



**GCSE Course Handbook**  
**2024-2025**  
**Information for families and**  
**students**



Valuing Everyone  
Caring for Each Other  
Achieving Excellence

# Contents Page

3. Overview of Curriculum at Key Stage Four	20. Religious Studies
4. Tapton Curriculum Intent	22. GCSE PE
5. Assessment	23. Core PE
6. Homework at Key Stage Four	24. Drama
7. Careers and Personal Development	26. Music
8. English	28. Art
10. Maths	30. Textiles
12. Biology	32. Design Engineering
13. Chemistry	33. Product Design
14. Physics	34. Vocational Engineering
15. Combined Science	36. GCSE Food Preparation & Nutrition
16. History	38. Hospitality and Catering
17. Geography	40. Computer Science
18. Languages	42. Business Studies

## **Key Contacts**

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

Year 7: [year7@taptonschool.co.uk](mailto:year7@taptonschool.co.uk)

Year 8: [year8@taptonschool.co.uk](mailto:year8@taptonschool.co.uk)

Year 9: [year9@taptonschool.co.uk](mailto:year9@taptonschool.co.uk)

Year 10: [year10@taptonschool.co.uk](mailto:year10@taptonschool.co.uk)

Year 11: [year11@taptonschool.co.uk](mailto:year11@taptonschool.co.uk)

# Key Stage Four Curriculum Overview

Key Stage 4 students have 25 hours per week of lesson time.

Our curriculum has been designed to ensure all students succeed in their subjects by giving them the appropriate amount of time and the appropriate grouping. Two and a half hours per option subject (over the two years) and a choice of at least three options allows students to achieve an appropriate number of GCSEs without overwhelming them.

All students are strongly advised to follow the EBACC route by opting to study a humanity, a language, and an additional subject alongside our core curriculum of English Language, English Literature, Maths, Science and RE.

In Y10 all students will study Biology, Chemistry and Physics for six hours a week (two hours per Science discipline) The decision to follow the Triple Science route or the Combined Science route will take place after the Y10 Exam Week in April.

## Triple Science route

Subject	Hours per Week	
	Year 10	Year 11
English	5	5
Maths	4	3
Triple Science	6	6
RE	1	1
PE	2	2
Option 1	3	2
Option 2	2	3
Option 3	2	3

## Combined Science route

Subject	Hours per Week	
	Year 10	Year 11
English	5	6
Maths	4	4
Combined Science	6	4
RE	1	1
PE	2	2
Option 1	3	2
Option 2	2	3
Option 3	2	3

Linear GCSE courses mean that all examinations across all subjects are taken at the end of Year 11.

# Curriculum Intent

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

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

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

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

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

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

# Assessment

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

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

## **Tracking Reports:**

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

# Homework at Key Stage Four

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

*'Meaningful, manageable, and predictable'.*

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

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

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

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

## Homework Monitoring - systems and procedures

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

Classroom teachers will deal directly with any non-completion of homework by having a conversation with anyone who has not completed a task and logging it as a non-completion on Bromcom which will create a text notification to parents and carers. If the piece of homework is still not completed a sanction is put in place by the class teacher (i.e. a break or lunch detention) and students complete the work at the agreed time and a second non-completion log is put on to Bromcom, generating a negative behaviour point and a further text is sent home. Any further non-completion of homework will be addressed by the Subject Leader, Year Leader or Academic Mentor as necessary and a referral to the Homework Drop-In may be made.

## Homework Drop-Ins

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

# Careers and Personal Development

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

## Careers:

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

## Extracurricular activities

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

# English

**Subject Leaders:** Mrs S Reece & Mrs C Law [sreece@taptonschool.co.uk](mailto:sreece@taptonschool.co.uk) [claw@taptonschool.co.uk](mailto:claw@taptonschool.co.uk)

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

## Core Knowledge

### Topics:

**GCSE English Language has 5 main components:**

- 1) Paper 1 Reading – Literary fiction.
- 2) Paper 1 Writing – Descriptive or narrative writing.
- 3) Paper 2 Reading – Non-fiction.
- 4) Paper 2 Writing – Viewpoint writing.
- 5) Spoken Language – A student choice presentation.

**GCSE English Literature has 5 main components:**

- 1) Paper 1 – Macbeth.
- 2) Paper 1 – 19<sup>th</sup> Century Novel.
- 3) Paper 2 – Modern Text.
- 4) Paper 2 – Anthology Poetry.
- 5) Paper 2 – Unseen Poetry.

