# GCSE Course Handbook

# 2025-2026

# Information for families and students

Valuing Everyone
Caring for Each Other
Achieving Excellence

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**Key Contacts**

At Tapton we believe in fostering strong lines of communication with parents and carers to support our community and ensure positive relationships. Please use the contact email addresses below if you have a question regarding your child's pastoral care or academic progress and we will ensure the best placed member of staff responds.

Year 7: year7@taptonschool.co.uk

Year 8: year8@taptonschool.co.uk

Year 9: year9@taptonschool.co.uk

Year 10: year10@taptonschool.co.uk

Year 11: year11@taptonschool.co.uk

# Curriculum Intent

Our ambitious and bespoke curriculum is designed to allow all students to realise their life chances and dreams. Inclusion and destinations drive all our decision making. We aim to ensure that every child is fully engaged in learning and gains and retains a deep body of knowledge. This ensures they are ready for a successful transition to the next stage of learning and onwards to employment.

**We value everyone, care for each other and achieve excellence.**

Every child has the right to a broad and balanced curriculum with a quality experience in the Arts, Technology, Science, Ethics Philosophy and Religion, Physical Education, a Modern Foreign Language and the Humanities, alongside a strong core subject experience in English and Maths.

The school is committed to a three-year KS3 experience. At every key stage we build the composite knowledge and skills for progress and future success. Our broad, knowledge rich curriculum ensures engagement and allows students to discover their own passions and make appropriate learning and life choices. Our vision is to embed cultural capital across all groups.

We believe the heart of our curriculum must be academic because this is the best guarantee for student destinations and removes obstacles for social mobility. Our curriculum offer is personalised to the individual needs of young people, particularly those at risk of disengagement and exclusion. As a Vision Support school, we deliver independent living skills for VI students and where appropriate other students with high needs.

We are a values driven school that celebrates the diversity of our community. Ethics, Philosophy and Religion is an integral part of the curriculum for every student from Year 7 to 11. Universal values of tolerance and understanding are deeply embedded within our Ethics Philosophy and Religion, Personal Development and Form Time programme as are LGBTQ+, anti-sexism, anti-racism and anti-bullying.

# Assessment

Formal assessments and examinations are calendared at points throughout the school year. When an assessment is approaching, we will share details of revision topics with all students and families on Class Charts and with letters home. Students will also receive precise information in lessons and from their teachers on Class Charts. This information will support revision and preparation; results will be shared with families through our tracking processes and will inform our interventions going forward.

In addition to calendared assessment weeks, all subjects will use a range of assessment methods to track student progress. These could range from written assessment papers completed in lessons, presentations, quizzes, in class questioning, self and peer assessment and evaluations.

**Tracking Reports:**

We report student progress through our tracking reports. There are two tracks for each year group; these are shared via Class Charts and email. A paper copy is also handed to students.

# Homework at Key Stage Four

Homework set at Tapton is set in line with our touchstone;

*'Meaningful, manageable, and predictable'*.

**Meaningful:** Homework tasks are embedded into the curriculum and relevant to the learning in the classroom. All homework set supports students and facilitates their in-class performance or revision for assessments.

**Manageable:** Homework tasks are designed to be short and regular to encourage good study habits in preparation for later study and working life. To support the completion of homework, any student can go to the library before or after school any day of the week and there is a Homework drop-in on a Wednesday after school monitored by the Academic Mentor and Sixth Form helpers.

**Predictable:** At Key Stage Four we expect students to receive a piece of homework in each subject for every four hours taught. Homework should take approximately forty-five minutes to complete per subject and students should complete around six hours of homework a week. Homework tasks do not have to be written and could take the form of reading, learning or revision and in mastery subjects (Maths and MFL) students will receive weekly homework to help with their proficiency in these areas. Subjects with NEA components may set weekly homework to ensure students stay up to date with interim deadlines.

Homework is set using the online platform Class Charts. Homework is shared by class teachers on this system on the day it is set before 5pm. Students should be given a minimum of three nights to complete any homework set. Parents and carers can also access Class Charts to monitor their child's homework and deadlines.

## Homework Monitoring - systems and procedures

All students receive feedback and praise for completed homework. Feedback may be verbal, provided as whole-class feedback or individual written feedback.

Classroom teachers will deal directly with any non-completion of homework by having a conversation with anyone who has not completed a task and logging it as a non-completion on Class Charts which will generate a negative behaviour point. Class teachers will set a detention for homework to be completed. Continued and repeated non-completion of homework will be addressed by the Subject Leader, Year Leader or Academic Mentor as necessary and a referral to the Homework Club may be made.

## Homework Club

The library is open every day after school where students have access to resources to support them with their studies. Furthermore, the Academic Mentor and Sixth Form support will be available in the library for further assistance at Homework Club on a Wednesday after school.

# Careers and Personal Development

Each year group from Year 7 through to Year 13 have access to a vast array of careers information and have the opportunity to experience many different extra and super curricular activities.

**Careers:**

- **LMI Assembly**
  - Each year group will have an assembly that is age appropriate focusing on local labour market updates and opportunities. The aim is to ensure all students know about the local industry and skills required for the in-demand roles.
- **Unifrog**
  - Unifrog is an online tool for students to research career opportunities and identify action points to work towards these goals. The site covers apprenticeships, University and College. All students will be given the opportunity to learn how to navigate the platform and how to record meaningful encounters and experiences that they have had throughout their time at school
- **Careers Café**
  - Careers Cafés will provide students with the opportunities to meet with a range of employers. Students will undertake a range of tasks to identify skills and competencies required for the sector
- **Careers in Personal Development lessons**
  - At KS4 all students have a number of timetabled drop-down days to deliver Personal Health Social and Economic Education. As part of this provision students receive age-appropriate information on career opportunities, employment rights, further education, and progression guidance.
- **1:1 Careers interviews**
  - Throughout the year all students will have the opportunity to attend a one-to-one careers interview with a qualified careers advisor. A report will be produced for each student highlighting their current ideas, aspirations, and possible pathways to achieve their goals. These are shared with students and parents/carers.

**Extracurricular activities**

At Tapton we want to provide all students the opportunity to enhance their physical and emotional well-being, enabling them to become active citizens by developing and discovering their interests and talents. there is a vast array of extracurricular activities for students to take part in during their time at school.

# English

**Subject Leader:** Mrs C Law **Email:** claw@taptonschool.co.uk

**Curriculum Intent:** We teach English to enable students to become better communicators: better at reading, better at writing and better at speaking and listening. In English, we follow a spiral curriculum. This means that all core skills are revisited each year with an increased level of challenge as the years progress.

| | Core Knowledge | Procedural Knowledge |
|---|---|---|
| **Autumn Half Term 1 – Year 10** | **Topic: English Literature - Modern Texts**<br><br>Students will study a Modern Text: usually the play *An Inspector Calls* or the novel *Lord of the Flies*. | **Students will:**<br><br>- Understand plot, characters and themes.<br><br>- Learn and use a range of quotations as evidence.<br><br>- Make clear points, using advanced vocabulary.<br><br>- Infer for meaning and different interpretations.<br><br>- Analyse the writer's use of language, technique and structure, using terminology.<br><br>- Learn and apply the relevant social, cultural, historical contexts etc for the text.<br><br>Learn to apply contextual knowledge in a relevant and detailed way to the text and task. |
| **Autumn Half Term 2 – Year 10** | **Topics: English Language -Viewpoint Writing / Spoken Language / English Literature - Anthology Poetry**<br><br>Students will explore how published writers present a viewpoint through non-fiction newspaper articles, speeches and letters.<br><br>Students will begin their study of an anthology of 15 poems, all linked by the theme of power and conflict. | **Students will:**<br><br>• Communicate clearly, effectively & imaginatively.<br><br>• Adapt tone, style & register for different forms, purposes & audiences.<br><br>• Organise information & ideas coherently.<br><br>• Use a range of vocabulary & sentence structures.<br><br>• Spell and punctuate accurately. |

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| **Spring Half Term 1 – Year 10** | **Topic: English Literature – Macbeth**<br><br>Students will study Shakespeare's *Macbeth*, covering plot, character and themes, and building on the skills developed in the Modern Text. | **Students will:**<br><br>- Understand plot, characters and themes.<br><br>- Learn and use a range of quotations as evidence.<br><br>- Make clear points, using advanced vocabulary.<br><br>- Infer for meaning and different interpretations.<br><br>- Analyse the writer's use of language, technique and structure, using terminology.<br><br>- Learn and apply the relevant social, cultural, historical contexts etc for the text.<br><br>Learn to apply contextual knowledge in a relevant and detailed way to the text and task. |
| **Spring Half Term 2 – Year 10** | **Topic: English Language – Creative Writing / English Literature – Anthology Poetry**<br><br>Students will explore how to write creatively and descriptively, structuring creative writing cohesively.<br><br>Students will continue their study of an anthology of 15 poems, all linked by the theme of power and conflict. | **Students will:**<br><br>• Communicate clearly, effectively & imaginatively.<br><br>• Adapt tone, style & register for different forms, purposes & audiences.<br><br>• Organise information & ideas coherently.<br><br>• Use a range of vocabulary & sentence structures.<br><br>• Spell and punctuate accurately. |
| **Summer Half Term 1 – Year 10** | **Topic: English Literature -Anthology Poetry / 19th Century Novel**<br><br>Students will study a 19th Century Novel: usually either *A Christmas Carol, Jekyll and Hyde* or *Sign of Four*. They will cover plot, character and themes, building on the skills developed in the Modern Text and *Macbeth* units. | **Students will:**<br><br>- Understand plot, characters and themes.<br><br>- Learn and use a range of quotations as evidence.<br><br>- Make clear points, using advanced vocabulary.<br><br>- Infer for meaning and different interpretations.<br><br>- Analyse the writer's use of language, technique and structure, using terminology.<br><br>- Learn and apply the relevant social, cultural, historical contexts etc for the text.<br><br>Learn to apply contextual knowledge in a relevant and detailed way to the text and task. |

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| **Summer Half Term 2 – Year 10** | **Topic: English Literature - 19th Century Novel**<br><br>Students will continue their study of the 19th Century Novel, as well as revising Macbeth.<br><br>Students will continue their study of an anthology of 15 poems, all linked by the theme of power and conflict. | **Students will:**<br><br>- Understand plot, characters and themes.<br><br>- Learn and use a range of quotations as evidence.<br><br>- Make clear points, using advanced vocabulary.<br><br>- Infer for meaning and different interpretations.<br><br>- Analyse the writer's use of language, technique and structure, using terminology.<br><br>- Learn and apply the relevant social, cultural, historical contexts etc for the text.<br><br>Learn to apply contextual knowledge in a relevant and detailed way to the text and task. |
| **Autumn Half Term 1 – Year 11** | **Topic: English Language – Reading Paper 2: Writers' Viewpoints and Perspectives**<br><br>Students will study the reading skills needed for English Language Paper 2: retrieval, summarising, analysis of language and evaluation of writer's perspectives. | **Students will:**<br><br>• Identify & interpret information & ideas.<br><br>• Select & synthesise evidence.<br><br>• Analyse how writers use language & structure.<br><br>• Usie relevant subject terminology.<br><br>• Compare writers' ideas and perspectives.<br><br>• Evaluate texts critically. |
| **Autumn Half Term 2 – Year 11** | **Topic: English Literature – Anthology Poetry / Unseen Poetry**<br><br>Students will continue their study of an anthology of 15 poems, all linked by the theme of power and conflict. They will also explore Unseen Poetry. | **Students will:**<br><br>- Understand the poems, narrative style and themes.<br><br>- Learn and use a range of quotations as evidence.<br><br>- Make clear points, using advanced vocabulary.<br><br>- Infer for meaning and different interpretations.<br><br>- Analyse the writer's use of language, technique and structure, using terminology.<br><br>- Learn and apply the relevant social, cultural, historical contexts etc for the text.<br><br>Learn to apply contextual knowledge in a relevant and detailed way to the text and task. |

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| **Spring 1 – Year 11** | **Topic: English Language – Reading Paper 1: Explorations in Creative Reading and Writing**<br><br>Students will study the reading skills needed for English Language Paper 1: retrieval, analysis of language, analysis of structure and a personal evaluation of a fiction text. | **Students will:**<br>• Identify & interpret information & ideas.<br>• Select & synthesise evidence.<br>• Analyse how writers use language & structure.<br>• Usie relevant subject terminology.<br>• Compare writers' ideas and perspectives.<br>• Evaluate texts critically. |
| **Spring 2 – Year 11** | **Topic: Revision of all topics** | |

**Homework:** Homework will be set every week and will focus on both GCSE English Language and Literature. For GCSE English Language, students will have a reading booklet which they will complete weekly from the start of Y10. They will have to read an extract and answer some exam style questions. For GCSE English Literature, from October of Year 10 students will be set a weekly revision homework, revising and overlearning key content. This will form the basis of each student's revision material, enabling students to secure their learning, in preparation for external examinations.

In addition to homework, students should be reading independently for at least an hour a week, covering both fiction and non-fiction texts. A weekly reading homework will facilitate and monitor this. There is a KS4 book list on the Learning Platform. Reading newspapers, particularly editorials and opinion pieces, is highly beneficial preparation for English Language exams.

**Assessment:** For both Language and Literature in Years 10 and 11, there will be a formal assessment at the end of the unit of work, set by the class teacher. This will be an exam style question, focusing explicitly on the skills taught in the unit.

In addition, there will be 2 formal mock examinations in Year 10: Paper 2 Literature in Y10 Exam Week, and Paper 1 Literature in the Summer Term.

Paper 2 includes the Modern Text (An Inspector Calls or Lord of the Flies) and Anthology Poetry and lasts for 1 hour 30 minutes.

