



All Saints'
Academy
Cheltenham

Year 11

Cycle 1

Curriculum Organiser

Name : _____

Tutor : _____

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All Saints' Academy Home School Agreement – 2024/25

All Saints' Academy recognises that the successful development of its students depends on an effective partnership of the Academy, students and parents/carers.

All three parties share responsibility for the development and achievement of each student. Together we commit ourselves to the following:

The Academy will: • Provide a learning environment that is stimulating, safe and caring. • Treat everyone with respect. • Ensure that each student has the opportunities, <u>support</u> and guidance to achieve their full potential. • Report regularly on each student's progress. • Expect high standards, set clear rules, promote mutual respect and develop a sense of responsibility. • Keep parents informed about Academy matters, be welcoming to enquiries and responsive to concerns. • Set homework in line with the published <u>timetable</u>, and give feedback on tasks completed. • Record and reward good progress and performance. • Offer enrichment activities that will develop broader skills to prepare for life and the world of work.	Parents/Carers will: • Make sure their child attends in correct uniform, arrives on time and is properly equipped. • Encourage their child to work hard and support them in their homework. • Attend consultation evenings and discussions about their child's progress. • Support the Academy's policies and guidelines as published on the Academy website. • Allow their child to attend off-site visits during the day. • Agree to the sanctions system as set out in the Academy Ready to Learn Policy. • Ensure their child attends every day and that time out of school is not taken or requested, unless for an urgent reason. • Inform staff, if they have concerns about their child's <u>progress</u>, <u>well-being</u> or any other issues. • Encourage their child to participate in the enrichment opportunities offered by the Academy.	Students will: • Be an ambassador for All Saints' Academy. • Work hard in class and at home to achieve their full potential. • Treat others as they would wish to be treated and live out the Academy values. • Attend the Academy in correct uniform, be on time and properly equipped. • Keep the Academy rules, behave responsibly and be polite to others in the Academy, and in the wider community. • Follow the Ready to Learn Policy, completing any sanctions set and striving to achieve rewards each week. • Understand that any misbehaviour in the community whether in uniform or not, will be treated as if the incident happened in the Academy. • Take part in enrichment activities offered by the Academy. • Care for the environment in and outside the Academy.
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Signed by Form Tutor 	Signed by Parent/Carer 	Signed by Student
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Independent homework timetable

Subject	Week 1 day	Week 2 day
English		
Maths		
Biology		
Chemistry		
Physics		
RE		
Option subject 1:		
Option subject 2:		
Option subject 3:		

Why study?

All students study because they value opportunities to learn and improve.

All students understand that in order to make excellent progress towards bright futures, they need to take responsibility for their own success and study at home as well as at the Academy.

We want you to have the very best opportunities available to you when you leave the Academy. Achieving excellent exam results in Year 11 and Year 13 is one way to help you to do that.

To gain excellent exam results in Year 11 and Year 13, you need to work hard in school every single lesson, every day in Year 7, 8, 9, 10 and 11. If you are in the Academy every day for 5 years you will have 4,750 hours of study time.

We want to make it as easy as possible for you to complete your study away from the Academy. Completing one hour of study per evening at home adds up to an extra 950 hours over your five years with us – which is like having an extra year of learning.

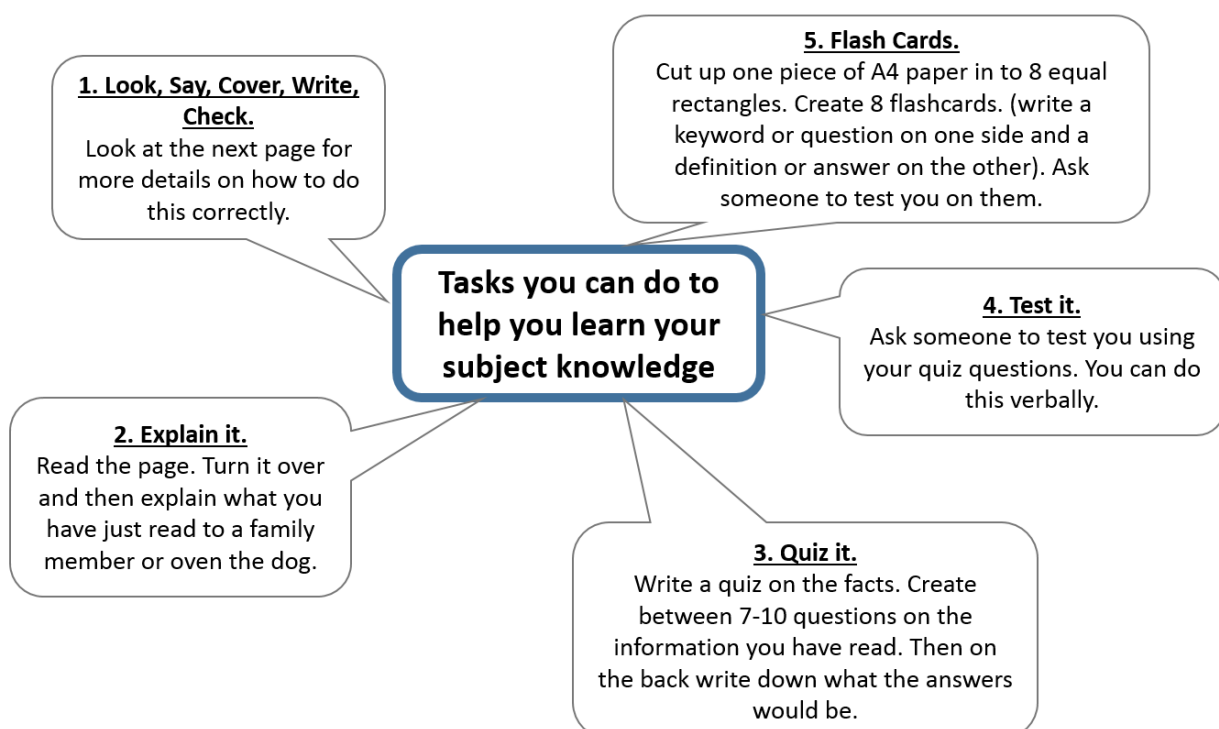
When and what should I study?

You should complete your Independent homework timetable on page 3, so that you know when to study.

Year 7, 8 and 9 should be completing one hour of homework each evening.

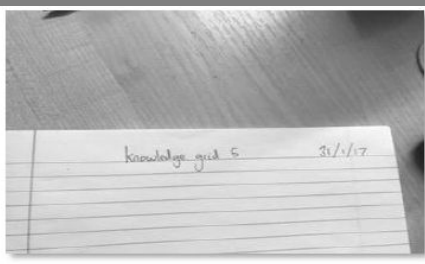
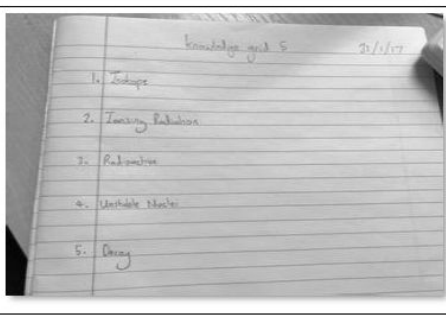
Year 10 and 11 should be completing two hours of homework each evening.

How should I use my Knowledge Organiser to study?



How should I use my Knowledge Organiser to study?

Look, Say, Cover, Write, Check

Step 1		1) Write the date and the title from the knowledge organiser. Underline them.
Step 2		2) Write out the keywords you have been asked to learn, leaving two lines between each word.
Step 3		3) Cover the definitions apart from the first: read it, cover it, say it in your head, check it until you are confident with it. Repeat this process with the other words and take your time.
Step 4		4) Cover up each definition in turn and write them out from memory. Avoid cheating as you need to know how much you can remember. Don't expect yourself to get it exactly right first time.
Step 5		5) Correct your answers in green pen. Repeat the process.



SPAG: Spelling, Punctuation and Grammar

Punctuation

Sentence demarcation:

Symbol	Name	Use
A, N	Capital letters	To start a sentence.
.	Full stop	To show a point/ idea is finished.
!	Exclamation mark	To illustrate heightened emotions, either positive or negative
?	Question mark	To illustrate a question is being asked.
...	Ellipsis	To build tension at the end of sentence or to leave a sentence unfinished for effect.

In sentence punctuation:

Symbol	Name	Use
,	Comma	Following an adverb or connective which starts a sentence or to join a subordinate and main clause together.
“ ”	Speech marks	To indicate the start and end of direct speech.
()	Brackets	To put additional information into a sentence.
‘ ’	Apostrophe	To show a contraction (joining of two words) or omission (taking out of a letter).

Ambitious punctuation:

Symbol	Name	Use
:	Colon	To show the start of a list or to show important information.
;	Semi colon	To separate long items in a list or to join to simple sentences that are linked by meaning.

Grammar rules

Sentence construction:

All sentences need a subject, verb and an object.

Tense:

Past- Was/ Were
Present- Is/Am
Future- Will

Singular and Plural:

I was...
We/ they were....

