Curriculum Overview: YEAR 10

BUDMOUTH ACADEMY WEYMOUTH

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Budmouth Values	Respect		Excellence		Determination	
Guiding Principles	Self'Worth		Engagement		Purpose	
Conditions of Success	Belonging, Fun & excitement	Heroes	Spirit of Adventure, Sense of accomplishment	Curiosity & Creativity	Leadership & Responsibility	Confidence to Take Action
Driving Question	How can we learn to communicate and feedback effectively to develop a sense of belonging in our inclusive community?	How can we learn to emulate our heroes by thinking critically and solving complex problems in the real world?	How can we learn to embrace the spirit of adventure and to work collaboratively to maximise our accomplishments in the future?	How can we learn to nurture our curiosity to become creative collaborators in a challenging and ever-changing world around us?	How can we learn to become self-regulated leaders that will think critically to solve 21st Century problems?	How can we learn to be resilient when we reflect on our ideas and have the confidence to take action into the real world?
Power Skills	Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving		Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving		Collaboration, Creativity, Communication, Character - Learning to Deep Learn & Critical Thinking - Problem Solving	
Applied Learning Outcome	Students will experience a range of feedback methods to communicate their progress, resilience and next steps across all subjects.	Students will experience a range of problem solving strategies across all subjects to enable them to make connections and to identify and explain patterns.	Students will experience a range of group/team activities to enable them to work collaboratively to evaluate and navigate through real world situations.	Students will experience a range of situations where they will learn to manage team dynamics within a variety of intercultural audiences.	Students will experience simulation exercises that will allow them to develop skills to take responsibility over their own learning and future opportunities.	Students will experience tasks that will enhance their resilience by acting upon constructive feedback to take action.
Employability focus	Linking curriculum learning to careers - subject areas should make explicit links between the skills developed (and the content learned) within lessons and their use in the real world, including employers, employees interacting with the students in the classroom (see BM for support with this)		Learning from career and labour market information (LMI) - subject areas should liaise with BM to include LMI data such as wages, job demand, location, qualifications, skill demands etc. as part of above.		Encounters with employers, business owners and worker representatives - subject areas should invite in guests to make these links more explicit. (see BM for support)	
Careers Objectives	Understanding of career sectors (as per our definitions) (BM 4 and 5) Able to talk about a range of careers in depth outside the 'top 10' (BM 4 and 5) Can make links between subject areas, skills and content and their use in a range of careers (BM4)		Clear ability to define and evidence powerskills in writing and through interview as a response to demands of job market (BM 2 and 5) They can talk about the job market from a local, national and international perspective and understand why the job market changes over time (BM2) Can elucidate the rights of workers and how to get support (BM 8)		Have an understanding of business start-up and can give details on where and how they can get support (BM 3 and 5) Develop an equitable network to support career and business (BM 5 and 6) Confidently able to discuss available pathways post-16 and post-opportunities (BM 2, 3 and 7)	
	Applications 2 **2a.** Mock Interview Preparation **2b.** Mock Interview Practice	**Applications 3** **3a.** Mock Interview Feedback **Networking 1** **1a.** Developing My Network	**Work Experience 1** **1a.** Work Experience Support **Routes Knowledge 3** **3a.** Job Market Tools	**Work Experience 2** **2a.** Work Experience Support **2b.** Expectations, Preparation, Rights and Reflections **Purpose 3** **3a.** What is the Purpose of Work Experience?	**Enterprise Knowledge and Skills 4** **4a.** Starting a Business **4b.** Support for my Enterprise	**Routes Knowledge 3** **3a.** Apprenticeships#2 **3b.** Next Step Assembly **Work Experience 3** **3a.** Work Experience Final Prep **3b.** Work Experience and Learning