Paper 1 includes Macbeth and the 19th Century Novel (either Jekyll and Hyde, A Christmas Carol or Sign of Four). It lasts for 1 hour 45 minutes.

Both these exams test the same skills: AO1, 2 and 3. Details are shared with students of the success criteria and are clearly listed in students' books.

In Year 11, students will have a second opportunity to sit both Paper 1 and Paper 2 Literature. Paper 1 follows exactly the same format as Y10; Paper 2 now also includes Unseen Poetry and lasts for 2 hours and 15 minutes.

In addition, they will undertake both Paper 1 and Paper 2 Language papers, each lasting for 1 hour and 45 minutes.

Paper 1 focuses on Reading Literary Fiction. Section A includes 4 reading questions; Section B focuses on descriptive and narrative writing.

Paper 2 focuses on Reading Non-Fiction. Again, Section A includes 4 reading questions; Section B focuses on viewpoint writing.

**Links to Personal Development:**

Promoting inclusivity and diversity of all protected characteristics.

Social development: Practise using a range of social skills in different situations.

Confidence, Resilience and knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

Character: Reflect wisely, learn eagerly, behave with integrity, cooperate.

Moral development: Recognising the difference between right and wrong.

Cultural development: Understanding the wide range of cultural influences that shape an individual.

**How is my knowledge developed further at Key Stage Five?**

A Level English Literature offers clear progression from GCSE, inviting students to build on existing skills and learning behaviours. You'll be choosing this subject because you enjoy reading novels, plays and poetry. However, the course will develop you wider critical reading, and the ability to construct, develop and sustain arguments, helping you to develop into confident, well-informed, articulate young adults. The study of English Literature at A Level is via the genre of tragedy and the genre of protest writing. As a subject English Literature has kudos and will make you ready for both further study and future employment.

A Level English Language offers clear progression from GCSE, inviting students to build on existing skills and learning behaviours. Although there are aspects of creative writing and viewpoint writing, the course will develop your wider critical reading, data analysis, evaluation of concepts and attitudes, and the ability to develop and sustain arguments and several different writing skills, helping you to develop into confident, well-informed, articulate young adults. This is promoted by the exploration of topics as varied as child language acquisition to language change. As a subject it will make you ready for both further study and future employment.

# Maths

**Subject Leader:** Mrs A Jenkins **Email:** ajenkins@taptonschool.co.uk

**Curriculum Intent:** We build confidence with mathematical reasoning, which is essential for everybody's future We ensure that all students have the mathematical fluency, reasoning and problem-solving skills to not only excel in assessments, but to fulfil their hopes and dreams in the world beyond We motivate, challenge and inspire a very able cohort, whilst supporting and nurturing students who lack confidence and those that struggle with Mathematics. We deliver a curriculum which allows students to achieve the best they can.

| Core Knowledge | Procedural Knowledge |
|---|---|
| **Topics:**<br>Guided by the subject content of the KS4 National Curriculum, building on KS3 and preparing for KS5, and the OCR GCSE Maths Syllabus under the headings:<br>• Number<br>• Algebra<br>• Ratio, proportion and rates of change<br>• Geometry and measures<br>• Probability<br>• Statistics<br><br>Each end of year assessment will examine all of the headings above. The exact content of core curriculum is defined by the schemes of work for each year group which are based on the OCR GCSE syllabus.<br>• Calculating<br>• Using Our Number System<br>• Accuracy<br>• Fractions<br>• Percentages<br>• Ratio and Proportion<br>• Number properties<br>• Starting Algebra<br>• Sequences<br>• Functions and Graphs<br>• Algebraic methods<br>• Working with Quadratics<br>• Properties of non-linear graphs<br>• Units and scales<br>• Properties of Shapes<br>• Measuring shapes<br>• Construction<br>• Transformations<br>• Three-dimensional shapes<br>• Vectors<br>• Statistical Measures<br>• Statistical diagrams<br>• Collecting Data<br>• Probability | **Students will:**<br>Become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.<br>Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.<br>Reason how and why the mathematics works.<br>Solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.<br>Be able to apply their mathematics to solve problems which are both abstract and from the real world.<br>Be able to apply their mathematical knowledge in science, geography, computing and other subjects.<br>Have a willingness to have a go and know that making mistakes is part of the learning process.<br>Develop mathematical skills through independent practice in and out of lesson.<br>Set out mathematics in an ordered and structured way, showing all working and take pride in their work<br>Have a good level of subject oracy and be able to justify and explain their mathematical reasoning.<br>Be able to describe numbers and shapes in terms of their properties.<br>Use geometric instruments accurately and effectively<br>Use a scientific calculator.<br>Be able to apply proportional reasoning in a range of problems – pie charts, recipes, value for money, rates of change.<br>Understand the importance of algebra to solve contextual problems.<br>Plot coordinates and draw graphs.<br>Recall, apply and manipulate a range of formulae and analyse and compare data sets. |

**Homework:**
Weekly homework is set using Mathswatch or Dr Frost, mostly practising the skills learnt that week.
Students should write their working out for homework in the back of their maths exercise book.
Revision tasks are also set as homework to prepare for the two main assessments.

In Year 11 there will be a programme of practice exam papers and students will need to do some at home.

**Assessment:**

2 main formative assessments in Year 10 assessing the skills taught and the student's ability to apply the skills and knowledge to answering GCSE questions. Results will determine any tier changes from Higher to Foundation during the 2-year course.

2 summative assessments including the Trial Exams where students will do a full GCSE in exam conditions in Year 11.

Assessment for learning during lessons is key to assessing students informally in every Maths lesson so teaching is tailored to the students.

**Links to Personal Development:**

Mathematical knowledge, skills and their application to problem solving is key and requires resilience and the willingness to make mistakes and learn from them.

The curriculum is linked to the real world wherever possible.

We make cross curricular links with Science, Technology, Geography, Food etc wherever possible.

We support students to get the best grades that they can, so that they have as much career choice as possible.

**How is my knowledge developed further at Key Stage Five?**

The study of GCSE Higher Maths will facilitate your access to a number of A Level courses including Maths, Further Maths and Sciences. Foundation GCSE Maths will facilitate the study of Core Maths which supports the study of subjects such as Geography and Psychology.

# Biology

**Subject Leader:** Dr A Naylor **Email:** anaylor@taptonschool.co.uk

**Curriculum Intent:** To ensure students maintain and develop their curiosity and excitement about the natural world. To develop all students to be scientists by embedding a culture of confidence and mastery underpinned by scientific enquiry. To develop their ability to see connections between science subject areas and become aware of some of the big ideas for understanding the world. To provide a high challenge, high quality Science education for all our learners.

| | Core Knowledge | | Procedural Knowledge |
|---|---|---|---|
| | **Y10** | **Y11** | |
| **Autumn Half Term 1** | Organisation in plants<br><br>Communicable diseases | The human nervous system | **Students will:**<br>Use scientific theories & explanations to develop hypothesis.<br><br>Evaluate methods & suggest possible improvements.<br><br>Apply a knowledge of sampling techniques to ensure any samples collected are representative.<br><br>Apply a knowledge of a range of techniques, apparatus, & materials to select those appropriate for both field work & for experiments.<br><br>Translate data from one form to another.<br><br>Represent distributions of results & make estimates of uncertainty.<br><br>Carry out & represent mathematical & statistical analysis.<br><br>Explain everyday technological applications of science.<br><br>Use a variety of concepts & models to develop scientific explanations.<br><br>Appreciate the power of limitations of science & consider ethical issues. |
| **Autumn Half Term 2** | Preventing and treating disease | Hormonal coordination | |
| **Spring Half Term 1** | Non- communicable diseases<br><br>Photosynthesis | Maintaining balance in the body | |
| **Spring Half Term 2** | Respiration | Reproduction and genetic inheritance | |
| **Summer Half Term 1** | Adaptations, interdependence and competition<br><br>Organising an ecosystem | Variation and selection<br><br>Evolution and classification | |

| | | | |
|---|---|---|---|
| **Summer Half Term 2** | Biodiversity and ecosystems | | |

**Homework:**
One homework will be set for every four hours of learning and take approximately 45 minutes to complete. Students will be provided with a homework booklet that contains a different activity to complete for each homework. Tasks will include revision activities, past exam questions, knowledge organisers and vocab builders.

**Assessment:**
**Exam board: AQA**
In Y10 there will be several Low Stake Assessments (LSAs) across the year. These will consist of approximately 15 marks of past exam questions.
There are also two assessment weeks. The October exam will cover Cell biology, organisation and infection and response (Kerboodle topics 1-5) and the exam in April will include Cell biology, organisation, infection and response and bioenergetics (Kerboodle topics 1-9).
In Y11 there will be several Low Stake Assessments (LSAs) across the year. These will consist of approximately 15 marks of past exam questions.
There are also two assessment weeks. The October exam will cover Cell biology, organisation, infection and response and bioenergetics (Kerboodle topics 1-9) and the exam in February will include Homeostasis and response, inheritance, variation and evolution and ecology (Kerboodle topics 10-13).

**Links to Personal Development:**
Enabling students to recognise risks to their own wellbeing.
Social development: Practise using a range of social skills in different situations. Confidence, Resilience & Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

**How is my knowledge developed further at Key Stage Five?**
Knowledge & skills gained through a study of GCSE Biology are a starting point for further study at KS5. A Level Biology explores the functions of cells, organ systems, organisms, populations & ecosystems. Starting with the biological molecules that make up living things, it then covers the delicate balance needed for a healthy, functioning body & the interaction of diverse species in ecological settings.

# Biology Legacy - Y11 2025-2026

**Subject Leader:** Dr A Naylor **Email:** anaylor@taptonschool.co.uk

**Curriculum Intent:** To ensure students maintain and develop their curiosity and excitement about the natural world. To develop all students to be `scientists` by embedding a culture of confidence and mastery underpinned by scientific enquiry. To develop their ability to see connections between science subject areas and become aware of some of the big ideas for understanding the world. To provide a high challenge, high quality Science education for all our learners.

| Core Knowledge | Procedural Knowledge |
|---|---|
| **Topics:**<br><br>Monitoring & maintaining the environment.<br><br>Feeding the human race.<br><br>Communicable & non-communicable disease. | **Students will:**<br>Use scientific theories & explanations to develop hypothesis.<br>Evaluate methods & suggest possible improvements.<br>Apply a knowledge of sampling techniques to ensure any samples collected are representative.<br>Apply a knowledge of a range of techniques, apparatus, & materials to select those appropriate for both field work & for experiments.<br>Translate data from one form to another.<br>Represent distributions of results & make estimates of uncertainty.<br>Carry out & represent mathematical & statistical analysis.<br>Explain everyday technological applications of science.<br>Use a variety of concepts & models to develop scientific explanations.<br>Appreciate the power of limitations of science & consider ethical issues. |

**Homework:**
One homework will be set for every four hours of learning and take approximately 45 minutes to complete. There will be a variety of homework tasks which could include revision for assessments, recap, and review of core learning, Kerboodle quizzes, past paper questions, A4P tasks etc

**Assessment:**
In Y11 there will be five Unit Tests, B5.1+B5.2, B6.1, B6.2, B6.3 part 1 and B6.3 part 2.
There are also two INOVA exams. The October exam will cover B1, B2 and B3 and the exam in February will include B4, B5 and B6.1.

**Links to Personal Development:**
Enabling students to recognise risks to their own wellbeing.
Social development: Practise using a range of social skills in different situations. Confidence, Resilience & Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

**How is my knowledge developed further at Key Stage Five?**
Knowledge & skills gained through a study of GCSE Biology or GCSE Combined Science Biology are a starting point for further study at KS5. A Level Biology explores the functions of cells, organ systems, organisms, populations & ecosystems. Starting with the biological molecules that make up living things, it then covers the delicate balance needed for a healthy, functioning body & the interaction of diverse species in ecological settings.

# Chemistry

**Subject Leader:** Miss J Rigby **Email:** jrigby@taptonschool.co.uk

**Curriculum Intent:** To ensure students maintain and develop their curiosity and excitement about the natural world. To develop all students to be scientists by embedding a culture of confidence and mastery underpinned by scientific enquiry. To develop their ability to see connections between science subject areas and become aware of some of the big ideas for understanding the world. To provide a high challenge, high quality Science education for all our learners.

| | Core Knowledge | | Procedural Knowledge |
|---|---|---|---|
| | **Y10** | **Y11** | |
| **Autumn Half Term 1** | Chemical Changes | Chemical Analysis | **Students will:**<br>Use scientific theories and explanations to develop hypotheses.<br>Plan experiments or devise procedures to make observations, produce or characterise a substance, test hypotheses, check data or explore phenomena.<br>Apply a knowledge of a range of techniques, instruments, apparatus, and materials to select those appropriate to the experiment.<br>Carry out experiments appropriately having due regard for the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations.<br>Recognise when to apply a knowledge of sampling techniques to ensure any samples collected are representative.<br>Make and record observations and measurements using a range of apparatus and methods.<br>Evaluate methods and suggest possible improvements and further investigations. |
| **Autumn Half Term 2** | Chemical Calculations | The Earth's atmosphere<br><br>The Earth's resources | |
| **Spring Half Term 1** | Electrolysis<br><br>Energy Changes | Using our resources | |
| **Spring Half Term 2** | Rates and Equilibrium | Revision and exam preparation | |
| **Summer Half Term 1** | Rates and Equilibrium<br><br>Crude oil and fuels | Revision and exam preparation | |
| **Summer Half Term 2** | Organic reactions<br><br>Polymers | | |

**Homework:**
One homework will be set for every four hours of learning and take approximately 45 minutes to complete. Students will be provided with a homework booklet that contains a different activity to complete for each homework. Tasks will include revision activities, past exam questions, knowledge organisers and vocab builders.

