gothic novels and an exploration of how horror is portrayed in the media and received by audiences. This unit introduces key Victorian context to prepare pupils for A Christmas Carol in Year 10, building on Year 8 knowledge. It also explores themes of duality, violence and the macabre, helping pupils prepare for similar ideas in Macbeth. (Lang AO2/AO5/AO6, Lit AO2/AO3)		This unit explores how rhetoric is used in Language and Literature. Pupils study key scenes from Julius Caesar, selected 'Power' poems from the GCSE cluster, and speeches from the 19th–21st centuries. They learn how writers persuade audiences and communicate ideas, helping them prepare for the Spoken Language assessment. Knowing the GCSE poems early helps accelerate progress in Years 10 and 11, allowing pupils to focus more on technique and comparison. The poems become more relatable and inspire creative writing, helping pupils build stronger GCSE writing skills. (Lang AO2/AO5/AO6, Lit AO2/AO3)	
	L4L	Whose Earth is it anyway? Big Write: How does fake news affect us?	Tragedy: How can tragedy be interpreted differently? Big Write: Impacts of war on Britain	Made in China: Is China a modern power nation?	America: Land of the free?	Britian: In the new century	
	Summative Assessment	Baseline Exam: P1Q4/P2Q5	End of Unit Test: P2Q5 + L4L Exams	L4L Exams	End of Unit Test: P1Q4		End of Year Exam: P1Q4/P2Q5 + L4L Exams
Year 10	Scheme of Work	Macbeth		A Christmas Carol		An Inspector Calls	
	Rationale	Pupils will study 'Macbeth' in its entirety. The unit is interleaved with both Language and Literature, focusing on the connectivity and transferrable skills between the two disciplines. Pupils will also be expected to revise related poems from the anthology.		Pupils will study 'A Christmas Carol' in its entirety. The unit is interleaved with both Language and Literature, focusing on the connectivity and transferrable skills between the two disciplines. Pupils will also be expected to revise related poems from the anthology.		Pupils will study 'An Inspector Calls' in its entirety. The unit is interleaved with both Language and Literature, focusing on the connectivity and transferrable skills between the two disciplines. Pupils will also be expected to revise related poems from the anthology.	
	Homework	Homework project linking to the key themes of Macbeth as well as language skills and poetry.		Homework project linking to key themes of ACC as well as language skills and poetry		Homework projects linking to AIC themes as well as language skills and poetry	
	Summative Assessment	Baseline Exam: P2Q3/P1Q5	End of Unit Test: Macbeth		End of Unit Test: ACC	Mock Exams: Lang 1, Lit 1	
Year 11	Scheme of Work	Thematic Exam Preparation		Thematic Exam Preparation		Thematic Exam Preparation	
	Rationale	Language - refine skills in analysis, evaluation, comparison and communication. Re-cap and review key literature concepts. Centralised resource - 'Read the Universe 1'		Language - refine skills in analysis, evaluation, comparison and communication. Re-cap and review key literature concepts. Centralised resource - 'Read the Universe 2'		Students will use the weeks approaching exams to focus on exam questions, marked using teacher marking, WCF, and comparative judgement WAGOLLS.	
	Homework	Bespoke creative writing tasks, poetry recaps and responses		Exam questions, both language and literature, marked against WAGOLLS and/or WCF		Exam questions, both language and literature, marked against WAGOLLS and/or WCF	
	Summative Assessment	Mocks Lang P1 and 2 Lit P2			Mocks Lang P1 and 2 Lit P1		



		Autumn One		Autumn Two		Spring One		Spring Two		Summer One		Summer Two							
Year 7	Scheme of Work	Analysing and displaying Data	Number Skills	Expressions, formulae and Functions	Decimals and Measures	Fractions, Decimals and Percentages		Probability		Lines and Angles		Sequences and Graphs							
	Rationale	This unit explores calculating averages, comparing data and producing statistical diagrams.	This unit explores key arithmetic skills and extends into key properties of numbers.	This unit explores key algebraic notation as well as writing and substituting into formulae.	This unit explores skills of rounding, units of length, mass and capacity and their application in perimeter and area.	This unit explores the use of fractions in arithmetic, their equivalences with percentages and also calculating percentages of amounts.		This unit explores the language of probability, the introduction of the probability scale and calculating probabilities and expected outcomes.		This unit explores using mathematical equipment accurately to measure/draw lines and angles, construct accurate triangles and apply key angles rules for calculating angles in triangles and quadrilaterals.		This unit explores the connections in number patterns to describe and/or generate terms of a sequence. The unit also explores how sequences skills can be linked to plotting straight line graphs from a table of values.							
	Homework	MathsWatch	MathsWatch	MathsWatch	MathsWatch	MathsWatch		MathsWatch		MathsWatch		MathsWatch							
	Summative Assessment	Baseline assessment	Assessment 1	Assessment 1	Assessment 1	Assessment 2		Assessment 2											
Year 8	Scheme of Work	Ratio and Proportion		Number		Area and Volume		Expressions and Equations		Transformations		Units and Decimals							
	Rationale	This unit explores the use of ratios and proportion skills and makes connections to percentage calculations.		This unit explores a variety of properties of numbers including using negatives in arithmetic, calculating powers and roots and being able to express a number as a product of its prime factors.		This unit explores calculating areas of a variety of geometric and compound 2D shapes. It also explores the links to surface areas and volumes of 3D shapes. Students will also learn how to convert between units of measure.		This unit builds on the yr7 algebra topic and explores more methods of manipulation to expand brackets and factorise expressions. Students also study how to use inverse operations to solve multi-step equations.		This unit explores properties of 2D shapes including recognising congruence and similarity. Students will also explore the effects of different types of transformations and how to describe them fully.		This unit explores different rounding techniques for increasingly more complex numbers, use place value knowledge to simplify decimal calculations and link knowledge to prior work on ratio and proportion.							
	Homework	MathsWatch		MathsWatch		MathsWatch		MathsWatch		MathsWatch		MathsWatch							
	Summative Assessment	Assessment 1		Assessment 2		Assessment 3		Assessment 3											
Year 9	Scheme of Work	Number		Algebra		Graphs, Tables and Charts		Fractions and Percentages		Equations, Inequalities and Sequences		Angles		Perimeter, Area and Volume		Averages and Range			
	Rationale	This unit explores place value, decimals, factors, multiples, primes and index notation.		This unit explores algebraic notation, simplifying expressions, expanding and factorising and using formulae.		This unit explores a variety of ways to represent and interpret data in statistical diagrams.		This unit explores the use of mixed numbers and improper fractions and links prior work of substitution in formulae with generating percentage changes		This unit explores solving equations and inequalities and links prior work of substitution in formulae with generating sequences		This unit explores properties of 2D shapes, angles in parallel lines and angles in polygons		This unit builds on the properties of 2D shapes from the previous unit and extends into areas of compound 2D shapes before exploring volumes and surface areas of 3D shapes		This unit explores prior knowledge of calculating averages and range from a list of data and extends this into tabulated data (grouped and ungrouped)			
	Homework	MathsWatch		MathsWatch		MathsWatch		MathsWatch		MathsWatch		MathsWatch		MathsWatch		MathsWatch			
	Summative Assessment	Assessment 1		Assessment 2		Assessment 3		Assessment 3		Assessment 3									
Year 10	Scheme of Work	Ratio and Proportion		Transformations		Graphs		Right-angled Triangles		Probability		Multiplicative Reasoning		Constructions, Loci and Bearings		Quadratic Equations and Graphs		Perimeter, Area and Volume 2	
	Rationale	This unit explores the use of ratios, measures and proportion building on previous year 8 knowledge.		This unit explores the effects of a variety of single and combined transformations.		This unit explores properties of linear graphs and extends this into properties of real-life graphs.		This unit explores Pythagoras' Theorem and the application of trigonometry.		This unit explores combined events, Venn diagrams, frequency trees and tree diagrams.		This units explores growth and decay, compound measures and proportionality.		This unit explores shapes, scale drawings, loci, constructions and bearings.		This unit explores solving, and plotting, graphs of quadratic equations.		This unit explores areas of circles, semicircles, sectors, and volumes of cylinders and cones.	
	Homework	MathsWatch/Exam Qs		MathsWatch/Exam Qs		MathsWatch/Exam Qs		MathsWatch/Exam Qs		MathsWatch/Exam Qs		MathsWatch/Exam Qs		MathsWatch/Exam Qs		MathsWatch/Exam Qs		MathsWatch/Exam Qs	
	Summative Assessment	Mock assessments		Mock assessments		Mock assessments		Mock assessments		Mock assessments		Mock assessments		Mock assessments		Mock assessments		Mock assessments	
Year 11	Scheme of Work	Fractions, Indices and Standard Form		Congruence, Similarity and Vectors		More Algebra		Revision								Course Completed			
	Rationale	This unit builds on prior knowledge of fractions and laws of indices. It then extends this into using standard form		This unit explores similarity and enlargement of 2D shapes, congruency and vector notation		This unit explores properties of linear & non-linear graphs and methods for solving simultaneous equations.		During this term, classes will follow personalised revision schedules based on mock exam QLA. This will be supplemented with regular exam paper practice											
	Homework	MathsWatch/Exam Qs		MathsWatch/Exam Qs		MathsWatch/Exam Qs		MathsWatch/Exam Qs/Exam practice papers											
	Summative Assessment	Mock assessments		Mock assessments		Mock assessments													



TCA Curriculum Map: Mathematics (H)