English	**Unit 1: Jekyll and Hyde** How does Stevenson present the duality in the Victorian period? Students study the novella with a focus on the plot, methods and message of Stevenson's novella. Students are assessed through the GCSE assessment objectives: AO1, AO2, AO3	**Unit 2: English Language Paper 1** How do we use the skills of comprehension, analysis, evaluation and composition? Students are assessed through the GCSE assessment objectives: AO1, AO2, AO3, AO4 and AO5	**Unit 3: Macbeth** How does Shakespeare present Macbeth as a tragic hero? Students study *Macbeth* focussing on the plot, methods and message of Shakespeare's play. Students are assessed through the GCSE assessment objectives: AO1, AO2, AO3 and AO4	**Unit 4: English Language Paper 2** In non-fiction how do we use and develop the skills of comprehension, summary, analysis, evaluation and composition? Students are assessed through the GCSE assessment objectives: AO1, AO2, AO3, AO4 and AO5	**Unit 5: Mock Preparation + DIRT** How do writer's create meanings and what do we need to do to adequately prepare for mock exams? Students are assessed through the GCSE assessment objectives: AO1 and AO2	**Unit 6: An Inspector Calls** *An introduction to GCSE English Literature with an emphasis on the presentation of themes across a text.* Students are assessed through the GCSE assessment objectives: AO1, AO2, AO3 and AO4
Maths (Foundation)	**Number** **Algebra**	**Graphs Charts and Tables** **Fractions and Percentages**	**Equations, Inequalities and Sequences** **Angles** **Averages and Range**	**Perimeter, Area and Volume 1** **Graphs** **Transformations**	**Ratio and Proportion** **Pythagorus and Trigonometry**	**Probability**
Maths (Higher)	**Number** **Algebra**	**Averages and Tables** **Fractions, Ratio and Percentage**	**Angles and Trigonometry** **Graphs**	**Area and Volume,** **Transformations and Constructions**	**Multiplicative Reasoning** **Similarity and Congruence** **More Trigonometry**	**Further Statistics,** **Equations and Graphs**
Science (Combined - Foundation)	**Cardiovascular and Respiratory Systems** **Structure and Bonding - Ionic & Covalent** **Radioactivity**	**Respiration** **Structure and Bonding - Covalent and Metallic** **Forces in Balance**	**Communicable and Non-Communicable Diseases** **Chemical Changes** **Motion**	**Preventing Disease** **Electrolysis** **Forces and Motion**	**Treating Disease** **Crude oil and Fuels** **Waves**	**Coordination and Control** **Energy Changes** **Properties of Waves**
Science (Combined - Higher)	**Cardiovascular and Respiratory Systems** **Structure and Bonding - Ionic & Covalent** Including the limitations of the particle theory and model limitations **Radioactivity** Including half-life calculations and ratios of the net decline in activity	**Respiration** To include how lactic acid accumulation is dealt with in the human body **Structure and Bonding - Covalent and Metallic** Including the limitations of the particle theory and model limitations **Forces in Balance** Including free body and vector diagrams	**Communicable and Non-Communicable Diseases** **Chemical Changes** Including differences between strong and weak acids, ionic equations for displacement reactions, redox reactions **Motion** Including circular motion	**Preventing Disease** **Electrolysis** Including half equations for substances discharged at electrodes **Forces and Motion** Including velocity-time graphs, inertia and calcuations for momentum	**Treating Disease** **Crude oil and Fuels** **Waves**	**Coordination and Control** Including Diabetes and how to control it, controlling water levels via the kidneys, IVF treatment and other hormonal effects on the body **Energy Changes** To include bond energy calculations **Properties of Waves**
Science (Seperate)	**Cardiovascular and Respiratory Systems** **Quantitative Chemistry** Including atome economy, theoretical yield and molar gas volumes **Structure and Bonding - Ionic** Including the limitations of the particle theory and model limitations **Radioactivity** Including half-life calculations and ratios of the net decline in activity	**Respiration** To include how lactic acid accumulation is dealt with in the human body **Structure & Bonding Covalent, Metallic** Including the limitations of the particle theory and model limitations **Forces in Balance** Including free body and vector diagrams	**Communicable and Non-Communicable Diseases** **Transition Metals** **Motion** Including circular motion	**Preventing Disease** **Chemical Changes / Titrations** Including differences between strong and weak acids, ionic equations for displacement reactions, redox reactions **Forces and Motion** Including velocity-time graphs, inertia and calcuations for momentum	**Treating Disease** **Electrolysis** Including half equations for substances discharged at electrodes **Waves**	**Coordination and Control** Including Diabetes and how to control it, controlling water levels via the kidneys, IVF treatment and other hormonal effects on the body **Fuel Cells** **Properties of Waves**