Capital Letter Rules:

Start to a sentence.
Proper nouns.
Titles of books, films etc.
Days of the week.
Months of the year.
Religious deities.
I/ I'm/ I'd/ I've.
Historical periods/events.

Homophones

Their- belonging to them.

There- a position or place.

They're- contraction for they are.

Witch- a person with magic powers.

Which- a question word.

Were- past tense of was.

We're- contraction for we are.

Its- belonging to something.

It's- contraction for it is.

Toe- a part of the body.

Tow- to pull something along.

Hole- a hollow place in a solid body.

Whole- all of something.

English KS4 Curriculum 2025-2026



Year 10				Year 11		
	Knowledge and skills	Cross Curricular	Enrichment	Knowledge and skills	Cross Curricular	Enrichment
Cycle 1	Literature Paper 1-Macbeth Read and explore key characters and themes. Language Skills Language analysis skills and writing techniques Assessments: Mid- Cycle: Macbeth extract End: Transactional Writing Careers- Stage manager/Director/ Actor/Speech writer/Journalist/ Marketing.	RE: Great Chain of Being and Christian beliefs. History: essay writing skills	RSC live showings	Literature Paper 2 Play: An Inspector Calls Read and explore key characters and themes. Unseen poetry Analysis skills Assessments: November mock exams Language Paper 1, Literature Paper 2 Careers- Self-employed person/ Councillor/ shop worker.	Geo and Business: Economic world- links to economic ideas presented in the texts. History: similar time period.	Theatre trip
Cycle 2	Literature Paper 2-A Christmas Carol Read and explore key characters and themes. Understanding of historical context. Language Skills Retrieval, analysis, evaluation, synthesis, and comparison. Writing skills. Assessments: Mid-Cycle: Theme of Redemption End: Paper 2 Language reading section Careers- Historian/ Charity worker.	Geography: The Living World and Nature poetry. History-poetry context.	Book club Carnegie shadowing Creative Writing competitions	Revision and Consolidation All sections of Literature and Language revisited and revised as appropriate for specific classes.		Book club Carnegie shadowing
Cycle 3	Literature Paper 1-Poetry Anthology Read and explore key themes and contextual information. Language Skills Retrieval, analysis, evaluation, synthesis, and comparison. Writing skills. Assessments: Mid-cycle: Poetry essay End of cycle: Exams: Literature Paper 1, Language Paper 2 Careers- Author/ Poet/English teacher/ Editor/ Librarian.	Extended writing skills: History MFL		Revision/ Exams All sections of Literature and Language revisited and revised as appropriate for specific classes.		



Year 11 – English Literature Cycle One – An Inspector Calls		
Characters	Plot	Key Quotations
Arthur Birling- He is a wealthy factory owner in his mid-50s. Represents the capitalist class and is materialistic and conventional. Sybil Birling -Arthur's wife of a higher class. An unsympathetic woman who represents the bourgeoisie (female) upper class. Eric Birling -Youngest Birling child. He is adolescent in his manner and drinks too much. An outsider in the family. Sheila Birling-Early twenties, bright, lively and optimistic. She <u>is</u> expresses deep regret for her role in Eva Smith's suicide. Gerald Croft - represents the aristocracy. Engaged to Sheila Inspector Goole -A mysterious figure. He represents Priestley's Socialist viewpoints.	Act One: The play opens with a dinner celebrating the engagement of Sheila to Gerald. The maid announces that an Inspector is has arrived. He announces that Eva Smith has died of an apparent suicide. Arthur initially denies knowing the girl, but after seeing a picture, admits to employing and firing Eva at his factory. When Sheila returns, the Inspector begins interrogating her. It is revealed that Sheila got the girl fired from Milward's. The Inspector then mentions that the girl changed her name to Daisy Renton. Sheila realises, from Gerald's expression, that he knows this name. Sheila privately accuses Gerald of having had an affair with Daisy which he admits to. Act Two: The Inspector questions Gerald about Daisy. Gerald admits to the affair in front of Sheila, her parents and then he leaves. The Inspector moves on to Sybil, who says that she, as director of a charity, refused assistance to a pregnant woman. The Inspector tells them that the girl was Eva. Sybil says she feels no regret as Eva had claimed she was pregnant but, was not married to the child's father. Sybil blames the unnamed father for the situation, and for Eva's suicide. Sheila and Arthur tell Sybil to stop talking. Act Three: Eric admits to a relationship with Eva and that he was the father of Eva's child. The Inspector demonstrates that each member of the Birling family, and Gerald, has played a part in Eva/Daisy's suicide, and that all should consider themselves guilty. Before he leaves, the Inspector says that people must look out for one another. Gerald returns saying he has confirmed that Goole was a hoax. Sheila resents Arthur's rationalization of the family's behaviour, and she says they are still guilty for Eva/Daisy's death, even if the Inspector was not a genuine officer. The phone rings, and Arthur answers. He is told that a girl has died, and that police inspector is headed to the house to begin an inquiry.	Birling: "...as if we were all mixed up together like bees in a hive – community and all that nonsense." (Act 1) Birling: Still, I can't accept any responsibility." (Act 1) Inspector: "They might. But after all it's better to ask for the earth than to take it." (Act 1) Inspector: "(massively) Public men, Mr Birling, have responsibilities as well as privileges." (Act 2) Inspector: One Eva Smith has gone – but there are millions and millions and millions of Eva Smiths and John Smiths still left with us (Act 3) Sheila: "But these girls aren't cheap labour- they're people." (Act 1) Sheila: "(rather wildly, with laugh) No, he's giving us the rope –so that we'll hang ourselves." (Act 2) Mrs B: "I'm sorry she should have come to such a horrible end. But I accept no blame for it at all." (Act 2) Mrs B: "Really, from the way you children talk, you might be wanting to help him instead of us." (Act 3) Eric: "(bursting out) ... You're beginning to pretend now that nothing's really happened at all. And I can't see it like that. This girl's still dead, isn't she?" (Act 3)



Key Terminology	Themes	Key Words	Assessments
Dialogue: someone speaking in a play. Monologue: an extended speech by one character. Stage directions: more information about how things are done/said on stage. Dramatic irony: making the audience aware of something the characters are not. Foreshadowing: giving hints/ clues about what will happen later in the story. Breaking the fourth wall: where the actor interacts directly with the audience. Narrator: a person who delivers a commentary to accompany the story. Allusion: a direct or indirect reference to another piece of art or literature. Symbolism: the use of one object or item to represent another.	Social Responsibility: The Inspector encourages the Birlings to be more aware of their society and understand that people need help from others. The Birlings and Inspector have opposing ideas about this. Age: The older generation struggle to change when the Inspector is revealed as a fake, but the younger ones do. Priestley believed it was the young in society that had the most influence. Gender: Males and females have very specific roles in the play that conform to the perceived social stereotypes of the time. Men have more power and influence, and the women are presented as superficial. Class: Priestley shows the unfairness of the class divide and how it affects the Eva Smith. She is treated badly by the family because she is of a lower class. Power: the play has many different types of power from that of parents to societal and hierarchical power of the inspector. Secrets and lies: All the characters have secrets from each other. The characters lie to the inspector and themselves and struggle to admit the truth even when it is made clear. Family: The Birlings show elements of good and bad family relationships.	Capitalism: an economic and political system in which a country's trade and industry are controlled by private owners for profit. Socialism: a political and economic theory of social organisation which advocates that the means of production, distribution, and exchange should be owned or regulated by the community as a whole. Women's Rights: the rights and entitlements claimed for women and girls worldwide. Welfare State: a form of government in which the state protects and promotes the economic and social well-being of its citizens, based upon the principles of equal opportunity. Ghoul: an evil spirit or phantom.	Stretch and Challenge Write a review of the play. Select one of the issues raised in the play and research it in greater depth. Imagine you are one of the characters- write a diary entry from, their point of view explaining the events referenced.

