

# YEAR 9 CURRICULUM CHOICES 2024-2026



# Year 9 Curriculum Choices 2024-2026

The curriculum choices booklet gives summary information for parents and students about the subjects that students in Years 10 and 11 will study which are a compulsory part of their education, as well as information about subjects which students can choose from to complete their curriculum for Years 10 and 11.

This is an exciting and important time in a student's school career. The choices they make will most likely have an impact upon what they go on to study or receive training in after GCSE (the end of Year 11), fulfilling the current government requirement to remain in education or training until the end of the year of their 18th Birthday. The choices they make should be supported and informed ones, choices that are made based upon all of the information and advice available.

This booklet is just one source of information for parents and students about the key stage 4 curriculum. In addition to reading the information enclosed in this curriculum choices booklet, students should consult their teachers and follow the advice and guidance available through the **subject presentations** we are providing so that they can consider all available information prior to making decisions about the courses they select. Students are encouraged to keep as open a mind as possible in case first preference courses are not allocated or available.

A large proportion (16 hours out of 25 per week) of a student's timetable at GCSE is already determined. All students must take English Language, English Literature, Maths and Science. There is information on core examined subjects included in the first section of this booklet. Students will also complete non-examined core lessons in PE and Personal Development which incorporates PSHE and RE.

**Students will express a preference for four additional subjects from those included in the curriculum choices sections 2 and 3 in this booklet, following one of two pathways. These will either be GCSE or Level 2 courses (i.e. BTEC, Cambridge Nationals, vocational awards which are of equivalent value to a GCSE).**



Government changes, affecting schools across the country, mean that subjects are now placed into one of three groups – core compulsory, EBacc and other. This is aimed at students choosing a well-balanced curriculum that should lead to at least 9 GCSE, or equivalent, qualifications. As a result, students must choose at least one humanity (Geography or History).

# Year 9 Curriculum Choices 2024-2026

Later in this booklet I also provide information to you about the English Baccalaureate or EBacc. In making their choices, students and their families should carefully consider the benefits to them of taking either Geography or History combined with French, German or Spanish as this combination along with Maths, English and Science makes up the EBacc curriculum which employers and universities may increasingly be looking for in their applicants as students across the country take this combination of subjects in increasing numbers. This is considered a more 'academic' curriculum but isn't just reserved for the most-able students. By offering 4 curriculum choice subjects, we are keen to make it possible to mix the EBacc curriculum (which takes up 2 of the 4 available choices) with other subjects.

## Subject availability

Numbers in a class are usually capped at 30. Classroom-based practical subjects have a lower maximum number in line with health and safety guidelines and/or space needed to complete the course. Whilst every effort will be made to accommodate all four first preference curriculum choices, some combinations may not be possible due to class sizes and teacher availability. In these cases, second preference options will be the most likely allocated subject.

*If you have any questions about the curriculum choices process which isn't covered in the information provided in this booklet and/or in the curriculum choices presentation, please do not hesitate to contact the school using the email [2024year9choices@coombedean.co.uk](mailto:2024year9choices@coombedean.co.uk). Please note that a response may not be immediate. We will endeavour to respond to all weekday enquiries in term time within 48 hours.*

**Mr C Jacks**  
**Assistant Headteacher**

## Making choices

We aim to provide a broad, balanced and also focused curriculum which is appropriate and relevant for each student. At this point in Year 9, students can choose from a range of courses and combine these to form their curriculum choice pathway through Years 10 and 11. Making the right choices as part of an informed decision and committing to these choices is very important, so as to avoid disruption and change during the very early part of Year 10, which may not be possible.

## To help you choose

We are providing as much help and advice as possible and the following resources and opportunities are designed to support you through the options process:

- support from tutors and subject teachers;
- advice and information; the curriculum choices presentation, subject presentations and this curriculum choices booklet;
- use of Career Pilot - [www.careerpilot.org.uk](http://www.careerpilot.org.uk);
- personal meetings where requested to support you individually while making choices as well as advice on which pathway is best for you. Students with a key worker will have an individual appointment.

# Year 9 Curriculum Choices 2024-2026

## Things to consider when your child is making curriculum choices:

### Questions to discuss with your child:

- What do you think are your strengths?
- Where do you see yourself in the future?
- Are the choices you are making being influenced by where you see yourself in the future?
- Are you aware of what might help you to get where you want to be?
- Is where you want to be realistic or should there be other plans in place too?
- What are your particular interests and abilities and which subjects would best use and develop these?
- What careers and courses will be open to your child if they select courses they like and learn well doing?
- Does the career / do the career paths they have in mind require particular subjects?
- What does your child see themselves doing for Post-16 education and how do the courses they are choosing fit in with this?

### Things for you to consider in the advice you give:

- What ambitions do you have for your child?
- How much of a role are your ambitions playing in their decision-making?
- Are you encouraging your child to choose the right subjects for them, particularly given their ability, and aspirations?

## Curriculum Pathways

### English Baccalaureate (EBacc) Pathway

All students on this pathway work towards qualifications in:

English Language, English Literature, Maths, Science and either History or Geography combined with German, French or Spanish plus two further subjects of their choice.

**This pathway is recommended and can be of value to all students.**

### Standard Options Pathway

All students on this pathway work towards qualifications in:

English Language, English Literature, Maths, Science and one from History or Geography plus up to three further subjects of their choice.

# Content

## **Foreword**

Making Choices

- GCSE / Level 2 Grading
- Careers Tools / Support
- English Baccalaureate - EBacc

### **Section 1 – Core Compulsory**

- English (Language and Literature)
  - Mathematics
  - Combined Science
- Core Physical Education
- Personal Development

### **Section 2 Curriculum Choices**

- Art and Design
- Computer Science
- Creative iMedia Level 1/2
- Design and Technology
  - Drama
- Enterprise and Marketing Level 1/2
  - Geography
  - History
- Hospitality and Catering Level 1/2
- Languages (French, German & Spanish)
  - Music
- Physical Education
- Religious Studies
- Separate Science
- Sport Studies

# GCSE Changes

Students are no longer graded A\*-G across their GCSE subjects, instead they receive their results on the 9-1 scale introduced in 2017. Equivalent GCSE subjects (L2 BTECs/Cambridge Technicals) will continue to be graded Level 1 and Level 2 Pass, Merit and Distinction / Distinction\* - equivalent at Level 2 to grades C (4), B (5.5), A (7) and A\* (8.5). The table below is intended to help plot the more familiar GCSE grades against the newer 9-1 numbered scale.

## New GCSE Grading Structure

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

L2 Distinction\* = 8.5  
L2 Distinction = 7  
L2 Merit = 5.5  
L2 Pass = 4  
L1 Distinction = 3  
L1 Merit = 2  
L1 Pass = 1.25

# Careers Tools / Support

The following two websites can help provide further useful information to guide young people and their families through the options process beyond that available through the school:

The screenshot shows the Careerpivot website interface. At the top, there is a navigation bar with 'Home', 'Adviser Zone', 'Parent Zone', a search bar, and 'Sign in' / 'Register' links. Below the navigation bar, the 'Careerpivot' logo is followed by a menu: 'All info', 'Jobs', 'Courses', 'Providers', 'Qualifications', and 'Videos'. The main content area is titled 'Your choices at 14' and features three light blue boxes: 'Choosing GCSEs: compulsory and optional', 'Exploring Vocational Qualifications: alternatives to GCSEs', and 'Places to study at 14'. On the right side, there is a 'CAREER TOOLS' sidebar with a list of options: Dashboard, My Skills Profile, My Subjects, My Job Sectors, My Values, My Qualifications, My Providers, My Courses, My Bookmarks, My Next Steps, and My Action Points. At the bottom of the sidebar is a button labeled 'View your full report'. The footer contains copyright information, a 'matrix' logo, and social media links.

[www.careerpilot.org.uk/](http://www.careerpilot.org.uk/)

The screenshot shows the National Careers Service website. At the top, there is a dark blue header with the text 'National Careers Service' and a navigation menu: 'Explore careers', 'Skills assessment', 'Find a course', 'Contact us', 'Action plans', and 'Careers advice'. Below the header, there is a 'BETA' badge and a message: 'Complete Ipsos MORI survey to give us your feedback about the service.' The main content area has a green background with the text: 'National Careers Service', 'We provide careers information, advice and guidance. We can help you to make decisions on learning, training and work at all stages in your career.', and 'This service is available to people who live in England.' Below this, there are three columns of services: 'Skills assessment' (Learn more about your skills and match them to potential new careers. Button: 'Assess your skills'), 'Explore Careers' (Choose from over 800 career profiles to discover what a job involves. Button: 'Search job profiles'), and 'Find a course' (Look for learning and training opportunities local to you. Button: 'Look for courses'). At the bottom, there is a 'Careers advice' section with three buttons: 'Making career choices', 'Getting a job', and 'Progressing your career'.

[www.nationalcareersservice.direct.gov.uk/](http://www.nationalcareersservice.direct.gov.uk/)

# English Baccalaureate

## HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

**You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.**

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- **English language and English literature**
- **Maths**
- **Science**  
Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
- **History or Geography**
- **A language**  
Ancient or modern



### WHAT IS THE EBACC?

The EBacc is not a qualification in its own right - it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

#### EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

**The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.**

The Centre for Longitudinal Studies,  
August 2017



# English Baccalaureate

## LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

**The Russell Group has named languages as subjects that open doors to more degrees at universities.**

(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."

