

Contents

Art	2
Business Studies.....	6
Child Development	10
Computing.....	11
Dance and Drama.....	13
Design and Technology	19
English	21
Geography.....	27
Health and Social Care	30
History.....	31
Law	35
Mathematics	37
Modern Foreign Languages	43
PE	52
Photography.....	59
Psychology	61
RS	63
Science	67
Social Learning	72
Sociology	74

Art

Key Stage 4

Art Edexcel 10	Art	Natural Forms	Identity
	<p>AO1 Critical understanding of art and application of ideas (Artists research)</p> <p>AO2 Accessing a range of media and techniques. Explore 2D and 3D Art.</p> <p>AO3 Thorough grounding in observational; studies. Drawing with a range of media and photography.</p> <p>AO4 Exploring individual and creative outcomes showing links to Artist research.</p>	<p>This unit focuses on observational skills and using different art techniques.</p> <p>1 Observational drawing of natural forms 2 Artist research on Peter Randal-Page 3 Mixed Media outcome 4 Sculptural Drawings 5 Sculptor research 6 Final outcome</p>	<p>Observational and experimental techniques using more individual responses.</p> <p>1 Expressionism research Portrait drawing 3 Printing techniques 4 Final Lino print</p>

ART 11	Identity	Revision	Final Practical
	<p>Observational and experimental techniques using more individual responses.</p> <p>1 Research into artists using identity as a starting point. 2 Research into artists using collage in different ways 3 Practical responses to artist research 4 Observational drawings based on personal experiences. 5 Final outcomes based on Identity 6 PPE focusing on self-portraiture.</p>	<p>January and February will be an opportunity to catch-up or develop coursework before we start on the exam</p>	<p>Exam</p> <p>1 Paper given out in February 2 Initial research 3 Artist research 4 Development of ideas, techniques etc 5 Review of work 6 Practical exam</p>

Key Stage 5

Fine Art

Qualification: Level 3 GCE UCAS points equivalent: / A2 max. 140 (56?)

Minimum entry qualifications:

5 A* - C grades including a B grade in the chosen or an appropriate alternative artistic / graphic subject.

Course overview:

The first year of this course is an introduction to a range of artistic techniques, styles and concepts. These will be taught through a series of workshops and a unit of coursework covering the assessment objectives. The second year involves a more personal response which requires students to produce a portfolio of work which will include a written critical study.

This is a highly creative course in which drawing, painting, sculpture, printing and photography are used to produce artistic responses to projects.

60% of the overall mark is on-going coursework, which involves practical work leading to final outcomes. Students need to explore a variety of artistic techniques and show the dedication needed to explore their own ideas. The written critical study should reflect their own personal portfolio.

The remaining 40% is exam, which again is a practical task in which students respond to a set question or starting point.

How is the course assessed?

60% coursework and 40% practical exam (no written paper), this will include on-going artistic sketch books as well as final products in a range of mediums.

What are the progression routes?

Creative subjects play an important part in the modern workplace as employers recognise the advantages of creative thinkers. As well as degree options, there are many options for jobs in such areas as education and the media.

Suggested Compatible Subjects:

Photography, Performing Arts, Media Studies, Creative Media, History.

What sort of student would this course suit?

Students who are keen and passionate about Art and those with practical artistic skills will find this course both rewarding and challenging. Students should be motivated and independent, able to manage their own time and work well as a solo artist. Students should be keen to extend their artistic and research skills

Creative Digital Media Production (Film Production)

Qualification: Level 3 B.tec National UCAS points equivalent: / A2 max. 140 (56?)

Minimum entry qualifications:

5 A* - C grades with art, creative media, photography qualifications being helpful although *not* essential

Course overview:

This vocational course will introduce students to an environment similar to the media industry. Students work to commissions, to produce Fictional Films. The course tracks the process from creative inception, pre-production, to filming, editing and marketing.

This is a highly creative course in which moving image and sound are the vehicles for students to express themselves.

There are 4 Units of study:

PRE PRODUCTION

Understand the requirements of pre-production for a Film.

Carry out pre-production for a Film.

Produce a pre-production portfolio for a creative Film.

Review pre-production of a Film.

FILM PRODUCTION

Understand codes and conventions of fictional film production

Produce material for a fictional film of a specified genre

Apply post-production techniques to a fictional film utilising codes and conventions of a specified genre.

MEDIA REPRESENTATIONS

Timed On-Screen Examination covering all aspect of the media.

RESPONDING to a COMMISSION

This unit is a task set and marked by the Exam Board. Students will carry out research activities completed in 5 hours under exam conditions.

What are the progression routes?

Creative subjects play an important part in the modern workplace as employers recognise the advantages of creative thinkers. As well as degree options, there are many options for jobs in such areas as education and the media.

Suggested Compatible Subjects:

Photography, Performance Studies, Media Studies, Art, History.

What sort of students would this course suit?

Students who are keen to learn about the Creative Media and related industries will find this course interesting and stimulating. Students should be well motivated, keen to work both independently and in small groups, researching and creatively making a range of media works.

Business Studies

Key Stage 4

GCSE Business Studies

Exam Board - Edexcel

Examined by – 2 external exams (Unit 1 25%, Unit 3 50%), 1 controlled assessment task (Unit 2 25%)

This course is both active and enjoyable and will give an insight into the real world and the part that you play in it. It looks at how different businesses operate and how this affects all the decisions that are made every day. Business Studies will help you understand the world of business, as even professionals such as doctors are expected to operate as business people in addition to doing the job for which they are trained.

The course is made up of the following topic areas:

Year 10

Unit 1 – Introduction to Small Businesses.

This unit covers the key issues and skills involved in enterprise. It also focuses on the marketing, financial, human and operational issues facing a small business start up.

Unit 2 – Investigating Small Businesses

This unit is a controlled assessment which involves students completing an extended task, set by the exam board in exam conditions. The task will relate to a small business of the students choice and involve research and planning.

Year 11

Unit 3 – Building a Business

This unit looks at the issues that arise when developing a small to medium sized business. It incorporates key external factors including the economy, the environment and ethical behaviour.

BTEC Level 2 First Diploma in Business

Exam Board - Edexcel

A one year course which is 100% portfolio assessment

This interesting and varied course uses local businesses to make the course relevant and up to date. It is suitable for students who have an interest in business and how it is operated, and want to find out more about business through personal investigation. During the course you will visit local business and be required to interview individuals. You will develop useful practical skills as you carry out internet research, make presentations, prepare business reports and write letters.

You will study 10 units of work which will be assessed internally through coursework projects. These include:

- An Introduction to Business Activity
- Business Finance
- Setting Up in Business
- Customer Service
- Business Online
- People and Business

Key Stage 5

AS/A2 Business Studies

Exam Board - AQA

Examined by

- Year 12 – Unit 1 exam in January and Unit 2 exam in June
- Year 13 – Unit 3 exam in January and Unit 4 exam in June

This examined course will help you to develop a critical understanding of organisations and the markets they serve. You will also understand the management and internal workings of businesses, thus providing an overall view of how a business is run. You will develop an understanding of the challenges and issues faced when starting a business and the entrepreneurial qualities required. You will also gain in depth knowledge of the key financial concepts needed to start a business.

Year 12 – AS

The AS units focus on small to medium-sized businesses operating within national, as opposed to international markets.

Unit 1 (externally assessed in January)

This unit investigates the issues involved in a business start-up, such as research and planning, as well as the factors that determine success. It includes the financial techniques that should be used by a small business start up.

Unit 2 (externally assessed in June)

This unit focuses on how established businesses might improve their effectiveness by making tactical decisions at a functional level. It investigates areas such as marketing, finance, operations and human resources

Year 13 – A2

Unit 3 (externally assessed in January)

This unit examines the topic areas of marketing, finance, operations management and human resources management in relation to the core themes of

setting objectives, measuring performance and devising strategy.

Unit 4 (externally assessed in June)

This unit is designed to be synoptic and draws upon all other units of the specification including the AS units. It considers the relationship between businesses and external factors. It examines how external factors can impact upon businesses, and the responses they may take. The unit also examines a number of themes which are important in the strategic management of businesses, for example, leadership and corporate culture. Candidates should consider how businesses can manage change successfully.

A Level Business Studies – Year 12 only

This examined course will help you to develop a critical understanding of organisations and the markets they serve. You will also understand the management and internal workings of businesses, thus providing an overall view of how a business is run. You will develop an understanding of the challenges and issues faced when starting a business and the entrepreneurial qualities required. You will also gain in depth knowledge of the key financial concepts needed to start a business.

The course is focused on 4 themes. These are:

- Theme 1 – Marketing and People. This unit investigates how businesses manage people and issues involved in marketing.
- Theme 2 – Managing Business Activities. This unit focuses on many aspects involved in running a business including financial planning, managing finance, resource management and external influences.
- Theme 3 – Business Decisions and Strategy. This unit is concerned with business objectives and strategy. It includes decision making techniques, influences on business decision and managing change.
- Theme 4 - Global Business. This unit focuses on global markets and investigates multinational companies.

Assessment – 100% exam

Applied GCE Business Studies

Exam Board - AQA

Examined by

- Year 12 – 1 examined unit completed in January, 2 coursework units
- Year 13 - 1 examined unit completed in January, 2 coursework units

This course is based upon real business skills and has links to actual businesses.

It uses contemporary case studies and is designed to give you the qualities businesses wish their employees to have. You are encouraged to work in an independent manner, reflecting the way people work in most businesses. This makes it an ideal course for progression into Higher Education and employment. Two thirds of the assessment is internally assessed through coursework tasks.

Year 12 – AS

Unit 3 – Financial Planning and Monitoring (examined unit)

This is an externally assessed unit which investigates the key issues involved with planning a business start up. These include legal types of business, business plans, control of resources and the use of software. It also includes how businesses calculate their costs, revenue and profits. It also teaches how to construct a cash flow forecast, breakeven chart and budget.

Unit 1 – Investigating Business (portfolio assessed unit)

This unit involves the student researching one particular business. It explores the aims and objectives of the business, the needs of the customers and how these are met through the marketing mix. It investigates how businesses deal with competition and how changing social values can affect a business. It also explores the meaning of enterprise and why teams are vital for the success of a business

Unit 2 – People in Business (portfolio assessed unit)

This unit includes the roles and responsibilities of people in business. It investigates the training and development opportunities available and why motivation is vital in retaining staff. It provides the opportunity to develop the skills and knowledge required to carry out the activities associated with the recruitment process.

Year 13 – A2

Unit 15 – Financial Accounting for Managers (examined unit)

This unit explores the fundamental accounting concepts and terminology used in accounting. It provides an overview of the bookkeeping system and the financial accounting documents.

Unit 8 – Business Planning (portfolio assessed unit)

This involves producing a structured business plan for a new product or service. This unit provides the opportunity to apply enterprise, and presentation skills as well as knowledge and skills learnt in the other units.

Unit 10 – Promotional Activities (portfolio assessed unit)

This unit investigates promotional activities that are used by businesses. Students will investigate how businesses combine these activities into a promotional mix and develop a promotional campaign.

Child Development

Key Stage 4

Level 2 Child Development

60% Coursework 40% Exam

Year 10

- You will begin to look at different aspects related to child development and care
- You will start your coursework in the Spring term.

Year 11

- You will continue to learn about aspects related to child development including different child care settings
- You will sit your exam in yr 11

Computing

Key Stage 3

At KS3 we follow the new Computing Curriculum with an emphasis on Computational Thinking, Problem Solving and Programming. Strands within this curriculum are Digital Literacy, Algorithms and Abstraction, Visual/Textual Programming, Binary & Logic and Hardware & Networks.

Year 7 – 1 hr per week

PC Basics unit – introducing hardware, binary, health and safety, online safety and networks

Scratch – introductory programming unit using a graphical programming language

Turtles – Turtle graphics using Python, an introduction to text based programming languages

ICT Project – Multimedia Unit linking in with Drop Everything and Read programme. Students will create a web page reviewing their favourite book. This may include images, videos of review, podcasts of readings from the book and links to authors websites etc.

Year 8 – 0.5 hrs per week

Networking and the internet – network topologies and hardware, how the internet works, data security and encryption

Adventure Games – creating a text based adventure game, introduces abstraction, modelling, planning and some scripting. This unit provides a link to the College literacy framework.

Programming – Programming in Python. Introduces input, output and variables, sequence and selection. Students will code, debug and test their own programs.

Year 9 – 1 hr per week

Advanced Programming – Using Python students will extend their knowledge to include iteration, explore the language functions available (including random number generation, lists and procedures) to complete a range of differentiated programming challenges.

App Development – Using block based App Inventor students will create, download and install Android mobile phone apps using buttons, swipe, shake, sounds and text to speech features.

Creative ICT – Students will create a multimedia product combining repurposed components from several applications examples might include a web site featuring navigation, images, video, audio clips and a stop motion animation they have created.