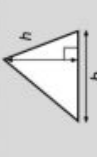
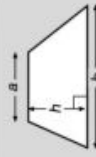
All Saints' Academy Mathematics KS4 Curriculum

Cycle	Year 10 Foundation	Year 10 Higher	Year 11
	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills
1	Algebra: - Laws of Indices - Multiplying linear expressions - Factorising Quadratic Expressions - Changing the subject Number: - Standard Form - Error Intervals - Compound Growth and Decay Construction: - Perpendicular bisector of a line - Angle bisector - Shortest distance from point to a line Proportion: - Simplifying ratios and sharing ratios - Best buys	Algebra: - Laws of Indices - Multiplying linear expressions - Factorising Quadratic Expressions - Changing the subject Number: - Standard Form - Indices and Surds - Error Intervals - Compound growth and decay Geometry: - Pythagoras' Theorem and 3D shapes - Fractional and negative enlargements - Similar Shapes and Triangles - Area and Volume Scale Factor Construction: - Perpendicular bisector of a line - Angle bisector - Shortest distance from point to a line Proportion: - Simplifying ratios and sharing ratios - Best buys - Connected Ratios	Foundation - Revision and preparation for mocks Higher - Circle Theorems - Quadratic Inequalities - Sine and Cosine Rule - Revision and preparation for mocks
Careers	Quantity Surveyor Geometry: - Area of rectilinear shapes, triangles and circles - Sector perimeter and area - Area of compound shapes - Surface Area and Volume of Prisms - Pythagoras' Theorem	Meteorologist Geometry: - Spheres, pyramids, cones, frustums and composite solids - Sector perimeter and area - Area of compound shapes Algebra: - Algebraic fractions - Constant of proportionality	College options needing Mathematics Revision and preparation for mocks University options with Mathematics

	Algebra: • nth term of linear sequences • Straight Line graphs • Simultaneous Equations Data Handling: • Scatter graphs and Line of Best Fit • averages from tables and grouped intervals	• Straight line graphs • Linear and quadratic sequences • Simple Geometric progressions. • Linear inequalities and inequality regions • Simultaneous Equations – Linear, Quadratic and Circle Equations as one of the equations	
Careers	CAD Technician	Acoustic Consultant	
3	Probability: • Product Rule for Counting • Two-way tables • Venn Diagrams • Tree Diagrams and Conditional Probability Geometry: • Angles in Polygons • Trigonometry Algebra: • Solving Quadratic Equations algebraically and from their graphs	Algebra: • Quadratic, cubic, exponential and reciprocal graphs • Tangent to a circle • Completing the Square • Solving Quadratic Equations algebraically and from their graphs Probability: • Product Rule for Counting • Two-way tables • Venn Diagrams • Tree Diagrams and Conditional Probability Geometry: • Angles in Polygons • Trigonometry • Vectors Statistics: • Cumulative frequency graphs & box plots • Histograms.	Revision and preparation for final examinations.
Careers	Sports Science and Analysis	Statistician	

GCSE Maths Formulae

Areas

Rectangle = $l \times w$	
Parallelogram = $b \times h$	
Triangle = $\frac{1}{2} b \times h$	
Trapezium = $\frac{1}{2}(a + b)h$	

Volumes

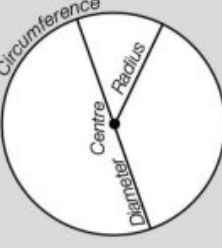
Cuboid = $l \times w \times h$	
Prism = area of cross section $\times$ length	
Cylinder = $\pi r^2 h$	
Pyramid = $\frac{1}{3} \times$ area of base $\times h$	

Midpoint of two points

Between (x_1, y_1) and (x_2, y_2) the midpoint is:

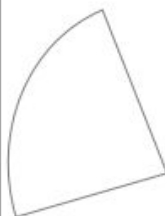
$$\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$$

Circles

Circumference = $\pi \times$ diameter, $C = \pi d$	
Circumference = $2 \times \pi \times$ radius, $C = 2\pi r$	
Area of a circle = $\pi \times$ radius squared, $A = \pi r^2$	

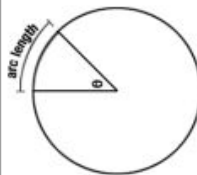
Area of a Sector

$$\frac{\text{angle}}{360} \times \pi \times \text{radius}^2$$



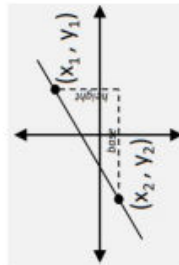
Arc Length

$$\frac{\text{angle}}{360} \times \pi \times \text{diameter}$$



Gradient of a Line

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$



Compound Interest

$$\text{starting amount} \times \left(1 \pm \frac{\text{rate of change}}{100} \right)^{\text{time}}$$

The $\pm$ means:

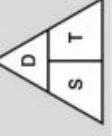
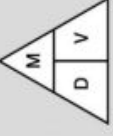
+ for growth

- for decay

Pythagoras

Pythagoras' Theorem For a right-angled triangle, $a^2 + b^2 = c^2$	
Trigonometric ratios (new to F) $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$	

Compound measures

Speed $\text{speed} = \frac{\text{distance}}{\text{time}}$	
Density $\text{density} = \frac{\text{mass}}{\text{volume}}$	
Pressure $\text{pressure} = \frac{\text{force}}{\text{area}}$	

Perpendicular Gradients

Flip & Swap

To find the perpendicular gradient, find the reciprocal, and switch signs.

$$m = -\frac{1}{m}$$

Quadratic equations

The Quadratic Equation

The solutions of $ax^2 + bx + c = 0$,

where $a \neq 0$, are given by $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

Median from a histogram

$$L + \frac{m - p}{f} \times w$$

L is the lower limit of the median class

m is the median point

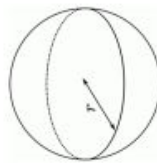
p is the total frequency of the previous bars

f is the frequency of the median class

w is the class width of the median class

Volume of a Sphere

$$\frac{4}{3} \times \pi \times \text{radius}^3$$



Volume of a Prism

Area of cross section x length

Probability

Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B:

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

Constructing Pie Charts

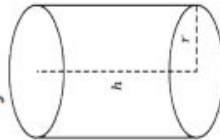
The angle to draw for each sector is:

$$\text{Angle} = \frac{\text{frequency}}{\text{total}} \times 360^\circ$$

Stratified Sampling

$$\frac{\text{frequency of group}}{\text{total}} \times \text{sample size}$$

Curved Surface Area of a Cylinder



$2 \times \pi \times \text{radius} \times \text{height}$

Curved Surface Area of a Cone



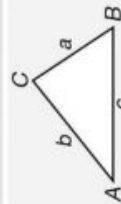
Curved surface area of a cone = $\pi r l$

Trigonometric formulae

$$\text{Sine Rule } \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\text{Cosine Rule } a^2 = b^2 + c^2 - 2bc \cos A$$

$$\text{Area of triangle} = \frac{1}{2} ab \sin C$$



Interior/Exterior Angles

$$\text{Exterior: } \frac{360}{n}$$

Interior: $180 - \text{exterior}$

Sum of interior: $(n - 2) \times 180$

Trigonometric Exact Values

	$\sin \theta$	$\cos \theta$	$\tan \theta$
0°	0	1	0
30°	$\frac{1}{2}$	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{3}}{3}$
45°	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{2}}{2}$	1
60°	$\frac{\sqrt{3}}{2}$	$\frac{1}{2}$	$\sqrt{3}$
90°	1	0	$\pm \infty$

Year 11 Maths Higher Knowledge Organiser

Year 11 Cycle 3 Knowledge Organiser

GCSE Maths Foundation Formula Sheet

Area	
Rectangle = $l \times w$	
Parallelogram = $b \times h$	
Triangle = $\frac{1}{2} b \times h$	
Trapezium = $\frac{1}{2} (a + b)h$	

Pythagoras

Pythagoras' Theorem

For a right-angled triangle,
 $a^2 + b^2 = c^2$



Trigonometric ratios (new to F)

$\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$



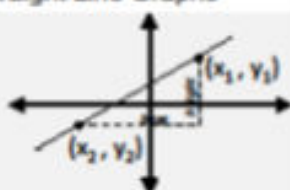
Equations of Straight Line Graphs

Gradient:

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

or

$$m = \frac{\text{height}}{\text{base}}$$



Equation of a Line
 $y = mx + c$

Midpoint of 2 points (x_1, y_1) and (x_2, y_2)

$$\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$$

Constructing Pie Charts

The angle to draw for each sector is

$$\text{Angle} = \frac{\text{frequency}}{\text{total}} \times 360^\circ$$

Compound Growth & Decay

The amount after n years (or days, etc.) is:

$$\text{starting amount} \times \left(1 \pm \frac{r}{100} \right)^n$$

where r is the rate of change.

The $\pm$ means + for growth and - for decay

Circles

Circumference = $\pi \times \text{diameter}$, $C = \pi d$

Circumference = $2 \times \pi \times \text{radius}$, $C = 2\pi r$

Area of a circle = $\pi \times \text{radius squared}$, $A = \pi r^2$



Compound measures

Speed

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$



Density

$$\text{density} = \frac{\text{mass}}{\text{volume}}$$

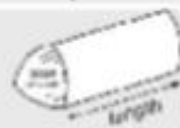


Volumes

Cuboid = $l \times w \times h$



Prism = area of cross section $\times$ length



Cylinder = $\pi r^2 h$



Angles in Polygons

Sum of Interior Angles = $(n - 2) \times 180^\circ$

Where n is the number of sides of the shape

Exterior Angles add up to 360°

One exterior angle
 in a REGULAR polygon = $\frac{360^\circ}{n}$

Pairs of Interior and Exterior Angles add up to 180°

Head to the Corbett Maths website and use these videos to help you with revision for mocks.