Dr Adam Marshall, Director General of the British Chambers of Commerce

## WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

**Schools where more pupils select the EBacc at GCSE maintain the number of pupils that select arts.**

Trends in arts subjects in schools with increased EBacc entry July 2017



## Further Information

Search EBacc on GOV.UK for more information.

You should also get in touch with your child's school directly - they will be able to tell you about their specific GCSE and EBacc offer and explain all of your child's options.

# English Baccalaureate

## Possible benefits of the EBacc according to the Government and research

The Government has raised expectations for schools in terms of the number of students who follow an EBacc curriculum.

Although the specific career benefits of pursuing an EBacc curriculum may take a few years to become clear, we do encourage all students, with their families, to consider and discuss the benefits of taking a Modern Foreign Language combined with a humanity (Geography or History) alongside English, Maths and Science. These benefits should of course be balanced with the potential benefits to each child of taking at least one subject that isn't part of the EBacc.

In July 2016, the Sutton Trust published 'Changing the Subject', a briefing on how the EBacc and Attainment 8 reforms were changing results. The briefing assessed the impact on students in schools which had significantly adjusted their educational offer following the introduction of these measures.

The 2014 CBI and Pearson Education Skills Survey found that 65% of companies had a need for foreign language skills. Indeed, the changing political landscape across Europe may also point towards the increased importance of knowledge of a foreign language.

Many students studying the EBacc subjects at GCSE, progress to further study in these subjects at A level. These A levels are part of the Russell Group's list of 'facilitating subjects' which are those most often required by top universities for a broad range of courses such as Engineering and Law or Physiotherapy, Medicine, Dentistry and the Sciences.

## The former Education Secretary, Justine Greening, wrote the following in her foreword to the document 'Implementing the English Baccalaureate' published in July 2017:

*"To become a great meritocracy, we need an education system which ensures that everyone has a fair chance to go as far as their talent and hard work will allow. We need to remove the barriers that stop people from being the best they can be, and ensure that all children are given the same chances through education to succeed.*

*An important part of this will be ensuring that children have the opportunity to study the core academic subjects at GCSE—English, Maths, Science, History or Geography and a language—the English Baccalaureate (EBacc).*

*These are the subjects which at A level, according to the Russell Group, open more doors to more degrees. They provide a sound basis for a variety of careers beyond the age of 16. They also enrich students' studies and give them a broad general knowledge that will enable them to participate in and contribute to society."*

# Section 1

## Core Compulsory

# English

**Subject Leader: Miss Snow**

## **Qualification specification AQA**

The qualification studied are English Language and English Literature

These qualifications award grades 9-1

## **What content will students' study in Years 10 and 11?**

Brief curriculum narrative

All students will study the AQA English Language and English Literature GCSEs. Students will receive certificates graded from 9-1.

Both of these courses are now 100% exam assessed. Students will take the exams at the end of Year 11.

Overview of key topics

Year 10	Key topics: Study towards GCSE English Language and GCSE English Literature: Language Paper 1 and Paper 2; Shakespeare (Macbeth); 19 <sup>th</sup> Century Novel (A Christmas Carol); Poetry (Power and Conflict) and Modern Text (An Inspector Calls).
Year 11	Key topics: Study towards GCSE English Language and GCSE English Literature: Language Paper 1 and Paper 2; Shakespeare (Macbeth); 19 <sup>th</sup> Century Novel (A Christmas Carol); Poetry (Power and Conflict) and Modern Text (An Inspector Calls).

*This course also includes Non-Examination Assessment in Spoken Language*

## **Skills and knowledge that will be developed**

Students develop core literacy skills, reading and writing a range of fiction and non-fiction texts. The syllabus places considerable emphasis on students showing:

- an understanding of the meaning of texts in relation to audience and purpose
- an understanding of language, context and structure within texts
- the ability to structure texts effectively
- the ability to use language effectively in a range of different contexts
- the ability to use a range of sentence structures and punctuation.



# English

## Assessment overview

Paper title / NEA	What's assessed	Weighting	When taken
AQA English Language Paper 1	Explorations in Creative Reading and Writing	50%	Summer Term Year 11
AQA English Language Paper 2	Writers' Viewpoints and Perspectives	50%	
AQA English Literature Paper 1	Shakespeare and the 19 <sup>th</sup> Century Novel	40%	
AQA English Literature Paper 2	Modern Texts and Poetry	60%	

## Main resources used and needed

Black pen, purple pen, yellow, green and pink highlighters.

## What would be useful for students to have in addition

Revision Guides are available from the school shop on any of the exam components.

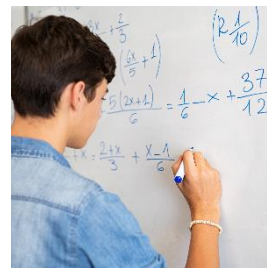


# Mathematics

**Subject Leader: Mrs. Duffield**

## Qualification specification

The qualification studied is GCSE Mathematics  
This qualification awards grades 9-1



## What content will students study in Years 10 and 11?

Students study towards the Edexcel GCSE Mathematics (1MA1). GCSE Mathematics has a foundation tier (grades 1 – 5) and a higher tier (grades 3 – 9). The highest grade available on the foundation paper will exceed the demands of the previous GCSE grade C; additional content reflects this increased challenge. The content is divided into broad topic areas which students access throughout Years 10 and 11.

Topic Area	Foundation tier (%)	Higher tier (%)
Number	22-28	12-18
Algebra	17-23	27-33
Ratio, proportion and rates of change	22-28	17-23
Geometry and measures	12-18	17-23
Probability and Statistics	12-18	12-18

## Skills and knowledge that will be developed

Students study a wide range of Mathematics, all aimed at developing a confidence with mathematics and a love for the subject.

Numerical competence is critical to mathematical success, so these skills are honed and developed regularly. Students develop a range of algebraic skills early in the course. These are applied in a range of problem-solving contexts including geometric. Students experience a variety of geometry topics from area and angles to proof and construction. Students also learn the fundamentals of data handling and probability.

Learning mathematical skills is vital, but the application of these skills is critical to success in life beyond formal education. As such, our students study personal finance and consider how Mathematics is used in other subjects and employment.

We aim that students:

- become **fluent** in the fundamentals of Mathematics so that they are efficient in using and selecting the appropriate Mathematics to use.
- can **solve problems** by applying their Mathematics to a variety of problems, including in unfamiliar contexts and to model real-life scenarios.
- can **reason mathematically** by following a line of enquiry and develop and present an argument or proof using mathematical language.

## Assessment overview

Paper title / NEA	What's assessed	Weighting	When taken
Paper 1	Non-calculator	$\frac{1}{3}$ – 80 marks	Summer Term Year 11
Paper 2	Calculator	$\frac{1}{3}$ – 80 marks	
Paper 3	Calculator	$\frac{1}{3}$ – 80 marks	

# Mathematics

There are a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as the paper progresses.

The examination content has been divided into 3 broad areas: basic foundation content, additional foundation content and higher content. All students will develop confidence and competence and be assessed on the basic foundation content. Most students will access the additional foundation content. This content will be tested at both foundation and higher tier. Only the more highly attaining students will be assessed on the content identified as higher content, having developed and demonstrated a confidence and competence at this level. Students can be said to have confidence and competence with mathematical content when they can apply it flexibly to solve problems. Students must take all three question papers at the same tier.

## Main resources used and needed

**Class texts** - GCSE Mathematics 9-1 – CGP

**Revision guide** - GCSE Mathematics Edexcel - Collins

**Websites** - [www.sparxmaths.uk](http://www.sparxmaths.uk), [www.corbettmaths.co.uk](http://www.corbettmaths.co.uk)

It is essential that students are equipped to learn. Students require the following mathematical equipment for every Mathematics lesson:

**Pen, purple pen, pencil, 15cm ruler, Casio fx-83 or Casio fx-85 scientific calculator** (available from the school shop).

## What would be useful for students to have in addition

Students studying maths at higher tier, particularly those who wish to continue their mathematical studies at Post-16, may wish to purchase the Casio fx-CG50 calculator. This is also available from the school shop.



# Combined Science

**Subject Leader: Mr. McDermott**

**All students study either Trilogy Double Award or 3 Separate Sciences. In order to study 3 Separate Sciences – then Separate Science must be selected as an option (see p.52).**

## **Qualification specification AQA**

The qualification studied is AQA Trilogy Science double award.

This qualification awards two grades 9-1. Which represents the mean performance of the students in Biology, Chemistry and Physics.

## **What content will students study in Years 10 and 11?**

GCSE Combined Science (Trilogy) is a double GCSE taken by the majority of students. It builds on the Key Stage 3 curriculum and covers the National Curriculum Programme of Study for Science at Key Stage 4. It encourages students to explore, explain, theorise and model in science and develops a critical approach to scientific evidence. The course is taught through the main themes of Biology, Chemistry and Physics.