Higher Project Qualification (HPQ)	**BUD Group Introductory Project** Personal Development & Wellbeing: Preparation Project Covers application for Work Experience (WEX)		**HPQ Group Project Launch (0.5 GCSE)** Case Study Teaching (AO1, AO2, AO3)	**HPQ Initial Group Project Proposal, Research and Development** (AO1, AO2) Project Proposal Sheet Bibliography The Project Activity Log Project for Submission	**HPQ Submission of Group Projects** (AO1, AO2, AO3, AO4) Project Proposal Sheet Bibliography The Project Activity Log Project for Submission	**HPQ Individual Project Launch (1 GCSE)** Case Study Teaching (AO1, AO2, AO3)
Religious Studies (non-qualification)	**3/4 lessons: Human Rights and Social Justice**	**3 lessons Christianity: Human Rights and Social Justice**	**The Problem of Evil and Suffering (3 Lessons)**	**The Problem of Evil and Suffering (2/3 Lessons)**	**Peace and Conflict (2/3 lessons)**	**Peace and Conflict (2/3 lessons)**
Personal Development (non-qualification)	**How can we make informed choices about our personal health?** A unit building on students' prior learning about supporting their physical and mental health, and exploring key topics in physical health to enable students to make informed choices in the future.	**How can we make informed choices about relationships and sexual health?** A unit preparing students for future relationships and equipping them with the knowledge and confidence to be able to make their own decisions in relation to intimate relationships, sexual health and choices in pregnancy.	**An introduction to the Philosophy of Religion.** A unit introducing students to the philosophy of Plato and Aristotle.	**What is radicalisation?** A unit examining how British Values contribute to living in a tolerant, democratic British society, the risks of radicalisation and how to recognise and respond to extremist ideologies.		Whole School project
Physical Education (non-qualification)	**Pillar 3: Healthy participation – knowledge of safe and effective participation, competitive or recreational pathways** Pathway 1: Guide and support onto KS5 examination PE if it matches their aspirations. Increased technical vocabulary which eases transition onto A level or BTEC. Pathway 2: Be knowledgeable about a variety of sports, rules and tactics and try new less traditional sports for life long participation. Pathway 3: Understand the importance of a balanced healthy lifestyle and install a love of physical activity, competitive or recreational.					
BTEC Sport	BSP02: Taking Part and Improving Other Participants Sporting Performance A) Understand how different components of fitness are used in different physical activities	BSP02: Taking Part and Improving Other Participants Sporting Performance B) Be able to participate in sport and understand the roles and responsibilities of officials	BSP02: Taking Part and Improving Other Participants Sporting Performance	BSP02: Taking Part and Improving Other Participants Sporting Performance C) Demonstrate ways to improve participants sporting techniques.	Taking Part and Improving Other Participants Sporting Performance A) Explore types and provision of sport and physical activity for different types of participant	
GCSE PE	**1.1 Applied Anatomy & Physiology** 1.1a Structure & function of skeletal system 1.1b Structure & function of the muscular system	**1.1 Applied Anatomy & Physiology** 1.1c Movement Analysis (Levers, Planes & Axes) 1.1d Cardiovascular system	**1.1 Applied Anatomy & Physiology** 1.1d Respiratory system 1.1d Aerobic & anaerobic exercise	**1.1 Applied Anatomy & Physiology** 1.1e Short-term effects of exercise 1.1e Long-term effects of exercise	**1.2 Physical Training** 1.2a Components of Fitness 1.2b Principles of Training 1.2b Warm up & Cool down **1.2 Injury Prevention** 1.2c Reducing risk of injury 1.2c Potential hazards	**05 AEP** Introduction/sportography Section 1 Evaluation of fitness components Section 2 Analysis of fitness components Section 3 Skills Overview **2.2 Sports Psychology** Motor skill, characteristics of Skilful movement (FPACE) Skill classification (difficulty & environmental)