In addition we have a selection of units that can be incorporated into any year as extension and challenge activities, these include:

- Control Systems using Logicator, Softsystems and FischerTechnik
- Publications – birthday newspapers and Christmas e-cards
- Spreadsheets – using formulae and charts
- Modelling – Using Spex World to design homes, playparks, towns, tombs and space stations










- Multimedia – Making a movie trailer (for TV and for radio)
- Google Sketchup – 3D design leading to the design and production of a 3D printed name tag

Dance and Drama

Key Stage 4

<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Dance , GCSE, and Leaders)</h1>	<h3>Workshops on performance and technical skills leading into Group Dances</h3> 	<h3>Workshops on motif and motif development leading into solo composition</h3> 	<h3>Set Study and workshops on choreography</h3> 
	<p><u>Pupils will explore modules from GCSE, and Dance leaders. Not all pupils will complete all qualifications – this will depend on ability</u></p> <p>Pupils will explore dance technique and styles through workshops and build their dance vocabulary through activities and taught dances. They will then start creating their performance in a group practical piece and perform as a whole group as well as small groups</p> <p><u>Units Covered:</u> Dance Leaders: Unit 3 – Lead activities to a healthy lifestyle. Unit 4 – the relationship to music and dance GCSE: Unit 2 – Performance in a group</p>  <p>Performance in a group mock</p>  <p>Rehearsals Log Book Dance leaders homework</p>	<p>First half of the term pupils will explore what motif and motif development is in a specific dance style. They will then create a short dance based on this.</p> <p>In the second half term pupils will take what they have learnt and complete their GCSE Solo composition task. This will involve learning 3 motifs from a professional work and developing and creating their own dance, working closely to the marking criteria</p> <p><u>Units Covered</u> GCSE – Unit 4a – Solo Composition Dance leaders unit 6</p>  <p>Mock Exams of Solo composition Planning a performance evening showcase</p>  <p>Keeping log book Production work Rehearsals</p>	<p>In the first half of term pupils will learn the GCSE set study – they will need to learn material and focus of performance and technical skills. This will also contribute to BTEC Dance skills</p> <p>In the second half of term pupils will be participating in choreography workshops. They will focus and choreograph based on directed tasks. They will also plan their one hour leadership assessment <u>Units Covered:</u> GCSE – Unit 2: Set Dance Dance Leaders: Unit 4 – using a stimulus and Unit 1 and 2</p> <p>At the end of this year pupils will have marks from each qualification and with an interview with me will have the option to either:</p> <ol style="list-style-type: none"> 1. Complete Dance Leaders and BTEC 2. Complete Dance Leaders, BTEC & GCSE  <p>Filming of set study exam and choreography</p>  <p>Log book Rehearsals Summer: Finish one BTEC choreography CV preparation ready for first</p>

		week back Portfolio on selected GCSE choreography
--	--	---

Dance (BTEC, GCSE, Leaders)	 Choreography	 Rehearsal, improvement and Examination	 Revision and Exam
	<p>Pupils (depending on qualification route they decide) will be focussing on choreography.. They will also need to prepare to teach the dance academy and dance club for their dance leaders qualification</p> <p>By Christmas they will have completed all of the Dance Leaders and GCSE.</p>  <p>Mock Choreography</p>  <p>After school catch up club Theory</p>	<p>Feedback from Mocks</p> <p>In this term pupils if taking GCSE will need to rehearse:</p> <ul style="list-style-type: none"> • Choreography • Solo composition (if wanting to perform live) • Performance in a group <p>They can also lead more sessions for dance leaders (if not completing gcse)</p> <p>This term will be more structured once pupils know what they need to work on</p> <p>Theory will also be taught</p>  <p>Mock Exams Showcase evening</p>  <p>After school catch up session Theory revision Make sure all written work is up to scratch</p> <p>EASTER CATCH UP SESSION</p>	<p>GCSE Practical Exam March April May</p> <ul style="list-style-type: none"> • Solo Composition • Choreography • Performance in a group <p>Set Dance: To be filmed and sent off by May</p> <p>BTEC Work sent off</p> <p>Dance Leaders work sent off</p> <p>Theory Revision using past papers</p> <p>Exam: Usually May/June</p> <p>Fun dance classes to end</p>   <p>After school catch up session Rehearsal Revision</p>

Drama GCSE AQA 16

Naturalism/ Blue Remembered Hills



A scheme of work exploring naturalistic acting and implementing this understanding into a performance of Blue Remembered Hills

1 – 2: Getting to know you and your group
 3 – 6: Improvisation, characterization, monologues, Stanislavski and Naturalistic perf
 7 – 8: Taught BRH Rehearsal via Stan
 9 – 12: Intensive Rehearsal
 13 -14: Performance and write up



Practical exam 1:
 ACTING (repertoire from BRH)



Improvisation
 Stanislavski Project
 BRH research and understanding sheet
 Diaries
 Rehearsals

History of Theatre



A scheme of work exploring the History of Theatre so as to better understand stylistic devices at work in contemporary performance

1.Greek
 2.Shakespeare
 3.Restoration
 4.Melodrama
 5.Revisit Stanislavski
 6.Non Naturalism via Brecht
 7 – 12: Practical performances a la The Reduced Shakespeare company



Practical exam 2:
 IMPROVISATION



Research Projects
 Rehearsals
 Diaries
 Exam essay practise

Non Naturalism/John Godber



A scheme of work drawing together skills from the previous two units and implementing them in a performance from John Godber's work

1 – 2: Introduction to John Godber (year 12 to support)
 3 – 8: Intensive Rehearsal
 9 – 12: Performance, written exam, script writing task



Practical Exam 3:
 ACTING (repertoire from Bouncers / Shakers / Up ' n' Under / Teachers)
 Written Exam mock



BRH research and understanding sheet
 Diaries
 Rehearsals
 Exam essay practise

Drama GCSE AQA

Devised Thematic / Mocks



A scheme of work exploring devising and implementing this understanding into a performance based around a theme (war, marriage, freedom, family)

- 1 – 3: How to devise, dance drama, physicalized monologue and advert theatre
- 4 - 7: Improvisation, devising and rehearsal
- 8 - 10: Tech, performances and write up
- 11 -14: Preparation for Mock and feedback



Practical exam 4: DEvised THEMATIC FOR PERFORMANCE TO AN AUDIENCE



Diaries x 4 (beginning, middle, pre exam and post exam)
Practise essays

Final Practical



Students will be grouped in order to achieve highest results and will re visit whichever provided the lowest grade (Scripted or Non Scripted)

- 1 Feedback from Mocks, group and piece selection
- 2 – 6: Intensive rehearsal
- 7 – 10: tech, dress, performance and write up
- EXAM USUALLY END MARCH
- 11 – 12: Written exam revision



Practical Exam 5: plus external examiner



Diaries x 4 (beginning, middle, pre exam and post exam)
Practise essays

Revision



Students will spend remaining week in college revising for the written exam using a variety of techniques and methods suitable for the group



WRITTEN EXAM USUALLY MID MAY



Compressed Diary sheets

Key Stage 5

12

Creating Performance (The Language of Performing Arts) G401a



The art forms are taught separately through

Creating Performance (Community Performance Project) G401b



The art forms are taught together

Performance Contexts 1 G402



The focus here is a drama practitioner: Godber and a dance practitioner: Newson. Students learn through practical experience reading to write about the practitioners work. Year 13 G403 starts at the end of this

Performance Studies AS OCR

workshops but compared and contrasted through the written work. The focus is on bringing the group together to give everyone key performance skills (15 key terms cited by OCR). G401b starts at the end of this term.



G401 a: Dance and Drama 3 minute pieces performed at Performing Arts Evening (Mid Nov)
G401 a: Music 3 minute piece performed in small venue



Pre course – performance seen, CV
Reading list
Diaries
Essay 1: Compare and contrast Pinter / Keatly / Marber
Essay 2: Compare and Contrast Bruce / Anderson / Motionhouse
Essay 3: Compare and contrast Barber / Simon and Garfunkel and own choice
CW part 1

here. The focus is creating a cross arts performance in a local venue, around a local topic and aimed at a local audience.

G402 starts at the end of this term



G401b: Community Performance Project (just after Feb ½ term)



Research Diaries
CW part 1 and 2

term.



G402: Performance Contexts Godber and Newson (Mid May)



Reading
Practise essays

13

Performance Contexts 2: Post Modern Approaches to the Performing Arts since 1960



Classicism, Modernism, Post Modernism, post Humanism, Pastiche, Plagiarism, Paraphrase, Parody, Allusion, Illusion, Intertextuality, Homage, juxtaposition, eclecticism, high brow and low brow arts, non linear narrative, challenging the audience, audience interpretation, use of humour, repetition, re

Student Devised Performance and Realisation G404



Students receive a commission from the exam board and in groups must create a cross arts piece. Students must also

G404 and G403 (re-sit)



Students receive a commission from the exam board and in groups must create a cross arts piece.

Performance Studies A2 OCR

cycling, re visiting, re inventing, desire to use what is on offer, use of historical figures and stories in a new context, collage, venue, consumerism of art, anything goes attitude, lack of value judgement, collaboration, appearance reality, post modern topics and themes, the end of history, large scale perspectives .

Drama: Berkoff, Churchill, Elton
 Dance: Anderson, Bourne, Motionhouse
 Music: Beatles, Radiohead, Reich



Research projects and presentations
 Exam essays

work on realising a piece from studied for G402 / G403



G403: Post Modern Approaches to the Performing Arts since the 1960s (Late Jan)



Exam essays
 Working Notebooks

Students must also work on realising a piece from studied for G402 / G403 Rehearsals



G404 Student Devised Performance and Realisation (Mid May)



Exam essays (if resitting)
 Working Notebooks

Design and Technology

Key Stage 3

Design and Technology: students enjoy Design and Technology lessons on a carousel system involving Product Design, Food Technology and Textiles Technology. Strong links between the areas give students the benefit of consistent assessment procedures and effective overlap in the design and making skills.

Product Design

In Product Design students partake in a wide variety of design and make projects as well as skill and knowledge building stand-alone activities. Students design a variety of products and make them using an array of workshop equipment, developing their skills and understanding as they progress.

In **Year 7** students design an ergonomic Spinner Slinger toy where they get to grow in confidence in a workshop as well as some short focused design make activities. The students learn about designing for a target market, human factors such as Ergonomics and develop a range of making skills using a variety of materials.

In **Year 8** students learn what it's like to be a civil engineer when they design and make a bridge to span a 25cm gap, with only 12 candy-floss sticks students need to really develop their understanding of structures, forces and triangulation. The record for the load held by a student's bridge stands at a very impressive 54kg. Inspired by the Bloodhound SSC (Super Sonic Car) British engineering project which aims to exceed 1000mph, students then design and make a rocket powered car. With the focus on automotive engineering, students learn about aerodynamics and mechanisms in this exciting project. Students get to use a laser cutter for their chassis as well as vacuum form their own vehicle body while selecting components and materials to get the best from their hypothetical budget. An exciting conclusion to this project sees students testing their rocket cars, the best from each class going through to a final event in the summer term where solid fuel rockets replace the pneumatic powered rockets used with the class competitions. Next students design and build a Crazy Critter whereas product designers the students design for a specific target market and build electronics into their extremely creative ideas.

In **Year 9** students design and make a product to help fend off the decline in British garden birds. Working on a brief set by the RSPB the students design bird feeding stations which aim to cater for the needs of the birds as well as the gardener. Their end product is usually manufactured using a combination of materials but sustainability is a key theme throughout. Students then face the problem of disaster relief, with a Design Brief set by ShelterBox the task is to design and prototype a flat pack shelter which will give vital shelter to a family in need. The next project sees students investigating mechanisms and engineering a solution to create a sweet dispenser. Finally students design and make low voltage lighting, learning from similar products through reverse engineering; students innovate and experiment with a wide range of design concepts to create a very original product.

IET GreenPower Racing / Engineering

Each year a new team of year 8 and 9 students are recruited through an application process to be a part of an exciting engineering project where students design and build their own electric single-seater race car. The teams compete against other schools in a high profile regional qualifying race at Newquay airport and aim to reach the national finals. See College news for more details.

Textiles

Year 7

Project 1: Students will learn the basic practical skills in Textiles for their first project. Students will learn how to use a range of specialist materials and equipment. Students will focus on operating the sewing machine accurately. Currently students are creating a booksnake with a range of machine stitching for a pattern.

Project 2: Students look at how to decorate fabric using fabric pens and crayons. This project focuses on how to research and to produce a wide range of creative designs to produce a unique phone case.

Year 8

Project 1: Students analyse the artist Roy Lichtenstein, focusing on patterns, shapes and colour. They use their inspiration to design a book cover, using stencilling and applique.

Project 2: Students design and make a pencil case. The skills students learn focus on quality construction techniques along with the decorative techniques of Japanese shibori and Malaysian batik.

Year 9

Project 1: Students look at the colours, patterns and shapes of the Day of the Dead. They use this for inspiration to create a reverse applique cushion. Students also experiment with printing and entrapment.

Project 2: Students create a 3D door stop. They model in paper first and construct their own paper patterns.

English

Pupils focus on analysing and appreciating texts, with a particular focus on engaging and challenging works of literature, using reading, writing and speaking and listening skills. A range of texts are covered including classic and modern novels, modern drama, Shakespeare and poetry. Pupils learn about the writer's use of language, structure and grammar; they also develop the key skills of evaluation and comparison of fiction and non-fiction texts.

Key Stage 3

The Key Stage 3 curriculum is thematic, allowing pupils to study an appropriate breadth and depth of literary fiction and non-fiction.