## Procedural Knowledge

### Students will:

Identify & interpret explicit & implicit information & ideas. Select & synthesise evidence from different texts. Explain, comment on & analyse how writers use language & structure to achieve effects & influence readers, using relevant subject terminology to support their views. Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. Evaluate texts critically & support this with appropriate textual references.

Communicate clearly, effectively & imaginatively, selecting & adapting tone, style & register for different forms, purposes & audiences. Organise information & ideas, using structural & grammatical features to support coherence & cohesion of texts.

Use a range of vocabulary & sentence structures for clarity, purpose & effect, with accurate spelling & punctuation.

## Homework:

Homework, set on an ongoing basis, reinforces work carried out in lessons and develops independent study skills. It can take many forms, for example: textual analysis, note-taking/annotation and independent research. Homework tasks are designed to aid revision and enable students to secure their learning, in preparation for external examinations.

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

## Assessment:

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

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

- Paper 2 includes the Modern Text (An Inspector Calls or Lord of the Flies) and Anthology Poetry and lasts for 1 hour 30 minutes.
- Paper 1 includes Macbeth and the 19<sup>th</sup> Century Novel (either Jekyll and Hyde, A Christmas Carol or Sign of Four). It lasts for 1 hour 45 minutes.
- Both these exams test the same skills: AO1, 2 and 3. Details are shared with students of the success criteria and are clearly listed in students' books.

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

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

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



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

**Links to Personal Development:**

Promoting inclusivity and diversity of all protected characteristics.

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

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

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

Moral development: Recognising the difference between right and wrong.

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

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

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

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

# Maths

**Subject Leader:** Mrs P Leon [pleon@taptonschool.co.uk](mailto:pleon@taptonschool.co.uk)

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

## Core Knowledge

### Topics:

Guided by the subject content of the KS4 National Curriculum, building on KS3 and preparing for KS5, and the OCR GCSE Maths Syllabus under the headings:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Each end of year assessment will examine all of the headings above. The exact content of core curriculum is defined by the schemes of work for each year group which are based on the OCR GCSE syllabus.

- Calculating
- Using Our Number System
- Accuracy
- Fractions
- Percentages
- Ratio and Proportion
- Number properties
- Starting Algebra
- Sequences
- Functions and Graphs
- Algebraic methods
- Working with Quadratics
- Properties of non-linear graphs
- Units and scales
- Properties of Shapes
- Measuring shapes
- Construction
- Transformations
- Three-dimensional shapes
- Vectors
- Statistical Measures
- Statistical diagrams
- Collecting Data
- Probability

## Procedural Knowledge

### Students will:

Become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

Reason how and why the mathematics works.

Solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Be able to apply their mathematics to solve problems which are both abstract and from the real world.

Be able to apply their mathematical knowledge in science, geography, computing and other subjects.

Have a willingness to have a go and know that making mistakes is part of the learning process.

Develop mathematical skills through independent practice in and out of lesson.

Set out mathematics in an ordered and structured way, showing all working and take pride in their work

Have a good level of subject oracy and be able to justify and explain their mathematical reasoning.

Be able to describe numbers and shapes in terms of their properties.

Use geometric instruments accurately and effectively

Use a scientific calculator.

Be able to apply proportional reasoning in a range of problems – pie charts, recipes, value for money, rates of change.

Understand the importance of algebra to solve contextual problems.

Plot coordinates and draw graphs.

Recall, apply and manipulate a range of formulae and analyse and compare data sets.

## Homework:

Weekly homework is set using Mathswatch or Dr Frost, mostly practising the skills learnt that week. Students should write their working out for homework in the back of their maths exercise book.

Revision tasks are also set as homework to prepare for the 2 main assessments.

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

**Assessment:**

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

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

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

**Links to Personal Development:**

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

The curriculum is linked to the real world wherever possible.

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

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

**How is my knowledge developed further at Key Stage Five (Y12 and Y13)?**

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

# Biology

**Subject Leader:** Dr A Naylor [anaylor@taptonschool.co.uk](mailto:anaylor@taptonschool.co.uk)

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

## Core Knowledge

### Topics:

#### Y10

Supplying the cell. The challenges of size. The nervous system. The endocrine system. Homeostasis. Ecosystems. Inheritance. Natural selection and evolution.

#### Y11

Monitoring & maintaining the environment. Feeding the human race. Communicable & non-communicable disease.