History	**Nazi Germany Recap Unit** Using Sources Studying of how historians use sources and interpretations on the Weimer Republic, Rise of Hitler & Life in Nazi Germany to make substantiate judegements on validity of sources provenance & purpose; as well as historians arguments of history	**Unit 1 - Crime & Pubishment : Crime** Change & Continuity Change in crime across 1000 year period from the Medieval period to the modern period Changes in causes of crime from technology and urbanisation	**Unit 2 - Crime & Punishment : Punishment** Change & Continuity Change in punishment across 1000 year period from the Medieval period to the modern period Change of punishment from retribution and deterrent to rehabilitation	**Unit 3 - Crime & Punishment : Law Enforcement** Change & Continuity Change in crime across 1000 year period from the Medieval period to the modern period Changes in law enforcement from community based through to a professional police force **Unit 3B - Crime & Punishment :Whitechapel**	**Unit 1 - The Origins of the Cold War** **1941 - 1958** Cause & Consequence Superpower relations at the beginning of the Cold War through the events of the WW2 conferences through to the spliting of Europe & the divsion of Germany	**Unit 2 - Cold War Crises** **1958 - 1970** Cause & Consequence Superpower realtions during the three major crises of the Cold War, including; the Berlin Ultimatum, the Cuban Missile Crisis and the Hungarian Uprising
Geography	**Paper 3: Making Geographical Decisions** **Topic 7: Overview of global biomes and the importance of the biosphere** (People and the biosphere) **Topic 8: Tropical rainforest and taiga** (boreal) forest (Forests Under Threat)	**Paper 3: Making Geographical Decisions** **Topic 9: Consuming energy resources** - a study of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management	**Paper 2 UK Geographical Issues** **Topic 4: The UK's evolving physical landscape** - an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. Plus two depth studies of distinctive landscapes – **Coastal change and conflict**	**Paper 2 UK Geographical Issues** **Topic 4: The UK's evolving physical landscape** - an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. Plus two depth studies of distinctive landscapes – **River processes and pressures**	**Paper 2 UK Geographical issues** **Topic 5: The UK's evolving human landscape** - an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus a case study of a major UK city - **Dynamic UK cities.**	
Modern Foreign Languages (MFL) French, German & Spanish	**Holidays:** grammar focus, tenses with all pronouns, where you went/go/will go on holiday, transport, justified opinions	**Technology:** grammar focus, tenses with all pronouns, how you have used/use/will use technology, types of techonology, advantages and disadvantages, justified opinions	**Health:** tenses with all pronouns, discussions about diet and exercise in three tenses, modal verbs, justified opinions	**Environment:** tenses with all pronouns, how you have helped/help/will help the environment, environmental problems, speaking practice, justified opinions	**Exam practice and mocks:** explicit strategy instruction of GCSE tasks, revision of vocabulary and structures so far, mock exams	**Celebrity culture:** forming and justifying opinions on your favourite celebrities, advantages and disadvantages of fame, celebrity lifestyle
Art & Design	Skills Workshops Students will take part in a range of 2 week workshops looking at a range of 2D and 3D skills using a brief set by the teacher.	Skills Workshops Students will take part in a range of 2 week workshops looking at a range of 2D and 3D skills using a brief set by the teacher.	Everyday Objects Exploring still life and graphic imaging through a study of Pop Art, Cubism, Renaissance and contemporary styles.	Everyday Objects Exploring still life and graphic imaging through a study of Pop Art, Cubism, Renaissance and contemporary styles.	Distorted Protraits Exploring realistic and abstract forms of 2D and 3D portraiture through drawing, collage, paint, printing and relief work. Studetns will work towards creating a final personal outcome using 2D or 3D materials.	
Photography	Students take part in a series of 2 week workshops where they will learn the basics of film and digital photography, go through the assessment criteria and marking process, learn to research artists and analyse work, how to refine ideas and develop their own towards a final personal outcome.		Light and Dark : Students will explore a range of media, techniques and processes relating to artist's work and develop their own outcomes from these investigations. these will be assessed using the AQA assessment criteria and mark scheme.		Landscape, townscape, Seascape: Students will explore a range of media, techniques and processes relating to artist's work and develop their own outcomes from these investigations. these will be assessed using the AQA assessment criteria and mark scheme.	