**Assessment:**
**Exam board: AQA**
In Y10 there will be several Low Stake Assessments (LSAs) across the year. These will consist of approximately 15 marks of past exam questions.
There are also two assessment weeks. The November exam will cover Atomic Structure, The Periodic Table and Structure and Bonding (Kerboodle topics 1-3) and the exam in April will include Atoms, bonding, calculations, chemical reactions and energy (Kerboodle topics 1-7).
In Y11 there will be several Low Stake Assessments (LSAs) across the year. These will consist of approximately 15 marks of past exam questions.
There are also two assessment weeks. The October exam will cover Atoms, bonding, calculations, chemical reactions and energy (Kerboodle topics 1-7). The exam in February will include Rates, equilibrium, organic chemistry, analysis and the Earth's resources (Kerboodle topics 8-15).

**Links to Personal Development:**
Enabling students to recognise risks to their own wellbeing.
Social development: Practise using a range of social skills in different situations. Confidence, Resilience & Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

**How is my knowledge developed further at Key Stage Five?**
Knowledge and skills gained through the study of GCSE Chemistry are an excellent starting point for further study at KS5. The GCSE Chemistry course builds on the core concepts learnt at KS3, adding the level of detail and complexity needed to access KS5. A Level Chemistry explores the structure of atoms, trends and patterns in reactivity and organic reaction mechanisms. Practical skills introduced at GCSE are further developed at A-Level resulting in high levels of practical competence.

# Chemistry Legacy – Y11 2025-2026

**Subject Leader:** Miss J Rigby **Email:** jrigby@taptonschool.co.uk

**Curriculum Intent:** To ensure students maintain and develop their curiosity and excitement about the natural world. To develop all to be `scientists` by embedding a culture of confidence and mastery underpinned by scientific enquiry. To develop their ability to see connections between science subject areas and become aware of some of the big ideas for understanding the world. To provide a high challenge, high quality Science education for all our learners.

| Core Knowledge | Procedural Knowledge |
|---|---|
| **Topics:**<br><br>Monitoring and controlling reactions.<br><br>Equilibria including industrial equilibria.<br><br>Organic chemistry including oil.<br><br>Earth systems. | **Students will:**<br>Use scientific theories and explanations to develop hypotheses.<br>Evaluate methods and suggest possible improvements.<br>Apply a knowledge of sampling techniques to ensure any samples collected are representative.<br>Apply a knowledge of a range of techniques, apparatus, and materials to select those appropriate for both field work and for experiments.<br>Translate data from one form to another.<br>Represent distributions of results and make estimates of uncertainty.<br>Carry out and represent mathematical and statistical analysis.<br>Explain everyday technological applications of science.<br>Use a variety of concepts and models to develop scientific explanations.<br>Appreciate the power of limitations of science and consider ethical issues |

**Homework:**
One homework will be set for every four hours of learning and take approximately 45 minutes to complete. There will be a variety of homework tasks which could include revision for assessments, recap, and review of core learning, Kerboodle quizzes, past paper questions, A4P tasks etc.

**Assessment:**
In Y11 there will be five End of Unit tests.
There are also two INOVA exams. The October exam will cover C1, C2 and C3 and the exam in February will include C4, C5 and C6.1.

**Links to Personal Development:**
Enabling students to recognise risks to their own wellbeing.
Social development: Practise using a range of social skills in different situations.
Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

**How is my knowledge developed further at Key Stage Five?**
Knowledge and skills gained through the study of GCSE Chemistry or GCSE Combined Science Chemistry are an excellent starting point for further study at KS5. The GCSE Chemistry course builds on the core concepts learnt at KS3, adding the level of detail and complexity needed to access KS5. A Level Chemistry explores the structure of atoms, trends and patterns in reactivity and organic reaction mechanisms. Practical skills introduced at GCSE are further developed at A-Level resulting in high levels of practical competence.

# Physics

**Subject Leader:** Mr J O'Neill **Email:** joneill1@taptonschool.co.uk

**Curriculum Intent:** To ensure students maintain and develop their curiosity and excitement about the natural world. To develop all students to be scientists by embedding a culture of confidence and mastery underpinned by scientific enquiry. To develop their ability to see connections between science subject areas and become aware of some of the big ideas for understanding the world. To provide a high challenge, high quality Science education for all our learners.

| | Core Knowledge | | Procedural Knowledge |
|---|---|---|---|
| | **Y10** | **Y11** | |
| **Half term 1** | Electrical circuits<br><br>Electricity in the home | Wave properties<br><br>[Revision for assessment] | • Ask scientific questions and form testable hypotheses using physics ideas.<br>• Plan and carry out experiments safely, choosing the right equipment and methods.<br>• Collect and record data accurately, then present it clearly in tables, graphs, or charts.<br>• Analyse results using maths and statistics, including identifying patterns and estimating uncertainty.<br>• Draw conclusions based on evidence and suggest ways to improve investigations.<br>• Apply physics knowledge to explain real-world technologies and everyday phenomena.<br>• Use models and scientific language to explain ideas clearly.<br>• Understand that science has limits and consider its impact on society and the environment. |
| **Half term 2** | [Revision for assessment]<br><br>Conservation and dissipation of energy | Electromagnetic waves<br><br>Light | |
| **Half term 3** | Forces in balance | [Revision for assessment]<br><br>Electromagnetism | |
| **Half term 4** | Motion<br><br>[Revision for assessment] | Electromagnetism<br><br>Space | |
| **Half term 5** | Forces in motion | Space<br><br>Revision and exam preparation | |
| **Half term 6** | Forces in motion<br><br>Force and pressure | | |

**Homework:**
One homework will be set for every four hours of learning and take approximately 45 minutes to complete. Students will be provided with a homework booklet that contains a different activity to complete for each homework. Tasks will include revision activities, past exam questions, knowledge organisers and vocab builders.

**Assessment:**
**Exam board: AQA**
In Y10 there will be several Low Stake Assessments (LSAs) across the year. These will consist of approximately 15 marks of past exam questions.
There are also two assessment weeks. The November exam will cover Kerboodle Topic 2 (modules P4-7) and the exam in April will include Kerboodle Topic 1 & Topic 2 (modules P1-7).
In Y11 there will be several Low Stake Assessments (LSAs) across the year. These will consist of approximately 15 marks of past exam questions.
There are also two assessment weeks. The October exam will cover Kerboodle Topic 1 & Topic 2 (modules P1-7). The exam in February will include Kerboodle Topic 3 & the majority of Topic 4 (modules P8-14).

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| **Links to Personal Development:**<br>Enabling students to recognise risks to their own wellbeing.<br>Social development: Practise using a range of social skills in different situations. Confidence, Resilience & Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships. |
| **How is my knowledge developed further at Key Stage Five?**<br>Knowledge and skills gained through the study of GCSE Physics are an excellent starting point for further study at KS5. The GCSE Physics course builds on the core concepts learnt at KS3, adding the level of detail and complexity needed to access KS5. A Level Physics begins by exploring further all aspects of forces and motion, electrical circuits and waves as an extension to the GCSE content. The course then goes into more depth with quantum physics, applications of Newtonian physics, astrophysics, particles and medical physics. |

# Physics Legacy – Y11 2025-2026

**Subject Leader:** Mr J O'Neill **Email:** joneill1@taptonschool.co.uk

**Curriculum Intent:** To ensure students maintain and develop their curiosity and excitement about the natural world. To develop all to be `scientists` by embedding a culture of confidence and mastery underpinned by scientific enquiry. To develop their ability to see connections between science subject areas and become aware of some of the big ideas for understanding the world. To provide a high challenge, high quality Science education for all our learners.

| Core Knowledge | Procedural Knowledge |
|---|---|
| **Topics:**<br>Working scientifically.<br>Wave interactions,<br>Radioactivity uses and hazards.<br>Physics on the move,<br>Powering Earth,<br>Beyond Earth (Space)<br>Energy.<br>Work done, power and efficiency. | **Students will:**<br>Use scientific theories and explanations to develop hypotheses.<br>Evaluate methods and suggest possible improvements.<br>Apply a knowledge of sampling techniques to ensure any samples collected are representative.<br>Apply a knowledge of a range of techniques, apparatus, and materials to select those appropriate for both field work and for experiments.<br>Translate data from one form to another.<br>Represent distributions of results and make estimates of uncertainty.<br>Carry out and represent mathematical and statistical analysis.<br>Explain everyday technological applications of science.<br>Use a variety of concepts and models to develop scientific explanations.<br>Appreciate the power of limitations of science and consider ethical issues. |

**Homework:**
One homework will be set for every four hours of learning and take approximately 45 minutes to complete. There will be a variety of homework tasks which could include revision for assessments, recap, and review of core learning, Kerboodle quizzes, past paper questions, A4P tasks etc.

**Assessment:**
In Y11 there will be five End of Unit tests.
There are also two INOVA exams. The October exam will cover P1, P2 and P3 and P4 the exam in February will include P5, P6, P7 and P8.

**Links to Personal Development:**
Enabling students to recognise risks to their own wellbeing.
Social development: Practise using a range of social skills in different situations.
Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

**How is my knowledge developed further at Key Stage Five?**
Knowledge and skills gained through a study of GCSE Physics or GCSE Combined Science Physics are a starting point for further study at KS5. A Level Physics begins by exploring further all aspects of forces and motion, electrical circuits and waves as an extension to the GCSE content. The course then goes into more depth with quantum physics, applications of Newtonian physics, astrophysics, particles and medical physics.

# Combined Science Legacy – Y11 2025-025

**Subject Leader:** Miss J Rigby **Email:** jrigby@taptonschool.co.uk

**Curriculum Intent:** To ensure students maintain and develop their curiosity and excitement about the natural world. To develop all to be `scientists` by embedding a culture of confidence and mastery underpinned by scientific enquiry. To develop their ability to see connections between science subject areas and become aware of some of the big ideas for understanding the world. To provide a high challenge, high quality Science education for all our learners.

| Core Knowledge | Procedural Knowledge |
|---|---|
| **Topics:**<br><br>**Biology**<br>The environment, Feeding humans and disease.<br><br>**Chemistry**<br>Monitoring and controlling reactions, Organic chemistry including oil, Earth systems<br><br>**Physics**<br>Power and efficiency, Powering the Earth, work done and Physics on the move | **Students will:**<br>Use scientific theories and explanations to develop hypotheses.<br>Evaluate methods and suggest possible improvements.<br>Apply a knowledge of sampling techniques to ensure any samples collected are representative.<br>Apply a knowledge of a range of techniques, apparatus and materials to select those appropriate for both field work and for experiments.<br>Translate data from one form to another.<br>Represent distributions of results and make estimates of uncertainty.<br>Carry out and represent mathematical and statistical analysis.<br>Explain everyday technological applications of science.<br>Use a variety of concepts and models to develop scientific explanations.<br>Appreciate the power of limitations of science and consider ethical issues. |

**Homework:** One homework will be set for every four hours of learning and take approximately 45 minutes to complete. There will be a variety of homework tasks which could include revision for assessments, recap, and review of core learning, Kerboodle quizzes, past paper questions, A4P tasks etc.

**Assessment:**
In Y11 there will continue to be end of unit tests
There are also six INOVA exams (two in Biology and two in Chemistry and two in Physics).
The October exams will cover B1, B2, B3 and C1, C2, C3 and P1, P2, P3.
In February the exams will cover B4, B5, B6 and C4, C5, C6 and P4, P5, P6.

**Links to Personal Development:**
Enabling students to recognise risks to their own wellbeing.
Social development: Practise using a range of social skills in different situations. Confidence, Resilience & Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

**How is my knowledge developed further at Key Stage Five?**
Knowledge and skills gained through the Combined Science course are a starting point for further study at KS5. The GCSE Combined Science course builds on the core concepts learnt at KS3, adding the level of detail and complexity required to access KS5 study.

# History

**Subject Leader:** Mr A McAuley **Email:** amcauley@taptonschool.co.uk

**Curriculum Intent:** To provide students with critical skills of analysis and evaluation, not simply to study the past, but also to deal with the world around them. To provide students with a sense of how the past has shaped the world they are growing up in, locally, nationally and globally.

| Core Knowledge | Procedural Knowledge |
|---|---|
| **Topics:**<br><br>The People's Health, c. 1250-now.<br><br>The Norman Conquest, 1065-1087.<br><br>History Around Us – Conisbrough Castle.<br><br>The Making of America, 1789-1900.<br><br>Living Under Nazi Rule, 1933-45. | **Students will:**<br><br>AO1 - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.<br><br>AO2 - Explain and analyse historical events and periods studied using second-order historical concepts.<br><br>AO3 - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.<br><br>AO4 - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. |

**Homework:**
Students will be set approximately one piece of homework every four lessons.
Homework will include completing and preparing for practice exam questions, learning key vocabulary and completing on-line learning using Seneca Learning.
All homework will be set on Class Charts; students will always have at least three days to complete a piece of homework.

**Assessment:**
Formal assessment; three exams at the end of Y11, with each unit of study worth 20%.
Formative assessment – students will complete practice questions throughout the course and receive feedback on this work. They will be expected to respond to this feedback.

**Links to Personal Development:**
**British Values:** Democracy, individual liberty, rule of law, mutual respect and tolerance.
**Character**: Reflect Wisely, learn eagerly, behave with integrity, cooperate.
Promoting **inclusivity** and diversity of all protected characteristics.
**Prepare** learners for future success in education, employment and training.
**Cultural development:** Understanding the wide range of cultural influences that shape individuals.

**How is my knowledge developed further at Key Stage Five?**
Content – the units on Nazi Germany and the Making of the USA share some common themes with our A-level study. The skills developed at GCSE are those that are also at the heart of A-Level study, producing coherent historical debate, working with evidence, and considering the views and interpretations of others in relation to the past.