		Autumn One		Autumn Two		Spring One		Spring Two	Summer One	Summer Two
Year 7	Scheme of Work	Analysing and displaying Data	Number Skills	Expressions, formulae and Functions	Decimals and Measures	Fractions, Decimals and Percentages		Probability	Lines and Angles	Sequences and Graphs
	Rationale	This unit explores calculating averages, comparing data and producing statistical diagrams.	This unit explores key arithmetic skills and extends into key properties of numbers.	This unit explores key algebraic notation as well as writing and substituting into formulae.	This unit explores skills of rounding, units of length, mass and capacity and their application in perimeter and area.	This unit explores the use of fractions in arithmetic, their equivalences with percentages and also calculating percentages of amounts.		This unit explores the language of probability, the introduction of the probability scale and calculating probabilities and expected outcomes.	This unit explores using mathematical equipment accurately to measure/draw lines and angles, construct accurate triangles and apply key angles rules for calculating angles in triangles and quadrilaterals.	This unit explores the connections in number patterns and sequences. The unit also explores how sequences skills can be linked to plotting straight line graphs from a table of values.
	Homework	MathsWatch	MathsWatch	MathsWatch	MathsWatch	MathsWatch		MathsWatch	MathsWatch	MathsWatch
	Summative Assessment	Baseline assessment	Assessment 1	Assessment 1	Assessment 1	Assessment 2		Assessment 2		
Year 8	Scheme of Work	Ratio and Proportion		Number		Area and Volume		Expressions and Equations	Transformations	Units and Decimals
	Rationale	This unit explores the use of ratios and proportion skills and makes connections to percentage calculations.		This unit explores a variety of properties of numbers including using negatives in arithmetic, calculating powers and roots and being able to express a number as a product of its prime factors.		This unit explores calculating areas of geometric and compound 2D shapes and surface areas and volumes of 3D shapes. Students will also learn how to convert between units of measure.		This unit explores more methods of manipulation to expand brackets and factorise expressions. Students also study how to use inverse operations to solve multi-step equations.	This unit explores congruence and similarity of 2D shapes. Students will also explore the effects of different types of transformations and how to describe them fully.	This unit explores different rounding, use place value knowledge to simplify decimal calculations and link knowledge to prior work on ratio and proportion.
	Homework	MathsWatch		MathsWatch		MathsWatch		MathsWatch	MathsWatch	MathsWatch
	Summative Assessment	Assessment 1		Assessment 2		Assessment 3		Assessment 3		
Year 9	Scheme of Work	Number		Algebra		Interpreting and representing Data		Fractions, Ratio and Percentages	Angles and Trigonometry	Graphs
	Rationale	This unit explores place value, estimating, factors, multiples, calculating with powers, negative/fractional indices, powers of 10 & standard form.		This unit explores algebraic indices, expanding and factorising and using formulae. It also explores linear and non-linear sequences.		This unit explores a variety of ways to represent and interpret data in statistical diagrams.		This unit explores mixed numbers and improper fractions, ratios and FDP conversions.	This unit explores angle properties, or triangles, quadrilaterals and polygons. It also explores Pythagoras' Theorem and trigonometry.	This unit explores properties of linear, quadratic, cubic and real-life graphs.
	Homework	MathsWatch		MathsWatch		MathsWatch		MathsWatch	MathsWatch	MathsWatch
	Summative Assessment	Assessment 1		Assessment 2		Assessment 3		Assessment 3		
Year 10	Scheme of Work	Multiplicative Reasoning		Equations and Inequalities		Probability		More Algebra	Further Statistics	Similarity and Congruence
	Rationale	This unit explores growth and decay, compound measures and proportionality.		This unit explores solving linear inequalities, quadratic and solving simultaneous equations and completing the square.		This unit explores combined events, mutually exclusive events, conditional probability, Venn diagrams and set notation.		This unit explores rearranging formulae, algebraic fractions, proof, surds and functions.	This unit explores sampling, cumulative frequency, boxplots, histograms and comparing distributions.	This unit explores similarity and geometric proof using congruency
	Homework	MathsWatch/Exam Qs		MathsWatch/Exam Qs		MathsWatch/Exam Qs		MathsWatch/Exam Qs	MathsWatch/Exam Qs	MathsWatch/Exam Qs
	Summative Assessment	Mock assessments		Mock assessments		Mock assessments		Mock assessments	Mock assessments	Mock assessments
Year 11	Scheme of Work	Proportion and Graphs		Circle Theorems		Vectors and Geometric Proof		Revision		
	Rationale	This unit explores direct and indirect proportion and extends on previous work on graphs and their transformations.		This unit explores angle properties of circles		This unit explores use of vector notation and solving geometric problems		During this term, classes will follow personalised revision schedules based on mock exam QLA. This will be supplemented with regular exam paper practice		
	Homework	MathsWatch/Exam Qs		MathsWatch/Exam Qs		MathsWatch/Exam Qs		MathsWatch/Exam Qs/practice exam papers		
	Summative Assessment	Mock assessments		Mock assessments		Mock assessments				



TCA Curriculum Map: Science

		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 7	Scheme of Work	Biology, Chemistry and Physics units one – base knowledge to set the tone		Physics unit 2 and Chemistry units 2 and 3		Biology unit 2, Chemistry unit 4 and Physics unit 3	
	Rationale	These units contain the fundamentals that the students need to set the foundations for the 5-year curriculum. Cells, Energy and the particle model. The order may alter slightly due to demands on equipment.		These units deal with modelling elements compounds and mixtures in chemistry and begin to implement more large-scale practical sessions. The Physics builds on prior learning on forces and motion. The order may alter slightly due to demands on equipment.		These units cover the digestive system and build on previous work on tissues and organs, further practical chemistry is taught alongside more applications of forces, including Hooke's Law. The order may alter slightly due to demands on equipment.	
	L4L	Journey to the Centre of the Earth – KS3 Science Rocks and Rock cycle themes		Water Theme – changes of state, erosion and Ecological topics		Growing – photosynthesis, respiration and movement	
	Summative Assessment		Assessment 1		Assessment 2		Assessment 3
Year 8	Scheme of Work	Biology unit 3 and Physics unit 3 and 4		Biology unit 4, and unit 5 and Physics unit 6		Biology unit 6 Chemistry unit 5 and Physics unit 7	
	Rationale	Recap on particles before starting pressure and particle motion. This leads to breathing and gas exchange and a new unit in Physics that focuses on waves and the behaviour of light.		Biology unit 4 and 5 are about reproduction, photosynthesis and respiration. The units follow gas exchange topics as well as those about other body systems. Physics unit 6 is all about electricity and follows on from ideas about energy and current that are taught in L4L.		These units look at interdependence, the properties of different materials as well as electromagnets, magnetic fields and motors. This knowledge links to previous teaching on fields as well as how organisms interact.	
	L4L	Pudding Lane and Da Vinci - anatomical topics, combustion		Coast – the specific ecosystems encountered in coastal areas			
	Summative Assessment		Assessment 1		Assessment 2		Assessment 3
Year 9	Scheme of Work	This term sees the emergence of traditional GCSE content as well as the completion of the KS3 National Curriculum. Biology unit 7 and Physics unit 8.		Atoms and Elements, Energy and Organisation		Bonding and Particles	
	Rationale	The national curriculum for key stage 3 finishes with Biology unit 7 as well as Physics unit 8. This is inheritance and space physics). We will begin the KS4 AQA content this term with B1 unit on Cells. L4L: Whose Earth is it anyway? - Climate change and Ecology		This term sets a strong foundation for the teaching of GCSE, critical in providing the base layer of knowledge to be built upon in years 10 and 11.		Bonding needs a firm understanding of atoms and elements so it is useful for this to follow closely. Particles is a topic with a chemistry cross over – this unit sits best following these chemistry topics. End of Year exams informs Year 10 planning.	
	Summative Assessment		End of KS3 content assessment				End of Year Exam
Year 10	Scheme of Work	Quantitative Chemistry, Bioenergetics, Electricity and Infection		Chemical Changes, Energy Changes and Atomic Structure		Paper 2 content to begin – Homeostasis and Forces	
	Rationale	Quantitative Chemistry relies on some mathematics concepts being taught; this is late enough to ensure these are covered. Infection relies on cells being taught as well as how pathogens react with the body.		These chemistry topics need atomic structure, particles and bonding to be taught. This builds on the reactions and applies knowledge from previous topics. New Teaching can merge into revision before Mocks.		These two topics form the start of the paper 2 content. The homeostasis topic relies on knowledge on the human body gained by. Post-mock, 're-teach' of any key content before Year 11, including allows Chemistry of the Atmosphere if time allows.	
	Homework	Past paper questions	Past paper questions	Past paper questions	Past paper questions	Past paper questions	Past paper questions
	Summative Assessment		Term 1 assessment		Mock Exam		
Year 11	Scheme of Work	Ecology Rates of Reaction, Waves and Chemistry of the Atmosphere		Magnets, Organic Chemistry, Inheritance and Using Resources.		Exam Preparation	Course Completed
	Rationale	Highlighted topics may move to previous half term. Ecology may switch too as it is weather dependant.		Alongside Inheritance, remaining short topics are taught at the end of the course, completing all content by February half-term.		Students will use the weeks approaching exams to focus on exam questions, marked using teacher marking, WCF, and comparative judgement WAGOLLS.	
	Homework	Past Paper questions	Past Paper questions	Past Paper Questions	Past Paper Questions	Past Paper Questions	
	Summative Assessment		Mock Exam		Mock Exam		



TCA Curriculum Map: L4L Theme - [KS3 Plan 2026-2027.xlsx](#)

		Autumn One				Autumn Two				Spring One				Spring Two				Summer One				Summer Two																													
Year 7 Note: <i>Silent Movies</i> taught through Focus Days	Theme	Citizen Me				Journey to the Centre of the Earth				In Days of Old				Fairy Tales				Journeys				Water				Off With Your Head				Growing				iRobot																	
	Driving Question	How do I shape my community and how does my community shape me?				Is the Earth Alive?				How did events in the medieval period shape our society today?				Are fairy tales relevant today?				Why do people go on journeys and how do journeys change people?				Does water always 'win'?				Did life in England turn upside down between 1485 and 1700?				What factors affect growth?				Could robots ever have the same rights as humans?																	
	Links to Wider Curriculum	En	Geog	Hi	PD	En	Geog	Hi	RE	Sc	PD	En	Hi	RE	PD	En	Art	PD	En	Geog	Hi	RE	PD	En	Geog	RE	Sc	En	Art	Hi	RE	PD	En	Geog	Hi	RE	Sc	PD	En	Comp	Hi	Sc									
	Summative Assessment	End of Theme Assessment				End of Theme Assessment				End of Theme Assessment				End of Theme Assessment				End of Theme Assessment				End of Theme Assessment				End of Theme Assessment				End of Theme Assessment				End of Theme Assessment																	
														L4L Exams																L4L Exams																					
Year 8 Note: <i>Grand Designs</i> taught through Focus Days	Theme	Pudding Lane				Da Vinci				Coming and Going				India				Freedom				Please Sir				Coast				Over The Top																					
	Driving Question	How can positives come from disasters?				How have the ideas of Leonardo da Vinci shaped our thinking about the world?				Why do people migrate and what impact does it have on countries?				What made India the country it is today?				What events in history defined the civil rights we are entitled to today?				What impact has the Industrial Revolution had on living conditions today?				What is the impact of coastal change?				What impact did the First World War have on soldiers and civilians?																					
	Links to Wider Curriculum	En	Geog	Hi	RE	Sc	Dr	PD	En	Art	RE	Sc	PD	En	Geog	Hi	PD	En	Geog	Hi	RE	Art	PD	En	Geog	Hi	Art	PD	En	Geog	Art	PD	En	Geog	Art	Hi															
	Summative Assessment	End of Theme Assessment				End of Theme Assessment				End of Theme Assessment				End of Theme Assessment				End of Theme Assessment				End of Theme Assessment				End of Theme Assessment				End of Theme Assessment																					
														L4L Exams																L4L Exams																					
Year 9	Theme	Whose Earth is it Anyway?						Tragedy						Made in China						America						Britain																									
	Driving Question	Whose Earth is it Anyway?						How can tragedy be interpreted differently and why?						Is China a modern superpower?						Is America really a land of the free?						Britain in the 20 th century: a new deal?																									
	Links to Wider Curriculum	Geography						His	RE	History						RE	PD	Geography						RE	Hi	History						Geog						RE	History						Geog						RE
	Summative Assessment	End of Theme Assessment						End of Theme Assessment						End of Theme Assessment						End of Theme Assessment						End of Theme Assessment																									
														L4L Exams																		L4L Exams																			