Year 7

- Empathy & Friendship - students learn about understanding and interpreting human nature through autobiographical writing and the novel *War Horse*
- Identity 1 – a variety of texts are taught, allowing pupils to engage with issues of culture and individual struggle
- Horror – this classic genre is investigated through horror writing and an immersion into gothic novels and more light-hearted contemporary works
- Innocence & Injustice 1 – an introduction to the themes of naivety and inequality through texts such as *Oliver Twist* and *Millions*
- The Sea – classic maritime tales sit alongside *The Tempest* and Non-fiction about the Titanic in this eclectic introduction
- Adventure – Pupils undergo a quest that allows them to learn as much about themselves as the characters they study

Year 8

- Identity 2 – the conclusion of our survey into the treatment of 'the other', through the favourite novel *Boy in the Striped Pyjamas* and the seminal *Diary of a Young Girl*
- Innocence & Injustice 2 – a continuation from Year 7, developing the central themes with texts such as *Northern Lights* and *Holes*
- Crime & Punishment – we begin to interpret representations of crime, such as the short stories of Roald Dahl or the mystery writing genre
- Place – the location and setting is key to an understanding of the Romantic poets and more modern poets such as Seamus Heaney
- Dystopia 1 – Our first look at the futuristic nightmare worlds of *1984* and other classic tales of degradation and societal upheaval.
- Reputation – The idea of social standing and how others view us is studied through a variety of texts including *Much Ado About Nothing* and *Great Expectations*
- Survival – notions of escape and coping with harsh challenges runs through this diverse scheme with a collection of engaging contemporary and classic texts

Year 9

- Dystopia 2 – haunted but hopeful futures are once again developed on with a further collection of apocalyptic texts
- First Impressions – the introduction character is key to this module which includes modern favourites like *The Edge* alongside extracts from the canon such as *Pride & Prejudice* and *David Copperfield*

- The Voice of Women – the much-neglected feminine voice in literature is explored through Lady Macbeth and poetry from a woman’s perspective
- Journeys – motifs of travel and discovery drive this scheme of various non-fiction and fiction texts
- Protest – Steinbeck’s classic novel of outrage – Of Mice and Men – is the main focus of this vital scheme
- Innocence & Injustice 3 – Our final look at the representation of inequality through *To Kill a Mockingbird*

GCSE English Language & Literature (AQA Specification)

Year 10 curriculum plan						
	Half Term 1 Sept-Oct	Half Term 2 Nov-Dec	Half Term 3 Jan-Feb	Half Term 4 Feb-March	Half Term 5 April-May	Half Term 6 June-July
CONTENT	Literature Unit 1 – <i>Dr Jekyll and Mr Hyde</i>	Language Unit 1 & 2 Section B – Creative writing	Literature Unit 1 Shakespeare <i>Romeo and Juliet</i>	Language Unit 1 Section A – Reading – Literature fiction texts	Literature Unit 2 – Poetry Anthology and Unseen Poetry	Language Unit 2 Section A – Reading – Literary non-fiction texts and other non-fiction texts
	<i>An overview of the text ready for Unit 1 literature examination</i>	<i>Key skills for section B of exams</i>	<i>An overview of the text ready for next year’s literature examination</i>	<i>Key skills for section A of Unit 1 exam</i>	<i>An intro to analysis of unseen poetry and a selection of 15 poems on Unit 2 literature examination</i>	<i>Key skills for section A of Unit 2 exam</i>
Year 11 curriculum plan						
Exam prep CONTENT	Half Term 1 Sept-Oct	Half Term 2 Nov-Dec	Half Term 3 Jan-Feb	Half Term 4 Feb-March	Half Term 5 April-May	Half Term 6 June-July

	<p>Literature Unit 2 – <i>DNA</i></p> <p><i>An overview of the text ready for Unit 2 literature examination</i></p>	<p>Literature Unit 1 –</p> <p>Revision of Shakespeare – <i>Romeo & Juliet</i></p> <p>Revision of <i>Dr Jekyll & Mr Hyde</i></p>	<p>Literature Unit 2 – Poetry Anthology and Unseen Poetry</p> <ul style="list-style-type: none"> • Revision of key poetry exam skills • Complete remaining anthology poems • Further Unseen poetry practice 	<p>Language Unit 1 – Revision of Section A & Section B exam skills</p>	<p>Language Unit 1 – Revision of Section A & Section B exam skills</p>	<p>Pupils finish English course TBC</p>
--	---	---	--	--	--	---

A Level English Literature (Edexcel specification)

Year 12 Long Term plan						
Prep CONTENT	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Sept-Oct	Nov-Dec	Jan-Feb	Feb-March	April-May	June-July

	<p>Drama component:</p> <p><i>Teacher 1:</i></p> <p><i>Othello</i></p> <p><i>*review of text</i></p> <p><i>*induction of critical reading / application (critical anthology as provided by exam board)</i></p> <p><i>*Approach Othello in the light of critical reading</i></p> <p><i>Teacher 2:</i></p> <p><i>*Street Named Desire</i></p>	<p>Drama component</p> <p>Continued:</p> <p><i>Teacher 2:</i></p> <p><i>*Comparative skills</i></p> <p><i>(Links between O/SCD)</i></p>	<p>Poetry component #1</p> <p><i>Teacher 1:</i></p> <p><i>*Work through a selection of the 2002-2011 Anthology</i></p> <p><i>*Teacher 2</i></p> <p><i>*Intro to Modernism as a movement in arts (poetry focus, but some visual required for understanding of a no. of poems)</i></p> <p><i>*Work through selection of poems from the Modernist poetry anthology</i></p>	<p>Prose Component</p> <p><i>Teacher 1:</i></p> <p><i>*Overview of contents and structure of Beloved</i></p> <p><i>*Deconstruct key scenes from the text</i></p> <p><i>Teacher 1:</i></p> <p><i>*Overview of contents and structure of Dorian Grey</i></p> <p><i>*Deconstruct key scenes from the text</i></p>	<p>Prose Component Continued</p> <p><i>Teacher 1:</i></p> <p><i>*Overview of contents and structure of Beloved</i></p> <p><i>*Deconstruct key scenes from the text</i></p> <p><i>Teacher 1:</i></p> <p><i>*Overview of contents and structure of Dorian Grey</i></p> <p><i>*Deconstruct key scenes from the text</i></p>	<p>Coursework planning</p> <p>Teacher 1 and 2 (split class across teachers)</p> <p><i>*Introduce individual study</i></p> <p><i>*Independent Study Skills</i></p> <p><i>*Support pupils as THEY choose two texts</i></p> <p><i>*Pupils read books / conduct wider reading / plan essays</i></p>
--	---	---	---	--	--	---

Year 13 Long Term plan

prep CONTEN T	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Sept-Oct	Nov-Dec	Jan-Feb	Feb-March	April-May	June-July

	<p>Coursework completion:</p> <p>Teachers remain with allotted pupils.</p> <p>Teachers supervise drafting process (1 draft per pupil is the guidance from the board).</p>	<p>Poetry component #2</p> <p><i>Teacher 1:</i></p> <p><i>*Work through the remaining selection of the 2002-2011 Anthology</i></p> <p><i>Teacher 2:</i></p> <p><i>*Work through the remaining selection of the Modernist poetry anthology</i></p>	<p>Poetry component #2 continued</p> <p>/ Move into revision of drama</p>	<p>Revise Drama</p> <p>/ Move into revision of prose and poetry</p>	<p>Revise Prose and Poetry</p>	<p>Pupils finish English course TBC</p>
--	---	---	---	---	--------------------------------	---

A Level English Language (AQA specification)

Year 12

Introduction to Language study

- Using mini-texts, introducing students to language methods and concepts
- Focus specifically on language and mode, drawing connections between different modes
- Grammatical knowledge revision
- Texts from across the ages (1600-2015)
- Intro to Discourse and writing skill
- Key skills for the production of creative writing: power of information, persuasion & storytelling

Language and Representation

- Focus on different areas of representation
- Develop students' ability to analyse a range of texts, using appropriate language methods and accurate terminology

Language Varieties

Regional and National Variation:

- Introduce key concepts: standard/non-standard forms, attitudes, prestige, levelling, loyalty etc
- Develop the different skills required for the different exam responses: directed writing; analytical writing
- Link to representation and attitudes towards variation

Gender:

- Examine deficit, dominance, difference, diversity models
- Develop students ability to handle different types of exam response: directed writing as well as analytical writing

Social groups/status:

- Focus on key concepts e.g. hierarchies, status, prestige, social networks
- Develop students' ability to analyse and interpret data
- Encourage pupils to bring in their own data
- Link to representation and attitudes towards social groups and status

Occupational Groups:

- Develop students' understanding of key concepts, such as: allowable contributions, specialist lexis/jargon
- Use examples of mini-data to examine different occupational varieties and usage
- Develop students' ability to analyse and interpret data
- Encourage students to bring own data examples to lessons

Language in Action: Investigation

- Methods of data collection
- Working with data
- Writing up findings from mini-investigation (chocolate bar mini-investigation)

Year 13

Revision and development of Year 12 topics plus:

Language in Action: Investigation

- Students to concentrate on devising their own methodologies, collecting data sets, analysing data, drawing conclusions
- Balance of independent study and teacher guidance / support
- Evaluation of data types – quantitative / qualitative; case study etc.
- Application of relevant and suitable language concepts
- How to write an investigation

Child Language Development

- Stages of spoken language development
- Theories surrounding CLD eg, innateness, interaction, CDS
- Develop pupils ability to ability to work with extended data sets
- Apply relevant language methods and accurate terminology
- Focus on discursive essay writing skills, thus enabling students to move beyond the data appropriately
- Stages of literacy development
- Theories around CLD literacy (Rotheray, Barclay)
- Develop students' ability to work with extended data sets

World Englishes

- Consider key concepts, e.g. lingua franca, global varieties
- Cover case study materials (Japlish, English in Africa, English and China)

Geography

Key Stage 3

Overview

Students cover a broad mix of thematic and enquiry based approaches to different human and physical geographical issues. The aim of this is to spur their curiosity about the planet, whilst building their appreciation of how our planet changes over time. Key Stage 3 Geography is structured to allow them to consider a range of physical processes, increases their global understand and allows them to investigate the two sided relationship between humans and the natural environment. Students study contemporary examples from around the world, and across different scales to explore and analyse the world around them, whilst increasing their understanding of their role as global citizens.

Continual assessment is built into every topic, which require students to utilise the skills gained, along with building their ability to make decisions and justify those decisions with evidence.

Year 7

Students have 1 hour long lesson a week of Geography and study half termly topics.

Autumn Term 1: Country study on Japan: a study of the physical, human and cultural Geography of the country.

Autumn Term 2: Weather and Climate: An investigating into what the weather is, how it is measured and how it differs between places.

Spring Term 1: Ecosystems: The uniqueness of different ecosystems around the planet and their fragile nature.

Spring Term 2: Unit exploring the geography of Australia.

Summer Term 1: Skills based topic looking at Map skills and the local Geography around us.

Summer Term 2: Unit exploring India.

Year 8

Students have 3 hour lessons a fortnight of Geography so study half-termly units of work

Autumn Term 1: Enquiry based unit structured around students utilising self-regulation to explore the challenges to our planet and how they can be overcome. Second half of this unit involves a study of Antarctica.

Autumn Term 2: Unit of study on Africa exploring its physical and human features.

Spring Term 1: River processes, land forms and management.

Spring Term 2: Country study of Brazil

Summer Term 1: Investigating extreme environments including Russia's Tundra

Summer Term 2: Coastal processes and their management.

Year 9

Students have 1 hour long lesson a week of Geography and study half termly topics.

Autumn Term 1: Our energy supplies and options for the future.

Autumn Term 2: Investigation into why we do not have tsunami warning systems in the U.K

Spring Term 1: Globalisation and its impact around the world

Spring Term 2: Superpowers: China Vs. USA

Summer Term 1: Population and issues related to global population growth

Summer Term 2: Unit of study on Russia

Key Stage 4

GCSE Geography

OCR Specification B

Examined by 2 external exams (Key Geographical Themes = 50%, Sustainable Decision Making exam = 25%. Exam total= 75%) and 1 piece of Controlled Assessment (total 25%).

Year 10

Study a range of human and physical geography topics as part of their terminal Key Geographical Themes Exam (50%)

- Natural Hazards
- Economic development.
- Rivers

Year 11

Continue their study a range of human and physical geography topics as part of their terminal Key Geographical Themes Exam (50%)

- Coasts

Then complete a piece of research based controlled assessment with a focus on Coasts (25%)

Students then continue with their study a range of human and physical geography topics as part of their terminal Key Geographical Themes Exam (50%)

- Population and Settlement

For their 2nd external exam students sit a synoptic paper known as the Sustainable Decision Making Exam (SDME) where students draw upon all their knowledge and skills developed through the

course. This is worth 25% and is based on a topical issue and the sustainable approaches to it, e.g. building a new airport or flood defences.

Key Stage 5

A Level Geography

Edexcel

Examined by 2 external exams at AS and 2 external exams at A2.

Year 12

Unit 1: Global Challenges

Exam worth 60% of AS mark with a mix of short answer questions and longer essay based answers.

- Going Global – issues around Globalisation and the changing world.
- World at risk – natural hazards and disasters.

Unit 2: Geographical Investigations

- Extreme weather – extreme weather events around the world.
- Rebranding places – urban and rural regeneration.

Unit 2 contains two fieldtrips to Boscastle and the Eden Project in Cornwall.

Year 13

Unit 3: Contested Planet

Exam worth 60% of A2 mark which is essay based.

Based on a selection of the following 6 topics:

- Energy security
- Water conflict
- Biodiversity under threat
- Development gap
- Superpowers
- Technological fix

Unit 4: Geographical Research

Exam worth 40% of A2 mark which is based on one long single essay following students completing an individual research project on a given topic.

Health and Social Care

Key Stage 5

Level 3 Health and Social Care

The core units of study include:

- Human lifespan Development
- Working in Health & Social Care
- Enquiries into Current research in Health & Social care
- Meeting Individual Care and Support
- Principles of Safe Practice in Health and Social Care
- Promoting Public Health
- Over the two years you will experience different work placements with elderly/children or vulnerable people
- There are 3 external exams which are set by BTEC for 3 of the core units. All the remaining units of study are assessed through internal set assignments.