Health & Social Care	**OCR Cambridge National in Health and Social Care Unit R035 Health Promotion Campaigns.** Task 1a - Choosing a public health Challenge. Task 1b - Choosing a health promotion campaign. Task 2 - Planning a health promotion campaign.	**OCR Cambridge National in Health and Social Care Unit R035 Health Promotion Campaigns.** Task 3 - Delivering a health promtion campaign	**OCR Cambridge National in Health and Social Care Unit R035 Health Promotion Campaigns.** Task 4 - Evaluating your own performance.	**Unit R032: Principles of care in health and social care settings.** Topic Area 1: Protecting service users and service providers in health and social care settings.	**Unit R032: Principles of care in health and social care settings.** Topic Area 4: Protecting service users and service providers in health and social care settings.	**R033: Supporting individuals through life events.** Topic Area 1: Life stages. Begin NEA tasks once material is released in June.
Dance	**SAT:** Set Phrase 'Scoop' **ANM:** Choreography focus looking at the choreographic process, responding to a stimulus and creating/developing/ structuring motifs **Theory:** Introduction to course, key terminology, Section A, introducing professional anthology work 'Within Her Eyes'	**SAT:** Duo/trio performance based on set anthology work 'Within her Eyes' and developing actions from the set pharse 'Scoop' **ANM:** Choreography focus looking at the choreographic process, responding to a stimulus and creating/developing/ structuring motifs **Theory:** Continuing to analyse professional anthology work 'Within Her Eyes' looking at features and connecting undertsanding to 6 mark exam style questions	**SAT:** Set Phrase 'Flux' **ANM:** Duo/trio performance based on set anthology work 'Infra' and developing actions from the set pharse 'Scoop' and 'Flux' **Theory:** Analysing professional anthology work 'Infra' looking at features and connecting understanding to 6 mark exam style questions	**SAT:** Choreography focus recapping the choreographic process, responding to a stimulus and creating/developing/ structuring motifs **ANM:** Duo/trio performance based on set anthology work 'Infra' and developing actions from the set pharse 'Scoop' and 'Flux' **Theory:** Analysing professional anthology work 'Emancipation of Expressionism' looking at features and connecting understanding to 6 mark exam style questions	**SAT:** Set Phrase 'Shift' (actual set phrase required for exam in Year 11) **ANM:** Whole class performance based on set anthology work 'Shadows', using duo/trio marking criteria for performing skills **Theory:** Analysing professional anthology work 'Shadows' looking at features and connecting understanding to 6 mark exam style questions	**SAT:** Whole class performance based on set anthology work 'A Linha Curva', using duo/trio marking criteria for performing skills **ANM:** Whole class performance based on set anthology work 'Shadows', using duo/trio marking criteria for performing skills **Theory:** Analysing professional anthology work 'A Linha Curva' looking at features and connecting understanding to 6 mark exam style questions
Drama	**Performance/Evaluation:** C2 Assessment Criteria Practitioner introduction Stanislavski performance, scripted naturalisitic style. Written task evaluate performance	**Performance/Coursework:** C1 assessment criteria. Practitioner Introduction Splendid/Frantic Assembly.	**Noughts and Crosses** C3 written paper exam script. Reading as a whole group. Understanding themes and issues of the play through practical and written tasks	**Noughts and Crosses** C3 section A written exam preperation. Responding to practical exploration through exam questions	**Devising/practical/coursework** Responding to EDUQAS stimulus for C1 exam	**Devising/practical/coursework from chosen** stimulus practical work and coursework development. Group chosen and practically working together for C1 exam.