# Geography

**Subject Leader:** Mr A Kennedy **Email**: akennedy@taptonschool.co.uk

**Curriculum Intent: Geographers are the heroes of tomorrow;** they are engaged by the study of planet Earth and learn how to creatively solve problems for a sustainable future. **Geographers are critical thinkers;** they apply their knowledge and understanding to the human and natural world appreciating the interconnectedness between different systems. **Geographers are global citizens;** they understand their own place in the world but can also think with empathy to consider the attitudes and values of other stakeholders too. **Geographers enjoy learning beyond the classroom;** they undertake fieldwork to test the theories of our subject and gain first-hand experience of geography in action.

| | Core Knowledge | Procedural Knowledge |
|---|---|---|
| | **Topics:**<br>**Y10**<br>Sustaining ecosystems<br>Urban futures<br>Distinctive landscapes<br>Resource reliance<br><br>**Y11**<br>Global hazards<br>Dynamic development<br>The UK in the 21st century<br>Revision and exam preparation | **Students will:**<br><br>Use and analyse a range of different types of maps at different scales.<br><br>Analyse geographic data and perform simple mathematical processes.<br><br>Read and understand geographical texts.<br><br>Carry out geographical investigations with fieldwork in Salford Quays (Y10) and on the East Yorkshire Coast (Y11) |

**Homework:**
Homework is set **once per week** via Class Charts
Expect to spend up to 45 minutes on your homework
Homework will include practice exam questions to develop exam technique, Revision questions to review learning from prior topics, A3 revision sheets to summarise learning ahead of assessments, Revision for end of topic assessments and main assessment points and Learning keywords definitions and spellings which may take the form of online quizzes

**Assessment:**
Teacher questioning in lessons including questions at the beginning of lessons to check on prior learning. Regular exam question practice in class and as homework. End of topic tests to assess understanding of the learning. Formal assessments which more broadly assess the curriculum including several topics in one assessment paper.

**Links to Personal Development:**
The topics studied may inspire students to investigate a range of careers spanning the physical, social and environmental sciences. Examples will be given in lessons.
Class notice boards will also have displays showcasing various careers in which students may use their geographic knowledge, understanding and skills in the future.
In particular, the study of geography will help with students' cultural development. Understanding the wide range of cultural influences that shape individuals and different places.

**How is my knowledge developed further at Key Stage Five (Y12 and Y13)?**
The study of KS4 Geography provides an excellent foundation for further study of geography at KS5. The learning from the GCSE course will help students learning about global systems such as the water and carbon cycle as well as the processes which shape glaciated landscapes and lead to tectonic hazards. KS4 geography will also give students a good grounding to enable them to understand the changing nature of places, global issues such as migration and human rights as well as the geographies of disease. The fieldwork experience at KS4 will also allow students to access and enjoy fieldwork as part of the A level course, culminating in their own independent fieldwork investigation carried out for their A level Geography coursework.

# Languages

**Subject Leader:** Ms J Askew **Email**: jaskew@taptonschool.co.uk

**Curriculum Intent:** We are passionate that all students enjoy the right to learn a language at Tapton, regardless of their background and we believe our strength lies in our diversity. We have a challenging curriculum which encourages students to become global citizens with a clear pathway into both higher education and the world of work. Cultural and social horizons are broadened and self – esteem is built, not only in lessons but also through wider opportunities such as trips and visits. We guarantee depth and breadth, developing students' written and verbal communication skills and literacy

| | Core Knowledge – Y10 + Y11 | Procedural Knowledge |
|---|---|---|
| Autumn Term 1 | **Y10 topic:**<br>Travel and tourism and places of interest<br><br>**Y11 topic:**<br>Environment and social issues | **Students will:**<br><br>Acquire more grammatical terminology as this continues to be explicitly taught and referred to throughout the KS4 course.<br><br>Have assessment rubrics explained and referred to frequently throughout the KS4 course.<br><br>Continue to develop key skills of listening, reading, speaking, writing and translation as they are interweaved throughout the Y10 + Y11 courses, using a variety of strategies to facilitate language acquisition to allow students to understand and produce both spoken and written work in the target language.<br><br>Revisit all the time frames and be able to express themselves across a range of tenses.<br><br>Re-employ all grammatical knowledge and build more sophisticated structures and vocabulary into their work.<br><br>Re-engage with the phonics of the language in preparation for the speaking element of the course.<br><br>Utilise a range of techniques acquired throughout KS3 and enhanced at KS4 to facilitate a deeper understanding of lexical and grammatical concepts, enabling them to better communicate in the Target Language.<br><br>Be taught a range of strategies which are used in Y10 and Y11 to facilitate students' success in the final GCSE exams and enable students to understand how to manipulate language independently and successfully. In addition, the Y11 course supports students who wish to make the transition to A Level language study. |
| Autumn Term 2 | **Y10 topic:**<br>Travel and tourism and places of interest General celebrations, celebrations in French/German/Spanish-speaking countries<br><br>**Y11 topic:**<br>School and post 16/18 plans | |
| Spring Term 1 | **Y10 topic:**<br>Celebrations in the past<br>Future celebration plans<br><br>**Y11 topic:**<br>Future plans and work | |
| Spring Term 2 | **Y10 topic:**<br>Healthy living, sports and lifestyles, food, mealtimes, how to lead a healthy lifestyle, diet, fast food, contrasting present and past habits<br><br>**Y11 topic:**<br>Revision of GCSE topics (identity and relationships with others, celebrity culture, free time activities, media and technology), | |
| Summer Term 1 | **Y10 topic:**<br>How to lead a healthy lifestyle. Stress and the effects, pros and cons of alcohol, drugs, smoking/vaping, the importance of sleep, illness and remedies.<br><br>**Y11 topic:**<br>Revision of GCSE topics (Travel and tourism, including places of interest, customs, festivals and celebrations, healthy living and lifestyle, where we live). | |

| Summer term 2 | **Y10 topic:**<br>Where we live – house, bedroom, town | |
|---|---|---|

**Homework:**
The purpose of homework set in MFL is to consolidate the learning that happens in the classroom & develop the key skills of reading, listening, writing, speaking & translation.

Students are issued with several booklets throughout the KS4 course and homework is set once a week through Class Charts, normally taking the form of:

- Reading comprehension exercises
- Listening comprehension exercises
- Vocabulary learning
- Grammar consolidation
- Written tasks
- Research

**Assessment:**
In addition to the assessment points (detailed below), throughout the Y10 and Y11 courses students are assessed through a variety of low-stakes vocabulary and grammar tests, assessment for learning activities, targeted questioning and a range of pair, group and whole class tasks.

| **Assessments in Y10:** | **Assessments in Y11:** |
|---|---|
| **Assessment Point 1**: Listening, reading & writing (Topics covered so far in Y10)<br><br>**Assessment Point 2**: Listening, reading & writing **(**Full GCSE past exam papers)<br><br>**Assessment Point 3**: Mock Speaking Exam (Role Play, Reading aloud, Photo cards) | **Assessment Point 1**: Reading & writing (GCSE past papers)<br><br>**Assessment Point 2**: Mock Speaking Exam<br><br>**Assessment Point 3**: Trial Exams<br>Listening, reading & writing (Full GCSE past exam papers)<br><br>**GCSE oral exam and written papers – May/June** |

**Links to Personal Development:**
Teaching and learning focus on preparing students for the demands of the GCSE exam and how to succeed. Confidence, Resilience and Knowledge are built with increased challenge and mistakes and misconceptions are used as part of their learning process.
Students continue to build their cultural capital and learn to respect other cultures and tolerate different ways of life and students work in pairs and groups and learn to respect each other's ideas and opinions.

**How is my knowledge developed further at Key Stage Five?**
In terms of core knowledge, the AS/A level course in MFL builds upon the three pillars of MFL learning – Phonics and pronunciation accuracy, vocabulary acquisition and grammatical understanding that students have acquired throughout KS3 and 4. There are a variety of topics covered such as the changing role of family, art and architecture and cinema and music, depending on the language.

- A film is studied in Y12
- A play or novel is studied in Y13

In terms of procedural knowledge, the AS/A level course consolidates the skills of listening, speaking, reading, writing and translation and the study of the film/play/novel allows students to develop analytical and evaluation skills.

# Ethics, Philosophy and Religion (EPR)

**Subject Leader:** Ms K Molyneux **Email:** kmolyneux@taptonschool.co.uk

**Key Stage Four Leader:** Mrs H Hutty **Email:** HHutty@taptonschool.co.uk

**Curriculum Intent:** Students of Ethics, Philosophy and Religion are the critical thinkers and problem solvers of tomorrow; they are engaged in developing knowledge and understanding of religious and non-religious worldviews to foster a greater appreciation of the rich, culturally, and religiously diverse world in which they live. Students will develop their own spiritual, moral, and social awareness by increasing their understanding of the complex issues and challenges faced by people from all walks of life within their own city and beyond. It is our ambition that students leave Tapton with a greater understanding of their own place within society, both locally and globally. We will foster a culture of critical enquiry and analysis through the study and evaluation of philosophical arguments, religious scripture and other sources. Our goal is to create and nurture an intellectual curiosity in students so that they develop a love of learning and an understanding of the role of the subject within the curriculum and beyond.

**Throughout Year 10 and 11 all students will follow GCSE Religious Studies Edexcel B**

| | Core Knowledge | Procedural Knowledge |
|---|---|---|
| **Year 10 Autumn Half Term 1 and 2** | **Topic: Crime and Punishment**<br><br>Students will explore a range of ethical issues relating to crime and punishment through the lenes of Islam and non-religious worldviews.<br><br>They will learn about:<br>• The nature of justice in Islam.<br>• Ethical issues raised by crime and its causes, the treatment of offenders and the nature of punishment and capital punishment.<br>• Issues raised in discussions about forgiveness and reform as a response to crime.<br>• Divergent Muslim teachings and attitudes in relation to the above issues.<br>• Divergent non-religious responses to the above issues including Humanism and ethical theories such as Situation Ethics and Utilitarianism. | **Students will:**<br>• Analyse data.<br>• Learn the key vocabulary of this topic and become confident in using it both orally and in exam question responses.<br>• Develop confidence in the interpretation of key sources of wisdom and authority.<br>• Examine real life case studies.<br>• Engage thoughtfully in discussion work using a range of oracy strategies that develop critical thinking.<br>• Develop their ability to apply knowledge and understanding in short and extended exam responses. |

| | | |
|---|---|---|
| **Year 10 Spring Half Term 1 and 2** | **Topic: Living the Christian Life**<br><br>Students will undertake an in-depth study of what it means to live as a follower of the main religious tradition of Great Britain.<br><br>They will learn about:<br>• The nature and significance of Christian prayer and worship.<br>• The role of the sacraments and celebrations in the life of a Christian.<br>• Divergent attitudes to the role of pilgrimage in the life of a Christian.<br>• The future of the worldwide Christian Church. | **Students will:**<br>• Learn the key vocabulary of this topic and become confident in using it both orally and in exam question responses.<br>• Develop confidence in the interpretation of key sources of wisdom and authority.<br>• Engage thoughtfully in discussion work using a range of oracy strategies that develop critical thinking.<br>• Develop their ability to apply knowledge and understanding in short and extended exam responses. |
| **Year 10 Summer Half Term 1 and 2** | **Topic: Peace and Conflict**<br><br>Students will explore a range of ethical issues relating to peace and conflict through the lenes of Islam and non-religious worldviews.<br><br>They will learn about:<br>• The nature of peace and peace-making.<br>• Responses to conflict.<br>• Pacifism and passive resistance as a response to conflict.<br>• Divergent Muslim teachings and attitudes in relation to the above issues.<br>• Divergent non-religious responses to the above issues including Humanism and ethical theories such as Situation Ethics and Utilitarianism. | **Students will:**<br>• Learn the key vocabulary of this topic and become confident in using it both orally and in exam question responses.<br>• Develop confidence in the interpretation of key sources of wisdom and authority.<br>• Examine case studies.<br>• Engage thoughtfully in discussion work using a range of oracy strategies that develop critical thinking.<br>• Develop their ability to apply knowledge and understanding in short and extended exam responses. |

| | | |
|---|---|---|
| **Year 11 Autumn Half Term 1 and 2** | **Topic: Peace and Conflict continued**<br><br>They will learn about:<br><br>• The nature of just war and holy war.<br><br>• Issues in 21st Century conflict: weapons of mass destruction, terrorism.<br><br>• Divergent Muslim teachings and attitudes in relation to the above issues.<br><br>• Divergent non-religious responses to the above issues including Humanism and ethical theories such as Situation Ethics and Utilitarianism.<br><br>**Topic: Matters of life and death**<br><br>Students will explore a range of ethical issues relating to matters of life and death through the lenes of Christianity and non-religious worldviews.<br><br>They will learn about:<br><br>• The religious concept of sanctity of life.<br><br>• Non-religious responses to the origins and value of human life.<br><br>• Christian and non-religious responses to abortion. | **Students will:**<br><br>• Analyse data.<br><br>• Learn the key vocabulary of this topic and become confident in using it both orally and in exam question responses.<br><br>• Develop confidence in the interpretation of key sources of wisdom and authority.<br><br>• Examine case studies.<br><br>• Engage thoughtfully in discussion work using a range of oracy strategies that develop critical thinking.<br><br>• Develop their ability to apply knowledge and understanding in short and extended exam responses. |

| | | |
|---|---|---|
| **Year 11 Spring Half Term 1 and 2** | **Topic: Matters of life and death continued:**<br><br>They will learn about:<br>• Christian and non-religious responses to euthanasia.<br>• Christian and non-religious responses to belief in life after death.<br>• Christian responses to non-religious theories about the creation of the universe.<br>• Christian responses to issues in the natural world.<br><br>**Topic Living the Muslim Life:**<br><br>Students will undertake an in-depth study of what it means to live as a follower of the second largest religious tradition of Great Britain.<br><br>They will learn about:<br>• The ten obligatory acts of Shi'a Islam.<br>• The nature and significance of the five pillars of Islam.<br>• The role of celebrations in the life of a Muslim | **Students will:**<br>• Learn the key vocabulary of this topic and become confident in using it both orally and in exam question responses.<br>• Develop confidence in the interpretation of key sources of wisdom and authority.<br>• Examine case studies.<br>• Engage thoughtfully in discussion work using a range of oracy strategies that develop critical thinking.<br>• Develop their ability to apply knowledge and understanding in short and extended exam responses. |

**Homework:** Regular homework will comprise of learning key words and their definitions for short quizzes that will be completed in lesson time, online knowledge retrieval quizzes, comprehension challenges and preparation for in class timed practice of exam technique and formal assessment preparation.