History

Key Stage 3

Overview

Year 7

Students have 1 hour long lesson a week of History and study termly topics.

Term 1: 'People and Power' with a focus on the Norman Conquest (Home Learning project – 'Life in Medieval England')

Term 2: 'Everyday Life' with a focus on the medieval period.(Home Learning project – 'World of Islam')

Term 3: 'Heroes and Villains' which focuses on developing source skills and reaching judgements on people's achievements and actions throughout history.

Year 8

Students have 3 hour long lessons a fortnight of History and study termly topics.

Term 1: 'Development of Church, State and Society' with a focus on the impact of the Tudors and Stuarts (Home Learning project – 'Tudor Life')

Term 2: 'Ideas, Political Power, Industry and Empire 1745-1901' with a focus on the Industrial Revolution.

Term 3: 'Culture and Diversity' with a focus on the causes, impact and consequences of the slave trade and the civil rights movement in America (and its significance on the wider world, including the present day).

Year 9

Students have 1 hour long lesson a week of History and study termly topics.

Term 1: 'Challenge for Britain, Europe and the wider world, 1901-present day' with a focus on the First World War. (Home Learning project – assessed project centred around life in the trenches).

Term 2: 'Conflict and Cooperation' with a focus on the inter-war years and the Second World War.

Term 3: 'Conflict and Cooperation' with a focus on the aftermath of the Second World War and the Cold War.

Key Stage 4

GCSE History

Exam Board - Edexcel

Examined by –3 exams in summer of Y11 (25% each), 1 controlled assessment task (25%)

This course aims to encourage students to build on their understanding of the past through experiencing a broad and balanced course of study. Students will develop the ability to ask relevant and significant questions about the past and to research them. Students will learn to organise and communicate their historical knowledge and understanding in different ways and improve their source and essay writing skills.

Unit 1 Exam– Medicine and Public Health - development study (25%)

The main focus of this unit is on the development of medicine and public health in Britain from c50AD to the present day. It includes:

- Ideas about causes of disease
- Approaches to the treatment and prevention of disease and illness
- Influence of factors eg religion on medicine
- Problems of public health and solutions
- Changing nature of state provision

Unit 2 Exam– Life in Germany 1918-c1945 – depth study (25%)

The focus of this unit is on the rise to power of the Nazis and life under their rule. It includes:

- The rise of the Nazi Party
- Government of the Third Reich
- Social impact of the Nazi State

Unit 3 Exam– The Transformation of Surgery c1845-c1918 – source enquiry (25%)

The focus of this unit is on sources and to use them in their historical context, supported by own knowledge. It includes:

- The problems of pain, infection and blood loss and the solutions to these surgical problems in the historical period.
- Knowledge and selection of sources.
- Reaching valid interpretations and conclusions through analysis.

Unit 4 – Controlled Assessment- Civil Rights and Protest in the USA 1945-70 – 3 coursework questions (25%)

Students will study protest movements such as the anti-Vietnam War Movement and the roles and significance of individuals such as Martin Luther King and Malcolm X on the civil rights movement. It will be completed in class, under timed conditions and students will complete 3 questions, assessing source and essay writing skills.

Key Stage 5

AS/A2 History (Current Year 13 only)

Exam Board - Edexcel

Examined by – Year 12 – 2 exams in summer (50% each), Year 13 – 1 exam in summer (60%) and 1 piece of coursework (40%)

This course aims to encourage students to develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance. Students will learn to organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

Year 12 – AS

Unit 1 – *The Wars of the Roses (1455-85) and the reign of Henry VII (1485-1509)* – essay paper (50%)

The focus of this unit is the struggle between the houses of Lancaster and York in the civil war known as the Wars of the Roses. Following this, students will study the reign of the first Tudor monarch Henry VII.

Unit 2 – *The Experience of Warfare in Britain – Crimea, Boer and the First World War (1854-1918)* – source paper (50%)

The main focus of this unit is the impact of war on social and political developments in Britain during this period. Students will study how specific events, battles and issues impacted on Britain.

Year 13 – A2

Unit 3 – *Protest, Crisis and Rebellion in England (1536-1588)* – including a controversy section on the five Tudor rebellions – essay and source paper (60%)

The focus of this unit is on the nature and development of royal power in the mid 16th century and on the extent to which it was seriously endangered by rebellions, protests and rivals.

Unit 4 – *The Making of Modern Russia (1856-1956)* – 2 coursework essays – each 2000 words (40%)

Students will study the nature of rule in Russia during this period including an overview of the main areas of change and continuity as well as comparisons and contrast between Tsarist and Communist rule.

A Level History

Year 12 – (40%)

Unit 1- Wars of the Roses (1445-1485) and Henry VII (1485-1509)

Source and essay paper (25%).

The focus of this unit is the struggle between the Houses of Lancaster and York in the civil war known as the Wars of the Roses. Following this, students will study the reign of the first Tudor monarch Henry VII.

Assessment – Written paper, 1 hour & 30 mins (50 marks)

Unit 2- Italy (1896-1943)

Short answer/essay paper (15%).

The main focus of this unit is the early neutrality of Italy and subsequent entry into WW1, Fascist Italy under Mussolini 1925-43 and an in-depth study of Mussolini's Foreign Policy.

Assessment – Written paper, 1 hour (30 marks)

Year 13 – (60%)

Unit 3- Rebellion and Disorder under the Tudors (1485-1603)

Source and essay paper (40%).

This unit focuses on the causes, frequency, nature and extent of disorder in England and Ireland during the Tudor period. The following rebellions are studied in depth: Pilgrimage of Grace, Western Rebellion and Tyrone's rebellion

Assessment – Written paper, 2 hours & 30 mins (80 marks)

Unit 4- Russia (1856-1964)*

Coursework (20%).

The unit focuses on the nature of Tsarist rule, the structure of the Soviet system, the attempt to reform Stalin's Russia to 1956 and a comparison between Dictators, communist leaders and Tsars.

Assessment – One 3000-4000 word essay (due in Easter) (40 marks)

*If your target grade for History A level is an A grade – you may have the opportunity to choose your own Coursework study programme of a period of History that particularly interests you.

Law

Key Stage 5

Law GCE is AQA Law (2160).

AS Unit 1 Section A Law Making

- Where laws come from
- The work of Parliament
- How judges interpret the law – Statutory Interpretation and Judicial Precedent

Section B The Legal System

- Lay people in the law – magistrates and juries
- The Judiciary (the judges)
- Assessment – Written paper, 1 hr 30 mins, choose 3 questions from 8

Unit 2 Section A An introduction to criminal law

- Non fatal offences against the person – assault, battery, actual bodily harm, grievous bodily harm
- Courts and sentencing

Section B An Introduction to the Tort of Negligence

- Negligence and damages
- Assessment – Written paper, 1 hr 30 mins, compulsory question on criminal law, question on tort

A2 Unit 3 Criminal Law

- Murder and manslaughter and Non fatal offences against the person
- Defences to these crimes (Automatism, Insanity, Intoxication etc)
- Blackmail
- Assessment – Written paper, 1 hr 30 mins, 3 part compulsory question on criminal law

Unit 4 Criminal Law AND Concepts of Law

Section A Property offences

- Theft, robbery, burglary
- Deception offences and blackmail
- Criminal damage
- Defences

Section C Concepts of law

- Law and morals, Law and justice, Judicial creativity

- Assessment – Written paper, 2 hours, 3 part compulsory question on criminal law, choice of questions on Concepts of Law

Why study Law?

- a highly respected academic A level
- an introduction to the legal framework that affects all our lives
- a subject that demonstrates the full range of human behaviour
- an introduction to the stories behind the headlines
- a subject that links well with any other A level
- a vocational subject that can lead to a wide range of career and higher education options

Mathematics

Key Stage 3

Throughout Key Stage 3, (Years 7 – 9), there are either 3 or 4 sets in each side of the year for Mathematics. Students are set immediately upon entry in Mathematics at Tavistock College. Students are set based on their raw score from the Key Stage 2 tests to get the most accurate sets, but we also perform our own baseline assessment to inform this initial setting.

The aim throughout Key Stage 3 is to provide the students with a confidence and an enjoyment of mathematics which will prepare them for their GCSE in Key Stage 4. Pupils follow a flightpath to ensure they are on track for the required levels of progress from KS2 to the end of KS4.

Our schemes of work reflect the updated curriculum frameworks from the government, increasing the functionality in the programmes of study and allowing our students more opportunities to engage and apply their Mathematics in the real world. Students will cover a range of topics and work as outlined in the National Framework covering the six key elements: Number, Algebra, Ratio Geometry & Measure, and Probability & Statistics.

From the government's program of study;

"The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on."

Because of this, the following topics are examples of topics that pupil might expect to meet in each year, but will depend upon their stage of learning.

In Year 7

In Number; be able to understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals), use the symbols =, ≠, <, >, ≤, ≥, apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers.

In Algebra; be able to use and interpret algebraic notation, including: ab in place of $a \times b$, $3y$ in place of $y + y + y$ and $3 \times y$, a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$, a/b in place of $a \div b$, recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions, solve linear equations in one unknown algebraically.

In Ratio; express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1, use ratio notation, including reduction to simplest form, divide a given quantity into two parts in a given part:part or part:whole ratio.

In Geometry & Measure; use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries, use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate.

In Probability; apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments, relate relative expected frequencies to theoretical probability, using appropriate language and the 0 - 1 probability scale.

In Statistics; interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data and know their appropriate use, interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean, mode and modal class) and spread (range).

In Year 8

In Number; pupils will start to interpret and write numbers in standard form $A \times 10^n$, where $1 \leq A < 10$ and n is an integer, round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures), use the concepts and vocabulary of prime numbers, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation theorem.

In Algebra; simplify and manipulate algebraic expressions by taking out common factors and simplifying expressions involving sums, products and powers, including the laws of indices, plot graphs of equations that correspond to straight-line graphs in the coordinate plane, solve linear equations with the unknown on both sides of the equation.

In Ratio; express the division of a quantity into two parts as a ratio; apply ratio to real contexts and problems (such as those involving conversion, comparison, scaling, mixing, concentrations), express a multiplicative relationship between two quantities as a ratio or a fraction, understand and use proportion as equality of ratios.

In Geometry & Measure; identify, describe and construct similar shapes, including on coordinate axes, by considering enlargement, derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons), identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference. Measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings, calculate perimeters of 2D shapes, including circles, calculate areas of circles and composite shapes.

In Probability; apply the property that the probabilities of an exhaustive set of outcomes sum to one; apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to one, enumerate sets and combinations of sets systematically, using tables, grids and Venn diagrams, construct theoretical possibility spaces for combined experiments with equally likely outcomes and use these to calculate theoretical probabilities.

In Statistics; Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data. use and interpret scatter graphs of bivariate data, recognise correlation, interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers).

In Year 9

In Number; calculate with roots, and with integer indices, calculate exactly with multiples of π . Use inequality notation to specify simple error intervals due to truncation or rounding, apply and interpret limits of accuracy.

In Algebra; solve, in simple cases, two linear simultaneous equations in two variables algebraically, find approximate solutions to simultaneous equations using a graph, solve quadratic equations algebraically by factorising, and find approximate solutions to quadratic equations using a graph.

In Geometry & Measure; Calculate arc lengths, angles and areas of sectors of circles, apply the concepts of congruence and similarity, including the relationships between lengths in similar figures, know the formulae for: Pythagoras' theorem, $a^2 + b^2 = c^2$, and apply it to find lengths in right-angled triangles in two dimensional figures.

In Ratio; solve problems involving direct and inverse proportion, including graphical and algebraic representations, interpret the gradient of a straight line graph as a rate of change;

In Probability; enumerate sets and combinations of sets systematically, using tree diagrams, understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size, calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions.

In Statistics; interpret and construct tables, charts and diagrams, including tables and line graphs for time series data and know their appropriate use, draw estimated lines of best fit; make predictions, know correlation does not indicate causation; interpolate and extrapolate apparent trends whilst knowing the dangers of so doing.

The content and pace of learning is matched with the setting, designed to stretch those at the top, develop those in the middle and support those in the lower sets. All students need to be challenged and tackle more complex problems in order to develop their skills. There is a strong focus on mastery of the elements of mathematics and so challenge is not necessarily presented as working on 'harder maths' but with broadening and making links. The department is committed to helping all pupils turn mistakes and struggles into valuable learning experiences, providing rich mathematical activities and developing pupils' growth mind-sets.

There are two whole year group tests, and two shorter tests following which setting will be reviewed. Progress is constantly monitored against learning objectives via marking of books and assessed tasks. Teachers communicate with home, within the department and with the pastoral

team, in order to both praise and raise any concerns regarding either the quality of work, or the approach to work.

KS4 Mathematics Overview

Students in KS4 (year 10 and 11) will study toward a GCSE in Mathematics and some students will be encouraged to study GCSE Further Maths. GCSE in Mathematics is split into 2 tiers, Higher and Foundation. Students will study for the tier that is most suited to their ability and that offers them the greatest opportunity to gain a good pass.

It should be noted that students in Year 11 during 2015/16 will achieve a GCSE maths and be given grades A*-G, students in year 10 and below will follow the new 2015 GCSE maths specification and will be given grades 1-9 (9 being the highest)

A 'good' pass is recognised as being grade C or better for the current year 11 and a grade 5 or higher under the new specification.