TCA Curriculum Map: History



		Autumn One		Autumn Two	Spring One	Spring Two	Summer One		Summer Two
Year 7	Scheme of Work	Citizen Me	Journey to the Centre of the Earth Is the Earth Alive?	In Days of Old How did events in the Medieval period shape our society today?	Journeys Why do people go on journeys and how do journeys change people?	Off with Your Head	Growing What factors affect growth?		
	Rationale	When on Earth is Britain? History literacy This lesson explores the chronology of the history of Britain, how Britain developed over time, and the key historical events studied.	How ideas have changed This lesson is about how scientific theories have developed over time through the work of key scientists. Throughout the lesson, the discoveries of Aristotle, Galileo, and Newton are explored, showing how evidence such as moon observations and solar system models led to changes in scientific thinking.	In this unit students will study when the Medieval period was, the Norman Conquest, Castles and Sieges as well as the feudal system and the Domesday Book. This will be followed by looking into King John and the Magna Carta, the Black Death and the Peasants Revolt. These lessons will explore how society changed as a result of the new rulers and the introduction of new systems to govern the land and the impact it had on the public. Key skills will be cause and consequence and change and continuity.	Medieval Pilgrimages This lesson is about exploring a specific type of journey – a pilgrimage. It examines a range of historical sources to investigate the different reasons people undertook journeys and pilgrimages during the medieval period. The Crusades This lesson is about taking a historical look at a period of conflict between two religions over Jerusalem, after exploring their key teachings.	In this unit students will study who the Tudors were, the role of Henry VII and Henry VIII and whether they made England better or worse. Students will produce a Religious Rollercoaster showing how the religion of England changed under each Tudor monarch and finish by examining the impact of the Tudor Queens, Mary I and Elizabeth I. This will later be followed with a lesson exploring the English Civil War and the execution of King Charles I in 1649 and the subsequent rule of Oliver Cromwell and the Commonwealth	How does a country grow? – exploration to conquest This lesson is about how societies grew and changed as England's contact with the wider world increased through exploration and settlement. The lesson considers how growth created opportunities, challenges, and different experiences that can be understood and interpreted in a range of ways.		
	Summative Assessment				L4L Exams				L4L Exams
Year 8	Scheme of Work	Pudding Lane How can positives come from disasters?		Coming and Going Why do people migrate and what impact does it have on countries?	India What made India the country it is today?	Freedom What events in history defined the civil rights we are entitled to today?	Please Sir What impact has the Industrial Revolution had on conditions today?		Over The Top
	Rationale	During this unit students will study how society was organised in the 1500s and 1600s and the impact of the Great Plague. Students will also examine the fall of Cromwell, the return of Charles II and the Restoration. This will later be followed with causes and consequences of the Great Fire of London	In this unit students will study why different people cross borders and who arrived before the Middle Ages. This will be followed by looking at how immigrants have influenced the countries they move to and how this has shaped England today. This will be later followed by exploring how physical geography can help and hinder the development of a country, making people prisoner of Geography	In this unit students will study the Mughal Empire, focusing on the leaders and control of the government. This will be followed with a study on why Britain controlled India and the rebellions to restore Indian independence. This will also include the role of Gandhi	In this unit students will study why we still study the British Empire and examine the benefits it brought as well as the drawbacks. Students will also study the triangular trade and use sources of evidence to investigate the treatment of enslaved people. This will be followed with a study of the abolition of slavery and life in the United States before the Civil Rights Act of 1965. This unit will end with a study of the chainmakers protest and examine the work of the Suffragists and Suffragettes	In this unit students will study how Britain was transformed from a rural, agricultural society into an industrial and urban society. Students will explore how Birmingham and West Midlands developed during this period and how this changed the lives of the people of Britain. This will end by examining the religious beliefs and other factors influenced reformers and changes during this century	In this unit students will analyse the causes of the First World War and study sources of evidence about recruitment. This will be followed with trench life and the Christmas truce and the impact of war. This will end with source analysis to investigate Walter Tull and the Tommies from India		
	Summative Assessment				L4L Exams				L4L Exams
Year 9	Scheme of Work	Whose Earth is it anyway?		Tragedy How can tragedy be interpreted differently and why?	Made in China Is China a superpower?	America Land of the Free?	Britain		
	Rationale	In this unit students will study what Africa I like and explore the rich history of Mali the 14 th century. This will be followed with a study on the scramble for Africa and how the Berlin Conference of 1884 changed continental borders. Raising the question of whether it is right to draw lines on a map	In this unit students will study how Hitler came to power and complete source analysis on how the Nazis increased their support and took power in 1933. This will be followed with a study of how the Nazis advanced across Europe, the impact of the Blitz, Operation Dynamo and the Battle of Britain. Students will then look at who was responsible for the Holocaust the effect of World War II on civilians in Britain and end with a comparison of the Blitz and Hiroshima where decisions and action were concerned	History of China This lesson is about how China changed during the 20 th century, focusing on why Mao rose to power and how his leadership shaped modern China.	In this unit students will study how the Native American societies lived before large scale European settlement. Students will explore the tensions and cultural differences that caused conflict. This will be followed with a study on the development of Manifest Destiny and the cause of conflict, with a focus on the Battle of Little Bighorn and the reasons for the Sioux victory. It will end the demise of the Native Americans by looking at the short and long term political, economic and social impacts	In this unit students will study different forms of protest starting with the Miner's Strike and then moving on to making the Welfare State. This will be followed with the Rights of Woman and LGBTQ+ movement and end with the rights of Black Britons			
	Summative Assessment			Autumn Term Exam			Summer Term Exam		
Year 10	Scheme of Work	Paper 1: Medicine in Britain, c1250 - present		Paper 1: Medicine in Britain, c1250 - present	Paper 1: Medicine in Britain, c1250 – present and The British sector of the Western Front, 1914-1918: injuries, treatment and the trenches	Paper 2: The American West, c1835 – c1895	Paper 2: The American West, c1835 – c1895	Paper 2: Elizabethan England, 1558 – 88	
	Rationale	A study into the causes, treatment, prevention, hospital care, case study: Black Death for the Medieval period. This will be followed by a study into the causes, treatment, prevention, hospital care. Case Study: Great Plague for the Renaissance period, emphasising how medicine has changed since the Medieval period to explore continuity and change.	A study into the causes, treatment, prevention, hospital care, case study: Cholera for the Industrial period. This will be followed by a study into the causes, treatment, prevention, hospital care. Case study: Lung Cancer for the Modern period. Each time period will be compared with the previous time periods to identify continuity and change.	A study into medicine on the Western Front, with an emphasis on sources analysis. This includes medical problems caused by the conditions of trench warfare and weapons used, development of gas attacks, new medical techniques, new approaches to blood transfusion, x-rays and new surgeries like brain surgery and plastic surgery.	A study into the lives of the Indigenous People way of life and how this was impacted by the arrival of the white Americans. Focusing on the early settlement West and the difficulties in migrating West for the Donner Party, Mormons and the Gold Rush. Difficulties with the land and farming will also be explored	A study into the lives of the Indigenous People way of life and how this was impacted by the arrival of the white Americans. Focusing on conflict on the Plains between the Indigenous People and the White Americans but also between cowboys and ranchers. It ends looking at the demise of the Indigenous People.	A study into the reign of Elizabeth I. Focusing on the threats to Elizabeth I when she arrived on the throne, introduction of the Religious Settlement and Catholic plots that threatened the throne.		
	Homework	Pick and Prove History: Independent study Grid – Medieval and Renaissance	Pick and Prove History: Independent study Grid – Industrial and Modern	Pick and Prove History: Independent study Grid – Western Front	Pick and Prove History: Independent study Grid – Early Migration (American West)	Pick and Prove History: Independent study Grid – Conflict (American West)	Pick and Prove History: Independent study Grid – Early years (Elizabethan England)		
	Summative Assessment	Mini Mock Paper 1 section b	Mini Mock: section a	Full mock: Paper 1	Mini Mock: American West	Paper 1 Mock exam in Sport Hall			
Year 11	Scheme of Work	Paper 2: Elizabethan England, 1558 – 88		Paper 3: Weimar and Nazi Germany, 1918 – 39	Paper 3: Weimar and Nazi Germany, 1918 – 39	Paper 3: Weimar and Nazi Germany, 1918 – 39	Paper 1 Revision: Medicine Paper 2: Revision American West	Paper 2 Revision: Elizabethan England Paper 3 Revision Weimar and Nazi Germany	
	Rationale	A study into the reign of Elizabeth I. Focusing on the threat from Spain and the Spanish Armada, life in the Elizabethan England, which explores pastimes, education and poverty, and the treatment of vagabonds and colonisation of Virginia	A study into Germany after World War One. Looking at the new democratic government, the threats against it by the terms of the Treaty of Versailles, the Spartacist Uprising and Kapp Putsch and occupation of the Ruhr.	A study into the rise of Hitler, the DAP forming into the NSDAP and the Munich Putsch. It explores how Hitler and the Nazi Party reorganised the party in the Lean Years and how this took Hitler from being a chancellor to a dictator in a short space of time..	A study into life in Nazi Germany. Focusing on the control by the Nazis to create a totalitarian state, opposition, the Hitler Youth, role and treatment of women, standard of living and work schemes, persecution of minority groups.	Review Paper 1 section b by completing an overview of each time period. Then plan and practice exam questions (specifically tailored to questions needing attention). Review Paper 2 by completing an overview of the content. Then plan and practice exam questions (specifically tailored to questions needing attention)	Review Paper 3 by planning and practising exam questions (specifically tailored to questions needing attention).		
	Homework	Pick and Prove History: Independent study Grid – Later years (Elizabethan England)	Pick and Prove History: Independent study Grid – Weimar Republic	Pick and Prove History: Independent study Grid – Rise of the Nazis	Pick and Prove History: Independent study Grid – Nazi control	Exam Questions	Exam Questions		
	Summative Assessment			Paper 1 and Paper 2 Mocks in Sports Hall	Mini mock Paper 3 section a	Mini Mock Paper 3 section b			



TCA Curriculum Map: Geography



		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 7	Scheme of Work	Citizen Me	Journey to the Centre of the Earth	L4L Exams	Journeys	Water	Growing
	Rationale	Geographical skills and fieldwork - build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field	Physical geography relating to geological timescales and plate tectonics. Physical geography relating to rocks and weathering*		Identify key features of map skills. Apply map skills to different scenarios. Identify where the Middle East is and describe key physical features. Explain why the Middle East is significant for oil production and global trade.	Identify key features of a river. Explain processes occurring at river features. Define the concepts of weather and climate. Explain purpose/importance of a weather report. Identify the causes of flooding. Analyse the effects of floods on local communities. Evaluate flood prevention methods. Describe and identify causes of water pollution. Examine social/environmental effects of pollution.	The key processes in human geography relating to population and urbanisation.
	Summative Assessment						L4L Exams
Year 8	Scheme of Work		Coming and Going	India	Coast		
	Rationale		- Geopolitics- what defines a country? - Country project- development, physical geography - Case study of a LIC: Syria - Migration- push and pull factors. - Map skills	Geography of India- physical and human features	- Wave formation- destructive/constructive waves - Coastal processes: erosion, transportation and deposition. Sub-processes. - Erosional and depositional landforms. - Tourism- the Butler Model - Weston Super Mare trip: all stages of fieldwork		L4L Exam Preparation
	Summative Assessment			L4L Exams			L4L Exams
Year 9	Scheme of Work	Whose Earth is it Anyway?	Tragedy	Made in China	America: Land of the Free?	Britain	
	Rationale	- Climate graphs - Ecosystems and Biomes - Africa - Development - Tropical storms - Climate Change	Jewish diaspora- forced migration, refugees	- Climatic variations - Rivers, mountains and cities of China, push and pull factors, rural-urban migration. - Population pyramids - GDP and GDP per capita - Sectors of the economy - Tourism - Transnational corporations - International trade	- Physical Geography of the Americas - Rivers - Migration	- Describe how the economic structure of the UK has changed over time - Explain the impacts of economic change on people - Review the causes of the North/South divide. - Investigate regeneration projects to deal with economic decline.	L4L Exam Preparation
	Summative Assessment		L4L Exams	L4L Exams			L4L Exams
Year 10	Scheme of Work	The Living World: Ecosystems and Rainforests	The Living World: Hot Deserts; Changing Economic World: the Development Gap	Changing Economic World: Nigeria	Changing Economic World: UK's economy; Urban Issues & Challenges: Urban World	Urban Issues and Challenges: Urban change in the UK and Urban Sustainability	Physical Landscapes of the UK: Coasts
	Rationale	Students develop knowledge of global biomes, biodiversity and nutrient cycles, giving insight into how local actions can have global impacts. Exploring rainforests allows learners to examine real-world issues such as deforestation, climate change and sustainable management, encouraging critical thinking about environmental responsibility.	This topic introduces key contemporary issues, such as desertification, population pressures and sustainable land management, helping students evaluate human-environment interactions. Through real case studies, students build analytical skills and consider how global challenges require both local and international solutions.	Learners explore key development indicators and the complex economic, social and political factors that widen or reduce the gap between nations. Nigeria, as a Newly Emerging Economy, provides a clear case study for examining rapid growth, regional variations and the influence of globalisation, trade and transnational corporations.	Learners explore the shift from traditional industries to a post-industrial economy driven by services, research and technology. This topic highlights regional inequalities, globalisation, and the UK's changing role in the wider world.	Students study patterns of urbanisation, migration and natural population growth. Learners explore why cities expand and how this creates social, economic and environmental opportunities and challenges. Case studies allow students to examine issues such as inequality, informal housing, transport pressures and sustainable urban planning.	Students understand how powerful physical processes shape landscapes. By studying erosion, transportation and deposition, learners explore how distinctive coastal landforms develop and change over time. This topic also highlights the increasing challenges posed by coastal management, allowing students to evaluate real-world decision making through case studies.
	Homework	Find and fix: ecosystems/TRF/Deserts	Find and fix: ecosystems/TRF/Deserts	One-sheet exam practice. Focus: Tropical Rainforests	One-sheet exam practice. Focus: Hot Deserts/Development	One-sheet exam practice. Focus: Nigeria	One-sheet exam practice. Focus: UK's economy
	Summative Assessment		End of Unit Assessment: Living World		End of Unit Assessment: Changing Economic World	April Mock Exam series	End of Unit Assessment: Urban Issues and Challenges
Year 11	Scheme of Work	Physical Landscapes of the UK: Rivers	The Challenge on Natural Hazards: Tectonics	The Challenge on Natural Hazards: Weather Hazards and Climate Change	Resource Management	Pre-release Issue Evaluation	Exam Preparation
	Rationale	Students will understand how erosion, transportation and deposition creates river features such as meanders, waterfalls and floodplains. The topic also examines the increasing risks associated with flooding, helping students analyse the causes, impacts and management strategies used in real case studies.	By studying plate tectonics, earthquakes and volcanic activity, learners gain insight into the causes of natural hazards and why some regions are more vulnerable than others. Real case studies allow students to compare the impacts on HICs and LICs and evaluate how preparation, prediction and response strategies can reduce risk.	By studying tropical storms, UK weather hazards and global circulation, learners gain insight into why weather varies across the world and how hazards affect people differently. Climate change content helps students understand human and natural causes, and a range of mitigation and adaptation strategies.	Learners explore the uneven global distribution of resources and consider how increasing demand creates challenges. Through case studies, students analyse issues such as water scarcity, sustainable food production and energy security, developing their ability to evaluate different management strategies.	The Pre-release section prepares students to apply geographical knowledge and skills to an unseen issue. The topic changes each year, so learners develop adaptability, critical thinking and the ability to interpret new information under exam conditions. Working with the booklet encourages close reading, data analysis and the evaluation of contrasting viewpoints.	Students will use the weeks approaching exams to focus on exam questions, marked using teacher marking, WCF, and comparative judgement WAGOLLS.
	Homework	One-sheet exam practice. Focus: Rio/Birmingham	One-sheet exam practice. Focus: Coasts/Rivers	One-sheet exam practice. Focus: Tectonics	One-sheet exam practice. Focus: Weather	One-sheet exam practice. Focus: Resource Management	
	Summative Assessment	End of Unit Assessment: Physical Landscapes of the UK	November Mock Exam series	End of Unit Assessment: The Challenge of Natural Hazards	End of Unit Assessment: Resource Management	N/A	