**Assessment:** Throughout the course students will be assessed in lessons through a range of assessment for learning strategies such as 'no hands up questioning', 'agree, build challenge', and mini whiteboard learning checks as well as questioning, key word quizzes as well as peer and live marking of exam question responses.

There are also two formal assessments in each year, undertaken in class during the assessment weeks:

**Year 10 Assessment 1:**

Time: 35mins

Format:

One full GCSE question on the topic Marriage and Family.

**Year 10 Assessment 2:**

Time: 60 minutes

Two full GCSE questions on the topics Muslim Beliefs and Crime and Punishment.

**Year 11 Assessment 1:**

Time: 60 minutes

Two full GCSE questions on the topics Christian Beliefs and Living the Christian Life.

**Year 11 Assessment 2:**

Time: 90 minutes

Three full GCSE questions on the topics Muslim Beliefs, Peace and Conflict and Matters of Life and Death.

**Links to Personal Development:**

Develop character, reflect wisely, learn eagerly, behave with integrity and cooperate.

Promote inclusivity and diversity.

Prepare for future success in education employment and training.

Reflect on own beliefs and spiritual development.

Recognising the difference between right and wrong

Practise a range of social skills.

Understand a wide range of cultural influences.

**How is my knowledge further developed in Year 12 and 13?**

In KS5 we offer an OCR A level in Religious Studies. This builds on key knowledge, understanding and key skills of the GCSE course. It comprises three areas of study: Philosophy of Religion, Religion and Ethics and Developments in Christian Thought.

# GCSE Physical Education

**Subject Leader:** Mrs R Becks **Email:** rbecks@taptonschool.co.uk

**Key Stage Four Leader:** Mrs L Sherritt **Email:** lsherritt@taptonschool.co.uk

**Curriculum Intent:** To deliver the AQA GCSE PE course and ensure students are fully prepared for their examination. To develop a lifetime love of PE and physical activity.

| Core Knowledge | Procedural Knowledge |
|---|---|
| **Topics:**<br><br>Applied anatomy and physiology.<br><br>Movement analysis.<br><br>Physical training.<br><br>Use of data.<br><br>Develop skills in practical sports.<br><br>Analyse and evaluate personal performance.<br><br>Sports Psychology.<br><br>Socio-cultural influences.<br><br>Health, fitness and well-being. | **Students will:**<br><br>Develop how to analyse and evaluate their own performances.<br><br>Develop skills, knowledge, understanding and apply in practical sporting activities.<br><br>Develop understanding of how to read, plan and answer exam questions.<br><br>Link topics and build on knowledge to gain a deeper understanding theoretical content. |

**Homework:**

Extended answer Exam Questions – focus on 6- and 9-mark questions.

Everlearner lessons

Everlearner Questions and Recap Quiz's

NEA – Coursework based on self-analysis of performance.

**Assessment:**

Baseline tasks and progress tasks in all lessons.

End of topic assessments.

Mock paper exams.

NEA - Practical performance assessments. (students will be assessed in a wide variety of sports and their best 3 grades will be submitted – they will need to submit one team sport, one individual sport and one from either category)

NEA – Written Coursework – Performance Analysis Assessment (analyse and evaluation) on personal performance.

**Links to Personal Development:**

Prepare learners for future success in education, employment and training.

To work in a team and show leadership skills in both individual and team sports.

Build confidence, resilience and knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

Know how to join a sporting club / exercise classes outside of school.

**How is my knowledge developed further at Key Stage Five?**

If students choose to study A-Level PE, they will continue to develop their knowledge of PE and sport in a theoretical context. If they do not, we offer a wide range of extra -curricular clubs which 6th form students are encouraged to take part in.

# Core PE

**Subject Leader:** Mrs R Becks **Email:** rbecks@taptonschool.co.uk

**Key Stage Four Leader:** Mrs L Sherritt **Email:** lsherritt@taptonschool.co.uk

**Curriculum Intent:** To offer a variety of activities and give students enjoyable PE experiences to gain a lifelong love of sport and physical activity and encourage physical, mental and social wellbeing of students.

| Core Knowledge | Procedural Knowledge |
|---|---|
| **Topics:**<br><br>In KS4 Core PE we follow a spiral curriculum which follows on from KS3. We revisit activities in Y10 and Y11. With each successive encounter learning progresses, building and deepening the knowledge of every activity with an emphasis on encouraging the well-being of students.<br><br>Students will continue to develop a range of skills in different physical activities in a competitive and recreational environment. This will include:<br>• Invasion games.<br>• Net/racket games.<br>• Striking and fielding games.<br>• Fitness.<br>• Gymnastics. | **Students will:**<br><br>• Develop their skills, knowledge and understanding in PE.<br><br>• Continue to apply and build on skills learnt in competitive situations.<br><br>• Be encouraged to work both independently and as part of a team.<br><br>• Develop their own technique to improve their performance.<br><br>• Analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best. |

**Homework:**
No formal homework is set but we encourage all students to be involved in the large range of extra-curricular clubs that we offer in school.

**Assessment:**
We continually assess students in PE lessons. Observational, peer and teacher assessments are used throughout lessons and students receive verbal feedback to improve their performances.
Formal assessments take place twice a year and our focus is on conduct in lessons and whether they are meeting expectations or not.

**Links to Personal Development:**
To work in a team and show leadership skills in both individual and team sports.
Know how to join a sporting club outside of school.
Increase Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle

**How is my knowledge developed further at Key Stage Five?**
Students will be offered a range of extra-curricular activities at KS5 to further skill level and ensure they are continuing to lead an active lifestyle.

# Drama

**Subject Leader:** Ms R Gerrard **Email:** rgerrard@taptonschool.co.uk

**Curriculum Intent:** To deliver a challenging, engaging, broad and accessible curriculum across all three key stages. Valuing the individual and achieving excellence. To provide a skills-based spiral curriculum that builds on students' basic ability with a focus on skills, practitioners, a variety of theatrical genres and analytical skills. To create confident performers with a genuine understanding and passion for the subject; providing a strong foundation to study the subject beyond GCSE & A-level. If not a career in the arts, we intend to foster well rounded individuals with excellent communication skills to support any career they pursue.

| | Core Knowledge | Procedural Knowledge |
|---|---|---|
| **Autumn Term 1** | **Topic:**<br><br>**Exploring the text 'Find Me' by Olwen Wymark**<br>C3: Interpreting Theatre – written exam paper on a set text and response to live theatre. We will be preparing for this in Y10 but it will not be formally examined until summer in Y11. | **Students will:**<br>• Interpret character – character interaction, vocal skills, movement skills etc. Exploration of rehearsal techniques that develop characterisation for performance.<br>• Interpret plays – from the point of view of a director, actor and designer. Exploration of the social, cultural, historical and political contexts. How do we communicate to audiences?<br>• Explore the structure of play<br>• plot/theme/form/style/genre/dialogue.<br>• Explore the history of theatre – exploration of the original performance conditions of the set text.<br>• Understand theatre space – the four main staging configurations, stage positioning, proxemics, actor/audience relationship, actor interaction and audience awareness.<br>• Experience live theatre – opportunities to attend the theatre across the year and access to Drama Online. It is an essential part of C3 – responding to the experience of live theatre.<br>• Analysis and evaluation of theatre is an essential part of the coursework and written examination. |
| **Autumn Term 2** | **Topic:**<br>Continued<br>**Exploring the text 'Find Me' by Olwen Wymark**<br>C3: Interpreting Theatre – written exam paper on a set text and response to live theatre. We will be preparing for this in Y10 but it will not be formally examined until summer in Y11. | |
| **Spring Term 1** | **Topic:**<br><br>**C1: Devising Theatre** – working from a stimulus to create an original piece of theatre and a portfolio and evaluation responding to the process and final performance. | **Students will:**<br>• Apply skills to create performance work – consideration given to creating mood and atmosphere, performance conventions etc.<br>• Realise design – set, lighting, sound, props, costume, hair and make-up.<br>• Be an effective cast member – communication skills, leadership skills, |

<table>
<tr><td>Spring Term 2</td><td>Topic:<br>Continued<br>C1: Devising Theatre – working from a stimulus to create an original piece of theatre and a portfolio and evaluation responding to the process and final performance. This will be formally examined internally in the summer term of Y10 and externally moderated. Students can specialise as either an actor or designer - 40% of qualification.</td><td rowspan="3">working collaboratively, compromising, problem solving, being creative.<br>• Interpret plays – from the point of view of a director, actor and designer. Exploration of the social, cultural, historical and political contexts. How do we communicate to audiences?<br>• Explore the structure of play<br>• plot/theme/form/style/genre/dialogue.<br>• Explore Contemporary Theatre Companies – supports the devising process for C1.<br>• Understanding theatre practice – exploration of theatre practitioners.<br>• Understand theatre space – the four main staging configurations, stage positioning, proxemics, actor/audience relationship, actor interaction and audience awareness.<br>• Experience live theatre – opportunities to attend the theatre across the year and access to Drama Online. It is an essential part of C3 – responding to the experience of live theatre.<br>• Analysis and evaluation of theatre is an essential part of the coursework and written examination.</td></tr>
<tr><td>Summer Term 1</td><td>Topic:<br>Continued<br>C1: Devising Theatre – working from a stimulus to create an original piece of theatre and a portfolio and evaluation responding to the process and final performance. This will be formally examined internally in the summer term (the date will be confirmed nearer the time) of Y10 and externally moderated. Students can specialise as either an actor or designer - 40% of qualification.</td></tr>
<tr><td>Summer term 2</td><td>Topic:<br>Continued<br>C1: Devising Theatre – the focus this half term will be completing the portfolio worth 30 marks and preparation and completion of the evaluation that lasts 90 minutes, students are allowed to take in two sides of notes. This can be handwritten or typed and will be carried out in controlled conditions in school.</td></tr>
<tr><td colspan="3">Homework:<br>The setting of homework will vary depending on the unit of work being studied. Students will be set homework weekly. Homework will be set with the purpose of:<br>1. Developing students' evaluative and analytical written skills in response to practical work completed in lessons.<br>2. Developing students' analytical skills with regards to responding to a play or live production.<br>3. Practise exam technique through setting of exam style essays.<br>4. Completing coursework.<br>5. Providing an opportunity to develop a creative piece of work independently – e.g. script writing, creative designs etc.<br>6. Summarising students' understanding of Drama vocabulary and terminology.<br>7. Rehearsal of performance work.<br>Homework tasks vary from evaluations of practical work, research tasks, rehearsing or learning lines for a performance. The written homework generally refers to practical work from lessons or live professional performances students must make notes in lessons in order to help with the completion of their homework.</td></tr>
<tr><td colspan="3">Assessment:<br>During whole school examination weeks students will be assessed on C3: Interpreting Theatre. This will require revision of the set text and a live theatre review.</td></tr>
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During Term 3 students will complete C1: Devising Theatre. They will be assessed on their performance and supporting coursework and an evaluation completed in controlled timed conditions.

**Links to Personal Development:**

Careers in the theatre industry – including acting, directing, playwrighting, stage design, costume design, sound design, lighting design, stage management, set construction.

Personal & social development – including confidence building, communication skills, team working skills, leadership skills.

If not a career in the arts, we intend to foster well rounded individuals with excellent communication skills to support any career they pursue.

**How is my knowledge developed further at Key Stage Five?**

**C1: Theatre Workshop** – Creating an original performance inspired by a professionally published play in the style of a practitioner/theatre company. A portfolio submitted that evaluates the process. You have an option of being assessed as an actor or designer. Non-exam assessment: internally assessed, externally moderated - 20% of qualification.

**C2: Text in Action** – Two performances. One creating an original performance from a stimulus and one performing from a text. Coursework submitted that evaluates the process and final performances. You have an option of being assessed as an actor or designer. Non exam assessment: externally assessed by a visiting examiner - 40% of the qualification.

**C3: Text in Performance** – The study of three set texts from the point of view of an actor, director and designer. The analysis and evaluation of live theatre. Written examination: 2 hours 30 minutes - 40% of qualification.