Throughout KS4 students will be assessed in class by their teachers and through the use of practice exams.

Examination:

Under the current GCSE specification students will sit 2 exams in June 2016; this is one calculator paper and one non-calculator paper.

Under the new specification students will sit 3 exams, 1 non calculator paper and 2 calculator papers.

Specifications:

Current and new specifications have been developed with a focus on mathematical skills and the application of those skills to solve problems.

An outline of the new GCSE specifications are given below and will be covered over the course of Year 10 and Year 11. It should be noted that different classes will cover these topics at different rates according to the ability and confidence of the groups.

It can also be seen that there is some overlap between the 2 tiers, the higher course covers grades 4-9 and the foundation covers 1-5, ensuring it is possible to achieve a good pass on both tiers.

GCSE Further maths cover the more advanced elements of the higher tier along with some topics from the A level specification, this would include topics such as differentiation, factor theorem, functions and matrices.

KS4 GCSE Mathematics course content

Higher	Foundation
Integers and decimals	Integers

Coordinates	Decimals
Fractions	Coordinates
Algebra	Fractions
Expanding polynomials	Algebra
Shape and angles	Angles, lines and triangles
2-D and 3-D shapes	Collecting data
Collecting data	Charts and graphs
Displaying data	Pie charts
Types of number	Types of number
Patterns and sequences	Patterns and sequences
Quadratic sequences	Properties of quadrilaterals and parallel lines
Fractions, Decimals, Percentages	Symmetry, Similarity and Congruence
Perimeter and area	Reading scales and converting units
Formulae and linear equations	Constructions
Linear graphs	Fractions, decimals and percentages
Construction and loci	Applications of percentages
Simultaneous equations	Ratio and proportion
Probability	Linear equations and inequalities
Venn Diagrams	Solving simultaneous equations
Revision and consolidation	Perimeter and area
Ratio and Scale	3-D shapes
Averages and range	Real-life graphs
Trial and Improvement	Straight line graphs
Surface area and volume	Timetables, distance-time graphs and speed
Compound measures	Volume
Transformations	Probability
Similarity and Congruence	Formulae
Quadratic functions, equations and graphs	Angles properties of polygons
Index notation and surds	Transformations
Circle theorems (or Perimeter and Area)	Scatter graphs and correlation
Pythagoras and trigonometry	Averages and range
Sine and cosine rules (Trigonometry)	Quadratics including graphs and Factorising , solving
Vectors	Trial and Improvement (or Integers/Decimals)
Further Graphs and functions	Circles (or Perimeter and Area)
Quadratic Inequalities	Pythagoras' Theorem (or Angles, lines and triangles)
Transformations of functions (or Transformations)	Trigonometry , Trig ratios in 2D
Inverse and composite functions	
Deduce turning points by completing the square	
Calculate or estimate gradients of graphs.	

KS5 Mathematics Overview

In KS5 we offer 4 different mathematics pathways. We offer A-Level mathematics, A-Level further mathematics, mathematics in context (level 3 core mathematics) and GCSE retake mathematics. Students who do not achieve a grade C or higher in GCSE mathematics at the end of year 11 will need to retake their GCSE in years 12 and 13.

A-Level Mathematics – EdExcel. Year 12 Modules: C1, C2, S1 Year 13 Modules: C3, C4 and M1.

In year 12 students will develop the algebraic skills which they learnt at GCSE so that they are able to solve complex algebraic problems using factor and remainder theorems and the binomial theorem. They will also be introduced to calculus which makes up a significant part of mathematics A-Level. They will also be introduced to sequences and series. Students will also develop the statistical skills that they learned at GCSE by using hypothesis tests and meeting the normal distribution.

In year 13 students build upon the skills learned in year 12. In particular they learn how to apply calculus to more complicated situations using chain, product and quotient rule as well as integration by parts. They also use trigonometric identities to solve complex problems and model straight lines in 3 dimensional space using vectors. Students also meet mechanics for the first time which involves looking at moments and projectiles. There are 3 examinations taken at the end of each year.

A-Level Further Mathematics – EdExcel. Year 12 Modules: FP1, D1, S2 Year 13 Modules: FP2, M2, S3

In year 12 students are introduced to complex numbers, matrices and proof by induction. In decision mathematics they learn different sorting algorithms and learn how to solve problems involving networks like the travelling salesman problem. In statistics they meet new distributions like binomial, Poisson and uniform.

In year 13 students study complex numbers in more detail including de Moivre's theorem. They learn new analytical techniques such as Macluarin Series too. In mechanics they develop their knowledge of forces and use vectors to represent moments. In statistics they meet new tests like Chi Squared and Spearman's Rank Coefficient. There are 3 examinations taken at the end of each year.

Mathematics in Context (level 3 Core Mathematics) – EdExcel

Mathematics in context is new course which aims to develop students' mathematical knowledge from GCSE. The course's focus is on use of data and linear programming and looks at what mathematics students may meet further on in life. In particular it helps student prepare for university courses which may contain some mathematical content like psychology, sport science, biology, etc. without the need to study for a full A-Level in mathematics. There are 2 examinations taken at the end of year 13.

Mathematics GCSE Resits - EdExcel

Students are given the option to resit mathematics in both November and June. Students are given lessons which try to build on their misconceptions and prepare them thoroughly for their examinations.

Modern Foreign Languages

The MFL Department at Tavistock College believes that languages are becoming ever more important in an increasingly connected world. The skills, knowledge and understanding developed through the delivery of the MFL curriculum are an integral part of a young person's all-round education forging the competencies needed to enter the work place at the end of their full time education. Furthermore, the increased understanding of other cultures helps students to develop greater awareness of the wider modern society.

We aim to provide students, regardless of ability, with an enjoyable, practical skill in their Modern Foreign Language. In Year 7, students have the opportunity to experience the three languages offered; French, Spanish and Japanese through a curriculum that has been designed to give them a firm basis in the basic skills need to learn a language and linking strongly with the whole school literacy focus. In Year 8 and 9, students specialise in a language that is best suited to their needs and strengths. We aspire to give students the necessary skills and confidence to continue into KS4, and even KS5.

Through a motivating and encouraging atmosphere, we strive to inspire students to achieve in all the skill areas; reading, writing, listening and speaking. We encourage them to take risks in an environment where students can feel safe to learn from their mistakes and develop a mutually supporting relationship with their peers and their teachers. We endeavour to do this through careful questioning and peer- and self- assessment, as well as through interactive methods of teaching and learning. Students are encouraged to develop their confidence to assess their own progress and to set themselves targets to improve. Increasing student motivation and aspiration to learn and make sustained improvement. Students are taught from the beginning of Year 7 to recognise the criteria for quality work and acquire the necessary skills to assess and improve their own work.

Key stage 3: Modern foreign language – Tavistock College

Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.

Pupils are taught to:

Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and

Year 7 Languages

During the autumn 1st half-term all students will do a taster rotation of French, Spanish and Japanese. They will learn the basics through a variety of teaching and learning techniques and work on their reading, writing, listening and speaking skills.

At the end of the half-term a letter will be sent home asking for parental and student feedback about the languages they have studied. Prompt return of feedback is a must as failure to meet this

deadline will mean that any information cannot be taken into consideration as free choice is not an option due to timetabling constraints

Following this consultation and including teacher feedback Tavistock College will allocate a language to each student. We will be looking closely at effort, attitude, aptitude and achievement.

Students will start the language they will continue with throughout Key Stage 3 after the October half-term.

Key Stage French and Spanish

French and Spanish

Year 7

Year 7 students follow the Tricolore 1 and Mira 1 course, an all-inclusive course which enables students to progress their linguistic skills in a structured manner and confidently achieve the demands of the new Key Stage 3 curriculum and beyond. All 4 skills areas of listening, reading, speaking and writing are given equal importance with students encouraged to self-assess and set personal improvement targets.

Topics covered in year 7:

Greeting people and exchanging basic personal information

Saying where you live

Family

Home

Pets

Festivals and celebrations in France and Spain

Year 8

Year 8 students follow the Tricolore 1 and Mira 1 course, an all-inclusive course which enables students to progress their linguistic skills in a structured manner and confidently achieve the demands of the new Key Stage 3 curriculum and beyond. All 4 skills areas of listening, reading, speaking and writing are given equal importance with students encouraged to self-assess and set personal improvement targets.

Topics covered in year 8:

Clothes and descriptions

Physical descriptions

Weather

Free time activities

In town

School

Year 9

Year 9 students follow the Tricolore 2 and Mira 2 course, an all-inclusive course which enables students to progress their linguistic skills in a structured manner and confidently achieve the demands of the new Key Stage 3 curriculum and beyond into GCSE. All 4 skills areas of listening,

reading, speaking and writing are given equal importance with students encouraged to self-assess and set personal improvement targets.

Topics covered in year 9:

In town
Shops and shopping
Transactional role plays
Countries in Europe
Modes of transport
Activities
School life in France
Staying with a French family
Describing people
Clothes
Films
Money

Japanese

Japanese is a language that is still relatively new to schools in the UK so those students who study it will gain excellent employment opportunities in a wide range of areas including business, international law, banking and leisure and tourism. In Japanese we aim to equip our students with the means to excel in a global society where the understanding of another language and culture is of paramount importance. With our successful Japanese exchange with Kanto Daiichi Senior High School in Edogawa ward, Tokyo and other strong links with Japan we hope to encourage our students to become more culturally aware as well as giving them the opportunities to make lasting friendships using their Japanese language skills.

Key Stage 3 Japanese

Over the course of our three year key stage 3 course, our students learn to read and write the hiragana alphabet. They learn how to perform simple conversations in Japanese as well as reading and writing kanji numbers. In Year 7 they explore the world of classroom language and begin building up their vocabulary through a variety of topics including: greetings; numbers; personal information; classroom objects; and days of the week. In Year 8 our students continue to become fluent in hiragana whilst simultaneously learning to recognise and use the katakana alphabet and kanji. They continue to expand their range of topics focusing on: food and drink; family; school; time and transport. The students investigate various Japanese sentence patterns and learn how to use them independently. In Year 9 our students are formally introduced to katakana and additional kanji. Through such topics as free time and social activities, adjectives and opinions, daily routines, clothes and shopping, they develop a deeper understanding of Japanese grammar and sentence structures enabling them to understand and write extended pieces of writing and express their opinions in more detail.

Key Stage 4

Japanese

Students of the Edexcel GCSE in Japanese will learn to speak, listen, read, write and communicate effectively in Japanese, as well as develop awareness and understanding of countries and communities where Japanese is spoken.

The Edexcel GCSE in Japanese enables students to develop an understanding of the language in a variety of contexts, the ability to communicate effectively in Japanese, and knowledge of Japanese vocabulary and structures, as well as transferable language learning skills.

Key features of the Edexcel GCSE in Japanese:

A single tier of entry with assessments graded from G to A*

100% Edexcel-marked

Choice of speaking and writing themes, so students can focus on topics that interest them

Prepares students for studying A level Japanese

Students are expected to learn 200 kanji as well as have a thorough working knowledge of the hiragana and katakana alphabets. The GCSE in Japanese requires students to:

- develop the ability to listen to and understand spoken Japanese in a range of contexts and a variety of styles
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- understand and apply a range of Japanese vocabulary and structures
- develop language learning and communication skills which can be applied broadly

Course Overview

The two year course consists of four units based on the following skills; speaking, listening, reading and writing.

- Unit 1 Listening and Understanding in Japanese. This unit draws on vocabulary and structures from across the four specified common topic areas: out and about; customer service and transactions; personal information; and future plans, education and work. Students will be tested on their ability to understand spoken Japanese. The examination lasts 45 minutes and is worth 23% of the total GCSE
- Unit 2 Speaking in Japanese. The focus of the speaking unit relates to the following themes: media; travel and culture or sport, leisure and work. Students are expected to demonstrate an ability to use the language for different purposes and in different settings. The examination features two tasks: a focused, picture-based discussion or presentation (with follow-up questions related to a chosen theme); and a general conversation related to a chosen theme. The examination lasts 8-10 minutes and is worth 27% of the total GCSE
- Unit 3 Reading and Understanding in Japanese. In this unit students are expected to develop their ability to understand a wide range of written Japanese. The unit consists of a number

of short texts, notices or short news reports in Japanese which include a range of settings and styles both formal and informal (for example text messages, advertisements, emails). The examination lasts 55 minutes and is worth 23% of the total GCSE

- Unit 4 Writing in Japanese. In this unit students learn how to use a range of complex Japanese language structures and grammar. Students need to produce two pieces of Japanese writing in the examination in response to a choice of questions that relate to the prescribed themes of this specification: media; travel and culture; or sport, leisure and work. Students learn dictionary skills as a bilingual dictionary is permitted in the final examination. The examination lasts 1 hour and is worth 27% of the total GCSE

Key Stage 4 French & Spanish

Topics

Within the broad contexts, the following areas will be included:

Personal and social life

Self, family, friends, home life, shopping, meals, healthy living, illness and accident, free time, fashion, relationships, future plans

Local community

Home town, school, education, local environment, pollution, recycling, local facilities, comparisons with other towns and regions, weather and seasons

The world of work

Work experience, part-time jobs, future careers, technology (sending messages, accessing information)

The wider world

Travel and holidays, media, social issues (e.g., life of young people today, homelessness, crime, drugs, healthy living, religion, politics), life in the countries and communities where the language is spoken

Exam Structure

Listening exam (either foundation or higher at the end of YR 11). Speaking (2 controlled assessments each lasting 5 minutes one taken in YR10 the other in Yr11). Reading exam (either foundation or higher sat at end of YR11). Writing (2 controlled assessments each comprising of 200 words written under timed conditions one taken in YR10 the other in YR11)

Activities

Pair/group work/projects, podcasts with mobile phones, peer assessments, working in small groups with the assistant, writing documents for the local community, creating story boards/ cartoon, peer teaching, reading authentic materials, listening to native speakers, learning how to make the language work for you!