TCA Curriculum Map: Core PE

[illegible]



TCA Curriculum Map: GCSE PE



		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 10	Scheme of Work	Sport Today (socio-cultural influences P2)	Sports Science 1 (Applied A&P P1)	Health and Fitness (P2)	Sports Science 2 Vital Systems (P1)	Personal Fitness, Me in PE 1 (P1/2)	Personal Fitness, Me in PE 2 (P1)
	Rationale	Understanding factors affecting participation helps explain inequalities and barriers, enabling strategies to increase activity levels. Studying commercialisation and media shows how sport is promoted, funded, and shaped by public interest. Evaluating advantages and disadvantages develops balanced judgement of sport's growth. Learning behaviours like sportsmanship and deviance highlights ethical conduct and role modelling in elite sport. Finally, analysing performance-enhancing drugs builds awareness of fairness, health risks, and integrity, supporting informed opinions required for encouraging responsible participation in sport.	Developing knowledge of the skeletal and muscular systems helps students understand how movement is produced, supported, and protected during physical activity. Learning about connective tissues, such as ligaments stabilising joints and tendons attaching muscles to bones, reinforces injury prevention. Understanding muscle fibre types—Type 1 for endurance, Type 2a for mixed performance, and Type 2x for explosive power—supports performance analysis. Studying antagonistic muscle pairings explains how muscles work in opposition to create controlled movement, improving technical execution in sport. This knowledge is essential for Edexcel GCSE PE, enabling students to apply anatomy and physiology to practical performance.	Understanding physical, emotional, and social health enables students to recognise how lifestyle choices impact overall wellbeing. Learning the risks of smoking and alcohol highlights long-term health consequences, while exploring sedentary behaviour emphasises the importance of regular activity. Studying balanced diets and nutrients supports informed dietary choices for health and performance. Knowledge of dietary manipulation, such as carbohydrate loading and hydration, helps optimise sporting performance. Finally, examining optimum weight and factors such as sex, height, bone structure, and muscle girth helps students understand individual differences, promoting safe and effective participation in Edexcel GCSE PE and lifelong healthy lifestyles.	Understanding the cardiovascular and respiratory systems helps students explain how oxygen is transported and utilised during exercise, while knowledge of blood components supports understanding of performance and recovery. Learning about vascular shunting shows how blood is redistributed during activity to working muscles. Studying energy sources, alongside aerobic and anaerobic exercise, develops understanding of how the body fuels different intensities. Exploring short-term effects of exercise, such as increased heart rate and breathing rate, helps link theory to performance. This knowledge is essential for Edexcel GCSE PE, enabling students to analyse performance and make informed decisions to improve fitness and sporting effectiveness.	Understanding how to design a personal exercise programme enables students to take ownership of their fitness and improve performance safely. Completing a Physical Activity Readiness Questionnaire ensures activities are appropriate and reduces risk. Learning to include effective warm-ups and cool downs supports injury prevention and recovery. Focusing on fitness components and appropriate testing helps identify strengths and areas for development. Goal setting using SMART targets ensures progress is clear and achievable. This knowledge is essential for Edexcel GCSE PE, helping students plan, monitor, and evaluate training programmes for improved health, fitness, and sporting performance.	Understanding specific training methods helps students effectively develop components of fitness such as strength, endurance, and flexibility within a Personal Exercise Programme (PEP). Applying principles of training, including overload, specificity, progression, and reversibility, ensures programmes are safe, structured, and effective. Learning about long-term adaptations of the musculo-skeletal system, such as increased bone density and muscle hypertrophy, and cardio-respiratory improvements, like increased stroke volume, helps students understand how training enhances performance. This knowledge is essential for Edexcel GCSE PE, enabling students to plan, apply, and evaluate training programmes to achieve sustained improvements in fitness and sporting performance.
	Homework	Weekly Seneca Homework	Weekly Seneca Homework	Weekly Seneca Homework	Weekly Seneca Homework	Weekly Seneca Homework	Homework: Complete 6 training sessions and record results.
	Summative Assessment	End of Unit Test	End of Unit Test	End of Unit Test	End of Unit Test	End of Unit Test	End of Unit Test
Year 11	Scheme of Work	PEP Coursework	Sports Injuries (P1)	Biomechanics (P1/P2)	Sports Psychology (P2)	Exam Preparation/Revision	Course Completed
	Rationale	Understanding how to create, implement, and evaluate a Personal Exercise Plan (PEP) enables students to take responsibility for improving their fitness and sporting performance. Designing a programme to target a specific component of fitness, linked to a chosen sport, ensures relevance and purpose. Carrying out the plan develops commitment and practical experience of training methods. Evaluating its success allows students to reflect on progress, strengths, and areas for improvement. Completing the 1500-word coursework develops analytical and written communication skills. This is essential for Edexcel GCSE PE, supporting students in applying theoretical knowledge to real-life performance and long-term health and fitness development.	Understanding the avoidance, treatment, and management of sports injuries is essential for safe and effective participation in physical activity. Learning to identify common injuries, such as fractures, dislocations, sprains, strains, tennis elbow, golfer's elbow, abrasions, and concussion, helps students respond appropriately. Knowledge of injury prevention strategies reduces risk during performance. Studying the RICE method (rest, ice, compression, elevation) provides a practical framework for immediate treatment. This content is vital for Edexcel GCSE PE, enabling students to apply theoretical knowledge in real-life situations, promote player welfare, and develop confidence in managing injury within sport and physical activity settings.	Understanding biomechanics enables students to analyse and improve sporting performance through knowledge of how the body moves. Learning lever systems, joint classifications, and ranges of movement explains how efficient movement is produced. Studying planes and axes provides a framework to accurately describe actions. Classifying skills using continua and applying appropriate practice types, such as massed, distributed, fixed, and variable, supports skill development. Exploring guidance methods, including visual, verbal, mechanical, and manual, enhances coaching and learning. This knowledge is essential for Edexcel GCSE PE, helping students apply scientific principles to performance and make informed decisions to improve technique and effectiveness.	Understanding sports psychology helps students improve performance by developing mental skills alongside physical ability. Learning about feedback types, including intrinsic, extrinsic, concurrent, and terminal, enables effective performance analysis and progression. Evaluating advantages and disadvantages of guidance supports appropriate coaching decisions. Using data to interpret feedback strengthens analytical skills and identifies areas for improvement. Mental preparation techniques, such as imagery and the use of music, enhance focus, confidence, and motivation. This knowledge is essential for Edexcel GCSE PE, helping students apply psychological strategies to optimise performance and develop a deeper understanding of how the mind influences sporting success.	Students will use the weeks approaching exams to focus on exam questions, marked using teacher marking, WCF, and comparative judgement WAGOLLS.	
	Homework	Weekly CFU Exam Questions	Weekly CFU Exam Questions	Weekly CFU Exam Questions	Weekly CFU Exam Questions	Weekly CFU Exam Questions	
	Summative Assessment	Completion of coursework	End of Unit Test	End of Unit Test	End of Unit Test		