# Music

**Subject Leader:** Mrs G Page **Email**: gpage@taptonschool.co.uk

**Curriculum Intent:** The Music curriculum and provision at Tapton is inclusive, broad ranging, challenging, fun, and does not shy away from teaching mastery of the more complex musical skills. Our spiral curriculum enables equal and continuous development of the three main musical skills: performing, listening, and composing, and we study music from all of the three main areas of study (Western Classical Music, Popular Music, Traditional Music). This well-established provision provides students with a thorough grounding in all areas of the subject, so that all students are able to progress to the next stage of music study if they wish, regardless of their prior musical experiences or opportunities outside of school. We do not just teach to exam specifications but aim to provide students with all of the tools needed to succeed in music at a high level. This is evident in the destinations of our students after leaving us. Our robust curriculum offer is linked to, and strongly supported by, our outstanding extra-curricular programme and we work closely with our large team of visiting peripatetic instrumental and vocal teachers. All students have access to an established route through from beginner to high quality senior ensembles, and there are many opportunities for students to perform in our extensive concert programme. We teach, and provide opportunities for, students specialising in all areas of music, whether that is classical music, music technology/production, composition, or musicology, and we have strong links with external music organisations in Sheffield and further afield. At Tapton we aim to pass on our own passion for music to our students and nurture the musical development of every child.

| Core Knowledge | Procedural Knowledge |
|---|---|
| **Topics:**<br>**Technical vocabulary** linked to each of the musical elements in DR P SMITH – Dynamics, Rhythm, Pitch, Structure/Style, Melody/Metre, Instrumentation, Texture/Tonality, Harmony.<br>**Area of Study 1:** Stylistic features of the coronation anthems & oratorios of Handel, the orchestral music of Haydn, Mozart & Beethoven, the piano music of Chopin & Schumann, & the Requiem of the late Romantic period.<br>**Area of Study 2:** Stylistic features of the music of Broadway 1950s to 1990s, rock music of the 1960s and 1970s, film & computer gaming music from 1990 to the present, & popular music from the 1990s to the present.<br>**Area of Study 3:** Stylistic features of Blues music 1920 – 1950, fusion music incorporating African &/or Caribbean music, contemporary Latin music, & contemporary folk music of the British Isles<br>**Area of Study 4:** Stylistic features of the orchestral music of Aaron Copland, British music of Arnold, Britten, Maxwell Davies & Tavener, the orchestral music of Zoltan Kodaly & Bela Bartok, & minimalist music of John Adams, Steve Reich and Terry Riley<br>The detailed musical features of the **AoS1 set work from 2026** - Beethoven: *Symphony No.1*, Movement 1.<br>The detailed musical features of the | **Students will:**<br>Listen to music analytically and describe it using technical vocabulary.<br><br>Analyse set works and write longer written responses.<br><br>Aurally identify: instruments; melodic progressions; rhythms; chords; cadences; modulations; intervals up to an octave; tonality; time signatures; textures.<br><br>Read and use music notation.<br><br>Perform as both a soloist and as part of an ensemble on one main instrument/voice/technology.<br><br>Compose music to a given brief as well as in a style of choice using traditional written notation or music technology. |

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| **AoS3 set works from 2026 -** *I Know You Know, Little Fly, and I Adore You* by Esperanza Spalding. | |
| **Area of Study 3:** Stylistic features of Blues music 1920 – 1950, fusion music incorporating African &/or Caribbean music, contemporary Latin music, & contemporary folk music of the British Isles<br>**Area of Study 4:** Stylistic features of the orchestral music of Aaron Copland, British music of Arnold, Britten, Maxwell Davies & Tavener, the orchestral music of Zoltan Kodaly & Bela Bartok, & minimalist music of John Adams, Steve Reich and Terry Riley<br>The detailed musical features of the **AoS1 set work from 2026** - Beethoven: *Symphony No.1*, Movement 1.<br>The detailed musical features of the **AoS3 set works from 2026 -** *I Know You Know, Little Fly, and I Adore You* by Esperanza Spalding. | |

**Homework:** One piece set per every four hours taught on Class Charts

**Assessment:**
Self, peer, and teacher feedback throughout.
Regular written feedback for all three skills.
**Y10** Term 1 – we will assess all three skills and average them together (*AoS3 core knowledge listening assessment, solo performance of a piece of the pupil's choice, compositional exercises portfolio*).
Term 2 – mock listening exam (*set works, general aural skills and use of technical vocabulary).*
Term 3 – general feedback ahead of pupils starting their performing and composition NEA.
**Y11**Term 1 **–** pupils will have their performing recitals (30%) of final grade. Pupils will start the composition to a brief which is released in September.
Term 2 – all NEA deadlines and full listening mock. Pupils are offered one-to-one tutorials on their NEA.
Term 3 – revision.

**Links to Personal Development:**
Students are expected to participate in our strong extra-curricular and concert programme.
Ongoing conversations about further study and careers in music.

**How is my knowledge developed further at Key Stage Five?**
In KS5, students will explore and develop advanced skills in the three areas of listening, performing, and composing. They will focus on one instrument/voice and be expected to dedicate time most days to practising. Students will study advanced compositional techniques such as species counterpoint and Bach chorales. Students will also continue to learn about music from all of the following three areas of study: Western Classical Music, Popular Music, and Traditional Music, studying set works from the following genres: Baroque Solo Concerto, Romantic Piano Music, Art Music from 1910, and Music for Theatre.

# Art and Design: Art, Craft and Design

**Subject Leader:** Mrs K Pilarek **Email:** kpilarek@taptonschool.co.uk

**Curriculum Intent:** Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation and self-critique along with contextual writing in reference to artists and designers.
We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

| | Core Knowledge | Procedural Knowledge |
|---|---|---|
| | **Topics:**<br><br>Following on from KS3, students will continue to develop their understanding of the formal elements, including line, form, tone, colour, texture, shape, space, composition, light.<br><br>Development of research skills by responding to a design brief, extending annotation skills to talk about both the work of the artist and their own work.<br><br>Workshop skills are contextualised to broaden the knowledge around each skill and artist, learning how to personally develop ideas in response to a chosen brief.<br><br>Recording skills are refined, through the development of a range of media techniques, as well as photography, using both primary and secondary sources.<br><br>Students continue to learn how to personally respond to a brief, explain their thought processes and decision-making throughout. | **Students will:**<br><br>Develop workshop skills and refine drawing, acrylic painting, felting, machine embroidery, silk painting, 3D modelling, ceramics, etching, among others.<br><br>Develop research skills – how to correctly source research and site websites. Where and how to complete good quality, accurate research. How to explore the wider context of a project or brief to demonstrate understanding.<br><br>How to annotate the work of both artists and students, purposefully and critically using subject-specific language.<br><br>Know how to create and refine creative ideas, synthesizing the work of artists, designers and craftspeople.<br><br>Respond personally and meaningfully to a response, develop and refining ideas to realise intentions. |

**Homework:**
Homework in Art will be set once a week and should take approximately 40 minutes. It will be explained in lesson and set on Class Charts. The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons and to continue development of the coursework project. The content will either focus on research, development, recording, personally responding or annotating work, often continuing from the work set in lessons that week. Homework should be completed to a high standard, mirroring the standard of work in lessons.

**Assessment:**
AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3: Record ideas, observations and insights relevant to intentions as work progresses.

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| AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |
| **Links to Personal Development:**<br>Character.<br>Confidence, Resilience and Knowledge.<br>Cultural development.<br>Social development.<br>Prepare for future successes. |
| **How is my knowledge developed further at Key Stage Five?**<br>Following the same assessment objectives, students continue to develop research, development, recording and personal response skills. Completing a personal investigation project and supporting essay and a final exam, responding to a set brief from the exam board. |

# Art and Design: Textile Art

**Subject Leader:** Mrs K Pilarek **Email:** kpilarek@taptonschool.co.uk

**Curriculum Intent:** Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs, allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation and self-critique along with contextual writing in reference to artists and designers.
We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

| Core Knowledge | Procedural Knowledge |
|---|---|
| **Topics:**<br><br>Basic skills workshops including sewing machine skills and decorative surface techniques, use of colour, material properties and technical problem solving.<br>Construction techniques and fabric manipulation, including heat setting, dissolvable fabric and printing techniques and their backgrounds, properties and limitations.<br>Wider contexts – Exploring the work of artists, designers and crafts people, using research to synthesize ideas and develop designs, leading to personalised final outcomes.<br>Fashion illustration techniques, using a range of media including brush pens, watercolour pencils and Pro markers.<br>Pattern cutting, alteration and development techniques, applied through the manufacture of a nature inspired bodice.<br>Awareness of fabrics and their properties, purposeful use and alternatives.<br>Appropriate use of research, including correct websites, siting sources and analysis of designers and artist work.<br>Personally respond to a brief, explain their thought process and decision-making throughout, leading to their external exam project. | **Students will:**<br><br>Use of the formal elements to produce art and design work informed by primary source and secondary source research, including line, tone, form, colour, pattern, space, shape, scale.<br><br>Develop workshop skills and refinement of embroidery skills, embellishment, felting, silk painting, printing, heat techniques, batik, amongst others.<br><br>Develop research skills – how to correctly source research and site websites. Where and how to complete good quality, accurate research. How to explore the wider context of a project or brief to demonstrate understanding.<br><br>Learn how to annotate their own work and artists work purposefully and critically using subject specific language.<br><br>Learn how to create and refine creative ideas, synthesizing the work of artists, designers and craftspeople.<br><br>Respond personally and meaningfully to a response, develop and refining ideas to realise intentions. |

**Homework:**
Homework in Textiles will be set weekly and should take approximately 40 minutes. It will be explained in lesson and set on Class Charts. The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons and to continue development of the coursework project. The content will either

focus on research, development, recording, personally responding or annotating work and will usually be completed or a follow on for the lessons that week. Homework should be completed to a high standard, mirroring the standard of work in lessons.

**Assessment:**

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3: Record ideas, observations and insights relevant to intentions as work progresses.
AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**Links to Personal Development:**

Character.
Confidence, Resilience and Knowledge.
Cultural development.
Social development.
Prepare for future successes.

**How is my knowledge developed further at Key Stage Five?**

The skills learnt at GCSE enable students to enter the A Level course with the construction and decorative skills to complete coursework and respond to design briefs.
Students will have acquired the basic knowledge of fabrics, properties and fibres to understand the how and why of fabrics, enabling them to apply this to personal projects.
Students will extend their Textile knowledge at A Level to explore fashion and design history, the works of influential designers, industrial practice, textile legalities and the wider design world.

# GCSE Design Technology: Engineering

**Subject Leader:** Mr J Fulson **Email:** jfulson@taptonschool.co.uk

**Curriculum Intent:** To demonstrate their knowledge, understanding and skills through interrelated iterative processes that 'explore' needs, 'create' solutions and 'evaluate' how well the needs have been met.

| Core Knowledge | Procedural Knowledge |
|---|---|
| **Topics:**<br><br>1. Identifying requirements.<br>2. Learning from existing products and practice.<br>3. Implications of wider issues.<br>4. Design thinking and communication.<br>5. Material considerations.<br>6. Technical understanding.<br>7. Manufacturing processes and techniques.<br>8. Viability of design solutions. | **Students will:**<br><br>Complete an Electronic Engineering unit covering technical understanding, focussed practical tasks and a design and make project.<br><br>Complete a Mechanical Engineering unit covering technical understanding, focussed practical tasks and a design and make project.<br><br>Complete a NEA (coursework) project from June 1st Y10 until March Y11. |

**Homework:**
Weekly quizzes on core content.
Later on, NEA work each week.
Revision on the Seneca platform.

**Assessment:**
Verbal and informal formative feedback.
Weekly quizzes on core content.
Summative levels for each project.
Assessed and graded exams at assessment weeks.
Assessed past paper questions.

**Links to Personal Development:**
KS5 Sixth Form A Levels in Product Design or Design Engineering.
Level 3 apprenticeships.

**How is my knowledge developed further at Key Stage Five?**
The skills learnt at GCSE enable students to enter the A Level course with the necessary skills to complete coursework and respond to design briefs.

# GCSE Design Technology: Product Design

**Subject Leader:** Mr J Fulson **Email:** jfulson@taptonschool.co.uk

**Curriculum Intent:** To demonstrate their knowledge, understanding and skills through interrelated iterative processes that 'explore' needs, 'create' solutions and 'evaluate' how well the needs have been met.

| Core Knowledge | Procedural Knowledge |
|---|---|
| **Y10 Topics:**<br>• Types of Timber and Their Properties<br>• Preparation and Processing of Timber<br>• Timber Joining Techniques<br>• Manufacturing Methods and Workshop Techniques<br>• Finishing and Surface Treatments<br>• Design and make a Stool on CAD and in the workshop<br>• Start their NEA in June | **Students will:**<br>• Students will understand the differences between hardwoods, softwoods, and manufactured boards, learning how their structure, origin, and physical properties influence their selection for specific products and applications.<br>• Students will learn how timber is processed from tree to usable material, including seasoning, conversion methods (such as plain and quarter sawing), and the environmental impact of forestry and deforestation.<br>• Students will explore traditional and modern joining methods, including butt joints, dovetail, halving joints, dowels, screws, nails, adhesives, and mechanical fixings, understanding their applications and relative strengths.<br>• Students will develop practical skills in cutting, shaping, drilling, sanding, and assembling timber using hand tools, power tools, and machinery such as the band facer, scroll saw, and pillar drill, with an emphasis on accuracy, efficiency, and safety.<br>• Students will investigate a range of finishing techniques including sanding, staining, painting, waxing, oiling, and varnishing, understanding how these treatments improve the durability, appearance, and function of timber products.<br>• Students will develop the core theoretical knowledge required for the exam through a combination of structured lectures and computer-based learning. This approach allows them to engage with key concepts such as materials, manufacturing processes, sustainability, and design theory in a focused and interactive way. |
| **Y11 Topics**<br>• Students will continue to develop their Non-Examined Assessment (NEA) by refining their design work, developing prototypes, and responding to feedback. They will focus on exam technique and structured revision to prepare effectively for their final written examination. | Progress their NEA by developing design ideas, improving prototypes, and meeting key assessment criteria.<br>Refine and annotate design work in response to feedback and user testing.<br>Practise exam-style questions to build confidence and familiarity with the assessment format.<br>Use revision strategies and targeted resources to consolidate core knowledge in preparation for the final exam. |