Music	**Performance:** Students to prepare a solo performance for assessment in week 5 **Composition:** Students will begin to learn about the software used to support this coursework element. **Listening:** Students will begin to learn the required terminoloy associated with the musical elements. This leads into Area of Study 1: Music forms and devices.	**Performance:** Students to prepare another solo performance for assessment at the end of term. **Composition:** Students will begin to work on their free compositions starting with chord progressions and melodic writing. **Listening:** Students will continue studying Area of Study 1 - Musical Forms and Devices which looks at musical delvelopments from the classical period (1750) until 1900.	**Performance:** Students to prepare another solo performance for assessment at end of half term **Composition:** Students will continue to work on their free compositions, creating basslines. **Listening:** Students will begin studying Area of Study 2- Music for ensembles which Theatre, Blues, Jazz and different musical ensemble combinations.	**Performance:** Students to prepare a solo performance for assessment at the end of term. **Composition:** Students will continue to work on their free compositions developing odic phrases and adding countermelodies. **Listening:** Students will continue to study Area of Study 2- Music for ensembles which incorporates Musical Theatre, Blues, Jazz and different musical ensemble combinations.	**Performance:** Students to prepare a solo performance for assessment which will be reorded in the recording studio. **Composition:** Students will continue to work on their free compositions developing he chosen genre in the directed way. **Listening:** Students will begin studying Area of Study3 - Music for film, looking at how music enhanced silent film and how technology chaged music within the film industry.	**Performance:** Students will contiue to be reorded in the recording studio throughout m to prepare for the coursework deadlines. **Composition:** Students will continue to work on their free compositions developing he chosen genre in the directed way. **Listening:** Students will continue to study Area of Study 3 - Music for Film. End of year exam will focus on area of study 1-3 and current performances /compositions.
Hopsitality & Catering	**Unit 1 - theory** In this unit, students will explore the world of hospitality and catering by learning about different types of providers and the wide range of roles within the industry. They will examine what it's like to work in hospitality and catering, including typical working conditions, and investigate the key factors that contribute to successful hospitality and catering services. This knowledge will help them understand how the industry operates and what skills and qualities are needed to thrive in it.	**Unit 1 - theory** In this part of the course, students will learn how hospitality and catering businesses operate behind the scenes and in customer-facing roles, focusing on both front and back of house operations. They will explore how to meet different customer needs and understand how hospitality and catering services are adapted to suit specific requirements. This helps students develop an awareness of how to provide high-quality, personalised service in real-world settings.	**Unit 1 - theory** Students will develop an understanding of the importance of health and safety in hospitality and catering environments. They will learn how to identify potential hazards and follow essential safety procedures to protect both staff and customers. The unit also covers key principles of food safety, including proper food handling, storage, and hygiene practices, helping students understand how to maintain high standards in any catering setting.	**Unit 1 & Unit 2 theory** In this unit, students will learn about the causes and effects of food-related ill health, including common symptoms and signs to watch out for. They will explore how to prevent food-induced illnesses through proper control measures and good hygiene practices. Students will also gain an understanding of the role of the Environmental Health Officer (EHO) and how they help ensure food safety in hospitality and catering settings.	**unit 1 theory and Unit 2 theory** Students will learn about the importance of nutrition and how it influences health and wellbeing. They will explore how different cooking methods can affect the nutritional value of food. The unit also covers key factors that impact menu planning, such as dietary needs, cost, and seasonality. Finally, students will develop skills in planning food production effectively, ensuring meals are prepared efficiently and meet set requirements	**Unit 2 theory** In this part of the course, students will develop practical skills by learning how to prepare and make a variety of dishes safely and hygienically. They will also explore different presentation techniques to enhance the visual appeal of their food. After cooking, students will review the quality of their dishes and reflect on their own performance, identifying strengths and areas for improvement to help them grow as confident and capable food practitioners.
Engineering	**Unit R038 Topic Area 3: Communicating Design Outcome** In this part of the unit, students will develop the skills to communicate their design ideas clearly and professionally. Students will learn how to use different drawing techniques, including orthographic and isometric projection, exploded views, and CAD. Students will also build knowledge of how to use annotation, rendering, and modelling to explain your design choices, materials, dimensions, and construction methods."	**Unit R038 Topic Area 1: Designing Processes** In this part of the unit, students will learn how to apply the design process to solve real-world problems. They will develop key skills such as analysing design contexts, writing design briefs and specifications, and generating ideas that meet user needs. Students will build knowledge of design factors including function, aesthetics, sustainability, and safety, and learn how to apply research and creativity to develop purposeful design solutions.	**Unit R038 Topic Area 2: Design Requirements** Students will learn how to define and apply design requirements when developing engineered products. They will develop skills in identifying key user and product needs, and gain knowledge of how factors such as performance, materials, cost, safety, and regulations influence design decisions. Students will use this understanding to create clear, justified design specifications that guide their design work.	**Unit R040: Design, evaluation and modelling** In this unit, students will develop and apply their design skills to create, test, and evaluate models of engineered products. They will gain practical experience of using both physical and virtual modelling techniques, build knowledge of how modelling supports design development, and learn how to assess and improve ideas based on testing, feedback, and design criteria.	**Unit R040: Design, evaluation and modelling** In this unit, students will develop and apply their design skills to create, test, and evaluate models of engineered products. They will gain practical experience of using both physical and virtual modelling techniques, build knowledge of how modelling supports design development, and learn how to assess and improve ideas based on testing, feedback, and design criteria.	**Unit R039: Communicating designs** In this Non-Exam Assessment (NEA) unit, students will apply the skills and knowledge they have developed to produce and communicate a final design solution in response to a set design brief. Students will demonstrate their ability to generate, develop, and present design ideas clearly using appropriate communication methods, including sketches, technical drawings, and models.