TCA Curriculum Map: Dance

		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 7	Scheme of Work	Spies	Dance through the Decades	Spies	Dance through the Decades	Spies	<i>Dance through the Decades</i>
	Rationale Note: Schemes are taught to all students on a twenty-week rotation	Introduction to 5 main dance actions including transference of weight, rolling, falling and catching. Students will explore contact work including lifts and support and will be encouraged to foster good, safe relationships within the group through choreographic tasks.	Students will explore how Dance has evolved and will focus on various dance crazes ranging from 1920’s right up to 2020. Students will accurately replicate dance routines showing an awareness of timing, musicality and movement memory.	Introduction to 5 main dance actions including transference of weight, rolling, falling and catching. Students will explore contact work including lifts and support and will be encouraged to foster good, safe relationships within the group through choreographic tasks.	Students will explore how Dance has evolved and will focus on various dance crazes ranging from 1920’s right up to 2020. Students will accurately replicate dance routines showing an awareness of timing, musicality and movement memory.	Introduction to 5 main dance actions including transference of weight, rolling, falling and catching. Students will explore contact work including lifts and support and will be encouraged to foster good, safe relationships within the group through choreographic tasks.	<i>Students will explore how Dance has evolved and will focus on various dance crazes ranging from 1920’s right up to 2020. Students will accurately replicate dance routines showing an awareness of timing, musicality and movement memory.</i>
	Summative Assessment	End of SOW recording, performing to a camera.	End of SOW recording, performing to a camera.	End of SOW recording, performing to a camera.	End of SOW recording, performing to a camera.	End of SOW recording, performing to a camera.	<i>End of SOW recording, performing to a camera.</i>
Year 8	Scheme of Work	Dance Styles	Dance Styles	Dance Styles	Dance Styles	Dance Styles	<i>Dance Styles</i>
	Rationale Note: Schemes are taught to all students on a ten-week rotation	Perform sequences from a variety of dance styles from different countries including Bollywood, African and Jive. Students will develop their knowledge and understanding of key performance skills and use of choreographic devices.		Perform sequences from a variety of dance styles from different countries including Bollywood, African and Jive. Students will develop their knowledge and understanding of key performance skills and use of choreographic devices.		Perform sequences from a variety of dance styles from different countries including Bollywood, African and Jive. Students will develop their knowledge and understanding of key performance skills and use of choreographic devices.	
	Summative Assessment	End of SOW recording, performing to a camera.		End of SOW recording, performing to a camera.		End of SOW recording, performing to a camera.	
Year 9	Scheme of Work	Street Dance	Dance by Chance / Dance Media	Street Dance	Dance by Chance / Dance Media	Street dance	<i>Dance by Chance / Dance Media</i>
	Rationale Note: Schemes are taught to all students on a ten-week rotation, enabling effective Options choices	Develop movement vocabulary focussing on the 5 main actions of Street. Through a series of master workshops, students will focus on becoming creative and independent leaners.	Explore and perform a series of sequences based on Chance methods inspired by the choreographer Merce Cunningham. Create a Dance sequence that demonstrates the influence and power Dance has within Media.	Develop movement vocabulary focussing on the 5 main actions of Street. Through a series of master workshops, students will focus on becoming creative and independent leaners.	Explore and perform a series of sequences based on Chance methods inspired by the choreographer Merce Cunningham. Create a Dance sequence that demonstrates the influence and power Dance has within Media.	Develop movement vocabulary focussing on the 5 main actions of Street. Through a series of master workshops, students will focus on becoming creative and independent leaners.	Explore and perform a series of sequences based on Chance methods inspired by the choreographer Merce Cunningham. Create a Dance sequence that demonstrates the influence and power Dance has within Media.
	Summative Assessment	End of SOW recording, performing to a camera.	End of SOW recording, performing to a camera.	End of SOW recording, performing to a camera.	End of SOW recording, performing to a camera.	End of SOW recording, performing to a camera.	<i>End of SOW recording, performing to a camera.</i>
Year 10	Scheme of Work	Introduction to key performance skills / Roles and responsibilities within the Performing Arts industry		Component 1 – Exploring roles in the industry		Exploration of professional works	
	Rationale	In practical lessons students will explore and replicate a range of dances with the focus on developing and strengthening their use of key performance skills. In theory lessons, students are looking at the roles, responsibilities and skills needed for performing and non-performing roles in the industry.		Students will complete PSA that is released by the exam board. The professional work they study must be linked to the brief.		Students will learn repertoire from a variety of professional works in preparation for Component 2.	
	Homework	BTEC Boost Thursday/Friday		BTEC Boost Thursday/Friday		BTEC Boost Thursday/Friday	
	Summative Assessment	Students will complete a formalised Learning Check as they are not in a PSA exam window.		Completion of PSA coursework that is then marked by teacher and sent off for external moderation.		Students will complete a formalised Learning Check as they are not in a PSA exam window.	
Year 11	Scheme of Work	Component 2 – Developing skills and techniques in Performing Arts		Component 3 – Performing to a brief		Course Completed	
	Rationale	Students will complete PSA that is released by the exam board. The professional work they study and perform an extract of must be linked to the brief.		Students will complete PSA that is released by the exam board. They are expected to create a piece of performance in response to the brief that is released.			
	Homework	BTEC Boost Thursday/Friday		BTEC Boost Thursday/Friday			
	Summative Assessment	Learning checks completed in the teaching and learning window. Completion of PSA coursework that is then marked by teacher and sent off for external moderation.		Learning checks completed in the teaching and learning window. Completion of PSA coursework that is then externally marked.			



TCA Curriculum Map: Music



		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 7	Scheme of Work	Elements of Music	Scary Music	Elements of Music	Scary Music	Elements of Music	Scary Music
	Rationale Note: Schemes are taught to all students on a twenty-week rotation	Students arrive from primary school with a variety of musical experience. This unit introduces foundation level of language and skill across drumming, ukulele and keyboard	Composition skills in programme music using BandLab. This unit introduces using a DAW and composition skills like sequence and structure.	Students arrive from primary school with a variety of musical experience. This unit introduces foundation level of language and skill across drumming, ukulele and keyboard	Composition skills in programme music using BandLab. This unit introduces using a DAW and composition skills like sequence and structure.	Students arrive from primary school with a variety of musical experience. This unit introduces foundation level of language and skill across drumming, ukulele and keyboard	Composition skills in programme music using BandLab. This unit introduces using a DAW and composition skills like sequence and structure.
	Summative Assessment	End of discipline class or group performance and composition .	Final scary composition on BandLab	End of discipline class or group performance and composition .	Final scary composition on BandLab	End of discipline class or group performance and composition .	Final scary composition on BandLab
Year 8	Scheme of Work	G1 Ukulele	Game Music	G1 Ukulele	Game Music	G1 Ukulele	Game Music
	Rationale Note: Schemes are taught to all students on a ten-week rotation	Students develop grade 1 ukulele skills learning 'Take Me Home' from the RSL syllabus. This unit aims to develop discipline, chord knowledge and enhance rhythm knowledge from Y7 Unit 1 and play a whole song.	Students learn about the development of Computer Game Music from Mario to COD. They develop melody and accompaniment skills to create a chase scene for a computer game. Students develop DAW skills from year 7 Unit 2.	Students develop grade 1 ukulele skills learning 'Take Me Home' from the RSL syllabus. This unit aims to develop discipline, chord knowledge and enhance rhythm knowledge from Y7 Unit 1 and play a whole song.	Students learn about the development of Computer Game Music from Mario to COD. They develop melody and accompaniment skills to create a chase scene for a computer game. Students develop DAW skills from year 7 Unit 2.	Students develop grade 1 ukulele skills learning 'Take Me Home' from the RSL syllabus. This unit aims to develop discipline, chord knowledge and enhance rhythm knowledge from Y7 Unit 1 and play a whole song.	Students learn about the development of Computer Game Music from Mario to COD. They develop melody and accompaniment skills to create a chase scene for a computer game. Students develop DAW skills from year 7 Unit 2.
	Summative Assessment	Class performance of 'Take Me Home' RSL Grade 1 Ukulele.	Completed composition on BandLab	Class performance of 'Take Me Home' RSL Grade 1 Ukulele.	Completed composition on BandLab	Class performance of 'Take Me Home' RSL Grade 1 Ukulele.	Completed composition on BandLab
Year 9	Scheme of Work	The Blues	Project Remix	The Blues	Project Remix	The Blues	Project Remix
	Rationale Note: Schemes are taught to all students on a ten-week rotation, enabling effective Options choices	Students learn the components of blues, 12 bar blues, walking bass, improvising with the blues scale and a motif to create their own solo or paired performance playing with two hands building skills for KS4.	Students work with MIDI stems to create an EDM remix of Rolling In The Deep increasing DAW literacy including editing and sound manipulation in preparation for KS4.	Students learn the components of blues, 12 bar blues, walking bass, improvising with the blues scale and a motif to create their own solo or paired performance playing with two hands building skills for KS4.	Students work with MIDI stems to create an EDM remix of Rolling In The Deep increasing DAW literacy including editing and sound manipulation in preparation for KS4.	Students learn the components of blues, 12 bar blues, walking bass, improvising with the blues scale and a motif to create their own solo or paired performance playing with two hands building skills for KS4.	Students work with MIDI stems to create an EDM remix of Rolling In The Deep increasing DAW literacy including editing and sound manipulation in preparation for KS4.
	Summative Assessment	Pair or solo keyboard performance to camera.	Complete remix.	Pair or solo keyboard performance to camera.	Complete remix.	Pair or solo keyboard performance to camera.	Complete remix.
Year 10	Scheme of Work	Step Up To Music	Component 1 Task 1	Component 1 Task 1	Component 1 Task 2	Component 2 Introduction	Component 2 Task 1
	Rationale	Prepare skills, knowledge and vocabulary for preparation for the course to make musically informed choices.	Develop understanding of 5 genres of music including composition and sonic features.	ASSESSMENT WINDOW exam conditions write up of Task 1 and begin task 2 products.	ASSESSMENT WINDOW: Creation of three music products showing musical understanding informed by theory.	Introduction of the role of performer, composer and producer and the professional working skills needed in these roles.	Create a skills audit, set SMART targets, complete technical exercises to improve in 2 disciplines.
	Homework	Rehearsal for baseline performance	Revision of key terms and styles	Rehearsal for performance	Rehearsal for performance	Project on sharing music	Instrument rehearsal
	Summative Assessment	Baseline performance	Practise Task 1 write ups	Task 1 essay of 4 genres	3 product MP3/video and write up	Task 1 skills audit for 2 disciplines	Completed assessed work.
Year 11	Scheme of Work	Component 2 Task 2	Component 3 Prep & Task 1	Component 3 Task 2	Component 3 Task 2&3	Course Completed	
	Rationale	Create 2-minute product in 2 disciplines improved upon showing clear professional skills.	Understand brief set by exam board of styles and songs. Prepare for task 1 and 2.	Assessment window completing task 2 product	Assessment window . Final touches on Task 2. Prepare and complete task 3 evaluating final product against task 1 planning document.		
	Homework	Rehearsal/preparation	Practice Task 1 marked and notes made	Research and ideas creation	Practice Task 3 marked and notes made		
	Summative Assessment	2 video/mp3s	Completed task 1 in exam conditions using notes to help.	Completed Task 2 product	Completed Task 2 and Task 3		