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| **Homework:**<br>Weekly quizzes on core content.<br>Later on, NEA work each week.<br>Revision.<br>Seneca. |
| **Assessment:**<br>Verbal and informal formative feedback.<br>Weekly quizzes on core content.<br>Summative levels for each project.<br>Assessed and graded exams at assessment weeks.<br>Assessed past paper questions. |
| **Links to Personal Development:**<br>KS5 Sixth Form A Levels in Product Design or Design Engineering.<br>Level 3 apprenticeships. |
| **How is my knowledge developed further at Key Stage Five?**<br>The skills learnt at GCSE enable students to enter the A Level course with the necessary skills to complete coursework and respond to design briefs. |

# Vocational Engineering

**Subject Leader:** Mr J Fulson **Email:** jfulson@taptonschool.co.uk

**Curriculum Intent:** Through a combination of traditional and technological approaches, the Engineering programme will enable students to independently manufacture, and design engineered products, along with necessary knowledge of tools, equipment, materials, and their properties.

| Core Knowledge | Procedural Knowledge |
|---|---|
| **Topics:**<br>Interpreting engineering drawings and information<br>Presenting engineering information.<br>Identifying and working with a range of materials.<br>Equipment and tool selection.<br>Planning and sequencing, including contingency planning.<br>Using engineering tools and equipment.<br>Health and safety and safe working practices.<br>Applying a range of engineering processes.<br>Evaluating own practices and processes.<br>Primary features of a given engineered product.<br>Identifying features of other engineered products.<br>Function of the proposed solution.<br>Generating a range of engineered solutions.<br>Developing and communicating design ideas through to a conclusion.<br>Producing a manufacturing specification.<br>Drawing an engineering design solution that adheres to recognised standards.<br>Using mathematical techniques for solving applied engineering problems.<br>Justifying suitable materials and processes for use in the final engineered solution.<br>Describing engineering developments and explaining the effects of engineering achievements.<br>Explaining how environmental issues affect engineering applications.<br>Understanding materials, their properties, and their selections for specific purposes.<br>Explaining how materials are tested for properties.<br>Describing engineering processes and their application. | **Students will:**<br>Use a series of practical projects that communicate the majority of the above content.<br><br>Acquire technical information and Maths communicated through planning and making.<br><br>Prepare for exams delivered through low stakes online tests, practice questions, 10-minute starters etc.<br><br>Develop their use of CAD. |

**Homework:**
Set every four hours of study via Class Charts.
Revision for tests and exams.

**Assessment:**
Formative verbal and other feedback.
Low stakes quizzes.
Self-evaluation using QA techniques.
Principles grade through multiple choice test.
Manufacturing NEA (40%)

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| Designing Unit (20%)<br>Exam Unit (40%) |
| **Links to Personal Development:**<br>Apprenticeships.<br>Sixth form entry. |
| **How is my knowledge developed further at Key Stage Five?**<br>The course is primarily aimed at those progressing to apprenticeships. During the course, a small amount of time is dedicated to researching and applying for local ones that meet the students' intended destination. |

# GCSE Food Preparation & Nutrition

**Subject Leader:** Mrs T Stafford **Email**: tstafford@taptonschool.co.uk

**Curriculum Intent:** The preparation and consumption of food offers a sensory experience that is unrivalled. Preparing and sharing cooked dishes is one of the greatest expressions of human creativity, we seek to instil a love of cooking in our students that will open their door to that experience. Learning how to cook is a crucial life skill that enables our students to feed themselves and others affordably and well, now and in later life. Engaging with a Food curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop Food knowledge, understanding and skills in preparing for being 21st century citizens. The Food curriculum is designed to create learning that may lead to career opportunities. Skills and training are a high priority in giving A Level of life choices and life chances to all students. Using creativity and learned skills, students apply their knowledge to solve real and relevant problems within a variety of contexts. Students learn how to take risks, becoming resourceful, creative, imaginative and capable citizens. High-quality Food education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. We share our knowledge of:

**Food Nutrition -** Develop an understanding of the principles of nutrition and healthy eating to make positive food choices.

**Food Science -** Develop a scientific understanding of the properties of food and their chemical changes during preparation and cooking.

**Food Choice & Provenance** - Learning about the principles of 'farm to fork' and provenance whilst demonstrating an understanding of the dietary requirements in different countries, cultures, and cuisines.

**Food Safety** - Understand the risks involved with the storage, preparation, and cooking of foods, having fun whilst staying safe.

**Cooking with Knowledge and Skill** - Preparing food products and meals in response to individual demands using traditional & contemporary cooking techniques.

| | Core Knowledge | Procedural Knowledge |
|---|---|---|
| **Autumn Term 1** | **Topics:**<br>**Unit 1 Food, Nutrition & Health**<br>Nutrients -<br>Protein<br>Fats<br>Carbohydrates<br>Vitamins<br>Minerals<br>Water | **Students will:**<br>Make dishes that include the following skills –<br>Weighing and measuring<br>Kneading<br>Simmering<br>Brunoise<br>Baton<br>Tempering<br>Pickling<br>Slicing<br>Dicing |
| **Autumn Term 2** | **Topics:**<br>Nutritional needs and health -<br>Making informed choices for a varied and balanced diet<br>Energy needs<br>How to carry out nutritional analysis<br>Diet, nutrition and health | **Students will:**<br>Make dishes that include the following skills -<br>Creaming<br>Pane<br>Roasting<br>Baking<br>Emulsifying<br>Shaping<br>Piping<br>Marinating |

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| **Spring Term 1** | **Topic:**<br>**Unit 2 Food Science** -<br>Cooking of food and heat transfer -<br>Why food is cooked and how heat is transferred<br>Selecting appropriate cooking methods<br>Functional and chemical properties of food –<br>Proteins<br>Carbohydrates<br>Fats and oils<br>Raising agents | **Students will:** Make dishes that include the following skills -<br>Slicing<br>Dicing<br>Boiling<br>Simmering<br>Emulsifying<br>Shaping<br>Piping<br>Marinating |
| **Spring Term 2** | **Topic:**<br>**Unit 3 Food Safety**<br>Food Spoilage and Contamination –<br>Micro-organisms and enzymes<br>The signs of food spoilage<br>Micro-organisms in food production<br>Bacterial contamination<br><br>Principles of food safety –<br>Buying and storing food<br>Preparing, cooking and serving food | **Students will:** Make dishes that include the following skills -<br>Baking<br>De-boning<br>Crimping<br>Par- boiling<br>Julienne<br>Rubbing in<br>Thickening<br>Weighing<br>Measuring |
| **Summer Term 1** | **Topic:**<br>**Unit 4 Food Choice**<br>Factors Affecting Food Choice –<br>Factors that influence food choice<br>Food choices<br>Food labelling and marketing influences<br><br>British and International Cuisines –<br>Traditional cuisines<br><br>Sensory Evaluation - | **Students will:** Make dishes that include the following skills -<br>Weighing<br>Measuring<br>Garnish<br>Piping<br>Knife skills presenting<br>Heat control<br>Sugar work |
| **Summer term 2** | **Topic:**<br>**Unit 5 Food Provenance**<br>Environmental Impact & Sustainability –<br>Food sources<br>Food and environment<br>Sustainability of food<br><br>Processing and Production –<br>Food production<br>Technological developments associated with better health and food production | **Students will:** Make dishes that include the following skills –<br>De-boning<br>Filleting<br>Sugar work<br>Garnishes<br>Piping<br>Choux pastry |
| **Autumn Term I** | **Topic:**<br>Sept. – Nov.<br>NEA1 – Food Science | **Students will:**<br>•NEA1 (15%) is a Food Investigation Report which shows students' understanding of the functions of ingredients. Students will apply the knowledge they have acquired during the Y10 Food Science module. |

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| **Autumn Term 2** | **Topic:**<br>Sept. – Nov.<br>NEA1 – Food Investigation Task<br><br>Nov. – March<br>NEA 2 – Food Preparation Task | **Students will:**<br>•NEA1 (15%) is a Food Investigation Report which shows students' understanding of the functions of ingredients. Students will apply the knowledge they have acquired during the Y10 Food Science module. |
| **Spring Term 1** | **Topic:**<br><br>NEA 2 – Food Preparation Task | **Students will:**<br>. •NEA2 (35%) is a Food Preparation Assessment which will include a skills test, a 3-hour practical exam and a 20-page portfolio of research, evidence and analysis.<br>These assessments will include practical exams underpinned by written research, analysis and evaluation. |
| **Spring Term 2** | **Topic:**<br><br>NEA 2 – Food Preparation Task | **Students will:**<br>•NEA2 (35%) is a Food Preparation Assessment which will include a skills test, a 3-hour practical exam and a 20-page portfolio of research, evidence and analysis.<br>These assessments will include practical exams underpinned by written research, analysis and evaluation. |
| **Summer Term 1** | **Topic:**<br>Revision | **Exam technique**<br>Revise both the content and the format of the written exam (50%)<br>Section A – this is worth 20 marks. 20 multiple choice questions from different sections of the course.<br>Section B – this is worth 80 marks. It consists of 5 questions of different styles from different sections of the course. |

**Homework:**

Homework will be used to extend or consolidate the work carried out in class. Homework may not always be written tasks but could involve preparation for practical lessons, watching TV programmes, or reading about current trends in newspapers and magazines. If no formal homework has been set, it is expected that students should be revisiting class notes to consolidate their knowledge and understanding. During coursework assessment students may attend lunchtime sessions to complete tasks under supervision. Regular practical application is to be carried out at home to enhance classroom practice by developing speed, precision and confidence when working with different foods and equipment.

**Assessment:**

Food Preparation and Nutrition is assessed through tasks set by the exam board under controlled conditions within the classroom and a terminal exam taken in the second year of the course. The course is delivered in a modular fashion where students learn individual assessment objectives over a series of weeks followed by an end of topic test to check their learning. Some tests may be self or peer assessed depending on the nature of the questions, whilst others will be teacher-marked. Past examination questions are used during Y10 and Y11 to support students' preparation for the real exam experience.

In Y11 students will be asked to complete two pieces of non-exam assessment which will make up 50% of their total grade.

- **NEA1** (15%) is a Food Investigation Report which shows students' understanding of the functions of ingredients. Students will apply the knowledge they have acquired during the Y10 Food Science module.
- **NEA2** (35%) is a Food Preparation Assessment which will include a skills test, a 3-hour practical exam and a 20-page portfolio of research, evidence and analysis.

These assessments will include practical exams underpinned by written research, analysis and evaluation.

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| **Links to Personal Development:**<br>Careers include - Food Scientist, Food Product Developer, Dietician, Nutritionist and within the Hospitality & Catering sector.<br>Principles of healthy eating and nutrition delivered to develop understanding of physical and mental health.<br>Understanding risks to personal wellbeing through healthy eating.<br>Understanding risks to personal wellbeing through food safe practices.<br>Cultural development achieved through delivering the factors which effect food choice.<br>British values delivered throughout all practical experiences.<br>Resilience developed by providing a safe space for taking academic and practical risks. |
| **How is my knowledge developed further at Key Stage Five?**<br>The department offers a Level 3 Diploma course called Level 3 Food Science & Nutrition |

# Hospitality and Catering

**Subject Leader:** Mrs T Stafford **Email**: tstafford@taptonschool.co.uk

**Curriculum Intent:** The preparation and consumption of food offers a sensory experience that is unrivalled. Preparing and sharing cooked dishes is one of the greatest expressions of human creativity, we seek to instil a love of cooking in our students that will open their door to that experience. Learning how to cook is a crucial life skill that enables our students to feed themselves and others affordably and well, now and in later life. Engaging with a Food curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop Food knowledge, understanding and skills in preparing for being 21st century citizens. The Food curriculum is designed to create learning that may lead to career opportunities. Skills and training are a high priority in giving A Level of life choices and life chances to all students. Using creativity and learned skills, students apply their knowledge to solve real and relevant problems within a variety of contexts. Students learn how to take risks, becoming resourceful, creative, imaginative and capable citizens. High-quality Food education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. We share our knowledge of:

**Food Nutrition -** Develop an understanding of the principles of nutrition and healthy eating to make positive food choices.

**Food Science -** Develop a scientific understanding of the properties of food and their chemical changes during preparation and cooking.

**Food Choice & Provenance** - Learning about the principles of 'farm to fork' and provenance whilst demonstrating an understanding of the dietary requirements in different countries, cultures, and cuisines.

**Food Safety** - Understand the risks involved with the storage, preparation, and cooking of foods, having fun whilst staying safe.