## **Overview of key topics**

GCSE Combined Science (Trilogy) is taught as 3 subjects:

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<ul style="list-style-type: none"><li>• Cell Biology</li><li>• Organisation Infection and response</li><li>• Bioenergetics</li><li>• Homeostasis and response</li><li>• Inheritance, variation and evolution</li><li>• Ecology</li></ul>	<ul style="list-style-type: none"><li>• Atomic structure and the periodic table</li><li>• Bonding, structure and the properties of matter</li><li>• Quantitative chemistry</li><li>• Chemical changes</li><li>• Energy changes</li><li>• The rate and extent of chemical change</li><li>• Organic chemistry</li><li>• Chemical analysis</li><li>• Chemistry of the atmosphere</li><li>• Using resources</li></ul>	<ul style="list-style-type: none"><li>• Energy</li><li>• Electricity</li><li>• Particle model of matter</li><li>• Atomic structure Forces</li><li>• Waves Magnetism</li><li>• Electromagnetism</li></ul>





# Combined Science

## Skills and knowledge that will be developed

We will

- Impart a systematic body of scientific knowledge and facts, and an understanding of scientific concepts, principles, themes and patterns
- Further students' appreciation of the practical nature of science, developing experimental skills based on correct and safe laboratory techniques
- Develop an appreciation of the importance of accurate experimental work to scientific method and reporting
- Develop students' ability to form hypotheses and design experiments to test them
- Sustain and develop an enjoyment of, and interest in, the scientific world
- Foster an appreciation of the significance of science in wider personal, social, environmental, economic and technological contexts, with a consideration of ethical issues.

## Assessment overview

Paper title / NEA	Weighting	When taken
Biology – Paper 1	12.5%	Summer Term Year 11
Biology – Paper 2	12.5%	
Chemistry – Paper 1	12.5%	
Chemistry – Paper 2	12.5%	
Physics - Paper 1	12.5%	
Physics - Paper 2	12.5%	

## Main resources used and needed

The exam board is AQA. More details including the full draft specification for GCSE Combined Science (Trilogy) is available at: <http://www.aqa.org.uk/subjects/science/gcse>

## What it would be useful for students to have in addition

Scientific Calculator

CGP Revision guide - AQA Trilogy Combined Science (these are higher tier or foundation tier – please seek advice from your teacher before buying these).

The textbooks that we will be using in class are:

**Biology - AQA GCSE Biology for Combined Science (Trilogy) Student Book**

**Chemistry - AQA GCSE Chemistry for Combined Science (Trilogy) Student Book**

**Physics - AQA GCSE Physics for Combined Science (Trilogy) Student Book**

There is no expectation that students will purchase textbooks, but they do represent an excellent resource for use at home.



# Core Physical Education

**Subject Leader: Mr. Bellamy**

## Qualification specification

Students will continue to participate in Physical Education in KS4 as part of the school's core offer, it is not an examined subject.

## What content will students' study in Years 10 and 11?

As a department we aspire to provide our students with a range of opportunities that ignite a passion for physical activity and embed healthy habits that will make a difference to their lifelong wellness and character.

The key principles that support this intent are:

**Atmosphere:** Developing positive relationships will allow us to create a culture whereby students are safe, active, having fun and engaged, along with an understanding and acceptance that there are certain 'non-negotiables'.



**Approach:** Our lesson structure will remain consistent in both a practical and theoretical environment allowing for familiarity for students but also not impinging on teacher autonomy; this will be encouraged and developed (learning from the front).

**Assessment:** Learning will be assessed in three strands: Attitudes, Skills and Knowledge. 'Attitudes' will focus on character development. 'Skills' will focus on sporting ability and the knowing on curriculum progress (KS3 prior learning, cross-curricular links and GCSE PE syllabus). These assessment foci will be planned across the year and may involve multiple or individual strands.

# Core Physical Education

## Overview of key topics

Year 10	Key topics: Preventing injury in physical activity and training performance in competitive situations Integrity Innovation Motivating & influencing others Body management and wellbeing
Year 11	Key topics: Sports psychology Evaluation & Improvement Responsibility & Self-management Stress management Problem solving

## Skills and knowledge that will be developed

We recognise that not every student shares an intrinsic motivation for sport and competition. Although we endeavour to nurture a sporting excellence where it is appropriate, we also understand that this approach can often be a barrier for many. We aim to engage ALL young people in physical activity. As PE teachers we have a unique and moral responsibility to nurture and promote a positive relationship with physical activity – something which will have a direct impact on the wellbeing of every student and ultimately affect their quality of life. Our core aims are to develop transferable life skills within a safe environment through the vehicle of sport and physical activity.



## Main resources used and needed

Students will require the appropriate PE kit for the activity that they are participating in for every lesson, even if they are injured or cannot take part, they will still play a role in the lesson.

# Personal Development

## Subject specification

Personal Development is a non-examined statutory subject that students continue to follow at KS4. Students will study a range of topics within this subject from the Personal, Social, Health and Economic (PSHE) and the Relationships and Sex Education (RSE) Government framework.

## What content will students study in Years 10 and 11?

In Personal Development we aim to equip our students with the knowledge, skills and attributes to make the most of the opportunities available to them and to effectively deal with challenges they will face in the future. To provide students with the knowledge and skills they require to make informed choices.

We recognise that Personal Development is just one part of what a school can do to help a child develop the knowledge skills, attitudes and understanding they need to fulfil their potential.

We aim to take a positive approach which does not attempt to induce shock or guilt but focuses on what students can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic and personal wellbeing.

We provide a safe and supportive learning environment where students can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

## Overview of key topics

Year 10	Key topics: Being health aware, consent, pregnancy, contraception and safe sex, county lines and gangs, the impact of drugs, preparation for the world of work, work experience, CV writing, Interview preparation and skills, consent, the dangers of pornography, domestic violence and abuse, friendships and peer pressure, online safety, exploitation, budgeting, financial decisions, happiness and connection with others, first aid and basic life support.
Year 11	Key topics: Personal values, consent, sexual health, pregnancy and outcomes, self-efficacy and stress management, personal branding, personal statement writing, skills for further education, budgeting, developing healthy relationships, diversity, faith and cultural expectations, victim blaming, unwanted attention, preparation for next steps.



## Skills and knowledge that will be developed

- Experience taking and sharing responsibility.
- Feel positive about themselves and others. Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- Carry out or take part in daily personal living routines.
- Make real decisions (with support where necessary so that they can act upon them).
- Take part in group activities and make contributions.
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their achievements and successes.

## Main resources used and needed

Students are provided with workbooks and files.



# Section 2

## Curriculum Choices

# Art and Design

## Qualification specification

### Edexcel AD01/02

The qualification studied is Art and Design

This qualification awards grades 9-1



## What content will students study in Years 10 and 11?

### Brief curriculum narrative:

The GCSE course is designed to provide students with a broad range of experiences with media and materials across two major art projects. These projects are aligned with smaller topics that enable students to develop, experiment and explore a range of approaches through both two and three dimensions. Students will refine and deepen their knowledge and skills in drawing, painting, ceramics and mixed media.

### Overview of key topics

Year 10	<p>Key topics:</p> <p>Natural Form is studied as a starting point and then personal development informs a range of outcomes that include a painting, ceramics studies and printing formats.</p> <p>Project 2 is 'Deconstruct/Reconstruct' and is centred around a series of stimuli and starting points by extending drawing, illustration, printing and mixed media skills. These tasks take place in a book, with some supporting 2D and 3D work taking place in addition to this.</p>
Year 11	<p>Key topics:</p> <p>Both projects in year 10 will be taken through to finished and final outcomes during terms 1 and 2 of year 11. These final pieces will be completed by the end of January in year 11.</p> <p>The final project is the Externally Set Assignment, and it takes place February to May where a variety of stimuli are provided to encourage students' response to a range of titles (set by the exam board for their practical exam). The final outcome is produced during a series of sessions conducted in examination conditions.</p> <p>To help foster critical, contextual and cultural awareness and support the development of their work, students will be expected to complete homework assignments on a regular basis.</p>



# Art and Design

## Skills and knowledge that will be developed

Students will develop contextual knowledge of a range of traditional historic and contemporary artists, including Peter Randall-Page, Tom Phillips, Pamela Sunday, Cornelia Parker, Pablo Picasso and Sarah Sze.

Students will be expected to become skilled in the use of clay, card, wire, plaster and a variety of paint and print mediums.

Knowledge and understanding of ceramicists will be deepened, as will contemporary mixed media artists and their work, and the theory that underpins colour, pattern, tone, form and the other elements of art.

Students will learn how to control and use this knowledge in different settings and they will gradually become proficient and skilled at directing their own ideas and meaning of work.

## Assessment overview

Paper title / NEA	What's assessed	Weighting	When taken
<b>Unit 1:</b>	Portfolio of Work	60%	September Year 10 to December Year 11
<b>Unit 2:</b>	Externally Set Assignment	40%	February to May Year 11

## Main resources used and needed

Basic materials that would be very useful for this course:

- A range of good quality pencils – to include 2B and 4B
- A good quality eraser and pencil sharpener
- A fine liner pen and a larger black marker
- An assortment of felt-tipped pens
- A sketchbook to practise drawing
- A ruler
- A set of watercolours

## What would be useful for students to have in addition

- A set of 6 (or more) gouache or acrylic paints + 2 brushes
- A plastic folder/ holdall to take work home





# Computer Science

**Subject Leader: Mr. Gorvin**

**Qualification specification: OCR Computer Science**

The qualification studied is GCSE Computer Science

This qualification awards grades 9-1



**Brief curriculum narrative:**

Computer Science is part of everything we do and in so many parts of our everyday lives. Studying Computer Science provides students with the opportunity to explore the digital world of technology, inspiring them to learn the concepts of Computer Science, as well as providing them with an understanding of how the subject links to real world experiences and opportunities.

It is our aim to create learners that are enthusiastic and driven to study the components, principles and skills necessary to understand computer systems used in the real world. Students develop the skills to analyse and create solutions to problems in computational terms through practical experience including decomposing, designing, writing and debugging programs. They are skills which are transferable to a variety of areas in life.