TCA Curriculum Map: Drama



		Autume 1	Autume 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Scheme of Work	Actor Training (6)	Devising from a Stimulus (6)	Page to Stage (6)	Actor Training (6)	Devising from a Stimulus (6)	Page to Stage (6)
	Rationale <i>Note: Schemes are taught to all students on a twenty-week rotation</i>	Introduction to Drama: Students learn basic skills and techniques to create effective drama. Introduces key terms and skills, explores characterisation and developing confidence in devised work and performing to an audience.	Students begin to develop their devising skills responding to a stimulus in groups. Students explore structure, style and dialogue. They set targets for improvement and focus on theme, aim and audience engagement.	Students begin working with a script focusing on key skills such as line learning, character motivation, staging, use of space. Using a key text, they look at rehearsal techniques and how to improve performance skills	Introduction to Drama: Students learn basic skills and techniques to create effective drama. Introduces key terms and skills, explores characterisation and developing confidence in devised work and performing to an audience.	Students begin to develop their devising skills responding to a stimulus in groups. Students explore structure, style and dialogue. They set targets for improvement and focus on theme, aim and audience engagement.	Students begin working with a script focusing on key skills such as line learning, character motivation, staging, use of space. Using a key text, they look at rehearsal techniques and how to improve performance skills
	Summative Assessment	End of term performance, key word quiz and evaluation task.	One lesson 'write up' and a performance task.	End of term performance, key word quiz and evaluation task.	End of term performance, key word quiz and evaluation task.	One lesson 'write up' and a performance task.	End of term performance, key word quiz and evaluation task.
Year 8	Scheme of Work	Devising: Using stage combat (5)	Tension and Atmosphere (5)	Devising: Using stage combat (5)	Tension and Atmosphere (5)	Devising: Using stage combat (5)	Tension and Atmosphere (5)
	Rationale <i>Note: Schemes are taught to all students on a ten-week rotation</i>	The students explore a variety of stage combat techniques encouraging development in physicality, gait, stance, movement etc. From this the students use the techniques independently to create a final performance piece of devised performance work. Scripts are present for those who need extra guidance.	<i>Students look at script work and theme in this unit. They will begin to explore the idea of technical theatre and how this can influence tension and atmosphere in a piece. They will explore key areas such as voice and physicality to build tension and create atmosphere.</i>	The students explore a variety of stage combat techniques encouraging development in physicality, gait, stance, movement etc. From this the students use the techniques independently to create a final performance piece of devised performance work. Scripts are present for those who need extra guidance.	<i>Students look at script work and theme in this unit. They will begin to explore the idea of technical theatre and how this can influence tension and atmosphere in a piece. They will explore key areas such as voice and physicality to build tension and create atmosphere.</i>	The students explore a variety of stage combat techniques encouraging development in physicality, gait, stance, movement etc. From this the students use the techniques independently to create a final performance piece of devised performance work. Scripts are present for those who need extra guidance.	<i>Students look at script work and theme in this unit. They will begin to explore the idea of technical theatre and how this can influence tension and atmosphere in a piece. They will explore key areas such as voice and physicality to build tension and create atmosphere.</i>
	Summative Assessment	Through application of the techniques in a performance format. And pre/ post test	Through application of the techniques in a scripted performance and short written evaluation.	Through application of the techniques in a performance format. And pre/ post test	Through application of the techniques in a scripted performance and short written evaluation	Through application of the techniques in a scripted performance and short written evaluation	Through application of the techniques in a scripted performance and short written evaluation
Year 9	Scheme of Work	Style Icons- Devising from a stimulus using theatre styles			Design Technical theatre		Post Options: Live Theatre Review
	Rationale <i>Note: Schemes are taught to all students on a ten-week rotation, enabling effective Options choices</i>	Exploring styles of theatre both through rehearsal and performance. Creating a piece of devised theatre exploring a variety of styles and techniques. Developing work through rehearsal techniques. Students begin to develop their writing skills in the form of lesson reflections/logs.			Exploring production roles in a piece of live theatre and analysis of professional work (National Theatre Online). Students explore lighting/set/sound/costume in detail. They then specialise in one area and design for a scene in the live theatre work they have been exploring.		Students develop their written skills in this unit. Analysing performance in preparation for KS4 work. Links to English curriculum.
	Summative Assessment	End of term performance, key word quiz and evaluation task. Written log example where time allows.			A design pitch of their choice		An example response to a live theatre question.
Year 10	Scheme of Work	Devising (mock)	Scripted Practical	C3 Practice-Set Text: Noughts and Crosses First Live Theatre watch and review	Component 1: Devising		
	Rationale	Students complete a mock devising task whereby they are given deadlines to work to create a piece that links to one of the given stimuli and uses the techniques of a specific practitioner. As this is a mock Component 1 students are given a reduced timing requirement for their piece. Students are expected to provide a portfolio of supporting evidence that is taught explicitly in the one -our theory lesson per week. The unit is marked in accordance with the GCSE criteria so that students are aware of their current progress within the subject.	Students will develop their performance skills through group performance work on a script chosen by them. This unit of work allows students to develop their performance skills even further to offer them the best possible opportunity in their Component 2 exam in Y11. Similarly to the previous work this unit is marked in accordance with the GCSE criteria so that students are aware of their current progress within the subject.	Within this unit of work students revisit their understanding of the set text alongside their ability to analyse live theatre using subject specific terminology. Students work on N&O will be completed mostly through practical exploration and developmental work, but this knowledge will culminate in the answering of practice exam questions. Students will begin to explore the live review text. The written aspect of the course will be taught explicitly in the one-hour theory lessons per week.	Students will begin their coursework for Component 1 of their GCSE qualification. Working with the pre-released stimuli from the exam board students will explore 4 different stimuli before choosing 1 specific piece to work with. They will then explore and develop the work using the ideas of a chosen practitioner to create a piece which adheres to the exam boards guidelines.		
	Homework	Research tasks,	Research tasks, Line learning	Character research document and Live performance moments	Research tasks and Lesson diary		
	Summative Assessment	Performance and feedback Portfolio/evaluation	Performance and feedback	Mock Exam	Mini performance checks (ongoing) Portfolio checks (ongoing)		
Year 11	Scheme of Work	Component 1: Devising	Component 1 & Component 2: Scripted Practical	Component 2: Scripted Practical & Component 3: Set Text / Live Theatre	Course Completed		
	Rationale	Students will continue to develop their practical performance pieces based on the given stimuli released by the exam board. Specific deadlines for assessment will be released to students so that they are able to plan and complete the work needed. Alongside their practical work students will be supported to compile their portfolios of supporting evidence whilst working practically.	Students will be supported to complete their portfolios of supporting evidence to accompany their practical devising work. Students will also be supported in developing the notes needed to assist them in writing their evaluation of the practical in their controlled assessment. During this time students will be grouped and begin their work on their scripted performances.	Students will continue to develop their scripted pieces in preparation for the visiting examiner. Alongside this work students will re-visit the set text through practical work shops. They will also be encouraged to develop their analytical writing style through practice questions based on live theatre.			
	Homework	Style Research, rehearsal tasks, evaluation notes prep, practice section answers for the coursework.	Research task on their play of study, line learning, costume sourcing.	Practice exam questions Use of revision guides/tasks Exam walk through tasks Rehearsals for script exam			
	Summative Assessment	Devising Performance Portfolio Evaluation - Internally Assessed/Moderated - Exam formalised assessment	Portfolio catch up and completion. Evaluation - Internally Assessed/Moderated	Written Paper Learning Check (fo Easter intervention- Live review and example questions. Countdown booklets given. Written Exam: Section A; N&O, Section B; Live Theatre Analysis – Marked Externally			



TCA Curriculum Map: Art (KS3 on Rotation)



		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 7	Scheme of Work	Colourful Bugs (10 weeks)	Fruit and Veg (10 weeks)	Colourful Bugs (10 weeks)	Fruit and Veg (10 weeks)	Colourful Bugs (10 weeks)	Fruit and Veg (10 weeks)
	Rationale Note: Schemes are taught to all students on a rotation (20 weeks)	Introduction to colour theory- Painting and printing using colour theory Drawing bugs Artist research on Alison Headley	Mind-mapping skills Coloured pencil techniques Observational drawing in colour	Introduction to colour theory- Painting and printing using colour theory Drawing bugs Artist research on Alison Headley	Mind-mapping skills Coloured pencil techniques Observational drawing in colour	Introduction to colour theory- Painting and printing using colour theory Drawing bugs Artist research on Alison Headley	Mind-mapping skills Coloured pencil techniques Observational drawing in colour
	L4L		Fairy tales: Creating settings and mood boards				Off with Your Head: Tudor portraits and symbolism
	Summative Assessment	Prints in response to artist	Observational drawing	Prints in response to artist	Observational drawing	Prints in response to artist	Observational drawing
Year 8	Scheme of Work	Light and Shade (10 weeks)	Portraits (10 weeks)	Light and Shade (10 weeks)	Portraits (10 weeks)	Light and Shade (10 weeks)	Portraits (10 weeks)
	Rationale Note: Schemes are taught to all students on a rotation (20 weeks)	Tonal pencil drawings Observational drawing Artist research on Ian Murphy	Proportions of the face Tonal drawings Artist research on Kelvin Okafor. (Given and read through to show what it should look like and that they learn about his work but due to limited time they will work in his style rather than produce an artist research page) Introduction of grid method of drawing/enlarging.	Tonal pencil drawings Observational drawing Artist research on Ian Murphy	Proportions of the face Tonal drawings Artist research on Kelvin Okafor. (Given and read through to show what it should look like and that they learn about his work but due to limited time they will work in his style rather than produce an artist research page) Introduction of grid method of drawing/enlarging.	Tonal pencil drawings Observational drawing Artist research on Ian Murphy	Proportions of the face Tonal drawings Artist research on Kelvin Okafor. (Given and read through to show what it should look like and that they learn about his work but due to limited time they will work in his style rather than produce an artist research page) Introduction of grid method of drawing/enlarging.
	L4L	Da Vinci- hatching and anatomical drawings		India - Indian Artists, rangoli patterns		Coast – coastal landscapes	Please Sir – William Morris artist research page
	Summative Assessment	Drawing in response to artist	Drawing in response to the artist	Drawing in response to artist	Drawing in response to the artist	Drawing in response to artist	Drawing in response to the artist
Year 9	Scheme of Work	Rust (10 weeks)	Letterforms (10 weeks)	Rust (10 weeks)	Letterforms (10 weeks)	Rust (10 weeks)	Letterforms (10 weeks)
	Rationale Note: Schemes are taught to all students on a rotation (2x10 weeks)	Observational drawing Composition Oil pastel drawing Painting Developing their colour theory knowledge from Year 7 and applying this to colour mixing and application in a piece of work. Applying grid method	Graffiti style art Psychedelic letterforms Artist research on Wes Wilson and Graffiti Applying their composition skills from the previous project to develop a personal final piece.	Observational drawing Composition Oil pastel drawing Painting Developing their colour theory knowledge from Year 7 and applying this to colour mixing and application in a piece of work. Applying grid method	Graffiti style art Psychedelic letterforms Artist research on Wes Wilson and Graffiti Applying their composition skills from the previous project to develop a personal final piece.	Observational drawing Composition Oil pastel drawing Painting Developing their colour theory knowledge from Year 7 and applying this to colour mixing and application in a piece of work. Applying grid method	Graffiti style art Psychedelic letterforms Artist research on Wes Wilson and Graffiti Applying their composition skills from the previous project to develop a personal final piece.
	Summative Assessment	Personal response to title	Personal response to artists studied	Personal response to title	Personal response to artists studied	Personal response to title	Personal response to artists studied
Year 10	Scheme of Work	Structures (Component 1)	Structures	Structures (development)	Structures (final Piece)	Alternative project from 3 titles given (Component 1)	Alternative project (component 1)
	Rationale	Mind-map Mood-board Artist research Ian Murphy	Artist research on an artist chosen from a list. (focus day to introduce acrylic painting)	Individually chosen direction within structures) Research and development on final piece.	Completion of structures project to produce a personal. Informed and meaningful response.	Mindmap Moodboard Observational drawings Artist research	Further artist research Response to artist's work Development
	Homework	Research images	Analysis of artist's work	Independent practical	Independent practical	Research images	Analysis of artist's work
	Summative Assessment	Response to Ian Murphy's work	Acrylic painting in response to artist chosen	Plan for final piece	Sketchbook and final piece	Sketchbook	Sketchbook
Year 11	Scheme of Work	Alternative project (component 1)	Alternative project (component 2)	Externally set task	Externally set task	Course completed	
	Rationale	Development of final piece	Final piece	Mindmap Moodboard Observational drawings Artist research	Further artist research Response to artist's work Development of final piece Final piece		
	Homework	Independent practical	Independent practical	Research	Independent practical		
	Summative Assessment	sketchbook	Sketchbook and final piece				



TCA Curriculum Map: Creative Media KS4

		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 10	Scheme of Work	Introduction to Creative Media	Mock Component 2 PSA	Component 2 PSA		Component 2 PSA	Preparing for Component 1
	Rationale	This is introductory units allows students to experiment with making different media products. Students also have the opportunity to analyse existing media products.	Students will complete a previous Component 2 PSA where they will focus on gaining the practical skills required for their chosen sector and practice evidencing the pre-production, production and post-production skills and techniques.	Students are issued with the real PSA and will work on this independently.		Students are issued with the real PSA and will work on this independently.	This component focuses on analysing existing media products in all three sectors; audio/moving image , publishing and interactive. Students will analyse a variety of media products from a variety of genres focusing on audience, purpose, genre, narrative, representation and media production techniques
	Homework	Students research existing media products of their choice	Half Term Homework - students to research based on the component brief	Students have to take photographs/record video footage/write articles for their media product			Summer Holiday Homework : Exploring existing media products
	Summative Assessment		Mock Component 2 PSA	The PSA is marked twice using the mark scheme (each PSA task is marked once, students have an opportunity to improve, and the PSA is marked again ready for final submission)			
Year 11	Scheme of Work	Component 1 PSA	Component 1 PSA	Component 3	Component 31	Improving Component 1/Component 2 re-take	Course Completed
	Rationale	Students work on completing the component 1 PSA which is worth 30% of the final grade		Students prepare for Component 3 – the external assessment which is worth 40% of the final grade. Students are required to produce a media product in response to a brief. Students also complete the 10-hour external assessment during this term,		Is students would like to improve their component 1 or component 2 grade they have the opportunity to re-take one of the components.	
	Homework	Students have to watch audio/moving image products/play games/read print material so they can analyse these for the PSA		Students are required to research information stated on the set brief to prepare for the exam.		Students have to take photographs/record video footage/write articles for their media product	
	Summative Assessment	The PSA is marked twice using the mark scheme (each PSA task is marked once, students have an opportunity to improve, and the PSA is marked again ready for final submission)		No internally assessed summative assessment takes place during this term. Component 3 is worth 40% of the final grade and the work is sent to the examining board.		The PSA is marked twice using the mark scheme (each PSA task is marked once, students have an opportunity to improve and the PSA is marked again ready for final submission)	