**Cooking with Knowledge and Skill** - Preparing food products and meals in response to individual demands using traditional & contemporary cooking techniques.

| | Core Knowledge | Procedural Knowledge |
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| **Autumn Term 1** | **Topics:**<br>Structure of the industry<br>Commercial/ Non commercial<br>Contract catering<br>Job roles<br>Job requirements<br>Revision of the topic | **Students will:**<br>Make dishes that are homemade alternatives to UPF food.<br>Including –<br>Kneading<br>Shredding<br>Simmering<br>Brunoise<br>Baton<br>Tempering<br>Pickling<br>Slicing<br>Dicing |
| **Autumn Term 2** | **Topics:**<br>Factors affecting the success of a business<br>Environmental factors that affect hospitality<br>Technology in the kitchen<br>Operation of a kitchen<br>Equipment in the kitchen | **Students will:**<br>Make dishes that include the following skills -<br>Creaming<br>Pane<br>Roasting<br>Baking<br>Emulsifying<br>Shaping<br>Piping<br>Marinating |

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| **Spring Term 1** | **Topics:**<br>Stock control<br>Front of house operation<br>Staff uniform<br>Meeting customer needs<br>Personal safety | **Students will:**<br>Make dishes that include the following skills -<br>Slicing<br>Dicing<br>Boiling<br>Simmering<br>Emulsifying<br>Shaping<br>Piping<br>Marinating |
| **Spring Term 2** | **Topics:**<br>HACCP<br>Control measures<br>Causes of ill health<br>Environmental Health officer | **Students will:**<br>Make dishes that include the following skills -<br>Tempering<br>Baking<br>De-boning<br>Crimping<br>Par- boiling<br>Mincing<br>Julienne<br>Rubbing in<br>Thickening<br>Weighing<br>Measuring |
| **Summer Term 1** | **Topics:**<br>Food poisoning bacteria<br>Special Diets<br>Revision | **Students will:**<br>Make dishes that include the following skills -<br>Weighing<br>Measuring<br>Garnish<br>Piping<br>Knife skills presenting<br>Heat control<br>Sugar work |
| **Summer term 2** | **Topics:**<br>Macronutrients<br>Micronutrients<br>Ages and Stages | **Students will:**<br>Make dishes that include the following skills –<br>De-boning<br>Filleting<br>Sugar work<br>Garnishes<br>Piping<br>Choux pastry |
| **Autumn Term 1** | **Topics:**<br>Recap of macro and micronutrients<br>Ages and Stages<br>Dietary Requirements | **Students will:**<br>Students will plan and practice the dish they will make for the NEA.<br>Planning the dish involves cross referencing the skills in the diches to incorporate a wide range of skills while fulfilling the requirements of the brief.<br>The skills will be specific to the dish.<br>A wide range of basic, medium and complex skills will be used. |

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| **Autumn Term 2** | **Topics:**<br>Cooking Methods<br>Factors affecting choice<br>Writing a time plan<br>Evaluating your work<br>Dish planning | **Students will:**<br>Students will make the dish in the NEA.<br>The skills will be specific to the dish.<br>A wide range of basic, medium and complex skills will be used. |
| **Spring Term 1** | **Topics:**<br>NEA write up | **Students will:**<br>Evaluate their work and assess its success.<br>Identify the strengths and weaknesses of their work and how it can be improved. |
| **Spring Term 2** | **Topics:**<br>NEA Write up | **Students will:**<br>Evaluate their work and assess its success.<br>Identify the strengths and weaknesses of their work and how it can be improved. |
| **Summer Term 1** | **Topics:**<br>Revision | **Exam technique**<br>Answering long answer questions<br>Interpreting Hospitality and Catering Questions |

**Homework:**
Homework will be used to extend or consolidate the work carried out in class. Homework may not always be written tasks but could involve preparation for practical lessons, watching TV programmes, or reading about current trends in newspapers and magazines. If no formal homework has been set, it is expected that students should be revisiting class notes to consolidate their knowledge and understanding. During coursework assessment students may attend lunchtime sessions to complete tasks under supervision. Regular practical application is to be carried out at home to enhance classroom practice by developing speed, precision and confidence when working with different foods and equipment.

**Assessment:**
Hospitality and catering are assessed through tasks set by the exam board under controlled conditions within the classroom and a terminal exam taken in the second year of the course. The course is delivered in a modular fashion where students learn individual assessment objectives over a series of weeks followed by an end of topic test to check their learning. Some tests may be self, or peer assessed depending on the nature of the questions, whilst others will be teacher-marked. Past examination questions are used during Year 10 and Year 11 to support students' preparation for the real exam experience.

In Y11 students will be asked to complete one piece of non-exam assessment which will make up 60% of their total grade.

**Unit 2: Hospitality and Catering in Action.**
Students will have 12 hours to complete the NEA, including 3.5 hours for the cooking exam.

**Links to Personal Development:**
Careers include - Food scientist, Food product developer, Dietician, Nutritionist and within the Hospitality & Catering sector.
Principles of healthy eating and nutrition delivered to develop understanding of physical and mental health.

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| Understanding risks to personal wellbeing through healthy eating.<br>Understanding risks to personal wellbeing through food safe practices<br>Cultural development achieved through delivering the factors which effect food choice.<br>British values delivered throughout all practical experiences.<br>Resilience developed by providing a safe space for taking academic and practical risks. |
| **How is my knowledge developed further at Key Stage Five?**<br>The department offers a Level 3 Diploma course called Level 3 Food Science & Nutrition |

# Computer Science

**Subject Leader:** Mrs S Thomas **Email:** sthomas1@taptonschool.co.uk

**Curriculum Intent:** To give our students the opportunity to learn 'powerful knowledge' through a curriculum with computational thinking at its core. To develop our students as Computer Scientists; building the capability, ethical awareness, resilience, knowledge and skills required to become creative problem solvers in a digital world. Practical coding is central to our approach and students will build their skills to enable the application of computing principles such as algorithms, data representation and data structures.

| Core Knowledge | Procedural Knowledge |
|---|---|
| **Topics:**<br>Systems architecture.<br>Memory and storage.<br>Computer networks, connections and protocols & Network security.<br>Algorithms.<br>Programming fundamentals.<br>Programming languages and Integrated<br>Development. Environments.<br>Ethical, legal, cultural and environmental impacts of digital technology.<br>Systems software.<br>Producing robust programs.<br>Boolean logic. | **Students will:**<br>Be able to describe the components that make up digital systems, how they work and how they communicate with one another and with other systems e.g. articulate the stage of the Fetch: Decode Cycle in the CPU.<br>Apply mathematical skills e.g. Converting in both directions between binary and decimal.<br>Apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation e.g. Take a real word problem and model it by using abstraction and breaking the problem down using decomposition.<br>Be able to systematically approach problem solving and algorithm creation representing those algorithms using pseudo-code and flowcharts e.g. Designing a flowchart for a program.<br>Writing, correcting, testing and interpreting the function of algorithms that solve problems using: Input/output, variables, sequence and selection, local variables, mathematical and logical operations.<br>Be able to use SQL to search for data in databases.<br>The capacity to think creatively, innovatively, analytically, logically and critically.<br>Effective use of tools – Use software and a range of hardware devices to support computing work.<br>Be able to articulate the impacts of digital technology to the individual and to wider society. |

**Homework:**
Homework is set once per week by each teacher**.**
Expect to spend up to 45 minutes on your homework in total**.**
All homework tasks will be set via Class Charts.
Typical homework will include but is not limited to**:**
Cornell notes made using online tutorials (pre-learning).
MCQ review questions to consolidate key ideas from the A Level course through Smart Revise and Isaac Computing
Wider reading tasks to broaden your Computer Science knowledge.
Revision for end of topic assessments and main assessment points.
Practice exam questions to develop exam technique.
Learning keywords definitions and spellings which may take the form of online MCQ Quizzes or be embedded into the workbooks and Cornell notes.

**Assessment:**
Teacher questioning in lessons.
Regular review questions at the beginning of lessons to check on prior learning and challenge misconceptions

Regular MCQ quizzes to check on prior learning and challenge misconceptions.
Regular exam question practice with either whole class or individual feedback embedded into workbooks.
Review of workbooks to assess understanding of the learning.
**INOVA Assessments**: Formal assessments which more broadly assess the curriculum including several topics in one assessment paper.

**Y10 Autumn Assessment**
Students will be assessed on some GCSE foundation Topics from Y8 and Y9. In addition, topics from both components taught in GCSE Computer Science in early Autumn term in Y10. The assessment will be in class. A guide to the assessment will be on Class Charts.

**Y10 Spring Assessment**
Students will be assessed on Topics from both components taught in GCSE Computer Science in the Autumn and Spring term in Y10. A guide to the assessment will be on Class Charts.

**Y11 Autumn Assessment**
Students will be assessed on some GCSE foundation Topics from Y8 and Y9. In addition, topics from both components taught in GCSE Computer Science in early Autumn term in Y10. The assessment will be in class. A guide to the assessment will be on Class Charts.

**Y11 Spring Assessment**
Students will be assessed on Topics from both components taught in GCSE Computer Science in Y10 and Autumn and Spring term in Y11. A guide to the assessment will be on Class Charts.

**Links to Personal Development:**
GCSE Computer Science can open doors to various career opportunities in data science, web development, product management, engineering, software development and communications or prepare students for further education at A Level, BTEC etc. Computer Scientists develop significant transferable skills. Examples of careers in Computer Science and careers enhanced by transferable skills are discussed in lessons.
We celebrate diversity in tech and are vocal about the value of ALL our students seeing the opportunities in Computer Science and Technology sectors.
We work with local employers such as ARM, The DJRFF foundation and encourage our students to think about the range of careers that Computer Science can lead to.
In particular, the study of Computer Science builds the resilience of students, solving problems computationally and coding both of which are hard, requiring sustained practice.

**How is my knowledge developed further at Key Stage Five?**
The content taught at GCSE facilitates students to undertake the A Level course with the necessary base knowledge to meet assessment requirements.

# Business Studies

**Subject Leader:** Mr C Mehat **Email:** cmehat@taptonschool.co.uk

**Curriculum Intent:** We teach Business to learn key design, marketing, sales and financial concepts which enable a critical understanding of organisations through numeracy skills, essay writing, creating arguments and evaluating decisions.

| | Core Knowledge | Procedural Knowledge |
|---|---|---|
| **Autumn Term 1** | **Topic 1.1 Enterprise and Entrepreneurship**<br><br>Students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship:<br>• The dynamic nature of business<br>• Risk and reward<br>• The role of business enterprise | **Students will:**<br>• Learn how to use quantitative and qualitative data when assessing business problems.<br>• Learn to develop a critical understanding of organisations.<br>• Learn to use their business knowledge to critically evaluate business ideas and problems and suggest solutions.<br>• Learn how to structure exam answers in preparation for case studies and extended written responses. |
| **Autumn Term 2** | **Topic 1.2 Spotting a Business Opportunity**<br><br>Students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition. This will include:<br>• Customer Needs<br>• Market Research<br>• Market Segmentation<br>• The Competitive Environment | **Students will:**<br>• Learn how to use quantitative and qualitative data when assessing business problems.<br>• Learn to develop a critical understanding of organisations.<br>• Learn to use their business knowledge to critically evaluate business ideas and problems and suggest solutions.<br>• Learn how to structure exam answers in preparation for case studies and extended written responses. |
| **Spring Term 1** | **Topic 1.3 Putting a Business Idea into Practice**<br><br>This topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects. This will include:<br>• Business Aims and Objectives<br>• Business Revenues, Costs and Profits<br>• Cash and Cash-Flow<br>• Sources of Business Finance | **Students will:**<br>• Learn how to use quantitative and qualitative data when assessing business problems.<br>• Learn to develop a critical understanding of organisations.<br>• Learn to use their business knowledge to critically evaluate business ideas and problems and suggest solutions.<br>• Learn how to structure exam answers in preparation for case studies and extended written responses. |

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| **Spring Term 2** | **Topic 1.4 Making the Business Effective**<br><br>Students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan. This will include:<br>• The Options for Start-up and Small Businesses<br>• Business Location<br>• The Marketing Mix<br>• Business Plans | **Students will:**<br>• Learn how to use quantitative and qualitative data when assessing business problems.<br>• Learn to develop a critical understanding of organisations.<br>• Learn to use their business knowledge to critically evaluate business ideas and problems and suggest solutions.<br>• Learn how to structure exam answers in preparation for case studies and extended written responses. |
| **Summer Term 1** | **Topic 1.5 Understanding External Influences on Business**<br><br>Students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences. This will include:<br>• Business Stakeholders<br>• Technology and Business<br>• Legislation and Business<br>• The Economy<br>• External Influences | **Students will:**<br>• Learn how to use quantitative and qualitative data when assessing business problems.<br>• Learn to develop a critical understanding of organisations.<br>• Learn to use their business knowledge to critically evaluate business ideas and problems and suggest solutions.<br>• Learn how to structure exam answers in preparation for case studies and extended written responses. |
| **Summer term 2** | **Topic 1.5 Understanding External Influences on Business**<br><br>Students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences. This will include:<br>• Business Stakeholders<br>• Technology and Business<br>• Legislation and Business<br>• The Economy<br>• External Influences | **Students will:**<br>• Learn how to use quantitative and qualitative data when assessing business problems.<br>• Learn to develop a critical understanding of organisations.<br>• Learn to use their business knowledge to critically evaluate business ideas and problems and suggest solutions.<br>• Learn how to structure exam answers in preparation for case studies and extended written responses. |

**Homework:**
Set every two weeks with tasks ranging from notetaking, quizzes and their Knowledge Organiser. Homework may also include work from their Knowledge Books used in class – if these are lost pupils are expected to make up their notes to ensure there are no gaps in their learning ahead of their GCSE exams in Y11.

**Assessment:**
Retrieval tasks at the start of every lesson.
Worksheets and real-life case studies.
Exam questions and past papers over a sequence of learning.
The Edexcel GCSE business course consists of two externally examined papers, each paper covers a different Theme. Theme 1 is 'Investigating in a Small Business' and Theme 2 is 'Building a Business'.

**Y10 Autumn Assessment Week**
Topic 1.1 and Topic 1.2
Exam will be based entirely from Edexcel past paper exam questions to include Multiple choice questions, 3- and 6-mark questions and one case study.

**Y11 Autumn Assessment Week**
All Theme 1 content from Y10 and Topic 2.1 from Y11.

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| Exam will be based entirely from Edexcel past paper exam questions (Section B and Section C only) to include two case studies, questions ranging from 1-mark to 12-marks and calculations included but no multiple-choice questions. |
| **Links to Personal Development:**<br>In the future students may want to develop their own businesses and the GCSE business course will help them with the skills to do that.<br>There are more apprenticeships in business than any other curriculum areas.<br>Students will learn about some aspects of personal finance which will help with their personal development |
| **How is my knowledge further developed at Key Stage Five?**<br>Students revisit and develop further key concepts such as resource management, customer needs and globalisation. We also look at organisations on a larger scale such as Multi-national Corporations and Conglomerates, which provides useful insight for students wanting to further their study of Business at university and through apprenticeships. |