Computer Science	**Systems Architecture & Programming** In this unit, students will build foundational knowledge of how computer systems work and develop key programming skills. They will learn how a CPU processes instructions, how memory and storage interact with the system, and how to write, test, and refine programs using Python. This unit combines theoretical understanding with practical coding experience.	**Memory and storage** **Algorithms** In this unit, students will learn how computers store and access data. They will understand the purpose and characteristics of different types of memory and storage, including RAM, ROM, flash, and secondary storage devices. Students will also develop knowledge of how data is represented in binary and how file size is calculated.	**Networks & Protocols** **Robust programs** In this unit, students will learn how computer systems communicate over networks. They will explore the different types of networks, how data is transferred, and the role of key hardware and protocols in network communication. Students will also gain an understanding of internet technologies, including the use of IP addresses and the structure of the web.	**Network Security** **Boolean Logic** In this unit, students will learn how to protect computer systems and networks from threats. They will develop knowledge of common cyber security risks and understand how individuals and organisations defend against them. Students will also explore different types of attacks, the role of user behaviour, and protective technologies such as firewalls and encryption.	**Software** **IDE and languages**	**Ethical, legal etc impacts** **Programming Practice**
DT Product Design	**Materials and their properties Tea light holder** In this project, students will design and make a tea light holder using your knowledge of different materials and their properties. They will explore how materials behave, develop practical skills, and produce a functional and creative final product.	**The Work of others Prototyping in the style of a designer** In this unit, students will study the work of influential designers and use their style to inspire your own ideas. Students will create a prototype product that reflects their design principles, showing creativity, research, and practical skills.	**Approaches in design and systems in design Night light electronics** Students will design and make a night light using electronic components and a user-focused approach. Students willexplore different approaches to design, such as user-centred, iterative, and systems thinking, to develop a functional and creative product that responds to real needs. The focus will be on understanding how electronic systems work and how thoughtful design choices improve performance and appeal.	**Mock NEA and Core Theory** In this unit, students complete a mock Non-Exam Assessment (NEA) project and deepen your understanding of core theory topics. Students will follow the same design process used in the real GCSE NEA, including research, designing, making, and evaluating, while also revising key technical content from the AQA specification.	**Mock NEA and Core Theory** In this unit, students complete a mock Non-Exam Assessment (NEA) project and deepen your understanding of core theory topics. Students will follow the same design process used in the real GCSE NEA, including research, designing, making, and evaluating, while also revising key technical content from the AQA specification.	**Contextualised NEA Theory Researching and generating ideas** In this unit, students will begin your real GCSE Non-Exam Assessment (NEA) project by responding to a contextual challenge set by AQA. Students will carry out in-depth research, investigate relevant theory, and generate a range of design ideas based on real user needs. This work will form the foundation of your final GCSE project.
DT Textiles	How can I explore and apply fabric decoration techniques to create a unique and functional textile product? Theme: Surface decoration and sustainable design through hands-on experimentation.		How can I design and manufacture a mini skirt that incorporates functional and decorative textile construction techniques? Theme: Design, construction, and personalisation of a calico mini skirt using reverse appliqué, fastening techniques, and fashion illustration.		Subject Inquiry Question/Objective & Theme How can research into users, markets, and existing products inform a successful textiles design solution? Theme: Developing research methods to support idea generation and NEA readiness in the context of textiles product development.	
Option Subjects						

- RESPECT - EXCELLENCE - DETERMINATION -