TCA Curriculum Map: Computer Science KS4

		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 10	Scheme of Work	Introduction to Python and Computer Systems	Data Representation	Programming Project	Networks and Topologies	Mock Exam Revision and Programming	Networks, Protocols and Layers and Systems Architecture
	Rationale	Students have the opportunity to learn to program in a text based high-level programming language. This skill is required for paper 2 of the GCSE specification. Students will also learn about the basic of computer systems: Learning to program in Python: 2.2.1 Programming fundamentals 2.2.2 Data types Introduction to a Computer System: 1.1.2 CPU Performance 1.1.3 Embedded systems 1.2.1 Primary storage (Memory) 1.2.2 Secondary Storage/	In this section students learn how computer systems process and store data. The below sections of the specification are covered during this half term: 1.2.3 Units 1.2.4 Data storage – numbers 1.2.4 Data storage – Characters, 1.2.4 Data storage – Images, Sound 1.2.5 Compression	Students complete a Programming Project which encompasses the below sections of the specification: 2.1.1 Computational thinking 2.2.1 Programming fundamentals 2.2.2 Data types 2.2.3 Additional programming techniques 2.1.2 Designing, creating and refining algorithms 2.3.1 Defensive design 2.3.2 Testing	Students will learn about the below section of the specification; 1.3.1 Networks and Topologies	Students will have the opportunity to revisit the sections of the specification that have been taught. Students will then further their knowledge programming in Python to create more complex programs	The below sections of the specification are covered during this half term: 1.3.2 Wired and Wireless Networks, protocols and layers 1.1 System's Architecture Students also revisit python programming
	Homework		Half Term Holiday Homework	Smart revise assignment - Christmas holiday homework	Half Term holiday homework	Easter Holiday Revision Tasks	Summer Holiday Programming Project
	Summative Assessment		1 x written assessment		1 x written assessment	Mock Exam	1 x written assessment
Year 11	Scheme of Work	Network Threats and Measures, Issues, Software, Algorithms	Algorithms and Programming	Computation Thinking, Boolean Logic, Languages and the IDE	Defensive Design Considerations and Algorithms	Exam Preparation	Course Completed
	Rationale	Students will study the below sections of the specification: 1.4.1 Threats to Computer Systems and Networks/ 1.4.2 Identifying and Preventing Vulnerabilities 1.6.1 Ethical, legal, cultural and environmental impact 1.5.1 Operating Systems 1.5.2 Utility Software 1.6 Proprietary and Open-Source Software 2.1.3 Searching and Sorting Algorithms	Students will study the below sections of the specification: 2.1.3 Searching and Sorting Algorithms 2.2.1 Programming Fundamentals 2.2.3 Additional Programming Techniques – Random Number Generation, Reading and Writing to Text files and arrays 2.1.2 Designing, creating and refining algorithms – Focus - Trace Tables and Structure Diagrams	Students will study the below sections of the specification: 2.1.1 Computational Thinking 2.4.1 Boolean Logic 2.2.1 Programming Fundamentals 2.2.3 Additional Programming Techniques 2.5.1 Languages 2.5.2 The IDE	Students will study the below sections of the specification: 2.3.1 Defensive Design Considerations 2.1.2 Designing, creating and refining algorithms	Students will use the weeks approaching exams to focus on exam questions, marked using teacher marking, WCF, and comparative judgement WAGOLLS.	
	Homework	Revision schedule, revision list and revision links issued for students to revise for their mock exam		Revision schedule, revision list and revision links issued for students to revise for their real exam	Easter Holiday Homework Self Assessment past exam paper	Exam Questions	
	Summative Assessment		Mock Exam		1 x written assessment		



TCA Curriculum Map: French



The MFL curriculum is spiral. In KS3 we introduce key vocab and grammar for GCSE which we then revisit in KS4.		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 7	Scheme of Work	Personal Details	School	Free Time	Students study German		
	Rationale	Brothers, sisters, ages, likes, personality Concept that words have accents which change the sound, that nouns have gender	School subjects, uniform, school day Concept that word order is different eg noun before adjective and that adjectives need endings	Sports, activities Concept that articles change according to the gender of the noun			
	Summative Assessment			End of Subject assessment			
Year 8	Scheme of Work	Family Life	Home Town	Visiting a City	Students study German		
	Rationale	Family members, where you like, breakfast Concept that possessive adjectives depend on number and gender,	Places in town, arranging to go out, ordering snacks Present tense irregular verbs, different forms of address	Places in town, opinion adjectives, sequencing phrases The perfect tense of regular er verbs and common irregulars			
	Summative Assessment			End of Subject Assessment			
Year 9	Scheme of Work	Festivals and Food	Media	Sport and Healthy Lifestyles	Jobs and Future Plans	Free Time	
	Rationale	Carnaval, buying food at a market, food on special occasions Present tense of er verbs, articles	TV, technology, cinema, time 24 hr clock Future tense, time phrases	Opinions on sport, asking directions, illness and injury Revisit jouer/faire, opinion adjectives, infinitives	Jobs, future plans Je veux + infinitive, future plans	What you do online, sport, playing an instrument, TV and films, going out, last weekend. Revisit the topic of free time and the future and perfect tenses. Introduce exam skills of the role play and describe the photo in preparation for GCSE.	
	Summative Assessment			Options Assessment		Describe the photo exam task	
Year 10	Scheme of Work	Family	School	Lifestyle and wellbeing		Holidays	
	Rationale	Daily routine, relationships, describing appearance, family celebrations. Revision of perfect and future tenses.	School subjects, school rules Revision of perfect tense, introduction of il faut + infinitive	Healthy eating and mealtimes, mental health, being ill, getting healthier Imperatives		Describing holiday destinations, dream holidays, what you can see and do, festivals, accommodation, weather Je voudrais + infinitive	
	Homework	Linguascope, Activehub, preparation for Learning Checks	Linguascope, Activehub, preparation for Learning Checks	Linguascope, Activehub, preparation for Learning Checks	Linguascope, Activehub, preparation for Learning Checks	Linguascope, Activehub, preparation for Learning Checks	
	Summative Assessment	End of Module Test – exam style paper	End of Module Test – exam style paper	Speaking Exam	Year 10 mocks	End of Module Test – exam style paper	
Year 11	Scheme of Work	Future Plans	Home Town	Environmental Issues	Exam Skills	Exam Preparation	Course Completed
	Rationale	Part time jobs, future hopes, strengths and capabilities, good and bad aspects of jobs Future tense revision, verbs followed by infinitives	Your home, your town, shopping, directions, dream home	Environmental problems, weather, how environmentally friendly we are Impersonal verbs with infinitives	Revision through exam style tasks to simultaneously improve exam technique	Students will use the weeks approaching exams to focus on exam questions, marked using teacher marking, WCF, and comparative judgement WAGOLLS.	
	Homework	Preparation for LC writing	Revision for mocks	Preparation for LC writing	Preparation for speaking exam	Exam Questions	
	Summative Assessment	Exam style writing tasks, mock speaking exam preparation	Mock exams	Exam style writing tasks, mock speaking exam preparation	Speaking exam		



TCA Curriculum Map: German



The MFL curriculum is spiral. In KS3 we introduce key vocab grammar for GCSE which we then revisit in KS4.		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 7	Scheme of Work	Students study French			Personal Details	Personal Details	School
	Rationale				Greetings, age, animals, family and friends Some letters make different sounds in German, nouns in German have capital letters, there are different words for a/the	Hair and eyes, personality Concept that adjectives sometimes need endings	Subjects
	Summative Assessment						End of Subject Assessment
Year 8	Scheme of Work	Students study French			Home Town	Festivals and Celebrations	Resources not yet published
	Rationale				Places in town, shopping Concept that main verb has to be the second idea	Festivals, food, drink Concept that the main verb has to be second	
	Summative Assessment						End of Subject Assessment
Year 9	Scheme of Work	Home Town and Holidays	Media	Food and Drink	School		
	Rationale	Describing your town, what you did on holiday, weather Introduction of perfect tense	Films, TV, books	Food, drink, mealtimes	School subjects, school day, uniform, school rules, school trips, break/lunch time Revision of perfect tense, man muss + infinitive		
	Summative Assessment				Options Assessment	Exam style task describe photo	
Year 10	Scheme of Work	Free Time	Home Life	Lifestyle and wellbeing		Home	Holidays
	Rationale	Music, hobbies, using your phone, arranging to go out Revision of perfect and future tenses	Relationships, role models, festivals, celebrations	Being active, healthy eating, being ill, healthier lifestyles, good mental health Focus on understanding the requirement of the exams in preparation for the Year 10 mocks		Home town, transport, shopping, your house, ideal home	Describing holiday destinations, making reservations, summer holidays, future holidays
	Homework	Linguascope, Activehub, preparation for Learning Checks	Linguascope, Activehub, preparation for Learning Checks	Linguascope, Activehub, preparation for Learning Checks		Linguascope, Activehub, preparation for Learning Checks	Linguascope, Activehub, preparation for Learning Checks
	Summative Assessment	Exam style task	Exam style task	Exam style task		Exam style task	Exam style task
Year 11	Scheme of Work	Future Plans		The Wider World	Revision	Exam Preparation	Course Completed
	Rationale	Future plans ,good/bad aspects of jobs, strengths and capabilities, gap year/voluntary work, hopes for the future Revision of infinitive constructions		What's important to you, environmental issues, being environmentally friendly,	Past papers, exam style tasks, preparation for speaking exam	Students will use the weeks approaching exams to focus on exam questions, marked using teacher marking, WCF, and comparative judgement WAGOLLS.	
	Homework	Linguascope, Activehub, preparation for Learning Checks	Linguascope, Activehub, preparation for Learning Checks	Speaking exam prep	Exam style questions	Exam Questions	
	Summative Assessment	Exam style task	Year 11 Mocks	Exam style task			