Key Stage 5

Japanese

Qualification: Level 3 GCE AS / A2

UCAS points equivalent: AS max. 60 / A2 max. 140

Minimum entry qualifications:

5 A* - C grades including a B grade in the chosen (or appropriate alternative) subject

Course Overview:

The first year of this course is an AS level qualification and consists of 1 unit of study in 3 sections. The student may continue to study for a second year in order to gain an A2 qualification.

You will study reading and writing Japanese in more detail in order to read, understand and extract information from authentic written passages in Japanese. You will translate and write essays on a variety of topics in Japanese. The unit of study at AS level is split into the following sections:

- Unit 1 Understanding and Written Response. Section 1: Read three passages in Japanese and then answer questions about them in Japanese. Section 2: Read a passage in Japanese and translate it into English. Section 3: Read a short printed text for a task such as writing an e-mail; report or article in Japanese answering questions. The task involves writing around 300/350 characters.
- Unit 2 Understanding, Written Response and Research. Section 1: a. Read a text in Japanese and answer questions in Japanese; b. translate a piece of contemporary text from English into Japanese. Section 2: In advance of the examination choose a topic and a text. There will be a choice of 2 questions on the selected topic and text. You can choose to answer either question and your answer should be at least 400-450 characters.

How is the course assessed?

AS one examination paper of 2 hours and 45 minutes; A2 one examination paper of 3 hours. Examination Board is Edexcel

What are the progression routes?

Employment or higher education study in business, banking, law, leisure and tourism, translation.

Suggested Compatible Subjects:

Maths, History or any Science. Modern Foreign Languages

Key Stage 5 French

Qualification: Level 3 GCE AS / A2

UCAS points equivalent: AS max. 60 / A2 max. 140

Minimum entry qualifications:

5 A* - C grades including a B grade in French GCSE

Course overview:

The first year of this course is an AS level qualification and consists of 2 units of study. The student may continue to study for a second year in order to gain an A2 qualification. The following topics will be studied with reference to target language countries as well as in a wider, global context:

Leisure and Lifestyles: Including travel and tourism, sport, hobbies, entertainment, customs, traditions, healthy living – health and nutrition, diet and exercise; unhealthy living - drugs, aids, smoking, alcohol.

The Individual and Society: Including relationships and responsibilities, gender issues, youth culture (values, peer groups, fashions and trends etc.), education, vocational training and future career.

The specification for AS and A2 level French is designed to encourage students to:

- Develop an interest in, and enthusiasm for language learning.
- Develop understanding of the language in a variety of contexts and genres.
- Communicate confidently, clearly and effectively in the language for a range of purposes.
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken.
- Derive enjoyment and benefit from language learning.
- Acquire knowledge, skills and understanding for practical use, further study and/or employment.
- Communicate with speakers of the language.

How is the course assessed?

One oral exam (10-15 minutes) in April/May and one written paper (Listening, reading and writing of 2 ½ hours) in May/June.

What are the progression routes?

A straight languages degree or a combined language plus another subject. Equally, being able to offer a language at AS level opens the door to many high level courses at University.

Suggested Compatible Subjects:

The study of a modern foreign language is beneficial to any programme of further education.

Key Stage 5 Spanish

Qualification: Level 3 GCE AS / A2

UCAS points equivalent: AS max. 60 / A2 max. 140

Minimum Entry Qualifications:

5 A* - C grades including a B grade in Spanish GCSE

Course Overview:

The first year of this course is an AS level qualification and consists of 2 units of study. The student may continue to study for a second year in order to gain an A2 qualification.

The following topics will be studied with reference to target language countries as well as in a wider, global context:

Leisure and Lifestyles: Including travel and tourism, sport, hobbies, entertainment, customs, traditions, healthy living – health and nutrition, diet and exercise; unhealthy living - drugs, aids, smoking, alcohol.

The Individual and Society: Including relationships and responsibilities, gender issues, youth culture (values, peer groups, fashions and trends etc.), education, vocational training and future career. The specification for AS and A2 level Spanish is designed to encourage students to:

- Develop an interest in, and enthusiasm for language learning.
- Develop understanding of the language in a variety of contexts and genres.
- Communicate confidently, clearly and effectively in the language for a range of purposes.
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken.
- Derive enjoyment and benefit from language learning
- Acquire knowledge, skills and understanding for practical use, further study and/or employment
- Communicate with speakers of the language.

How is the course assessed?

One oral exam (10-15 minutes) in April/May and one written paper (Listening, reading and writing of 2 ½ hours) in May/June.

What are the progression routes?

A straight languages degree or a combined language plus another subject. Equally, being able to offer a language at AS level opens the door to many high level courses at University.

Suggested Compatible Subjects:

The study of a modern foreign language is beneficial to any programme of further education.

PE

The ethos of the Tavistock College Physical Education faculty is -

To aim to meet the needs of all pupils, helping them all to be successful, independent, confident learners. To help create responsible citizens, as we strive to inspire through the delivery of challenging and enjoyable lessons that lead to all enjoying an active and healthy lifestyle.

The Physical Education curriculum embeds our ethos and gives students the chance to experience different activities throughout Key Stage 3, 4 and 5. This gives students the opportunity to challenge themselves to continually achieve at and above expectations both through curriculum and our extensive extra-curricular offer at lunchtime and after school.

Our extra-curricular offer gives the students the experience of competing against other schools in a variety of sports and includes the Sports Development tour in Year 10. We also have the PE student leadership programme as part of our work in the faculty where students can develop important employability skills through a PE context, which includes leading events and festivals for both college and local primary school students.

Working alongside this all students have the opportunity to represent their PE houses through inter-house competitions in a variety of different sporting activities. The PE House system promotes the college co-operative values of democracy, solidarity, equity, equality, self-responsibility and self-help. This also focuses on the Olympic legacy with the houses being named after inspirational Olympic athletes, Ainslie, Daley, Ennis and Simmonds.

Facilities

- **Indoor Facilities**
 - Sports hall
 - Five-a-side Football pitch
 - 4 Badminton courts
 - 1 full size Basketball court
 - 3 mini Basketball courts
 - 1 Volleyball court
 - 1 Netball Court
 - 1 Tennis Court
 - 4 Soft Tennis courts
 - 2 Indoor Cricket nets
 - Fully Equipped Gymnastic Gymnasium with
 - 1 Basketball court
 - 1 Badminton court
 - 1 Volleyball court
 - Dance studio
 - Multi use room
 - Spinning room
 - Fitness suite
 - Examination teaching room
 - Public Services teaching room

- Examination seminar room
- **Outside Facilities**
 - Full size Rugby pitch
 - Full size 3rd generation rubber crumb pitch Football pitch
 - 2 Basketball court
 - 3 Softball pitches
 - 4 Rounder's pitches
 - 4 Lane heated 25m Swimming pool
 - 6 Lane 400m Athletic track, fully equipped with throwing and jumping capabilities
 - 5 Netball courts
 - 4 Tennis courts

Key Stage 3

In Key Stage three our PE students participate in two hours a week of Physical Education. In Year 7 and 8 students get to experience a broad range of team and individual activities. In set ability groups students learn about developing skills, decision making, making informed choices, developing physical and mental capacity and evaluating and improving performance through a range of activities. These include outwitting opponents such as Rugby, Football, Basketball, Badminton, Netball, Rounders and Cricket. Accurate replication through Gymnastics, Problem Solving through Climbing and Orienteering, exercising safely and effectively in the Fitness Suite and Performing at maximum levels through Swimming, Personal Survival and Athletics.

Key Stage 4

In Year 9 the students start their Key Stage Four PE pathways which have been created to enable students to pursue a curriculum that suits their needs within the two hours of PE a week. The students have the opportunity to learn from one of the following pathways.

Academic Pathway – AQA GCSE PE (New specification)

This new course is assessed both theoretically (60%) and practically (40%). This comprises of two written examinations and three practically assessed sports in both team and individual sports. The final 10% of the grade is an analysis of performance piece of controlled assessment work.

In Year 9 the students get to develop their skills in practical sports and also study different topics in the course specification such as applied anatomy and physiology, movement analysis, long term effects of exercise and Sports Psychology.

Real World learning Pathway

This pathway focuses on the real world experiences and examples in the Sports Industry. This practically based pathway prepares students for the OCR Cambridge Technical Level 2 in Sport. Throughout the year the students will study the following on the pathway -

- Sport and the media and contemporary issues in sport.
- Developing skills needed in the sports industry - Planning an exercise programme as a fitness instructor for recreational sports performers.

- Developing the 6C's of Leadership - Through Rugby young leaders award (KS3)
- Application of knowledge of the skills, qualities and responsibilities associated with successful sports leadership.

Competitive pathway

The competitive pathway allows students to develop practical skills already acquired in both team and individual sports. The students also have the opportunity to enhance their understanding of tactics and strategies required to overcome opponents in individual sports.

The following can be studied in this pathway –

- Developing tactics and strategies to overcome opponents in individual games - Through Badminton and Short Tennis.
- Participating in activities that present Mental and Physical challenges - Through Climbing - Tavistock College Level 1 Climber certificate.
- Developing tactics and strategies to overcome opponents in team activities - Through football/Netball/Handball
- Planning an Exercise Programme for competitive sport performance.
- Developing tactics and strategies to overcome opponents in team activities.
- Compare performances to achieve their personal best.

Year 10 and 11

In Year 10 and 11 students in their two hours of Core PE get to follow PE pathways from the following year. These include –

Academic pathway – AQA GCSE PE.

This course is assessed both theoretically (40%) and practically (60%). This comprises of a written examination and four practically assessed sports from which one provides a piece of controlled assessment work.

In Year 10 and 11 the students get to develop their skills in practical sports and also study different topics in the course specification such as Training, Characteristics and benefits of Leisure and Recreation, Social and International Factors, Physical and Mental demands on performance, School and organisational influences, Opportunities for further involvement, as well as revision and exam technique work to prepare students for the examination.

Girls Active Pathway

The Girls Active pathway has been designed by the Girls Leadership and Marketing team to provide a curriculum of non-traditional activities that promote an increase in physical activity levels in females which has become a National concern. Within this pathway the Girls get to participate, lead and organise activities such as Spinning, Self-Defence, Yoga, Aerobics, Park Walks and Taekwondo.

Vocational Pathway through Coaching and Leading

This pathway gives students the opportunity to develop practical skills with a focus on coaching and leadership. The content of this pathway includes –

- Developing the 6 C's of leadership – Rugby Leaders Qualification
- Evaluating fitness and Planning an Exercise programme as a Fitness Coach
- Skill and Tactical Development of Practical Performance of self and others – Handball
- Understanding Health and Safety and participating in activities that provide Mental and Physical Challenges - Through Climbing - Tavistock College Level 1 Climber certificate.
- Skill and Tactical Development of Practical Performance of self and others – Athletics

Individual Competitive pathway

This pathway gives students the opportunity to develop practical skills within an individual sport environment. The content of this pathway includes –

- Evaluating fitness and Planning an Exercise programme as a Fitness Coach in individual Sports
- Using Science and ICT to evaluate and improve others performance – Gymnastics
- Skill and Tactical Development of Practical Performance of self and others – Touch Tennis and Badminton
- Developing fitness and understanding health for an active healthy lifestyle – Fitness Suite
- Compare performance to achieve their personal best – Athletics
- Developing skills - Personal Survival Bronze Award qualification

Team competitive pathway

This pathway gives students the opportunity to develop practical skills within a team sport environment. The content of this pathway includes –

- Coaching to team performance sports – Football
- Evaluating fitness and Planning and exercise programme for competitive sports – Fitness Suite/Gymnasium/Volleyball
- Skill and Tactical Development of Practical Performance of self and others – Handball
- Skill and Tactical Development of Practical Performance of self in team sports – Cricket/Softball/Rounders
- Compare performance to achieve their personal best – Athletics
- Developing tactics and strategies to overcome opponents in team games – Football/Netball

Health and Recreational Activities

This pathway gives students the opportunity to develop practical skills and understand the importance of and ways to remain healthy and active. The content of this pathway includes –

- Participating in activities that provide Mental and Physical Challenges - Through Climbing
- Developing and understanding of the impact of regular exercise on an active healthy lifestyle – Spinning, Exercise to music and Circuit training.
- Evaluating fitness and Planning and exercise programme for competitive sports – Fitness Suite

- Developing tactics and strategies to overcome opponents in team games – Rounders/Cricket.

In the current Options process the following qualifications can be studied through the PE faculty -

OCR Cambridge Technical Level 2 in Sport

This vocationally based qualification looks at the Sports industry and the real world areas of work that contribute to it. The students are taken on a journey through different topics associated with this industry including Media and Sport, Fitness and Training, coaching skills, techniques, tactics, anatomy and physiology.

Optional units include nutrition for sport, marketing, sports therapy, leadership in sport, sport as a business, fitness testing and practical participation. This qualification will also enable students to develop other skills such as critical thinking, communication, leadership, and motivating others

BTEC Public Services Level 2 Award

This is a course which is designed to develop the knowledge and skills needed by people who want to work in the armed services, police force, fire service or ambulance service or other public services. Students need to be prepared to work hard physically and mentally on this option.