**Overview of key topics**

<b>Year 10</b>	<b>Key topics:</b> <b>Paper 1</b> <ul style="list-style-type: none"><li>• System architecture (CPU, Types of computer systems)</li><li>• Memory &amp; Storage (Primary, Secondary, Tertiary)</li><li>• Representation of data (Binary, Hex, Characters, Images, Sound, Compression)</li><li>• Computer networks (Types, Hardware, Wired/Wireless, Protocols)</li><li>• Network security</li></ul> <b>Paper 2</b> <ul style="list-style-type: none"><li>• Algorithms</li><li>• Programming fundamentals</li></ul>
<b>Year 11</b>	<b>Key topics:</b> <b>Paper 1</b> <ul style="list-style-type: none"><li>• System software</li><li>• Ethical, legal, cultural and environmental impacts of digital technology</li></ul> <b>Paper 2</b> <ul style="list-style-type: none"><li>• Producing robust programs</li><li>• Boolean logic</li><li>• Programming languages and IDEs</li></ul>

**Skills and knowledge that will be developed**

- Abstraction and Decomposition skills
- Writing Algorithms using Flowcharts/Pseudocode
- Programming fundamentals in Python programming language
- Knowledge and understanding of how this is represented in Binary/Hexadecimal
- How to identify ethical, cultural, environmental issues

# Computer Science

## Assessment overview: 100% exam

Paper title / NEA	What's assessed	Weighting	When taken
<b>Paper 1 - Computer systems (80 marks, 1hr 30mins)</b>	Systems architecture, Memory and storage, Computer networks, connections and protocols, Network security, Systems software, Ethical, legal, cultural and environmental impacts of digital technology	50%	Summer Term Year 11
<b>Paper 2 - Computational thinking, algorithms and Programming (80 marks, 1hr 30mins)</b>	Algorithms, Programming fundamentals, Producing robust programs, Boolean logic, Programming languages and Integrated Development Environments	50%	

## Main resources used and needed

All main resources provided by the Computer Science department, including Knowledge Organisers, Access to LearnCoombeDean VLE, Trinket.io programming platform, and Smart Revise.

## What would be useful for students to have in addition

- Personal Computer/Laptop with access to the Internet
- GCSE Computer Science OCR Complete Revision & Practice (Revision guide)
- A deep interest in how technology works, not just using it
- Strong mathematical and logical skills



# Creative iMedia Level 1/2

**Subject Leader: Mrs Kirtley**

**Qualification specification: OCR Creative iMedia Level 2 J823**

**The qualification studied is Creative iMedia**

**This qualification awards grades L1 pass – L2 distinction**



**Brief curriculum narrative:**

Creative iMedia provides opportunities to explore a wide range of products used in the Media industry. Students will develop an understanding of the importance of designing and creating a product based on specific client requirements and needs. They will be presented with scenarios from which they design, create and evaluate their complete product design process. Students will also be taught to explore and learn a range of software skills in graphic design and digital content creation, as well as consistently develop the importance of pre-planning documents such as storyboards, scripts and visualisation diagrams.

**What content will students study in Years 10 and 11?  
Overview of key topics**

<p>Year 10</p>	<p>Key topics:</p> <p><b>R093: Creative iMedia in the media industry</b></p> <ul style="list-style-type: none"> <li>• Want to learn about technology and how it is used in the media? This is your chance to learn about the media industry and how people work as individual freelance creatives, and as part of a large team in a design house or company.</li> <li>• In this unit you will learn about the media industry, digital media products, how they are planned (scripts, storyboards, visualisation diagrams, etc), and the media codes which are used to convey meaning, create impact and engage audiences.</li> <li>• Topics covered include: The media industry, Digital media products, Media codes used, Factors influencing product design, Pre-production planning, Distribution considerations</li> </ul> <p><b>R094: Visual identity and digital graphics (NEA Coursework)</b></p> <ul style="list-style-type: none"> <li>• In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.</li> <li>• Students are set an assignment to complete working as a ‘Graphic Designer’</li> <li>• Assignment tasks include: Develop visual identity, Plan digital graphics for products, Create visual identity and digital graphics</li> </ul>
<p>Year 11</p>	<p>Key topics:</p> <p><b>R097: Interactive digital media (NEA Coursework)</b></p> <ul style="list-style-type: none"> <li>• Interactive digital media products are found all across the media industry, from games, websites, and apps, to education, simulations and commerce. They can be used to promote, educate, entertain, inform or influence.</li> <li>• Students are set an assignment with tasks to complete, working as a digital content creator for a client scenario (e.g. school, campaign, charity).</li> <li>• Assignment tasks include: Plan interactive digital media product (IDMP), Create interactive digital media, Review interactive digital media</li> </ul>

# Creative iMedia Level 1/2

## Skills and knowledge that will be developed

- Problem solving – Record ideas, plan solutions, review outcomes
- Analytical Skills – Analyse scenarios to work out audience needs and requirements
- Digital Presentation – Identify and make use of appropriate tools and techniques
- Planning – Planning techniques used in the media industry
- Creative Thinking – Exploring and generating ideas to find imaginative solutions

## Assessment overview

Paper title / NEA	What's assessed	Weighting	When taken
<b>R093: Creative iMedia in the media industry</b>	Exam paper (Part A, Part B) – 1 hr 30 mins	70 marks - 40%	Summer Term Year 11
<b>R094: Visual identity and digital graphics</b>	Set assignment containing two practical tasks	50 marks - 25%	Summer Term Year 11
<b>R097: Interactive digital media</b>	Set assignment containing three practical tasks	70 marks - 35%	Summer Term Year 10
Overall mark for qualification calculated by uniform marks from Exam and two NEA coursework units combined.			

## Main resources used and needed

All main resources provided by the Technology and Enterprise department including:

- Microsoft Office suite programs
- Adobe Fireworks/Illustrator
- Assignment briefs and checklists
- Revision Booklet

Revision guide is also available to purchase if students wish.

## What would be useful for students to have in addition

To study iMedia, students should have a strong interest in creative media and using technology. Students should be willing to work towards and meet deadlines, with good time management skills. Students also need to be able to write independently and have independent research skills.



# Design and Technology

Qualification specification - <https://www.eduqas.co.uk/media/25tlhbw/gcse-design-and-technology-specification.pdf>

The qualification studied is Eduqas GCSE 9-1 Design and Technology  
This qualification awards grades 9-1

**Component 1:** Design and Technology in the 21st Century Written examination: 2 hours  
50% of qualification.

**Component 2:** Design and make task (non-exam assessment): approximately 35 hours 50% of qualification.

Design and Technology at Coombe Dean combines practical and technological skills with creative thinking to design and make products that solve problems and meet specific needs. Students learn to use current technologies and consider the environmental, social and moral impact of future technological developments. They also learn to think creatively and logically in order to improve the quality of life, solve problems as individuals and work collaboratively on different types of tasks.

Students work in a range of stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world. They identify needs and opportunities. They respond with ideas, products and systems, challenging expectations where appropriate and considering aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. As they do so, they evaluate present and past design and technology, and its uses and effects.

Through design and technology, students develop confidence in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate and communicate.

## Overview of key topics

Year 10	<p>Key topics:</p> <ol style="list-style-type: none"><li>1. The impact of new and emerging technologies on: • industry • enterprise • sustainability • people • culture • society • the environment • production techniques • systems</li><li>2. How the critical evaluation of new and emerging technologies informs design decisions. Considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment.</li><li>3. How energy is generated and stored in order to choose and use appropriate sources to make products and to power systems.</li><li>4. Developments in modern and smart materials, composite materials and technical textiles.</li><li>5. How electronic systems provide functionality to products and processes, including sensors and control devices to respond to a variety of inputs, and devices to produce a range of outputs.</li><li>6. The use of programmable components to embed functionality into products in order to enhance and customise their operation.</li><li>7. The functions of mechanical devices to produce different sorts of movement, changing the magnitude and direction of forces.</li></ol>
---------	---

# Design and Technology

Year 10	<p>8. Papers and boards            9. Natural and manufactured timber            10. Ferrous and nonferrous metals            11. Thermoforming and thermosetting polymers            12. Natural, synthetic, blended and mixed fibres and woven, non-woven and knitted textiles            13. In-depth knowledge and understanding of natural &amp; manufactured timber.</p>
Year 11	<p>Key topics:            NEA - A sustained design and make task, based on a contextual challenge set by Eduqas, assessing candidates' ability to: • identify, investigate and outline design possibilities • design and make prototypes • analyse and evaluate design decisions and wider issues in design and technology.</p>

## Skills and knowledge that will be developed

- Understanding that all design and technological activities take place within contexts that influence the outcomes of design practice.
- Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values.
- Use imagination, experimentation and combine ideas when designing.
- Develop the skills to critique and refine their own ideas whilst designing and making.
- Communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing.
- Develop decision making skills, including the planning and organisation of time and resources when managing their own project work.
- Develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes.
- Be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses.
- Consider the costs, commercial viability and marketing of products.
- Demonstrate safe working practices in design and technology.
- Use key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.



# Design and Technology

## Assessment overview

Paper title / NEA	What's assessed	Weighting	When taken
Component 1: Design and Technology in the 21st Century	Written examination: 2 hours	50%	Summer Term Year 11
Component 2: Design and make task	Non-exam assessment: approximately 35 hours	50%	Half Term 6 of year 10 and Half Term 1-3 of year 11

## Main resources used and needed

All resources required will be provided by the Technology and Enterprise department

### What would be useful for students to have in addition

To study DT at Coombe Dean, you should have a keen interest in design.