Topic	Corbett Videos	Revised	Topic	Corbett Videos	Revised
Angle Facts	Video 35, 30, 34, 39		Volume of a Cylinder	Video 357	
Types of Angle	Video 38		Pythagoras	Video 257	
Angles in Parallel Lines	Video 25		Trigonometry	Videos 329, 330, 331	
Angles in a Triangle	Video 37		Exact Trig Values	Video 341	
Angles in a Quadrilateral	Video 33		Similar Shapes (sides)	Video 292	
Angles in Polygons	Video 32		Congruent Triangles	Video 67	
Bearings	Videos 26, 27		Volume of a Cuboid/Prism	Video 355, 356	
Scales & Maps	Video 283		Volume of a Sphere/Cone	Videos 359, 361	
Perimeter	Video 241		Surface Area	Video 310	
Area of Rectangles/Triangles	Videos 45, 49		Surface area of Sphere/Cone	Videos 313, 314	
Area of a Trapezium	Video 48		Vectors	Video 353a, 353	
Units	Videos 347, 349		Multiplication	Video 199, 200	
Sensible Estimates	Video 285		Division	Video 98	
Line Symmetry	Video 316		Addition	Video 6	
Rotational Symmetry	Video 317		Subtraction	Video 304	
Constructions	Videos 72, 78, 83		Rounding	Video 276, 277a, 277b, 278, 280	
Loci	Videos 75, 76, 77		Estimation	Video 215	
Faces, Edges, Vertices	Videos 5, 3		Order of Operations	Video 211	
Nets	Video 4		Ordering Decimals	Video 95	
Views and Elevations	Video 354		Arithmetic with Decimals	Videos 90, 91, 92, 93, 94	
Time Calculations	Video 322		Multiples and Factors	Videos 220, 216	
Timetables	Video 320		Prime Numbers	Video 225	
Distance Charts	Video 318		Square Numbers and Square Roots	Videos 226, 228	
Speed, Distance, Time	Video 299		Cube Numbers and Cube Roots	Videos 212, 214	
Travel Graphs	Video 171		Product of Primes	Video 223	
Density	Video 384		LCM/HCF	Videos 218, 219, 224	
Pressure	Video 385		Indices	Videos 172, 174	
Translations	Video 325, 326		Negative Indices	Video 175	
Reflections	Videos 272, 273		Standard Form	Video 300, 302, 303	
Rotations	Video 275		Fractions of Amounts	Video 137	
Enlargements	Videos 104, 105, 107		Adding Fractions	Video 133	
Parts of the Circle	Video 61		Multiplying Fractions	Video 142	
Circumference	Video 60, 243		Dividing Fractions	Video 134	
Area of a Circle	Video 59, 47		Reciprocals	Video 145	
Arc Length	Video 58		Fractions, Decimals, Percentages	Videos 121 to 129	
Area of a Sector	Video 46		Expressing as Fraction or %	Videos 136, 237	

Topic	Corbett Videos	Revised	Topic	Corbett Videos	Revised
Percentages of Amounts	Videos 234, 235, 238		Venn Diagrams	Video 380	
Percentage Change	Video 233		Tree Diagrams	Video 252	
Simple Interest	Video 236a		Reading Tables	Video 387	
Compound Interest	Video 236		Samples	Video 281a	
Reverse Percentages	Video 240		Coordinates	Video 84	
Ratio	Videos 269, 270, 271		Function Machine	Video 386	
Currency	Video 214a		Writing Expressions	Video 16	
Recipes	Video 256		Collecting Like Terms	Video 9	
Negative Numbers	Videos 205-209		Multiplying & Dividing Terms	Videos 18, 11	
Place Value	Video 222, 222a		Laws of Indices	Video 174	
Error Intervals	Video 377		Sequences	Videos 286, 287, 290, 287a	
Money	Video 400		Geometric Progressions	Video 375	
Best Buys	Video 210		The nth Term	Video 288	
Proportion	Videos 255a, 254		Expanding Brackets	Videos 13, 14	
Use of a Calculator	Video 352		Factorising	Video 117	
Tally Charts	Video 321		Factorising Quadratics	Videos 118, 120	
Frequency Trees	Video 376		Solving Equations	Video 110, 113, 266	
Two-way Tables	Video 319		Forming Equations	Videos 114, 115	
Pictograms	Videos 161, 162		Inequalities	Videos 177, 178, 179	
Bar Charts	Videos 147, 148		Conversion Graphs	Video 151	
Line Graphs	Video 160		Drawing Linear Graphs	Video 186	
Pie Charts	Video 163, 164		$y = mx + c$	Video 191	
Probability	Videos 245, 246, 248		Gradient	Video 189	
Relative Frequency	Video 248		Real Life Graphs	Video 171a	
Listing Outcomes	Video 253		Parallel graphs	Video 196	
Scatter Graphs	Videos 165 to 168		Substitution	Video 20	
Averages & Range	Videos 56, 50, 53, 57		Changing the Subject	Video 7	
Mode: Frequency Table	Video 56a		Simultaneous Equations	Videos 295, 297	
Median: Frequency Table	Video 51		Quadratic Graphs	Video 264	
Combined Mean	Video 53a		Cubic Graphs	Video 344	
Estimated Mean	Video 55		Reciprocal Graphs	Video 346	

KS4 Science Curriculum 2025-26

	Year 10		Year 11	
	Knowledge and skills	Curriculum links	Knowledge and skills	Curriculum links
Cycle 1	Paper 1 content Biology – Topic 1: Cell biology, and Topic 2: Organisation Chemistry – Topic 1: Atomic structure and the periodic table, and Topic 2: Bonding, structure, and the properties of matter Physics – Topic 1: Energy, and Topic 2: Electricity Cycle 1 assessments: Topics 1 and 2	Maths – throughout all topics. DT – links to digestion and food groups.	Paper 2 content Biology – Topic 6: Inheritance, variation and evolution Chemistry – Topic 7: Organic Chemistry, and Topic 8: Chemical analysis Physics – Topic 5: Forces (Forces and motion), and Topic 6: Waves (wave properties) AUTUMN MOCKS: Paper 1 content (combined or separate science content, dependent on set) Bio – Topics 1-4 Chem – Topics 1-5 Phys – Topics 1-4	Maths – throughout all topics. Interpreting graphs. RE – Evolution.
Cycle 2	Paper 1 content Biology – Topic 3: Infection and response, and Topic 4: Bioenergetics Chemistry – Topic 3: Quantitative chemistry, and Topic 4: Chemical changes, and Topic 5: Energy changes Physics – Topic 3: Particle model of matter, and Topic 4: Atomic structure Cycle 3 assessments: Topics 3 and 4	Maths – throughout all topics. Recognising patterns. Reading and drawing graphs. PE – movement, circulation, link to fitness RSE – Personal health, healthcare.	Paper 2 content Biology – Topic 7: Ecology Chemistry – Topic 9: Chemistry of the atmosphere, and Topic 10: Using resources Physics – Topic 5: Waves (Electromagnetic waves), Topic 7: Magnetism and electromagnetism, and Topic 8: Space physics (separate sciences only) SPRING MOCKS: Paper 2 content (combined or separate science content, dependent on set) Bio – Topics 5-7, Chem – Topics 6-10, Phys – Topics 5-7 (combined) or Topics 5-8 (separate)	Maths – throughout all topics. Geography – links to sustainability. RE – The Big Bang Theory.
Cycle 3	Paper 2 content Biology – Topic 5: Homeostasis and response Chemistry – Topic 6: The rate and extent of chemical change Physics – Topic 5: Forces pt.1 END OF YEAR 10 MOCKS: Paper 1 (combined sciences) content Bio – Topics 1-4, Chem – Topics 1-5, Phys – Topics 1-4	Maths – throughout all topics. Using equations. Interpreting and drawing graphs. RSE – Health, human reproduction and contraception.	Consolidate and revise Papers 1 & 2 – identify areas to improve, revision, exam technique GCSE exams: Combined science: 2x 1h 15 min paper/science Separate sciences: 2x 1h 45 min paper/science	

Reproduction and meiosis

<https://www.bbc.com/education/topics/zpafvfw>

Meiosis leads to **non-identical cells** being formed while **mitosis** leads to **identical cells** being formed.

Sexual reproduction involves the **joining (fusion) of male and female gametes**:

- sperm and egg cells in animals
- pollen and egg cells in flowering plants.

In **sexual reproduction** there is **mixing of genetic information** which leads to **variety** in the offspring. The formation of gametes involves meiosis.

Asexual reproduction involves only **one parent** and **no fusion of gametes**.

There is **no mixing of genetic information**. This leads to **genetically identical offspring (clones)**. Only mitosis is involved.

Cells in reproductive organs divide by meiosis to form gametes. When a cell divides to form gametes:

- copies of the genetic information are made
- the cell divides twice to form four gametes, each with a single set of chromosomes
- all gametes are genetically different from each other.



<https://www.youtube.com/watch?v=fjWdCag6AU8> Kate Plescia 7/10/17 7:25 DerailMAnOgA index=10

Variation

Variation: difference in the characteristics of individuals in a population may be due to	Genetic causes (inheritance)	There is usually extensive genetic variation within the population of a species e.g. hair colour, skin colour, height that can also be affected by environment e.g. nutrition, sunlight.
	Environmental causes (condition they have developed in)	
	A combination of genes and environment	

Mutations occur continuously. **Very rarely a mutation will lead to a new phenotype**. If the **new phenotype is suited to an environmental change** it can lead to a **relatively rapid change in the species**.