Students will also develop a broad range of general skills including communicating with others, working in a team, problem solving and presentation skills. In addition, each student will have some work experience, possibly in an area of the industry.

The course is run by and through the PE faculty with many outside agencies and individuals leading on the course. These people have experience in the public services and will have close links to the workplace.

There will be core and selected units that students will study - These will be selected when we know the make-up of the group, but could be selected from the following:

- Public Service Skills
- Uniformed Public Service Fitness

In addition to this there will be a number of units from the following dependent on student interest:

- Citizenship, the Individual and Society
- Public Service Workplace Welfare
- Adventurous Activities and Teamwork for the Uniformed Public Services
- The Value of Sport and Recreation in the Public Services
- Land Navigation by Map and Compass
- Law and its Impact on the Individual
- Crime and its Effects on Society
- Community and Cultural Awareness
- Driving and its Relationship to the Public Services

BTEC Sport Level 2 (NQF) Certificate/Award

What does it take to be a successful coach, fitness instructor, centre manager or personal trainer? Individuals and groups participating in sport have a positive impact on our communities and society as a whole.

There are many exciting opportunities in sport which in addition to sport specific related skills, require skills such as self-management, team working, business and customer awareness, problem solving, literacy, numeracy and communication.

The BTEC in sport will provide a practical, real world approach to learning and develop specific knowledge and skills learners need to work successfully in the industry, such as: Developing project / self-management and independent learning skills, by investigating opportunities for employment in the industry, as well as exploring trends which affect participation in sport.

- Developing team working and communication skills by organising and leading sports activities and events and carrying out a variety of roles within a team.
- Developing business and customer awareness by working on assignments which are set in a vocational context.

Units/Modules

- Fitness for Sport and Exercise
- Practical Sports Performance
- Anatomy and Physiology for sports performance
- The mind and sports performance
- The sports performer in action
- Training for personal fitness
- Leading sports activities
- Promotion and sponsorship in sport
- Lifestyle and well being
- Injury and the Sports Performer
- Running a sports event.
- The sport and active leisure

Key Stage 5

BTEC Sport Level 3 – Subsidiary Diploma and Diploma

This vocationally based course looks at a variety of areas of the Sports Industry with a focus on developing understanding through a workplace context. Throughout the course there are opportunities for the students to visit sectors of the Sports Industry and see how Sport can impact on everyday life, there are also opportunities for students to develop their own skill set.

Units include –

- Principles of anatomy and physiology in sport

- The physiology of fitness
- Assessing risk in sport
- Sports Coaching
- Fitness testing for sports and exercise
- Practical team sports/individual sports
- Sports Nutrition
- Psychology for sports performance

This course is internally assessed and verified through coursework, teacher observation, and production of evidence using ICT and other methods.

BTEC Public Services Level 3 - Subsidiary Diploma

The first year of this course is equivalent to an AS level; the student may continue to study for a second year in order to earn an A2 level equivalent qualification. Learners will gain an in-depth understanding of the structure of the public service industry and gain the skills and knowledge for employment within this sector. The programme consists of mandatory and optional units such as: Government Policies, Team Leadership, Citizenship, Team Development, Command and Control.

Key Skills also form part of final qualifications. These are transferable skills, including ICT, Numeracy and Literacy which play an essential role in developing personal effectiveness for adult & working life, particularly in the uniformed public services environment.

This course is internally assessed and verified through coursework, teacher observation, and production of evidence using ICT and other methods.

Photography

Key Stage 4

Photography 10	Photography	Photomontage	Identity
	AO1 Critical understanding of art and application of ideas (Artists research)	Looking at different photographic techniques and ways of using images	Exploring camera technique and composition technique
	AO2 Accessing a range of media and techniques. Explore 2D and 3D Art.	1 Personal photomontage using darkroom skills. 2 Cyanotype work 3 Hockney research 4 Photomontage using Joiner technique 5 Photoshop montage work 6 Final Images	1 Learning about exposure and using manual setting on camera 2 Black and White Portraiture project 3 Barbara Kruger style work using Photoshop 4 Personal responses to Identity
	AO3 Thorough grounding in observational; studies. Drawing with a range of media and photography.		
	AO4 Exploring individual and creative outcomes showing links to Artist research.		

Photography 11	Colour and Photography	Revision	Final Practical
	Exploring different approaches to presenting images 1 Macro photography 2 Drawing with light (exploring shutter speed) 3 Listography (I'll explain this in person if you're desperate to know!)	January and February will be an opportunity to catch-up or develop coursework before we start on the exam	Exam 1 Paper given out in February 2 Initial research 3 Photographer research 4 Development of ideas, shoots etc 5 Review of work 6 Practical exam

Key Stage 5

Photography

Qualification: Level 3 GCE UCAS points equivalent: / A2 max. 140 (56?)

Minimum entry qualifications:

5 A* - C grades including a B grade in Photography GCSE or another Creative Arts subject

Course Overview:

The first year of this course is an introduction to a range of photographic techniques, styles and concepts. These will be taught through a series of workshops and a unit of coursework covering the assessment objectives. The second year involves a more personal response which requires students to produce a portfolio of work which will include a written critical study.

This is a creative course where photography is used to create artistic responses. We cover all aspects of Photography: darkroom and film camera work, digital and Photoshop work, animation techniques as well as basic camera skills and knowledge.

60% of the overall mark is coursework, which involves creative photographic responses to a range of topics. Students need to explore a variety of photographic techniques and show the dedication needed to explore their own ideas.

We have a fully equipped darkroom and a large range of both film and digital cameras for students to use.

How is the course assessed?

60% coursework and 40% practical exam (no written paper). This will include on-going artistic work in progress books as well as final products.

What are the progression routes?

Photography is one of the quickest growing of the creative arts. As well as degree options, there are many options for sports, music, fashion and journalistic photography.

Suggested Compatible Subjects:

Art, Media Studies, Creative Media, Performing Arts, Music, Sociology

What sort of student would this course suit?

Photography suits students who are creative, have a good imagination and also excellent independent working skills.

Psychology

Subject Overview

Students of Psychology develop a range of skills. These include the ability to write critically evaluative extended pieces of work using research evidence to put their arguments forward in a balanced way. They also develop their knowledge of how research is used in the real world to further scientific knowledge and to help people such as those suffering from psychological disorders. It is therefore important, given the sometimes sensitive topics covered in the syllabus, that students develop a mature and tactful way of discussing issues. The economic implications for theories are also included in the areas studied. Students also learn to design, run and analyse their own pieces of research within the ethical boundaries appropriate to their age and are able to write up their studies using the proper scientific format. There is therefore an emphasis on numerical skills such as descriptive and inferential statistical testing. Students are also introduced to the difference between science and non-science. The biological basis for behaviour is included at all levels including the anatomy and functions of the brain and nervous system.

Key Stage 4

Psychology GCSE (Edexcel specification)

Students cover two units during the GCSE. Unit 1 comprises perception and dreaming. Perception topics include the biology of vision and perception, cues to depth, the effect of schemas on memory and eyewitness testimony. Dreaming includes psychological and biological theories of the function of dreams and sleep disorders.

Unit 2 covers the development and treatment of phobias, psychological and biological theories of aggression and forensic psychology where students study the social and biological causes of crime.

During the whole course students learn a range of research methods and simple statistics and undertake small practical research studies. Students also look at the work of a range of different professions within Psychology such as forensic psychologists, educational psychologists, clinical psychologists and psychotherapists.

The GCSE is assessed through formal examination of the 2 modules. Unit 1 is 75 minutes long and is a mixture of multiple choice and short answer questions and Unit 2 is 105 minutes long and also has some extended writing tasks.

Key Stage 5

Course content A level Psychology In the first year of the A level course students cover 2 modules. Topics range from social influence (how others affect our behaviour), memory (theories of memory and forgetting and eyewitness testimony), attachment (the formation of attachments and how they influence our later behaviour) and psychopathology. Psychopathology includes the biological and psychological causes and treatments for a range of disorders including OCD, depression and phobias. The second module covers the major approaches in psychology to explaining behaviour including biology, behaviourism and cognitive theory. Lastly biopsychology looks at the nervous system, synaptic transmission, the endocrine system and various aspects of the functioning of the brain with associated research.

The second year has a range of topics to choose from which has, as yet, not been decided on but is likely to include addiction and schizophrenia. Compulsory topics include issues and debates within Psychology.

Research methods are taught all through the 2 year course.

Key Stage 3

At key stage 3 pupils follow the Devon Agreed syllabus for Religious Education. They revisit prior learning in RE, applying their learning to the key themes being studied. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and moral issues. They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They consider how the media portray religion in the modern world. They develop their evaluative skills, showing reasoned and balanced viewpoints, when considering their own and others' responses to religious and spiritual issues. They reflect on the impact of religion and belief in the world, considering both the importance of inter-faith dialogue and also the tensions that exist within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs.

At key stage 3, pupils extend their understanding of Christianity plus THREE religions from Buddhism, Hinduism, Islam, Judaism, Sikhism and a range of non-religious worldviews in local, national and global contexts. (Devon Agreed Syllabus for Religious Education 2014)

Year 7

What experiences and beliefs are important to me and to others? Theme: Beliefs and Concepts

This enquiry explores ideas of what it is to be human and relates them to religious and other beliefs and asks;

- What makes human beings special?
- What do we mean by the human spirit?
- Why is prayer, reflection and contemplation important for some people?
- What do we mean by religious experience?
- What do I think about the value and purpose of human beings?

Does our planet have a future? Theme: Global Issues/Environment

- What attitudes do people have towards the environment?
- Do animals matter and how should they be treated?
- What do religions and beliefs say about conservation and stewardship?
- How do religions and beliefs reflect the preciousness of the world in some of their festivals and celebrations?
- Are things getting better or worse for the environment? Why?

What is religion? This enquiry investigates the nature of religion

- What do we mean by religion?
- How do people study religion?
- How has religion changed in the UK in the last 200 years?

- If the Government passed a law in Great Britain to abolish religion what impact would this have?

Year 8

Where are the answers to life's big questions? Theme: Authority

This enquiry explores how religions and worldviews express values and commitments in a variety of creative ways

- How do people express in creative ways their deepest values and commitments?
- What is meant by truth?
- Why are, for some people, sacred texts, teachings and places really important?
- In what ways might religious teachings and beliefs matter today?

What's to be done? Theme: Rights and Responsibilities - What really matters in religion and beliefs?

This enquiry explores how people's values and commitments might be demonstrated in the lives of individuals and community

- What rights and responsibilities do I have?
- Why does there seem to be so much poverty and injustice in the world?
- How do religions and beliefs encourage their members to be a force for good in the world? (Religious practices such as prayer, meditation, charitable giving, giving time to those in need, spoken/written advice and guidance)
- How do religions and beliefs engage in dialogue with one another?

How are religions and beliefs portrayed in the media? Theme: Religion and the Media. This enquiry explores how big questions of belief, faith and truth are portrayed in a variety of media

- Is reporting in the local and national press, radio and television on religion and beliefs fair and accurate?
- How do religious groups use the media today? What are the potential benefits and problems of this? (E.g. Internet, television, radio, press and arts)
- What criteria can we use to analyse the portrayal of religion and beliefs in the media?
- How would I portray religion and beliefs through a variety of media?

Year 9

What do people believe about life and the place of religion and beliefs within it? Theme: Beliefs and Concepts

This enquiry explores ideas about the nature of life on earth and relates them to religious and other beliefs

- What might be the different purposes of life on earth?
- Why is there suffering in the world?
- What beliefs do people have about life after death?

- How did the world begin?

What can we learn from religions, beliefs and community today? Theme: Inter-faith Dialogue

This enquiry explores ideas of those aspects of human nature which relate to religious practices, community and celebrations

- What is the impact of religion and beliefs in the: · local community · wider area in and around Devon · diversity of the UK · global community
- Why does hatred and persecution sometimes happen and what can be done to prevent it? (Focus on the Holocaust and subsequent genocides)
- If religion did not exist who would miss it? Can religions and beliefs support people in difficult times?

In the spring term of year 9 we start studying for GCSE AQA RS B and we incorporate the last KS3 unit into our introduction to KS 4

How might beliefs affect my thoughts, ideas and actions? Theme: Ethics and Relationships

This enquiry explores beliefs affect approaches to moral issues

- What codes of behaviour exist in religions and beliefs?
- How relevant to modern life are religious values and codes of behaviour?
- How might beliefs, values and moral codes apply to ethical situations today?
- What are my most important values and codes of behaviour?

Key Stage 5

At KS5 we study for AQA As and A2 Religious Studies and focus on Philosophy and Ethics.

Students are encouraged to develop their interest in, and enthusiasm for, a rigorous study of religion and its relation to the wider world. They develop the knowledge, understanding and skills appropriate to a specialist study of religion and are encouraged to adopt an enquiring, critical and reflective approach to their learning. Students reflect on and develop their own values, opinions and attitudes in the light of the knowledge that they gain.