You will need to be willing to work creatively when designing, showing the design process through a continued iterative process whereby you show an understanding of how your designs develop and link back to the needs of your client which will lead to informed design decisions. Your design will then be applied to making a prototype where you will apply technical and practical expertise to your work and projects.

Evaluating is key within DT. There is always room for improvement.



# Drama



**Subject Leader: Mr Griffiths**

**The qualification studied is EDUQAS GCSE Drama (9-1)**

**What content will students study in Years 10 and 11?**

Eduqas GCSE Drama qualification is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Learners will also attend live theatre performances, allowing them to become informed and thoughtful audience members.

Learners will investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce and realise a piece of original theatre. They will also have the opportunity to participate in the performance of an extract from a play text. Learners will demonstrate their knowledge and understanding of drama, including their ability to interpret texts for performance in a written examination. However, in preparation for this assessment, learners are encouraged to study their chosen text practically as a performer, designer and director.

Overview of key topics

Year 10	<p>Key topics: Component 1 – Devising Theatre (40%) Learners will be assessed on their acting skills. Learners participate in the creation, development and performance of a piece of devised theatre. The stimulus will be set by Eduqas. Learners must produce:</p> <ul style="list-style-type: none"><li>• Portfolio of Supporting Evidence of 750-900 words in three stages.</li><li>• An Evaluation of the final performance or design, completed as a 90-minute Controlled Assessment.</li></ul>
Year 11	<p>Key topics: Component 2: Performing from a Text (20%)</p> <ul style="list-style-type: none"><li>• Externally assessed by a visiting examiner.</li><li>• Learners study two extracts from the same performance text chosen by the centre.</li><li>• A written portfolio will be part of this exam.</li></ul> <p>Component 3: Interpreting Theatre (40%)</p> <ul style="list-style-type: none"><li>• Written examination: 1 hour 30 minutes.</li><li>• Section A: Set Text A series of questions.</li><li>• Section B: Live Theatre Review.</li></ul>

*This course also includes Non-Examination Assessment in devising and performing Drama.*



# Drama

## Skills and knowledge that will be developed

The EDUQAS Drama course will allow you to explore the multi-faceted world of Drama by educating and training you in a range of skills, techniques and disciplines. Drama offers a unique opportunity in the curriculum for students to identify and solve real problems by working within a team and improving their presentation skills. This syllabus allows students to work in a wide range of contexts relating to their personal interests.

## Assessment overview

Paper title / NEA	What is assessed	Weighting	When taken
Component 1 – Devising Theatre (NEA)	Learners will be assessed on their acting skills. Learners participate in the creation, development and performance of a piece of devised theatre. The stimulus will be set by Eduqas. Students also need to submit a written portfolio explaining and analysing their rehearsal process.	40%	Summer Term Year 10
Component 2: Performing from a Text (NEA)	Learner's study two extracts from the same performance text chosen by the centre.	20%	Spring Term Year 11
Component 3: Interpreting Theatre	Written examination: 1 hour 30 minutes. Section A: Set Text – Macbeth. Learners answer a series of questions about how they would stage and act key sections from the play. Section B: Live Theatre Review. Learners write a review of a piece of live theatre they have seen.	40%	Summer Term Year 11

## Main resources used and needed

Students will be provided with all subject specific texts and exercise books. Students may be asked to contribute to theatre trips financially and provide props or costumes for their assessed performances.

## What would be useful for students to have in addition

- Has a passion for, and is committed to, the subject.
- Works well in a team and can perform in front of an audience.
- Enjoys attending live theatre performances.
- Can meet deadlines and work independently.



# Enterprise and Marketing Level 1/2

Subject Leader: Mrs. Kirtley

- **Qualification specification - <https://www.ocr.org.uk/Images/610949-specification-cambridge-nationals-enterprise-and-marketing-j837.pdf>**
- **The qualification studied is OCR Cambridge National Level 2 in Enterprise and Marketing**
- **This qualification awards grades L1 pass – L2 distinction\***

**What content will students study in Years 10 and 11?**

- Students are given the opportunity to independently explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.
- Students are presented with a business challenge from which they create a researched and costed business proposal. To support the curriculum journey students are given a variety of opportunities and experiences to interact with real business and put theory into practice.
- Students will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, critical thinking, creativity, numeracy, research and evaluative skills.
- Students also prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards, they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.
- Throughout the curriculum we aim to shine a light on local, national and international markets as well as future job opportunities to inspire our students to aim for the top in the global world of business.

Overview of key topics

Year 10	<p>Key topics:</p> <p><b>R068 Design a business proposal - NEA</b>            Topic Area 1: Market research            Topic Area 2: How to identify a customer profile            Topic Area 3: Develop a product proposal            Topic Area 4: Review whether a business proposal is financially viable            Topic Area 5: Review the likely success of the business proposal</p> <p><b>R069 Market and pitch a business proposal - NEA</b>            Topic Area 1: Develop a brand identity to target a specific customer profile            Topic Area 2: Create a promotional campaign for a brand and product            Topic Area 3: Plan and pitch a proposal            Topic Area 4: Review a brand proposal, promotional campaign and professional pitch</p>
Year 11	<p>Key topics:</p> <p><b>R067 Enterprise and marketing concepts – EXTERNAL ASSESSMENT</b>            Topic Area 1: Characteristics, risk and reward for enterprise            Topic Area 2: Market research to target a specific customer            Topic Area 3: What makes a product financially viable            Topic Area 4: Creating a marketing mix to support a product            Topic Area 5: Factors to consider when starting up and running an enterprise</p>

# Enterprise and Marketing Level 1/2

## Skills and knowledge that will be developed

- Verbal Communication/Presentation
- IT skills
- Research skills
- Analytical Skills
- Digital Presentation skills
- Numeracy
- Literacy
- Problem Solving
- Planning and Creative Thinking



## Assessment overview

Paper title / NEA	What's assessed	Weighting	When taken
<b>NEA - R068 Design a business proposal</b>	Set tasks from OCR awarded Pass/Merit/Distinction	30%	Externally moderated in May.
<b>NEA - R069 Market and pitch a business proposal</b>	Set tasks from OCR awarded Pass/Merit/Distinction	30%	Externally moderated in May.
<b>EXTERNAL ASSESSMENT R067 Enterprise and marketing concepts</b>	Theory – enterprise and marketing concepts	40%	January (Year 11)

## Main resources used and needed

All resources are provided by the Business Department. Students can choose to purchase revision guides if they wish.

## What would be useful for students to have in addition

To study Enterprise and Marketing at Coombe Dean you will be required to have an interest in the world of business and some experience of businesses in the local, national, and international market.

You will be required to produce formal business reports, which will enhance your ability to write in a descriptive, analytical, and evaluative way. We will also enhance your numeracy skills through the finance topics.



# Geography

**Subject Leader: Mrs Dunstan**



## **Qualification specification**

**The qualification studied is AQA GCSE Geography (8035)  
This qualification awards grades 9-1**

Geography will open your eyes to the world you inhabit. During this course, you will study the patterns and processes that make our planet work. To learn is to understand, and to understand gives you the ability to make decisions wisely. Geography pulls together all your knowledge and looks to find solutions to challenges to the world's systems. We will encourage and teach you to think like a geographer. You can help fill the world with sustainable global citizens able to create great impact through your everyday decisions. We need to work together if we are collectively going to be deal with the looming challenges that the planet faces. The world needs a future packed with bright, creative and empathetic minds aware of how every element of what we do can have an impact on something or someone else. Studying Geography will equip you with the knowledge and skills to help play a role in the planet's future.

## **What content will students study in Years 10 and 11?**

Year 10	<p>Key topics:</p> <ul style="list-style-type: none"><li>• The Living World (Tropical Rainforests and Cold Environments)</li><li>• Changing Economic World (Development, Population, Nigeria and the UK as case studies)</li><li>• The Challenge of Natural Hazards (Natural Hazards, Weather Hazards, and Climate Change)</li><li>• Urban Issues and Challenges (Urbanisation, Megacities and Regeneration, Rio and Plymouth as case studies)</li><li>• Human Fieldwork within a city</li></ul>
Year 11	<p>Key topics:</p> <ul style="list-style-type: none"><li>• Physical Landscapes (Coasts and Rivers)</li><li>• Resource Management (The challenge of food, water and energy supplies)</li><li>• Physical Fieldwork along a coastline</li><li>• Revision</li></ul>

## **Skills and knowledge that will be developed**

There are so many ways of learning in geography. It is a practical subject, with opportunities to learn new skills such as computer-based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting and debating techniques. You will improve your literacy through report writing and written work, and make practical use of your numeracy skills when you interpret data and construct graphs. Fieldwork is an important part of studying geography and is an enjoyable opportunity to explore new environments and improve your understanding of topics using real-life examples. Geography teaches you how to look at issues we face differently, across a variety of scales, bringing together perspectives and producing convincing arguments to communicate ideas. Upon completion of this two-year course, students will have the skills and experience to progress onto A-level Geography and beyond.

# Geography



## Assessment overview

Paper title	What's assessed	Weighting	When taken
Paper 1	Physical Geography topics – a written exam with a range of multiple-choice questions, 2,4,6 and 9 mark questions	35% 1hr 30 mins	Summer Term Year 11
Paper 2	Human Geography topics - a range of multiple-choice questions, 2,4,6 and 9 mark questions	35% 1hr 30 mins	
Paper 3	Fieldwork, Skills and Decision Making – questions based on your own fieldwork and a pre-released resources booklet	30% 1hr 30 mins	

## What would be useful for students to have in addition

A fantastic geographer is somebody who is interested in the world around them, has good enquiry skills and wants to become a more sustainable global citizen. Students need to be able to apply basic maths skills, map skills and have an ability to write in PEEL style paragraphs.