Evolution

A change in the inherited characteristics of a population over time through the process of natural selection.

Over time this results in the formation of new species.

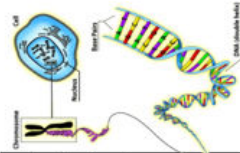
DNA and inheritance

<https://www.youtube.com/watch?v=4dFFCw> Jacki Lou Plescia 7/10/17 7:25 DerailMAnOgA index=1

Gamete	Sex cells produced in meiosis.
Chromosome	A long chain of DNA found in the nucleus.
Gene	Small section of DNA that codes for a particular protein.
Allele	Alternate forms of the same gene.
Dominant	A type of allele - always expressed if only one copy present and when paired with a recessive allele. Represented by a capital letter.
Recessive	A type of allele - only expressed when paired with another recessive allele. Represented by a lower case letter.
Homozygous	Pair of the same alleles, dominant or recessive.
Heterozygous	Two different alleles are present 1 dominant and 1 recessive.
Genotype	Alleles that are present for a particular feature e.g. Bb or bb
Phenotype	Physical expression of an allele combination e.g. black fur, blonde hair, blue eyes.

The genome of an organism is the entire genetic material of that organism.

The whole human genome has now been studied and this will have great importance for medicine in the future.



Inheritance and Inherited disorders

<https://www.youtube.com/watch?v=VW8tR6Kt8tU> Eileen O'Connell 7/10/17 7:25 DerailMAnOgA index=2

Using a punnett square (using mouse fur colour as an example)	
Parent phenotype	Black fur White fur
Parent genotype	BB bb
What gametes are present	In each egg: B In each sperm: b
Gametes	

The probability of black fur offspring phenotype is 100%. All offspring genotypes are heterozygous (Bb).

Sex

determination- The probability of a male or female child is 50%. The ratio is 1:1

One pair of chromosomes carry the genes that determine sex

Female	XX	Male	XY
Gametes	X	XX	XY
	X	XX	XY

Evolution by Natural Selection

<https://www.youtube.com/watch?v=4dFFCw> Jacki Lou Plescia 7/10/17 7:25 DerailMAnOgA index=1

Through natural selection of variants (genotypes) that give rise to phenotypes best suited to their environment or environmental change e.g. stronger, faster. This allows for variants to pass on their genotype to the next generation .	1) Each species shows variation: 2) There is competition within each species for food, living space, water, mates etc. 3) The "better adapted" members of these species are more likely to survive - "survival of the fittest" 4) These variants will pass on their better genes to their offspring who will also show this beneficial variation.
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Fossils and antibiotic resistance in bacteria provide evidence for evolution.

Extinction

When no members of a species survive

Due to extreme geological events, disease, climate change, habitat destruction, hunting by humans.

Classification

Carl Linnaeus classified living things	
Kingdom	Animalia
Phylum	Chordata
Class	Mammalia
Order	Primates
Family	Hominidae
Genus	Homo
Species	sapiens

Organisms are named by the binomial system of genus and species. Humans are *Homo sapiens*

Carl Woese
3 domain based on chemical analysis.
Archaea (primitive bacteria), true bacteria, eukaryota.

Due to improvements in microscopes, and the understanding of biochemical processes, new models of classification were proposed.

Crude oil, hydrocarbons and alkanes

Key terms:

Crude oil- A mixture of hydrocarbons formed over millions of years from dead plankton subjected to **pressure**

Hydrocarbon- Molecule made up of hydrogen and carbon atoms only.

Alkane - A hydrocarbon containing only **single bonds**.
General formula C_nH_{2n+2} .

methane CH_4	$\begin{array}{c} H \\ \\ H-C-H \\ \\ H \end{array}$	
ethane C_2H_6	$\begin{array}{c} H & H \\ & \\ H-C & -C-H \\ & \\ H & H \end{array}$	
propane C_3H_8	$\begin{array}{c} H & H & H \\ & & \\ H-C & -C & -C-H \\ & & \\ H & H & H \end{array}$	
butane C_4H_{10}	$\begin{array}{c} H & H & H & H \\ & & & \\ H-C & -C & -C & -C-H \\ & & & \\ H & H & H & H \end{array}$	

Fractional distillation-method of separating the hydrocarbons in crude oil based on their boiling points

The crude oil is **heated** to 350°C .

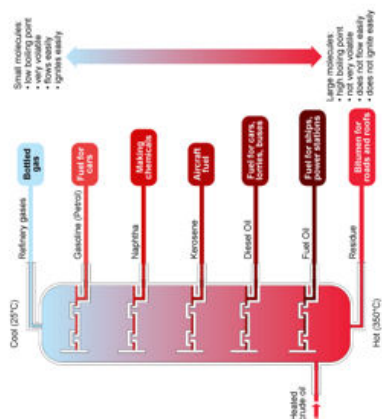
Most fractions **evaporate** and become **vapours**. The residue doesn't boil and flows to the bottom of the column.

Hot vapours **rise** up the column and **cool down**.

When the vapours **cool** to their **boiling point** they **condense** and flow out of the column.

Those with **lower boiling points** **rise further** before cooling down.

Refinery gases do not cool down to their boiling point so **remain as gases**.



Properties of hydrocarbons

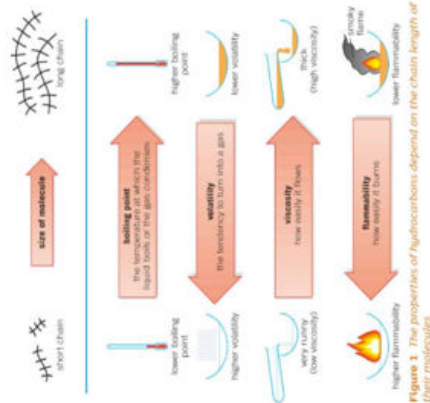
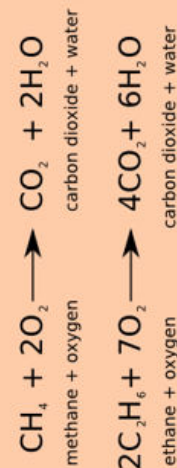


Figure 3 The properties of hydrocarbons depend on the chain length of their molecules

Combustion of hydrocarbons

The combustion of hydrocarbon fuels releases energy. During combustion, the carbon and hydrogen in the fuels are oxidised.

The complete combustion of a hydrocarbon produces carbon dioxide and water. E.g.



Cracking and Alkenes

Cracking is the process by which less-useful **long-chain hydrocarbons** are **split** to produce an **alkane** and an **alkene**.



An **alkene** is a **hydrocarbon** containing at least one **double bond**.
Used to make **polymers**.

Cracking Method	Process	Temperature
Catalytic Cracking	Fraction is heated in the presence of a zeolite catalyst .	500°C .
Steam Cracking	Fraction is diluted with steam and heated .	850°C .

Purity and Formulations

<https://www.bbc.com/education/topics/zgbbccif>

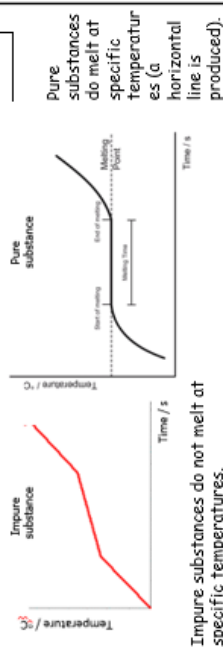
Key terms-

Pure= A pure substance is a single element or compound, not mixed with any other substance.

Formulation—A mixture that has been designed as a useful product.

Formulations are made by mixing the components in carefully measured quantities. Formulations include fuels, cleaning agents, paints, medicines.

alloys, fertilisers and foods.



Impure substances do not melt at specific temperatures.

Flame tests

To carry out a flame test:

- To carry out a flame test, dip a clean wire loop into a solid sample of the compound being tested
- put the loop into the edge of the blue flame from a Bunsen burner
- observe and record the flame colour produced

Ion present	Flame test colour
Lithium, Li^+	Crimson
Sodium, Na^+	Yellow
Potassium, K^+	Lilac
Calcium, Ca^{2+}	Orange-red
Copper, Cu^{2+}	Green

Metal hydroxides, carbonates, halides, and sulfates

Dilute sodium hydroxide solution is used in tests for some metal ions, which form metal hydroxides that are insoluble. This means that the metal hydroxides appear as precipitates (colours below).

Carbonate ions, CO_3^{2-} , are detected using a dilute acid. Bubbles are given off when an acid is added to the test compounds.