TCA Curriculum Map: Design Technology / Engineering KS3

		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 7	Scheme of Work	Themed Clock			Wooden Toy		
	Rationale and Sequencing 18 Week rota for each project.	This unit of work is targeted at covering the core technical principles of the Eduqas GCSE specification. This unit covers the key aspects of the core knowledge and understanding Materials - thermosetting/thermoforming plastics , and the Design and Technology in Our World areas of study. The focussed assessment criteria are: (c) Generating and developing design ideas (d) Manufacturing a prototype			This unit of work is targeted at the core technical principles of the Eduqas GCSE specification. This unit covers the key aspects of the core knowledge and understanding Materials - Natural and manufactured timbers and the Design and Technology in our world areas of study. The focussed assessment criteria are: (d) Manufacturing a prototype (e) Analysing and evaluating design decisions and prototypes		
	Summative Assessment	- Unit assessment PowerPoint which also incorporates unit quizzes and Learning Checks. - Final product / outcome			- Unit assessment PowerPoint which also incorporates unit quizzes and Learning Checks. - Final product / outcome		
Year 8	Scheme of Work	USB Lamp			Food		
	Rationale and Sequencing 26 Week rota - USB lamp 10 Week rota - Food	This unit of work is targeted at covering the core technical principles of the Eduqas GCSE specification. This unit covers the key aspects of the core knowledge and understanding Electronic systems and programmable components, Materials - Natural and manufactured timbers, Thermoplastics and thermoforming polymers, Ferrous / non-ferrous metals and the Design and Technology in our world areas of study. The focussed assessment criteria are: (b) Developing a Design Brief and specification (d) Manufacturing a prototype using CAD/CAM			This unit of work is targeted at covering the core technical principles of the Eduqas GCSE Food and Nutrition specification. This unit covers the key aspects of the core knowledge and understanding Food commodities, Principles of Nutrition, Diet and good health, The science of food., Where food comes from and Cooking and food preparation areas of study.		
	Summative Assessment	- Unit assessment PowerPoint which also incorporates unit quizzes and Learning Checks. - Final product / outcome			Paper based progress tracking of practical outcomes		
Year 9	Scheme of Work	Passive Amplifier		Micro:bit / Pop up mechanisms		Food	
	Rationale and Sequencing X Half - 12 Week rota Y Half - 12 Week rota	This unit of work is targeted at revisiting the core technical principles of the Eduqas GCSE specification. This will cover the key aspects of the Design and technology and our world as well as the Materials -Natural and manufactured timber areas of study. The focussed assessment criteria are: (d)Manufacturing a prototype (e) Analysing and evaluating design decisions and prototypes		This unit of work is targeted at covering the core technical principles of the Eduqas GCSE specification. This will cover the key aspects of the Electronic systems and programmable components and Papers and boards areas of study. The focussed assessment criteria are: (c) Generating and developing design ideas (d) Manufacturing a prototype (e) Analysing and evaluating design decisions and prototypes		This unit of work is targeted at covering the core technical principles of the Eduqas GCSE Food and Nutrition specification. This unit covers the key aspects of the core knowledge and understanding Food commodities, Principles of Nutrition, Diet and good health, The science of food., Where food comes from and Cooking and food preparation areas of study.	
	Summative Assessment	- Unit assessment PowerPoint which also incorporates unit quizzes and Learning Checks. - Final product / outcome		- Unit assessment PowerPoint and A3 presentation sheet which also incorporates unit quizzes and Learning Checks. - Final product / outcome		Paper based progress tracking of practical outcomes	



TCA Curriculum Map: Design Technology / Engineering KS4



		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two	
Year 10	Scheme of Work	Investigating the needs of the user	Timbers / Construction Techniques	Timbers / Construction Techniques - Plastics – Desk Tidy		Plastics – Desk Tidy	3D Drawing Techniques / Ergonomics / Card Modelling	Design ideas /development / Initial models
	Rationale	In year 10 the primary focus is to build on the core principles covered in KS3 in the development of the GCSE coursework element of the course which is worth 50% of the final grade. Students are asked to produce a design portfolio based on 1of3 given themes/ tasks documenting the stages of research design, modelling/testing and manufacture and evaluation The focussed assessment criteria for these units are : • (a) Identifying and investigating design possibilities. • (b) Developing a design brief and specification • (e) Analysing and evaluating design decisions and prototypes	This unit of work is targeted at revisiting the core technical principles of the Eduqas GCSE specification. This will cover the key aspects of the 'Design and technology and our world' as well as the 'Materials -Natural and manufactured timber' areas of study. The focus areas for assessment will are (d) Manufacturing a prototype (e) Analysing and evaluating design decisions and prototypes	This unit of work is targeted at revisiting the core technical principles of the Eduqas GCSE specification. This will cover the key aspects of the 'Design and technology and our world' as well as the 'Materials - , Thermoplastics and thermoforming polymers , areas of study. The focussed assessment criteria are: • (c) Generating and developing design ideas • (d) Manufacturing a prototype • (e) Analysing and evaluating design decisions and prototypes		This unit of work is targeted at revisiting the core technical principles of the Eduqas GCSE specification. This will cover the key aspects of the 'Design and technology and our world, Mechanical components and devices as well as the 'Materials - , Papers and boards , areas of study. The focussed assessment criteria are: • (a) Identifying and investigating design possibilities. • (c) Generating and developing design ideas • (d) Manufacturing a prototype • (e) Analysing and evaluating design decisions and prototypes	This section of the coursework is targeted at the presentation of a range of design ideas via 3D drawing and card sketch modellingtargeted at covering the core technical principles of the Eduqas GCSE specification. This will cover the key aspects of the Design and Technology in our world", Papers and boards and Mechanical components and devices area of study in a 3d format. The focussed assessment criteria are: • (a) Identifying and investigating design possibilities. • (c) Generating and developing design ideas • (d) Manufacturing a prototype	
	Homework	Seneca Learning– 1.1 - New and Emerging Technologies 1.2 - Energy Generation and Storage	Seneca Learning - 3.1 - 3.9 - Timbers 1.3 - Developments in New Materials	Seneca Learning – 5.1 - 5.4 - Polymers 1.4 - Systems Approach to Designing		Seneca Learning– 2.1 - 2.9 - Papers and Boards	Seneca Learning – 4.1 - 4.10 - Metals 1.5 - Mechanical devices	
	Summative Assessment	- Unit Progress tracker / Assessment PowerPoint which also incorporates retrieval quiz scores	- Unit Progress tracker / Assessment PowerPoint which also incorporates retrieval quiz scores - Final product – Wood Joints Practical	- Unit Progress tracker / Assessment PowerPoint which also incorporates retrieval quiz scores - Final product – Acrylic Desk Tidy Practical		- Unit Progress tracker / Assessment PowerPoint which also incorporates retrieval quiz scores - Final product – Card Modelling / Game Controller	Unit Progress tracker / Assessment PowerPoint which also incorporates retrieval quiz scores	
Year 11	Scheme of Work	Model development and analysis Further relevant research / Fusion 360 CAD model	Planning the manufacture / Manufacture of final product	Manufacture of final product		Evaluation	Final Exam Preparation	Course Completed
	Rationale	This section of the coursework is targeted at the development of a refined design by exploring a range of manufacturing techniques and CAD 3D modelling which are required core technical principles of the Eduqas GCSE specification. The focussed assessment criteria are: • (a) Identifying and investigating design possibilities. • (c) Generating and developing design ideas • (d) Manufacturing a prototype • (e) Analysing and evaluating design decisions and prototypes	This section of the coursework is targeted at the development of a refined design by exploring a range of manufacturing techniques and CAD 3D modelling which are required core technical principles of the Eduqas GCSE specification. The focussed assessment criteria are: • (a) Identifying and investigating design possibilities. • (b) Developing a design brief and specification • (c) Generating and developing design ideas • (d) Manufacturing a prototype • (e) Analysing and evaluating design decisions and prototypes	This section of the coursework focusses on the manufacture of a final product using a ranges of materials, techniques and processes which are required core technical principles of the Eduqas GCSE specification. The focussed assessment criteria are: • (a) Identifying and investigating design possibilities. • (b) Developing a design brief and specification • (c) Generating and developing design ideas • (d) Manufacturing a prototype • (e) Analysing and evaluating design decisions and prototypes		This section of the coursework focusses on the manufacture of a final product using a ranges of materials, techniques and processes which are required core technical principles of the Eduqas GCSE specification. The focussed assessment criteria are: • (a) Identifying and investigating design possibilities. • (b) Developing a design brief and specification • (c) Generating and developing design ideas • (e) Analysing and evaluating design decisions and prototypes	Review of core principles, subject knowledge and exam papers in preparation for the final exam.	
	Homework	Seneca Learning– 1.6 - Materials Categories 1.7 - Material Properties 7.1 - 7.11 - Designing & Making Principles	Seneca Learning– 6.1 - Textiles Materials 7.1 - 7.6 - Developments in new materials	Final Exam Paper Focus		Final Exam Paper Focus	Final Exam Paper Focus	
	Summative Assessment	Unit Progress tracker / Assessment PowerPoint which also incorporates retrieval quiz scores	Unit Progress tracker / Assessment PowerPoint which also incorporates retrieval quiz scores	Unit Progress tracker / Assessment PowerPoint which also incorporates retrieval quiz scores		Unit Progress tracker / Assessment PowerPoint which also incorporates retrieval quiz scores		



TCA Curriculum Map: Health Social Care KS4



		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Year 10	Scheme of Work	Introduction to Health Social Care, Cornell Notes C1 Human Lifespan Development PSA Preparation	Component 1 PSA Human Life Span Development Application Knowledge Exam Assignments	Health Social Care Servies and Values, Cornell Notes C2 PSA, Preparation Component 2	Component 2 PSA Health and Social Care Services and Values Application Knowledge Exam Assignments	Component 2 PSA Health and Social Care Services and Values	Preparing for Component 3 Health and Well-being Exam
	Rationale	This is introductory units allows students to explore and contrast the Physical, Intellectual, Emotional, Social growth and development changes throughout established age ranges. Students also develop Cornell Note taking and focus on specific areas for more in-depth learning relevant to given PSA requirements for Component 1 preparation and expectations of exam board set assignments.	Students apply their knowledge and Cornell notes, and complete under exam conditions within the classroom environment a series of 5 handwritten assignments. Component1 PSA	Students to explore and contrast the formal and informal support available offered by health and social care services to support Physical, Intellectual, Emotional, Social growth and development changes throughout established age ranges. How services provide support (6Cs) to maintain service user dignity. Students continue to develop Cornell Note taking and focus on specific areas for more in-depth learning relevant to given PSA requirements for Component 2 preparation and expectations of exam board set assignments.	Students apply their knowledge and Cornell notes, and complete under exam conditions within the classroom environment a series of 5 handwritten assignments. Component 2 PSA	Students explore and contrast the impact inherited health conditions can have on variety of set ranges. Identify the positive and negative impact on growth and development and the informal and formal support available. They explore the referral process to access the primary, secondary and allied health and social care services.	This component focuses on looking ahead introducing and analysing the factors that may have a positive or negative impact on an individuals Physical, Intellectual, Emotional, Social growth and development. Base knowledge to lay foundations for Yr11 Component 3.
	Homework	Students research relevant topics that relate to growth and development throughout the ages and the positive and negative impact on an individuals physical, intellectual, emotional, social development.			Students research relevant topics that relate to primary, secondary and allied health and social care providers. The positive and negative support given for specific health conditions to meet an individual's physical, intellectual, emotional, social needs.		Summer Holiday Homework : Exploring Health & Social Care Factors Booklet
	Summative Assessment	Component 1 PSA The PSA is marked twice using the mark scheme (each PSA task is marked once, students have an opportunity to improve, and the PSA is marked again ready for final submission) (30% final grade)			Component 2 PSA The PSA is marked twice using the mark scheme (each PSA task is marked once, students have an opportunity to improve, and the PSA is marked again ready for final submission)) (30% final grade)		
Year 11	Scheme of Work	Component 3: Preparation for External Exam in May: Health and Well-being understand different types of health and social care services and the barriers to accessing them.			Component 3: Preparation and practise for External Exam in May Health and Well-being, understanding skills, attributes and values required to give care.		Course Completed
	Rationale	Students work on completing the component 3 topics which is worth 40% of the final grade Factors that impact health and well-being Measures of health and positive and negative impact Formal, informal and voluntary methods of support available			Students prepare for Component 3 – the external assessment which is worth 40% of the final grade. Students are required to answer a final 2hr written exam paper C3. Students explore and apply exam techniques and apply knowledge to short and long written answers. SWOT analysis of individual performance and focus building applying knowledge and opportunities to improve time management and performance.		
	Homework	Students practice past exam questions and building exam techniques			Students practice past exam questions and building exam techniques		
	Summative Assessment	Mock Exam Assessment			No internally assessed summative assessment takes place during this term. Component 3 is worth 40% of the final grade and the work is sent to the examining board.	PSA marked twice using the mark criteria (students have opportunity to improve PSA after first mark but exam board does not allow for any personalised feedback. Generic only ready final submission)	