*“Geography is the subject which holds the key to our future” – Michael Palin*

# History

**Subject Leader: Mrs. S Carew-Rendall**

**Qualification specification: Edexcel GCSE History**

**The qualification studied is GCSE History.**

**This qualification awards grades 9-1**

**Brief curriculum narrative:**



History is about critical thinking and empowerment of knowledge. History is a facilitating subject. History helps us to question and challenge what people say, write and publish. We critically analyse opinion and fact check information. History trains us to see through fake news and take part in society.

Studying history provides students with cultural awareness and an understanding of how to learn from the successes and mistakes of the past. History equips students with skills that are not confined to the study of the past. Skills of analysis are valuable in many jobs; the ability to analyse and prioritise information is vital to decision making. Studying History endorses independence in young people and provides a skill set for students to be able to keep their career options open.

**What content will students study in Years 10 and 11?**

**Overview of key topics**

<b>Year 10:</b>	<p><b>Key topics:</b></p> <p><b>Early Elizabethan England 1558-88</b> If you love a bit of gossip and scandal, this is the unit for you! In this unit, we look at the trials and tribulations that Queen Elizabeth I faced when she became queen. Her father was a tyrant and womaniser, her mother was accused of witchcraft, her brother was a child King and her sister's 'Bloody' nickname has stuck forever. Did Elizabeth manage to avoid the scandal that surrounded The Tudors? Did Elizabeth really deserve to be called 'Good Queen Bess'? Was she really the 'Virgin Queen'? Who was plotting against her, and who was spying on them?</p> <p><b>Weimar and Nazi Germany, 1918-1939</b> Ever wondered how countries are led by terrible people? How can evil rise? How do dictators get into power? How can governments thrive and fail? In this unit, we look into the political side of Weimar and Nazi Germany. How did WW1 cause WW2? Why couldn't a democratic government hold power? Why did you need a wheelbarrow to buy a loaf of bread? Why were people so scared of Communism? Did society allow the rise of evil? Who rebelled against the regime?</p>
-----------------	---



# History

## Overview of key topics

<p><b>Year 11</b></p>	<p><b>Key topics:</b></p> <p><b>Migrants in Britain, c800–present and Notting Hill, c1948–c1970</b></p> <p>Do you want to learn more about the diverse History of Britain? Who came to Britain and why? How did migration shape Britain today? In this unit, we aim to represent the diversity of British history through current and past events in Britain.</p> <p>Your study will include:</p> <ul style="list-style-type: none"> <li>• The city of York under the Vikings</li> <li>• The experience of Huguenots in seventeenth century England.</li> <li>• Liverpool in the nineteenth century: its role in migration and the experiences of migrants, including Irish migrants.</li> <li>• The experience of Jewish migrants in the Victorian East End of London in late nineteenth century.</li> <li>• Bristol in the mid-twentieth century: the experiences of migrants and their impact on society.</li> <li>• The experience of Asian migrants in Leicester from 1945.</li> <li>• Notting Hill, c1948–c1970: The first Caribbean carnival, a forerunner to the Notting Hill carnival, was organised by Claudia Jones, a migrant from Trinidad and Tobago who also launched a newspaper called The West Indian Gazette.</li> </ul> <p><b>The American West 1835-1895:</b></p> <p>Ever wondered why we call it the ‘wild west’? In this unit, we discover what was so wild about the American West. Who were the cowboys and how did their behaviour impact the Native American people? Was America really the land of hope and opportunity? Who won out of the Gold Rush? What caused the Civil War? In this unit of work, we look at the hidden history of America. We look at the movement of European settlers across America and how they tried to destroy the Native American way of life. How did peaceful co-existence change so dramatically? How did the Native Americans fight back?</p>
-----------------------	---

### Skills that will be developed:

- Source analysis and evaluation (3Cs and 3Ps)
- How to write analytically (PEEL), particularly writing essays
- How to debate, write persuasively and counter argue
- How to listen to opposite opinions and create a balanced judgement
- How to read and write like an Historian

### Assessment overview: 100 % exam at the end of Year 11

Paper title / Exam	What's assessed	Weighting	When taken
Paper 1: Thematic Study	Migrants in Britain, c800–present and Notting Hill, c1948–c1970	30% Exam 1hr and 15 mins	Summer Term Year 11
Paper 2: British depth study and Period study	Early Elizabethan England 1558-88 The American West 1835-1895	40% Exam 1hr and 45 mins	

# History

Paper 3: Modern  
Depth Study

Weimar and Nazi  
Germany, 1918-1939

30%  
Exam  
1hr and 20 mins

Summer Term Year  
11

## Main resources used and needed

All resources are provided by the History Department. Students can choose to purchase revision guides if they wish, but they are not a necessity. Please speak to Mrs. Carew-Rendall for further details.

## What would be useful for students to have in addition

To study History at Coombe Dean, you will be required to have an interest in the past, an enquiring mind and a positive work ethic. Essay writing, PEEL, reaching a judgement, source analysis (3Cs), source evaluation (3Ps), independent research skills, time management.

GCSE History is a marathon, not a sprint. Cramming with facts and dates last minute will not suffice!

***So, you need to be a keen writer and you need to be organised. Educake homework is set weekly and expected on time to 100%.***





# Hospitality and Catering Level 1/2

Subject Leader: Mrs. McLean

## Qualification specification

<https://www.wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=6644>

The qualification studied is Level 1 – 2 Award Hospitality and Catering

This qualification awards grades L1 pass – L2 distinction\*

What content will students study in Years 10 and 11?

## Overview of key topics

Year 10	Key topics: <ul style="list-style-type: none"><li>• The importance of nutrition and how to plan nutritious menus.</li><li>• Skills needed to prepare, cook and present dishes.</li><li>• How to review their work affectively.</li></ul>
Year 11	Key topics: <ul style="list-style-type: none"><li>• Comprehensive knowledge and understanding of the hospitality and catering industry, including provision, health and safety and food safety.</li></ul>

*This course also includes Non-Examination Assessment in Year 11.*

## Skills and knowledge that will be developed

- Practical skills using a range of commodities.
- Food science.
- Understanding the Hospitality and Catering industry, how the front and back of house operate.



# Hospitality and Catering Level 1/2

## Assessment overview

Paper title / NEA	What's assessed	Weighting	When taken
UNIT 1	Written paper – understanding of Unit 1 content. 1 hour 20 minutes, 80 marks.	40%	Winter and Summer Term Year 11
UNIT 2	NEA – Hospitality and Catering in action – 9 hours including a practical exam.	60%	

## Main resources used and needed

Practical ingredients are provided

## What would be useful for students to have in addition

- Student revision guide
- A container for taking practical dishes home in



# Modern Languages

**Subject Leader: Mrs. Koehler-Lewis**

**Qualification specification – Edexcel Modern Languages**

**The qualifications studied are:**



**French**



**German**



**Spanish**

**This qualification awards grades 9-1**



**What content will students study in Years 10 and 11?**

## **Brief curriculum narrative**

We aim to help students progress and develop a passion for languages, through culturally engaging content. We teach the knowledge and skills to enable learners to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A-Level or employment and life-long enjoyment.

## **Overview of key topics**

Year 10	Key topics: Theme 1: My personal world Theme 2: Lifestyle and wellbeing Theme 3: My neighbourhood Theme 4: Media and technology
Year 11	Key topics: Theme 5: Studying and my future Theme 6: Travel and tourism Revision and practise

## **Skills and knowledge that will be developed**

- Knowledge of phonics, vocabulary and grammar.
- Comprehension skills when reading and listening to the language.
- Communication skills in speaking and writing the language.
- Cultural knowledge about the countries where the language is spoken.

# Modern Languages

## Assessment overview

Paper title / NEA	What's assessed	Weighting	When assessed
Paper 1	Listening	25%	May/June (Year 11)
Paper 2	Speaking	25%	April (Year 11)
Paper 3	Reading	25%	May/June (Year 11)
Paper 4	Writing	25%	May/June (Year 11)

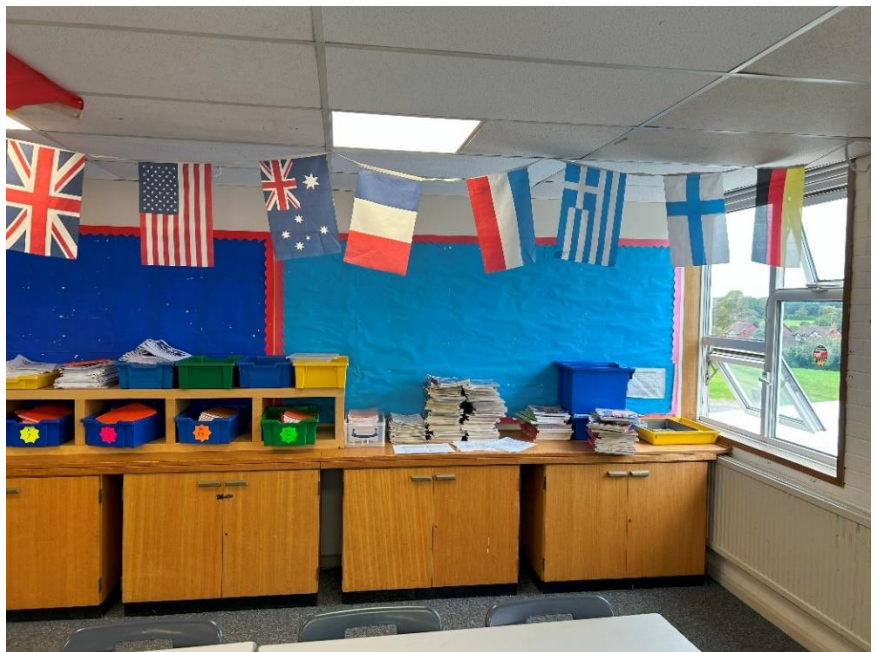
## Main resources used and needed

- Languagenut and other language learning internet platforms.
- Oak Academy
- Oxford dictionary target language /English
- Sanako Languagelab – E1
- Pearson GCSE Course book and resources
- Pearson Study guide

## What would be useful for students to have in addition

A good medium-sized dictionary will support your child's learning and increase their range of vocabulary. You don't need to be a fluent foreign linguist to be able to test your child's vocabulary!