To test for sulfate ions:

- add a few drops of dilute hydrochloric acid to the sample then add a few drops of dilute barium chloride solution
A white precipitate forms if sulfate ions are present

Metal ion	Precipitate colour
Aluminium, Al^{3+}	White
Calcium, Ca^{2+}	White
Magnesium, Mg^{2+}	White
Copper(II), Cu^{2+}	Blue
Iron(II), Fe^{2+}	Green
Iron(III), Fe^{3+}	Brown

Silver ions react with halide ions (Cl^- , Br^- or I^- ions) to form insoluble precipitates.
Chloride = white, bromide = cream and iodide = yellow precipitate

Required practical-Chromatography and Rf values

Chromatography	A method used to separate mixtures into their different chemicals.
Stationary phase	The medium (e.g. paper) through which the mobile phase passes in chromatography .
Mobile phase	The solvent (e.g. water) that carries the sample (e.g. ink) in chromatography .
R _f value	A value (always less than 1) that shows how far the substance has moved compared to the solvent. Equation: $R_f = \frac{\text{distance moved by substance}}{\text{distance moved by solvent}}$



Identification of common gases

Gas	Procedure	Positive Result
Hydrogen	Hold a lit splint at the end of a test tube producing gas.	Hydrogen burns with a pop noise.
Oxygen	Hold a glowing splint in a test tube of the gas.	The splint relights if oxygen is present.
Carbon dioxide	Bubble gas through a solution of limewater .	Carbon dioxide causes the limewater to turn milky .
Chlorine	Place damp litmus paper in the gas.	The litmus is bleached white if chlorine is present.

<https://www.youtube.com/watch?v=PNGF0uCdnlw&index=16&list=PLsrr7UJrrf5sEL5t4tRv1n6OYd3n0C>

Instrumental methods and flame emission spectroscopy

Compared to simple laboratory tests, instrumental methods of analysis may give improved:

- Speed
- accuracy
- sensitivity (they can detect very small amounts of a substance in a small amount of sample)

In the flame emission spectroscopy, the coloured light from a vaporised sample can be split to produce an emission spectrum. The different lines in an emission spectrum look like a coloured barcode. Each metal ion produces a unique emission spectrum.

Scalar and vector quantities <https://www.bbc.com/education/topics/zmtmtd4>

Scalar quantity: A value with **magnitude (size) only**, e.g. **speed**, **distance**.

Vector quantity: A value with **magnitude (size) and direction**, e.g. **all forces, displacement, velocity**.

Distance and displacement

Distance is how far an object moves. Distance does not involve direction. Distance is a scalar quantity.

Displacement includes both the distance an object moves, measured in a straight line from the start point to the finish point and the direction of that straight line. Displacement is a vector quantity.

Speed/Velocity

Speed does not involve direction. Speed is a scalar quantity.

Velocity is the **speed** of an object in a **particular direction**.

Terminal velocity is the **maximum speed** of a moving object. Occurs when the **force moving** an object (e.g. gravity) is **balanced by frictional forces** (e.g. air resistance).

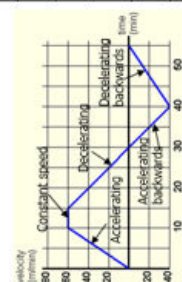
You must learn this equation and units.

Equation	Symbol equation	Units
Distance = speed x time	$s = v \times t$	Distance - metres (m) Speed - metres per second (m/s) Time - seconds (s)

Acceleration

You must learn this equation and units.

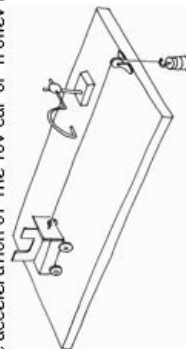
Equation	Symbol equation	Units
Acceleration = change in velocity / time taken	$a = \frac{\Delta v}{t}$	Acceleration = metres per second squared (m/s^2) Velocity = metres per second (m/s) Time = seconds (s)



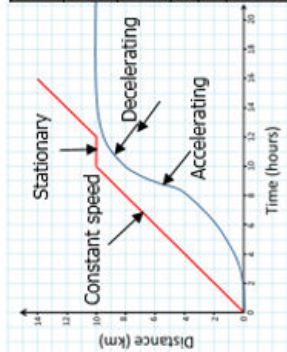
Constant speed - horizontal line
Accelerating - straight line with velocity increasing
Decelerating - straight line with velocity decreasing
Stationary - horizontal line on x-axis (velocity = 0)
Moving backwards - below x-axis
Gradient of line can be calculated to give acceleration or deceleration

Required practical: Varying force and varying mass

- Time how long it takes for a toy car or trolley of constant mass to move a distance when different forces are applied to it
- Time how long it takes for a toy car or trolley to move a distance if the force applied is constant but the mass of the toy car or trolley is varied
- Calculate the acceleration of the toy car or trolley in each case.



Distance-time graphs



Constant speed - straight line
Accelerating - curved line upwards
Decelerating - curved line going towards horizontal
Stationary - horizontal line
Gradient of line can be calculated to give speed

Newton's laws

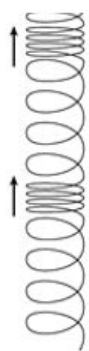
1 st law	The velocity of an object will only change if a resultant force is acting on the object. If there is no resultant force the object will: - Remain stationary if it was not moving. - Continue at a constant speed if it was already moving.
2 nd law	The acceleration of an object is proportional to the resultant force acting on the object and inversely proportional to the mass of the object, i.e. Force = mass x acceleration.
3 rd law	Whenever two objects interact, the forces they exert on each other are equal and opposite.

Forces and braking

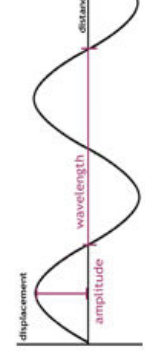
Stopping distance	The stopping distance of a vehicle is the sum of the distance the vehicle travels during the driver's reaction time (thinking distance) and the distance it travels under the braking force (braking distance).
Thinking distance	The distance a vehicle travels while a driver is reacting.
Reaction time	The time it takes for a driver to react, typically 0.2-0.9s. Affected by tiredness, drugs, alcohol and distractions.
Braking distance	The distance a vehicle travels under braking. Affected by weather conditions (e.g. rain or ice) and the conditions of the brakes and tyres of a vehicle.

Transverse and Longitudinal waves

Longitudinal Wave-
Oscillations are along the same direction as the direction of travel e.g. sound waves.

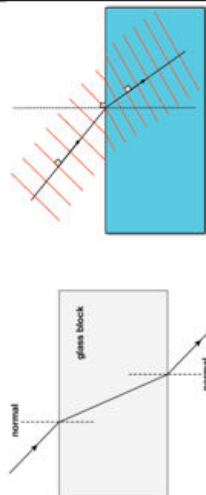


Transverse Wave-
Oscillations are at right angles to the direction of travel e.g. water waves, all electromagnetic waves.



Properties of Waves

Amplitude	The maximum displacement of a point on a wave away from its undisturbed position.
Wavelength	The distance from a point on one wave to the equivalent point on the next wave.
Frequency	The number of waves passing a point each second.
Period	The time needed for one wave to pass a given point.
Compression	Region in a longitudinal wave where the particles are closest together.
Rarefaction	Region in a longitudinal wave where the particles are furthest apart.
Absorb	When the energy of an EM wave is taken up by an object.
Transmit	When a wave is able to pass through a material.
Reflect	The wave bounces off a surface; the angle of incidence is equal to the angle of reflection.
Refract	The wave changes direction when it enters a medium of different density where it has a different speed.



You must learn this equation and units

Equation	Symbol	Units
Wave speed = frequency x wavelength	$v = f \lambda$	Wave speed - metres per second (m/s)
		Frequency - hertz (Hz)
		Wavelength - metres (m)

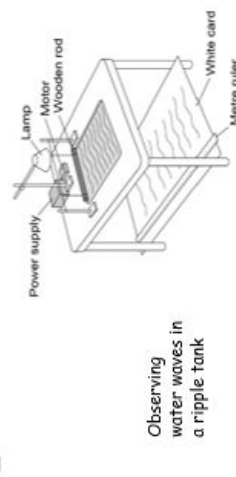
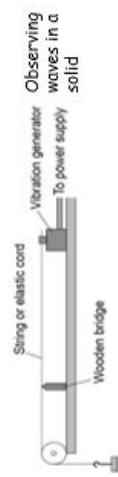
Mid-Cycle Assessment

Types and properties of Electromagnetic waves

Long wavelength						Short wavelength
Radio waves	Microwaves	Infrared	Visible light	Ultraviolet	X-rays	Gamma rays
Low frequency						High frequency

Property	EM Wave	Sound Wave
Speed	300,000,000 m/s	Much slower (around 330 m/s)
Medium it can travel through	Can travel through anything, even a vacuum (space).	Solids, liquids, gases
Type of wave	Transverse	Longitudinal
Wavelength	Very short	Longer

Required practical-observing the properties of waves



Uses and applications of Electromagnetic waves

EM Wave	Use	Risks
Radio Waves	Television and radio	
Microwaves	Satellite communications, cooking food	
Infrared	Electrical heaters, cooking food, infrared cameras	
Visible Light	Fibre optic communications	
Ultraviolet	Energy efficient lamps, sun tanning	Premature skin aging, increase risk of skin cancer (some can ionize)
X-Rays	Medical imaging and treatments	Ionizing – can cause mutation of genes and cancer
Gamma Rays	Medical imaging and treatments	Ionizing – can cause mutation of genes and cancer