Year 12

AS Unit A Religion and Ethics 1 (RSS01)

In this unit students study the following;

- Utilitarianism
- Situation Ethics
- Religious teaching on the nature and value of human life
- Abortion and euthanasia

AS Unit D Religion, Philosophy and Science (RSS04)

In this unit students study the following

- Miracles
- Creation
- The design argument
- Quantum mechanics and a religious world view

Year 13

A2 Unit 3B Philosophy of Religion (RST3B)

- Ontological argument and the relationship between reason and faith
- Religious language
- Body, soul and personal identity
- The problem of evil

Unit 4C (RST4C)

Topic II Ways of Moral Decision-Making (Unit 4C)

- Religious and moral decision-making: The use of religious law(s) both from scripture and from religious institutions, religious teaching and guidance about behaviour and how to determine good and bad, right and wrong, the use of religious conscience for allowing an individual to determine how to make decisions and the role of religious tradition in determining behaviour.
- The application of religious ethical teaching and systems to medical research and developments
- Ethical systems, both deontological and teleological, and how these can be used to assist people in making moral decisions; consideration of which style might be more suitable or have fewer weaknesses. Consideration of hybrid styles of ethical systems and whether these are more suitable for moral decision-making in 21st century societies.
- The application of ethical systems to medical research and medical developments.

Science

Key Stage 3

Throughout KS3, students follow the Exploring Science scheme of learning to develop their knowledge and skills. Each year has 12 modules covering different elements of Biology, Chemistry & Physics

Year 7

7A Cells, tissues organs and systems

7B Sexual reproduction in animals

7C Muscles and bones

7D Ecosystems

7E Mixtures and separation

7F Acids and alkalis

7G The particle model

7H Atoms, elements and molecules

7I Energy

7J Current electricity

7K Forces

7L Sound

Year 8

8A Food and nutrition

8B Plants and their reproduction

8C Breathing and respiration

8D Unicellular organisms

8E Combustion

8F The periodic table

8G Metals and their uses

8H Rocks

8I Fluids

8J Light

8K Energy transfers

8L Earth and space

YEAR 9

9A Genetics and evolution

9B Plant growth

9C Biology revision

9D Transition to GCSE - Biology

9E Making material

9F Reactivity

9G Chemistry revision

9H Transition to GCSE - Chemistry

9I Forces and motion

9J Force fields and electromagnets

9K Physics revision

9L Transition to GCSE - Physics

Key Stage 4

All students start on Triple Science GCSE route. Each GCSE is separated into 3 modules and coursework. The below should give you an idea of the content in each module. Some students move on to core and additional science, which only have to do units 1 and 2

Biology

B1

Diet and exercise

The immune system

The nervous system

Homeostasis

Control in plants
Drugs
Adaptations
Environmental change
Food chains
Pyramids of numbers and biomass
Decay processes
Carbon cycle
Genetic variation
Evolution
B2
Cells & their structure
Tissues, organs and organ systems
Photosynthesis
Distribution of organisms
Proteins and enzymes
Respiration
Cell division and inheritance
Speciation
B3
Movement of molecules
Transportation in plants and animals
Homeostasis
The impact of humans on the environment
Biofuels

Chemistry

C1
The structure of the atom
The limestone cycle
Extracting metals
Extracting metals and their uses
Crude oil – fractional distillation, cracking and their use as fuels
Polymers
Plant oils
Structure of the earth and formation of the atmosphere

C2
Bonding
How structure links to physical properties
Quantitative chemistry
Rates of reaction
Acids and bases and how they can form salts
Electrolysis

C3
The periodic table
Water – looking at hard and soft water as well as how we can purify it
Energy changes in reactions
More quantitative chemistry
Production of ammonia
Organic chemistry

Physics

P1
The transfer to thermal energy
Insulation
Energy, power and efficiency

How we generate electricity
The national grid
Basic waves
Redshift and evidence for the Big Bang
P2
Forces and motion
Kinetic and gravitational energy and relating it to work done
Momentum
Static electricity
Electrical current and p.d. in circuits
Electrical appliances – calculating power and safe usage
Radioactive decay
Fission and fusion
Formation of stars
P3
Medical physics
Light, refraction, lenses and the eye
Moments
Centre of mass
Circular motion
The motor effect
Transformers

Key Stage 5

There are a wide variety of courses on offer for Science at KS5 to allow the students to progress through their best route. These include:

Biology

The course has 6 units to be completed:

Module 1 Development of practical skills. Students have to complete a number of

practical lessons decided by the exam board. This is not assessed but they have to be done and endorsed. The content is examined in the written exams.

Module 2 Foundations in biology. Covers all the key to content needed to underpin

the whole course. Includes cell structure, function and division, cell membranes and biological molecule structure & function. Including carbohydrates, lipids, proteins and nucleic acids.

Module 3 Exchange and transport. The structure of exchange surfaces such as the

lungs, transport in animals including heart, blood vessels and blood. Transport in plants to include transpiration and translocation.

Module 4 Biodiversity, evolution and disease. The study of communicable diseases

and their prevention. What is biodiversity, its importance and measurement. The theory of evolution and the evidence for it.

Module 5 Communication, homeostasis & energy. Communication in animals and

plants to include the nervous system and hormones. The action of plant hormones. Homeostasis to include excretion as an example. The biochemistry of photosynthesis

and respiration.

Module 6 Genetics, evolution & ecosystems. How cells are controlled genetically, patterns of inheritance, genome manipulation including genetic modification, biotechnology and cloning. What are ecosystems and their importance. Populations and how we measure them, sustainability.

Chemistry

The course has 6 units to be completed:

Module 1: Development of practical skills.

Students have to complete a number of practical lessons dedicated by the exam board. This is not assessed but students have to complete all of the practical's required and said practical's must be endorsed.

Module 2: Foundations in chemistry.

This module covers all key content needed to underpin the entire course. It includes; atoms, ions and compounds, amount of substance, acids, redox, bonding, shapes of molecules, forces.

Module 3: Periodic table.

This module is focused upon the periodic table and looks at reactivity trends, enthalpy, equilibrium and rate of reaction.

Module 4: Core organic chemistry.

This module focuses upon organic chemistry for the first time and it is the basis for all further study of organic chemistry. The module includes basic concepts, isomerism, alkanes, alkenes, alcohols, haloalkanes, synthesis and spectroscopy.

Module 5: physical chemistry and transition metals.

More in-depth consideration of rate, redox, equilibrium, enthalpy and acids and bases is given here. Buffers, neutralisation, electrode potentials and transition elements are also considered.

Module 6: Organic chemistry and analysis.

Further consideration of organic chemistry with focus upon aromatic chemistry, carbonyl and carboxylic acids, amines, synthesis, chromatography and spectroscopy.

Physics

The course has 6 units to be completed:

Unit 1: Development of practical skills in physics

Physics is a practical subject and experimental work provides you with important skills as well as enhancing your understanding of Physics.

Unit 2: Foundations in physics

This unit introduces you to important ideas that permeate the fabric of physics. You will develop critical thinking skills, reasoning, logic and mathematical skills.

Unit 3: Forces and motion

You will learn how to mathematically model the motion of objects and learn how forces affect objects. You will gain and insight into the links between force and energy.

Unit 4: Electrons, waves and photons

Quantum Physics is one of mankind's greatest achievements. We can use it to make incredibly accurate predictions of what happens on a scale far smaller than an atom. This unit takes you through electrical circuits to wave properties and ends with quantum Physics.

Unit 5: Newtonian world and astrophysics

Here you will investigate the most fundamental ideas in Physics; from heat, temperature and energy

to the most perplexing question of all—how did the Universe begin?

Unit 6: Particles and medical physics

Physics is the study of all things great and small. In this module we concentrate on the smallest things imaginable — particles. The topic also covers electric, magnetic and gravitational fields and medical physics.

Applied Science

Students currently undertake the certificate in Y12 and the Subsidiary Diploma in Y13. This consists of 3 core modules in Y12 and 4 extra modules in Y13. The Core units are where pupils learn the Fundamentals of Science, how to work in the Scientific Industry and learn Scientific Practical Techniques. Activities undertaken include preparation chemical solutions and test their accuracy, look at energy conversions in different machines and use scientific tools to observe different cells and tissues and learn about their structure. They will design their own specialist lab and become proficient in techniques such as titrations and crystal purifying and formation.

In Y13 things get more specialist: we learn about all the varied forms of microbial life, culturing and observing them en masse and individually, you learn about the complex interrelation between all the organ systems in the human body and also practical skills in the formation and maintenance of complex electrical circuits.

The course is changing slightly next year in that the mode of assessment has become more rigorous: not all assignment based now. There will also be some units that are assessed through examination set by Edexcel and practical endorsements where students will be assessed practically. This makes it a rigorous and vocational course that will produce competent and well-rounded scientists that will be equipped for either further training or a move into industry.

Social Learning

Key Stage 3

Citizenship and PSHE (social learning)

At Tavistock College we have combined Citizenship and Personal Social and Health education to form “social learning”. The PSHE elements are designed to encourage students to cope with change, to develop positive attitudes towards themselves and prepare for their future and all aspects of adult life, including the world of work. It also includes Sex and relationship education and drugs education. The Citizenship elements encourage students to develop skills of critical thinking and enquiry, advocacy and representation and helps equip students to take informed action in society.

Year 7

In year 7 students have 1 lesson a week and complete the following units

- Unit 1 –Me as a learner-focus on skills for learning
- Unit 2- The Island, an introduction to Citizenship
- Unit 3-Diversity in Britain
- Unit 4- Bullying
- Unit 5-The family, getting on with others
- Unit 6-Staying safe, safety on line
- Unit 7-Puberty, changing emotions and staying healthy
- Unit 8-Economic awareness
- Unit 9-Peace and conflict
- Unit 10 what am I good at? Thinking about the world of work

Year 8

In year 8 students have 1 lesson a fortnight and they complete the following units

- Unit 1-Human rights--what are my right? Do animals have rights?
- Unit 2-Financial capability and economic awareness, bank accounts
- Unit 3-Healthy relationships (SRE)
- Unit 4-Young people and the law
- Unit 5-Drugs and the law.
- Unit 6- The role of the media

Year 9

In Year 9 students have 1 lesson a week and they complete the following units

- Unit 1-government elections and voting
- Unit 2- Staying safe (In a range of settings including the home, society, on line)
- Unit 3-Spending and saving
- Unit 4-Decision making (including decisions about options and about future career choices)
- Unit 5- Sex and relationship education

- Unit 6-parenting skills
- Unit 7-alcohol

Key Stage 4

Citizenship and Personal Social and Health Education and Computing (Social Learning)

Year 10

Students have 1 lesson a fortnight for social learning. Social learning combines aspects of Citizenship, PSHE and will also incorporate some aspects of computing. The PSHE elements are designed to encourage students to cope with change, to develop positive attitudes towards themselves and prepare for their future and all aspects of adult life, including the world of work. It also includes Sex and relationship education and drugs education. The Citizenship elements encourage students to develop skills of critical thinking and enquiry, advocacy and representation and helps equip students to take informed action in society. The computing elements will include encouraging students to understand how changes in technology affect safety and how to report a range of concerns.

- Unit 1- Who am I? A look at their life journeys so far and a look at their ambitions (careers)
- Unit 2-Human Rights and Prejudice
- Unit 3-SRE –staying safe, decision making and changing relationships
- Unit 4- on-line safety
- Unit 5- economic awareness
- Unit 6-Drugs and alcohol

Year 11

In year 11 students will complete the following units

- Unit 1- Healthy eating and eating disorders
- Unit 2-Sex and relationship education
- Unit 3- Managing stress and depression
- Unit 4-economic awareness
- Unit 5- safety on line
- Unit 6-Revision skills
- Unit 7-independent living-a range of topics are discussed.

Sociology

Key Stage 4

GCSE Sociology

What is Sociology?

Sociology is the scientific study of human behaviour in groups. It examines what is needed to allow us to get along together, and the divisions and prejudices that keep our society from being more united. Studying GCSE Sociology helps to develop an understanding of the interrelationships between individuals, groups, institutions and societies. Students study for the OCR GCSE Sociology which consists of 3 papers.

Unit B671: Sociology Basics

- This unit encourages learners to develop a critical understanding of sociological evidence and research processes, including knowledge of the main methods and stages of sociological research.

Section B:

- Introduces the basic key concepts in sociology and starts to make links between the individual and society, looking particularly at ideas of culture, socialisation and identity. Key concepts such as media role models, social class and gender stereotypes are covered.

Unit B672: Socialisation, Culture and Identity

- Developing the themes of socialisation, culture, identity, and power and control by studying the following areas: Sociology of Mass Media, Crime and Deviance, Sociology of Youth. Key concepts such as how the media shapes our behaviour, why do people commit crime, Gang Culture and why youths join gangs, will be covered.

Unit B673: Applying Sociological Research Techniques

- Learners will apply their sociological research knowledge to two 1 hour pre-released investigations.

Sociology GCSE helps to develop skills which are widely transferable and students go on to careers in many different areas. These include: market research, management training, teaching, public relations, the legal profession, psychology, social work, youth work, journalism, the police, probation services, nursing, catering, the civil service and human resources. Sociology is a useful foundation for many Post 16 Courses.

Key Stage 5

Qualification: Level 3 GCE A level AQA

Overview

Sociology is the study of human behaviour in groups. It examines what is needed to allow us to get along together, and the divisions and prejudices that keep our society from being more united. We

look at changes in family life, education, crime, religion and research methods. By studying topics like these, sociologists create theories to help explain human behaviour and how society functions.

Sociology is a new subject for most students. It helps them to understand the world in which they live and their place in it. They learn to think analytically, assess evidence, design research, and become skilled at presenting arguments, both orally and in written form.

The units studied at A level are:

Education with Theory and Methods

- Education
- Methods in Context
- Theory and Methods

Crime and Deviance with Theory and Methods

- Crime and Deviance
- Theory and Methods

Topics in Sociology

- Families and Households
- Beliefs in Society

All units are assessed by written data response examinations.