Any other essential equipment can be advised by staff if and when relevant, however, the department is well resourced with material to enable success at GCSE.



# Music

**Subject Leader: Mr Kay**

**Qualification specification Eduqas  
The qualification studied is Music  
This qualification awards grades 9-1**



## **Brief curriculum narrative**

GCSE Music offers the perfect blend of the academic and the creative for a versatile student.

One of the main differences between Key Stage 3 Music and GCSE is that you choose your own instrument(s) at GCSE. If you are a singer, you will sing. If you are a guitarist, you will play the guitar etc.

60% of the GCSE is practical coursework (performance and composition) which means that more than half of your marks are secured before you take your written exam.

The curriculum covers solo performance (on an instrument or voice of your choice), group performance, music technology, composition, pop music (rock, reggae, hip hop and soul), film music (horror, westerns, science fiction) and classical music (Baroque, Classical, Romantic).

Both employers and universities see creative subjects as assets. Increasingly, employers and universities are looking for young people who have skills that are learned through creative subjects: creative thinking, emotional intelligence, adaptability, communication and tenacity to name just a few. The Coombe Dean Music department has a long history of success in equipping students with the necessary skills to access further education both in Music and in a number of other subjects.

Making music can help a young person maintain good mental health during a time of high pressure. Research has shown that music can improve mood and prompt creative flow, which helps with anxiety and self-doubt. It can also help young people to regulate their emotions. A recent study in the UK found that playing a musical instrument often enhances general performance in other subjects at GCSE. Other studies have shown that music benefits learning by activating all areas of the brain: auditory (sound processing); motor (rhythm processing); and limbic (emotions). So by choosing music, you give yourself a great opportunity for doing even better in your other subjects.

## **What content will students' study in Years 10 and 11?**

### Overview of key topics

Year 10	<b>Key topics:</b> <ul style="list-style-type: none"><li>• Solo Performance Coursework</li><li>• Ensemble Performance Coursework</li><li>• Listening and Appraising</li><li>• Musical Vocabulary</li><li>• Pop Music Composition Coursework</li></ul>
Year 11	<b>Key topics:</b> <ul style="list-style-type: none"><li>• Listening and Appraising</li><li>• Film Music</li><li>• Pop Music</li><li>• Music for Ensembles</li><li>• Second Composition Coursework</li></ul>

# Music

## Skills and knowledge that will be developed

Music education enhances learning skills, communication skills, creativity, teamwork, discipline, cultural awareness, respect for others, and self-esteem through personal accomplishment.

Musical study equips learners with a wide variety of transferable skills such as:

- Independent learning: having to be disciplined about practising on their instrument or voice.
- Team working: particularly if they're involved in weekly groups or ensembles, concerts and performances.
- Performance and presentation skills which are useful for any job/career.
- Listening: this is highly developed in musicians and it is an important part of the course.
- Analytical and essay-writing skills.
- Confidence and self-esteem: which has a knock-on effect in all areas of life and the learning of creativity and self-expression.

## Assessment overview

Paper title / NEA	What's assessed	Weighting
Unit 1 Performance	Two performances (studio recorded) on an instrument of your choice (this includes ANY musical instrument, your voice OR musical technology)	30%
Unit 2 Composition	Two compositions (studio recorded) using iMac software and the school recording studio. This will include one free choice composition.	30%
Unit 3 Listening and Appraising	One listening paper including two study pieces focusing on Pop Music, Film Music, Classical Music and Music for Ensembles.	40%

## Main resources used and needed

All resources are provided by the Music Department. Students can choose to purchase revision guides if they wish, but they are not a necessity. Please speak to Mr. Kay for further details.

## What would be useful for students to have in addition

It would be useful for students to own an instrument (note that voice is an accepted instrument for GCSE work) to enable home practice. The school offers a loan scheme for any students who do not have this – please see Mr Kay.

Students will also be required to have a strong work ethic and a love of creativity. It would be ideal if you already played an instrument, sang or used music technology, but it is also possible to be successful if this is not a skill you yet have (provided you have a great passion for Music and the determination to learn).



# Physical Education

**Subject Leader PE: Mr. Bellamy**

## **Qualification specification**

**The qualification studied is AQA GCSE Physical Education**

**This qualification awards grades 9-1**

## **What content will students' study in Years 10 and 11?**

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and wellbeing

## **Overview of key topics**

Year 10	Key topics: Applied anatomy and physiology, Movement analysis, Physical training, Use of data, Health, fitness and wellbeing
Year 11	Key topics: Applied anatomy and physiology, Sports psychology, Socio-cultural influences, Use of data.

*This course also includes Non-Examination Assessment in Practical performance in physical activity and sport.*

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).

Analysis and evaluation of performance to bring about improvement in one activity.

## **Skills and knowledge that will be developed**

This is an interesting and challenging learning experience. In it we introduce key sporting ideas and show how these interact with practical performance, you will gain insights into the relationships they have with each other throughout the course. The development of transferable skills includes decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking, acting and reacting under pressure.

The study of GCSE (9–1) Physical Education opens up a range of possibilities for further study and also into careers associated with the subject.



# Physical Education

## Assessment overview

Paper title / NEA	What's assessed	Weighting	When taken
The human body and movement in physical activity and sport.	Applied anatomy and physiology Physical training	30%	Summer Term Year 11
Socio cultural influences and wellbeing in physical activity and sport.	Socio-cultural influences Sports Psychology Health, fitness and wellbeing	30%	Summer Term Year 11
Practical Performance (NEA)	Practical skills (Core/ Advanced) will be assessed in three different activities.	30%	Throughout the course
Analysis and Evaluation of Performance (NEA)	This aspect draws upon the knowledge, understanding skills a student has learnt and enables them to analyse and evaluate their own performance in one activity.	10%	Summer Term Year 10

## Main resources used and needed

Students are provided with the following:

- PowerPoint slides and accompanying workbooks. An A4 folder.
- A workbook.
- Access to Seneca Learning online.

Students require:

- All stationary required to be an effective learner.
- Full PE kit for practical lesson delivery.



## What would be useful for students to have in addition

To study GCSE PE at Coombe Dean we are looking for students that have a desire to learn about all aspects of Physical Education and how it impacts themselves and the society around them.

30% of the course is assessed on practical ability in three different activities, therefore a student who can demonstrate high levels of skill in a variety of sports will be able to succeed in this aspect of the course.





# Religious Studies

**Subject Leader: Mrs. McPherson**



## Qualification specification

*AQA ('A' Specification)*

This qualification awards grades 9-1

The qualification studied is GCSE Religious Studies and this qualification awards grades 9-1 across 2 exam papers. Paper 1 focuses on the religions of Christianity and a second religion to be either Islam OR Sikhism and the Beliefs, Teachings and Practices of these.

Paper 2 focuses on Thematic Studies. Students are taught 5 themes across the subject and then choose 4 themes to answer questions on in the exam.

These are:

- Relationships and Families
- Religion and Life
- The Existence of God and Revelation
- Crime and Punishment
- War, Peace and Conflict

## What content will students study in Years 10 and 11?

In Year 10, students will begin their learning journey in GCSE RS with a combination of Christianity and Islam Beliefs, Teachings and Practices and 2 themes.

In year 11, students will be taught the remaining themes and then focus on revision of all content in Paper 1 and Paper 2 before the exams take place.