KS4 Religious Studies Curriculum Plan 2025-26

Staff	Year 10 - Edexcel	Year 11 - Edexcel
Careers	Building understanding of world views and philosophical and ethical approaches gives an understanding of how society functions. Leading to careers in the public sector, HR, Social policy design, law, environmental work, International development, working with NGOs etc. home work related tasks will be set at the end of every cycle that link to careers.	
Cycle 1 = 10 weeks	Paper 1 Religion and Society through a study of Christianity <u>Christian Beliefs</u> - The Trinity - The creation of the universe and humanity - The incarnation - The last days of Jesus' life - The nature of salvation - Christian eschatology - The problem of evil and suffering - Solutions to the problem of evil and suffering <u>Matters of Life and Death</u> - Origins and value of the universe - The sanctity of life - The origins and value of human life - The issue of abortion - Death and the afterlife - Non-religious arguments against life after death - Euthanasia - The natural world and issues raised	<u>Intro Living the Muslim life -</u> - The Ten obligatory acts in Shi'a Islam - The Shahadah - Salah - Sawm - Zakah and Khums - Hajj - Jihad - Celebrations and commemorations <u>Intro Peace and Conflict -</u> - Peace - Peace making - Conflict - Pacifism - The just war theory - Holy war - Weapons of mass destruction - Issues surrounding conflict
Assess Week - (1 week)	GCSE style assessment, based upon these topics. Assessment and mark scheme in shared area.	Mocks and GCSE style assessment, based upon these topics Assessment and mark scheme in shared area.
Review - (1 week)	Green pen against mark scheme, peer review then teacher assessment followed by consolidation of common misconceptions.	Green pen against mark scheme, peer review then teacher assessment followed by consolidation of common misconceptions.
Cycle 2 = 10 weeks	<u>Intro Living the Christian life</u> - Christian worship - Sacraments - The nature and purpose of prayer - Pilgrimage - Celebrations - The future of the Church - The Church in the local community - The worldwide Church <u>Intro Marriage and the family -</u> - Marriage - Sexual relationships - Families - Roles within the family - Family in the local parish	Revision Start revision for Mocks - Matters of life and death - Sanctity of life and associated teaching Cycle 2 - FULL MOCKS - Christian Beliefs and Practices, plus marriage and family revision Revision from the past mock point will be based upon weak areas from full mocks for each class, below is a suggested outline. This will be confirmed in Dept. meetings and agreed with HoE Cycle 2 - Structured Revision Start with Muslim Beliefs - 6 Beliefs and 5 Roots Allah and Prophets Holy books and Angels Al-Qadr and <u>Aqirah</u> Living the Muslim Life revision - The 10 obligatory Acts and Shahadah

	- The family in the parish today - Family planning Divorce - Men and women in the family - Gender prejudice and discrimination	Salah and Sawm Zakh and Khums - and Hajj Jihad and celebrations and festivals
Assess Week - (1 week)	GCSE style assessment, based upon this topic. Assessment and mark scheme in shared area.	GCSE style assessment, based upon this topic. Assessment and mark scheme in shared area.
Review - (1 week)	Green pen against mark scheme, peer review then teacher assessment followed by consolidation of common misconceptions.	Green pen against mark scheme, peer review then teacher assessment followed by consolidation of common misconceptions.
Cycle 3 = 10 weeks	Introduction to Paper 2 – Religion, Peace and Conflict through a study of Islam Muslim Beliefs – - The six beliefs of Islam - The five roots of "Usul ad-Din" in Shi'a Islam - The nature of Allah - Risalah - Malakah - Muslim Holy books - Al-Qadr - Akhirah Intro Crime and punishment in Islam – - Justice - Crime - Good, evil and suffering - Punishment - Aims of punishment - Forgiveness - Treatment of criminals - The death penalty	
Assess Week - (1 week)	GCSE style assessment, based upon this topic. Assessment and mark scheme in shared area.	Assessment based upon Paper 1.
Review - (1 week)	Green pen against mark scheme, peer review then teacher assessment followed by consolidation of common misconceptions.	Green pen against mark scheme, peer review then teacher assessment followed by consolidation of common misconceptions.

Year 11 RE – Cycle 1 – Paper 2 – Islam -Section 2 -Crime and Punishment from a Muslim perspective-Edexcel



Justice	Crime	Muslim attitudes to good evil and suffering	The nature of punishment
Justice is when fair treatment is applied. • Allah is seen to treat people justly and Muslims believe they should do the same. • Muslims believe they will be judged after death on the Day of Judgement on their actions in life and they should try to live their lives in a just way. • Justice is seen within Islamic beliefs and practices. • Justice for the victim of a crime means that they feel their crime has been dealt with appropriately. • Punishment can be seen as a form of justice	A crime is an offence committed against the law of a country. • The causes of crime include: poverty, politics, racism, drugs, upbringing and low self-esteem. • Many Muslim individuals and groups, such as the Muslim Chaplains Association and Mosaic, work to try to tackle the causes of crime  	Muslims believe the ideas of good, evil and suffering are directly related to each other. • Muslims believe that all humans are born with the ability to understand the difference between good and evil. • Muslims believe good actions will help them achieve their goal of al-Jannah in Akhirah, and evil actions will work to prevent it and lead them to Jahannam. • Muslims accept there are various reasons to explain why humans suffer, including the belief that Allah has a plan and suffering is part of the plan. 	Punishment means imposing a penalty on a person who has committed a crime. • Shari'ah Law is the code of behaviour used by Muslims, especially in Islamic countries, which is consulted on legal matters. • Punishment is important to Muslims because they believe it creates a stable society, it is fair and just, and it is prescribed by Allah. • The Qur'an provides teachings and guidance on punishments. • Punishment can be seen as a form of justice and is needed in society  The death penalty Capital punishment is used in some Islamic countries that follow Shari'ah law. • The purposes of capital punishment include retribution, repentance, closure for the victim's family, protection of society and deterrence. • Not all Muslims support the use of capital punishment. • The Qur'an suggests that there are other options for the punishment of serious crimes. • Atheists and Humanists do not support the death penalty.
The aims of punishment	Forgiveness	Criminals and human rights	
	There are four main recognised aims of punishment: reformation, deterrence, retribution and protection. • There are various strengths and weaknesses of each aim of punishment. • Muslims believe punishment is important and support the aims of punishment. • The Qur'an contains guidance on why punishment is important. • Shari'ah law is used by Muslims to decide punishment in some situations and it demonstrates the aims of punishment through its guidance	Islam is a religion of peace and justice. • Muslims believe that the treatment of prisoners in a fair and just way is important. • Most Muslims do not accept torture of prisoners today. • Muslims believe prisoners are entitled to human rights and a fair trial. • Atheists and Humanists hold similar views to Muslims, although they justify their views using different reasons. • Atheists and Humanists are supporters of human rights and the fair treatment of all prisoners	Key Terms: Justice – due allocation of reward and punishment, the maintenance of right Laws – rules made by Parliament and enforceable by the courts Hadith – sayings of the Prophet Muhammad Vicegerent – someone working as God's steward or representative on earth Civil rights – the rights of citizens to political and social freedom and equality Alien – a foreigner, especially one who is not a naturalised citizen of the country where he or she is living Malicious – having or showing a desire to cause harm to someone

Stretch and challenge: How do these beliefs relate to Muslim practice in the 21st Century around the world?
Homework – You will be expected to be able to answer these questions and in addition work through your homework timetable, making revision mind maps and answering exam style questions.