## Overview of key topics

Year 10	Key topics: <ul style="list-style-type: none"><li>• Relationships and Families</li><li>• Christianity Beliefs and Teachings</li><li>• 2nd Religion Beliefs and Teachings</li><li>• Religion and Life</li><li>• Christianity Practices</li></ul>
Year 11	Key topics: <ul style="list-style-type: none"><li>• The Existence of God and Revelation</li><li>• 2nd Religion Beliefs Practices</li><li>• Crime and Punishment</li><li>• War, Peace and Conflict</li><li>• Revision</li></ul>

## Skills and knowledge that will be developed

- Knowledge of core beliefs and teachings of Christianity/Islam or Sikhism
- Knowledge of religious practices of Christianity/Islam or Sikhism
- Religious/non-religious views on a variety of topics and themes
- Critical analytical skills
- Ability to work with abstract ideas
- Communication
- Reasoning
- Empathy
- Reading and writing



# Religious Studies

## Assessment overview

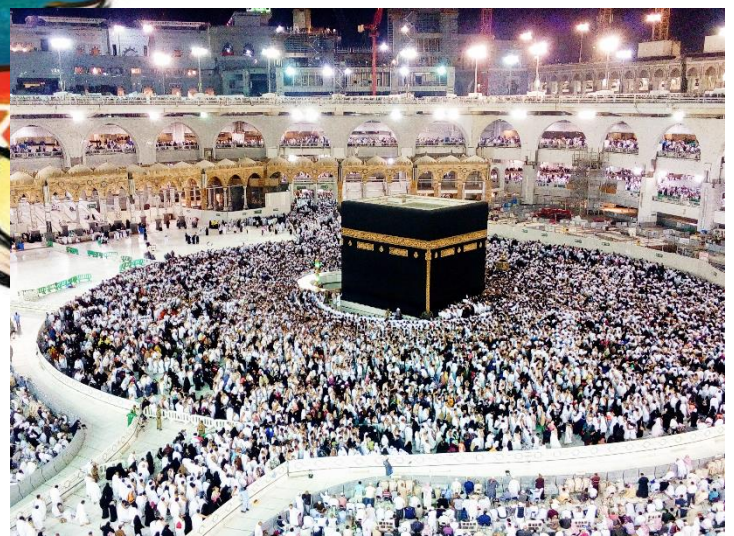
Paper title	What's assessed	Weighting	By when?
Paper 1 – The study of religions	<ul style="list-style-type: none"><li>• Christianity – Beliefs, Teachings and Practices</li><li>• Religion 2 - Beliefs, Teachings and Practices</li></ul>	50%	Summer - Year 11
Paper 2A – Non-textual studies	<ul style="list-style-type: none"><li>• Theme A – Relationships and Families</li><li>• Theme B – Religion and Life</li><li>• Theme C – Existence of God and Revelation</li><li>• Theme D – Crime and Punishment</li><li>• Theme E – War, Peace and Conflict</li></ul>	50%	

## Main resources used and needed

- Lesson resources are provided during the lessons, e.g. worksheets, information sheets, quote sheets etc.
- A range of online videos used to inform and encourage discussion around topics
- AQA Christianity/Islam or Sikhism textbooks
- ClassCharts used for setting and submitting independent learning tasks for students

## What would be useful for students to have in addition

- AQA GCSE Religious Studies A: Christianity and Islam Revision Guide (available online at Amazon)
- Grade 9-1 GCSE Religious Studies: AQA A Complete Revision & Practice with Online Edition (also available on Amazon)



# Separate Science

**Subject Leader: Mr McDermott**

**GCSE Separate Science - Option**

**Qualification specification AQA**



The qualification studied is AQA Separate Science Biology, Chemistry and Physics

This qualification awards three grades 9-1, one in each subject area.

**What content will students study in Years 10 and 11?**

This course is offered for high-achieving students who wish to study for three GCSEs in Science. It is well-suited to students who have demonstrated a keen interest and an aptitude for Science. It should be noted that, whilst most of the students who go on to study A Level science have taken separate three separate Sciences, it is not a pre-requisite for the study of A level Sciences. It aims to encourage you to explore, explain, theorise and model in Science, develops a critical approach to scientific evidence and helps to prepare you for further studies in Science. The course will include all the elements from Combined Science (Trilogy), but extra units in Biology, Chemistry and Physics will also be studied. These lead to separate Biology, Chemistry and Physics GCSEs. Please note that students must take all three GCSEs if given this option.

**Exam Board?**

The exam board is AQA. More details including the full draft specifications for GCSE Biology, GCSE Chemistry & GCSE Physics are available at: <http://www.aqa.org.uk/subjects/science/gcse>

**What Will I Study / What Skills Will I Develop?**

GCSE Separate Sciences

<p>GCSE Biology Paper 1:</p> <ul style="list-style-type: none"><li>• Cell biology</li><li>• Organisation</li><li>• Infection and response</li><li>• Bioenergetics</li></ul>	<p>GCSE Biology Paper 2:</p> <ul style="list-style-type: none"><li>• Homeostasis and response</li><li>• Inheritance, variation and evolution</li><li>• Ecology</li></ul>
<p>GCSE Chemistry – Paper 1</p> <ul style="list-style-type: none"><li>• Atomic structure and the periodic table</li><li>• Bonding, structure, and the properties of matter</li><li>• Quantitative chemistry</li><li>• Chemical changes</li><li>• Energy changes</li></ul>	<p>GCSE Chemistry – Paper 2</p> <ul style="list-style-type: none"><li>• The rate and extent of chemical change</li><li>• Organic chemistry</li><li>• Chemical analysis</li><li>• Chemistry of the atmosphere</li><li>• Using resources</li></ul>
<p>GCSE Physics Paper 1</p> <ul style="list-style-type: none"><li>• Forces</li><li>• Energy</li><li>• Waves</li><li>• Electricity</li></ul>	<p>GCSE Physics Paper 2</p> <ul style="list-style-type: none"><li>• Magnetism and electromagnetism</li><li>• Particle model of matter</li><li>• Atomic structure</li><li>• Space physics</li></ul>

# Separate Science

## Skills and knowledge that will be developed

We will

- Impart a systematic body of scientific knowledge and facts, and an understanding of scientific concepts, principles, themes and patterns
- Further students' appreciation of the practical nature of science, developing experimental skills based on correct and safe laboratory techniques
- Develop an appreciation of the importance of accurate experimental work to scientific method and reporting
- Develop students' ability to form hypotheses and design experiments to test them
- Sustain and develop an enjoyment of, and interest in, the scientific world
- Foster an appreciation of the significance of science in wider personal, social, environmental, economic and technological contexts, with a consideration of ethical issues.

## Assessment overview

Paper title / NEA	Weighting	When taken
Biology – Paper 1	50%	Summer Term Year 11
Biology – Paper 2	50%	
Chemistry – Paper 1	50%	
Chemistry – Paper 2	50%	
Physics – Paper 1	50%	
Physics – Paper 2	50%	

## Main resources used and needed

The exam board is AQA. More details including the full draft specification for GCSE Biology, Physics and Chemistry is available at: <http://www.aqa.org.uk/subjects/science/gcse>

## What would be useful for students to have in addition

Scientific Calculator

CGP Revision guide - AQA Separate Science (these are higher tier or foundation tier – please seek advice from your teacher before buying these).

The textbooks that we will be using in class are:

**Biology - AQA GCSE Biology for Separate Science Student Book**

**Chemistry - AQA GCSE Chemistry for Separate Science Student Book**

**Physics – AQA GCSE Physics for Separate Science Student Book**

There is no expectation that students will purchase textbooks, but they do represent an excellent resource for use at home.



# Sport Studies

**Subject Leader: Neil Bellamy**

## **Qualification specification**

**OCR Cambridge Nationals Sport Studies**

**This qualification awards L1 Pass-L2 Distinction\***



## **What content will students' study in Years 10 and 11?**

- Contemporary issues in sport
- Performance and leadership in sports activities
- Sport and the media
- Increasing awareness of outdoor and adventurous activities

## **Overview of key topics**

Year 10	Key topics: <ul style="list-style-type: none"> <li>• Performance and leadership in sports activities</li> <li>• Contemporary issues in sport</li> </ul>
Year 11	Key topics: <ul style="list-style-type: none"> <li>• Contemporary issues in sport</li> <li>• Sport and the media OR Increasing awareness of outdoor and adventurous activities</li> </ul>

## **Skills and knowledge that will be developed**

Our Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. They will study up-to-the-minute topics affecting sport through the contemporary issues unit, play and lead sporting activities, and explore the world of outdoor sports or the media.

## **Assessment overview**

Paper title / NEA	What assessed	Weighting	When taken
Contemporary issues in sport	<ul style="list-style-type: none"> <li>• Issues which affect participation in sport</li> <li>• The role of sport in promoting values</li> <li>• The implications of hosting a major sporting event for a city or country</li> <li>• The role National Governing Bodies (NGBs) play in the development of their sport</li> <li>• The use of technology in sport.</li> </ul>	40%	Year 10&11
Performance and leadership in sports activities	<ul style="list-style-type: none"> <li>• Key components of performance</li> <li>• Applying practice methods to support improvement in a sporting activity</li> <li>• Organising and planning a sports activity session</li> <li>• Leading a sports activity session</li> <li>• Reviewing your own performance in planning and leading a sports activity session.</li> </ul>	40%	Year 10

# Sport Studies

<p>Sport and the media OR Increasing awareness of outdoor and adventurous activities</p>	<ul style="list-style-type: none"> <li>• The different sources of media that cover sport</li> <li>• Positive effects of the media in sport</li> <li>• Negative effects of the media in sport.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Provision for different types of outdoor and adventurous activities in the UK</li> <li>• Equipment, clothing and safety aspects of participating in outdoor and adventurous activities</li> <li>• Plan for and be able to participate in an outdoor and adventurous activity</li> <li>• Evaluate participation in an outdoor and adventurous activity</li> </ul>	<p>20%</p>	<p>Year 11</p>
--	--	------------	----------------

## Main resources used and needed

Students are provided with the following:

- PowerPoint slides and accompanying workbooks.
- An A4 Folder
- A workbook.
- Access to assessment exemplars and computer rooms.

Students require:

- All stationary required to be an effective learner.
- Full PE kit for practical lesson delivery.

## What would be useful for students to have in addition

To study Sports Studies at Coombe Dean, we are looking for students that have a desire to learn about all aspects of Sport and how it impacts themselves and the society around them.

Having a passion for sport but not necessarily being a top-level performer, you will find this course gives you ample opportunities to be active and learn about sport and yourself to help you make the next steps in your futures.



# YEAR 9 CURRICULUM CHOICES 2024-2026