Edexcel - Year 11 RE - Cycle 1 - Living the Muslim life

The Ten Obligatory Acts The Ten Obligatory Acts are: the four practical pillars (<i>salah</i>, <i>sawm</i>, <i>zakah</i> and <i>hajj</i>) plus <i>khums</i>, <i>jihad</i>, doing good, avoiding evil, following the relatives of the prophet and hating those who hate Allah and his chosen ones. They are only obligatory for Shi'a Muslims because the last two refer to the Shi'a Imams who are rejected by Sunni Muslims. Exam practice Explain two reasons why the <i>shahadah</i> is important for Muslims today? In your answer you must refer to a source of wisdom and authority	One of the 5 pillars: <i>Shahadah</i> means 'to observe, witness, testify' these words become a statement of belief: 'I bear witness that there is no god but God and that Muhammad is the prophet of God'. The <i>shahadah</i> is often called the Muslim creed because it contains all that Muslims must believe to call themselves Muslims. The words of the <i>shahadah</i> are repeated many times a day by Muslims in the prayer ritual of <i>salah</i>. They are announced five times a day from the minaret of the mosque as the muezzin calls Muslims to prayer. They are the first words a baby hears, as his or her father should whisper them into the baby's ears. They should be the last words a Muslim utters if they know they are dying.	Salah <i>Salah</i> should take place five times a day and can be performed wherever a Muslim is as long as they can find a clean place, face the direction of the Ka'aba and wash themselves according to the rules of <i>wudu</i>. There is a set <i>ritual</i> and the prayers must be said in Arabic. There is a special <i>salah</i> on Friday midday (<i>Jummah</i> prayers) which must be said in the mosque. <i>Salah</i> is important because it gives direct contact with God five times a day. Exam practice Explain two reasons why <i>Jummah</i> prayers are important for Muslims? In your answer you must refer to a source of wisdom and authority.	Zakah <i>Zakah</i> is the third pillar and is an annual tax of 2½ per cent on wealth, which is paid to help the poor as commanded in the Qur'an. Special <i>zakahs</i> are paid on the <i>ids</i> and Muslims make voluntary donations called <i>sadaqaah</i>. Shi'a Muslims pay a special <i>khums</i> tax of twenty per cent of business surplus which is how Shi'a interpret Surah 8:41, but Sunnis think it is twenty per cent of profits from war. Shi'a Muslims also have a special <i>khums</i> tax which is one fifth of a gain based on this verse: <i>Know that whatever of a thing you acquire, a fifth of it is for Allah, for the Messenger, for the near relative, and the orphans and the needy and the wayfarer. (Surah 8:41)</i> Sunni translations of the Qur'an teach that <i>khums</i> applies only to proceeds from war. C style question (5 marks) Explain two reasons why paying <i>zakah</i> is important for Muslims. In your answer you must refer to a source of wisdom and authority. 5 marks.	Key terms <i>Shahadah</i> – the confession and witness of faith, the first pillar <i>Salah</i> – ritual prayers to be said five times a day, the second pillar <i>Zakah</i> – charity tax, the third pillar <i>Sawm</i> – fasting, the fourth pillar <i>Ramadan</i> – ninth month of the Islamic year, the month of fasting <i>Hajj</i> – pilgrimage to Makkah, the fifth pillar <i>Khums</i> – an additional charity tax for Shi'a Muslims Prostrated – to put oneself flat on the ground so as to be lying face downwards, especially in respect of submission Fajr – dawn prayer, Zuhr – midday prayers Asr – afternoon prayer, Maghrib – sunset prayers Isha – night prayer, Muezzin – the prayer caller, Adhan – the call to prayer Minaret – the tower from which the prayer call comes, Wudu – the ritual washing before prayers, Nisab – the amount of income or wealth a Muslim needs to have before they are liable for <i>zakah</i>, Alms – charitable giving to the poor, Sadaqaah – voluntary giving to the poor Dhu al-Hijjah – the twelfth month of the Islamic calendar, when <i>hajj</i> takes place Ithram – pilgrim dress Ka'aba – (or Ka'ba) the House of God in Makkah containing the black stone Zamzam well – the well in the courtyard of the Great Mosque given by God for Hagar and Ismail Ma'sa – the covered passageway between the hills Marwa and Safa, which pilgrims run between, Talbiya – the <i>hajj</i> prayer which pilgrims say constantly, Tawaf – seven circuits of the Ka'aba, Mina – the place ten kilometres from Makkah where pilgrims throw stones at Satan and make the sacrifice Arafat – the plain and hill eighteen kilometres from Makkah where the central part of <i>hajj</i> takes place, Waquf – a standing prayer during <i>hajj</i> Hajji – one who has completed the <i>hajj</i> Circumambulate – walk round, make a circuit
Hajj <i>Hajj</i> is the fifth pillar and is the annual pilgrimage to Makkah which copies the ones Muhammad made. All Muslims should try to perform <i>hajj</i> once in their life, but they can only go if it will not cause their family financial hardship. Pilgrims perform special ceremonies at the Ka'aba in Makkah and on the plain of Arafat. The highlight is the sacrifice at the village of Mina which all Muslims join in as <i>Id-ul-Adha</i>. The purpose of Hajj – for Muslims to prepare themselves for the Day of Judgement when they will next appear at Arafat and to make sure that the sins they have committed will not count against them on that day to stone the devil within themselves at Mina and to show God they are prepared to sacrifice for him. to fulfil the final pillar and live a full Muslim life to follow the example of Muhammad in performing the actions he carried out in the places he did them	Jihad <i>Ummah</i> – the Muslim community (brotherhood of Islam) Muslim Law Schools – the four schools which interpret the Shari'ah for Sunni Muslims Jihad – one fighting in a Holy War Halal – that which is permitted Haram – that which is not permitted <i>Jihad</i> is struggling for religion. Muslims divide <i>jihad</i> into greater and lesser. Most Muslims believe that the greater <i>jihad</i> is the struggle to make oneself a perfect Muslim and only then can the lesser <i>jihad</i> of making the world Muslim begin. Most Muslims believe that lesser <i>jihad</i> should be peaceful. Some Muslims think that lesser <i>jihad</i> involves war against non-Muslims and some even think that this is the greater <i>jihad</i>.	Celebrations and commemorations All Muslims celebrate <i>Id-ul-Adha</i> to join in the <i>hajj</i> sacrifice at Mina so that all Muslims are part of the <i>hajj</i>. They also celebrate <i>Id-ul-Fitr</i> at the end of the month-long fast of Ramadan, rejoicing in the benefits <i>sawm</i> brings to Muslims. Only Shi'a Muslims celebrate <i>Id-ul-Ghadeer</i> as this remembers Muhammad choosing Ali as his successor, which Sunnis do not think happened. Also only Shi'as celebrate <i>Ashura</i> since that remembers the Sunni army killing Ali's grandson in battle. Exam practice: Explain two reasons why Muslims celebrate <i>Id-ul-Fitr</i>. In your answer you must refer to a source of wisdom and authority. (5 marks)	Key Terms: Al-Hijra – 1 Muharram, Islamic New Year's Day Mawlid al-Nabi – the birthday of the Prophet Muhammad Lailat al-Miraj – the Prophet's night journey to Jerusalem and then to heaven Shirk – the sin of associating other things with God; it is the worst sin Dhu al-Hijjah – twelfth and final month of the Islamic calendar Amir al-Mu'minin – commander of the faithful, a title given by Shi'as to Ali and his descendants Ghadeer Khum – the Pool of Khum halfway between Makkah and Madinah Muharram – the first month of the Islamic calendar Husayn – Muhammad's grandson and the third imam of Shi'a Islam Yazid – the sixth caliph of Sunni Islam Karbala – site of the battle where Husayn was killed by Caliph Yazid (100 km southwest of Baghdad)	



Physical Education KS4 Curriculum Plan 2025-26

	Year 10	Year 11	
	Leadership skills and implementing and developing tactics	Healthy participation, officiating, game play	Enrichment
Cycle 1	- Evaluate performance - Embedding and continuing to develop techniques into a competitive game - Use and develop tactics in various situations - Analyse and evaluate skills as a leader and official – officiating games with support Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, and exercising safely.	- Evaluate performance and demonstrate improvement - Embedding and continuing to develop techniques into a competitive game - Use and develop tactics in various situations - Analyse and evaluate skills as a leader and official – officiating games with support Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, and exercising safely.	Football Netball Rugby Trampolining Fitness club Dance Basketball
Cycle 2	- Evaluate performance - Embedding and continue to develop techniques into a competitive game - Use and develop tactics in various situations - Analyse and evaluate skills as a leader and official – officiating games with support Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, and exercising safely.	- Evaluate performance and demonstrate improvement - Embedding and continuing to develop techniques into a competitive game - Use and develop tactics in various situations - Analyse and evaluate skills as a leader and official – officiating games with support Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, and exercising safely.	Football Netball Rugby Trampolining Fitness club Dance Basketball
Cycle 3	- Evaluate performance - Embedding and continue to develop techniques into a competitive game - Use and develop tactics in various situations - Analyse and evaluate skills as a leader and official – officiating games with support Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, and exercising safely.	- Evaluate performance and demonstrate improvement - Embedding and continue to develop techniques into a competitive game - Use and develop tactics in various situations - Analyse and evaluate skills as a leader and official – officiating games with support Assessment: Booklet used - focusing on motor competence, rules, strategies, tactics, leadership, and exercising safely.	Cricket Rounders Athletics Tennis Softball

Year 11 PE – Healthy participation, Game Play and officiating

Rugby

- Defensive tactics
- Attack tactics
- Formations
- Set plays
- Adapting tactics
- Leadership/ coaching

Trampolining

- Basic moves and twists
- Seat landing plus combinations
- Swivel hips
- Front landing plus combinations
- Back landing plus combinations
- Somersaults

Girls Football

Leaders:

Leadership skills
Confidence Skills
Working with others
Communication skills
Problem Solving skills.

Attacking:

- Finishing
- Passing
- Receiving
- Turning
- Moving with the ball

Defending:

- Intercepting
- Pressing
- Marking
- Challenging
- Covering and recovering

Table Tennis

- Grip and stance
- Push –
- Backhand/Forehand
- Backhand Drive – application of spin
- Forehand Drive – application of spin
- Serve
- Lob and smash
- Singles and doubles play

Football

- Defensive tactics
- Attack tactics
- Formations
- Set plays
- Adapting tactics
- Leadership / coaching

HRE

- Circuit movements
- Safe and effective use of resistance machines
- Planning, conducting and evaluating a fitness programme.

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