## Procedural Knowledge

### Students will:

Use scientific theories & explanations to develop hypothesis.  
Evaluate methods & suggest possible improvements.  
Apply a knowledge of sampling techniques to ensure any samples collected are representative.  
Apply a knowledge of a range of techniques, apparatus, & materials to select those appropriate for both field work & for experiments.  
Translate data from one form to another.  
Represent distributions of results & make estimates of uncertainty.  
Carry out & represent mathematical & statistical analysis.  
Explain everyday technological applications of science.  
Use a variety of concepts & models to develop scientific explanations.  
Appreciate the power of limitations of science & consider ethical issues.

### Homework:

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

### Assessment:

In Y10 there will be five Unit Tests B2.1, B2.2, B3.1, B3.2 & B3.3 and B4.1

There are also two TSAT exams. The October exam will cover Y7, Y8 and Y9 Biology and the exam in April will include Y10 Biology.

In Y11 there will be five Unit Tests, B5.1+B5.2, B6.1, B6.2, B6.3 part 1 and B6.3 part 2.

There are also two TSAT exams. The October exam will cover B1, B2 and B3 and the exam in February will include B4, B5 and B6.1.

### Links to Personal Development:

Enabling students to recognise risks to their own wellbeing.

Social development: Practise using a range of social skills in different situations. Confidence, Resilience &

Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

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

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

# Chemistry

**Subject Leader:** Miss J Rigby [jrigby@taptonschool.co.uk](mailto:jrigby@taptonschool.co.uk)

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

## Core Knowledge

### Topics:

#### Y10

Bonding and Properties of materials. Types of reaction. Energy and Electrolysis. Metal extraction. Predicting and identifying products.

#### Y11

Monitoring and controlling reactions. Equilibria including industrial equilibria. Organic chemistry including oil. Earth systems.

## Procedural Knowledge

### Students will:

Use scientific theories and explanations to develop hypotheses.  
Evaluate methods and suggest possible improvements.  
Apply a knowledge of sampling techniques to ensure any samples collected are representative.  
Apply a knowledge of a range of techniques, apparatus, and materials to select those appropriate for both field work and for experiments.  
Translate data from one form to another.  
Represent distributions of results and make estimates of uncertainty.  
Carry out and represent mathematical and statistical analysis.  
Explain everyday technological applications of science.  
Use a variety of concepts and models to develop scientific explanations.  
Appreciate the power of limitations of science and consider ethical issues

## Homework:

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

## Assessment:

In Y10 there will be five End of Unit tests.

There are also two TSAT exams. The October exam will cover Y7, Y8 and Y9 Chemistry and the exam in April will include Y10 Chemistry.

In Y11 there will be five End of Unit tests.

There are also two TSAT exams. The October exam will cover C1, C2 and C3 and the exam in February will include C4, C5 and C6.1.

## Links to Personal Development:

Enabling students to recognise risks to their own wellbeing.

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

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

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

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

# Physics

**Subject Leader:** Mr J O'Neill [joneill1@taptonschool.co.uk](mailto:joneill1@taptonschool.co.uk)

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

## Core Knowledge

### Topics:

#### Y10

Working scientifically. Motion, Newton's laws, forces in action. Simple circuits. Uses of magnetism. Wave behaviour, The electromagnetic spectrum, wave interaction. Introduction to Energy.

#### Y11

Working scientifically. Wave interactions, Radioactivity uses and hazards. Physics on the move, powering Earth, Beyond Earth (Space). Energy. Work done, power and efficiency.

## Procedural Knowledge

### Students will:

Use scientific theories and explanations to develop hypotheses.  
Evaluate methods and suggest possible improvements.  
Apply a knowledge of sampling techniques to ensure any samples collected are representative.  
Apply a knowledge of a range of techniques, apparatus, and materials to select those appropriate for both field work and for experiments.  
Translate data from one form to another.  
Represent distributions of results and make estimates of uncertainty.  
Carry out and represent mathematical and statistical analysis.  
Explain everyday technological applications of science.  
Use a variety of concepts and models to develop scientific explanations.  
Appreciate the power of limitations of science and consider ethical issues.

## Homework:

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

## Assessment:

In Y10 there will be five End of Unit tests

There are also two TSAT exams. The October exam will cover Y7, Y8 and Y9 Physics and the exam in April will include Y10 Physics.

In Y11 there will be five End of Unit tests.

There are also two TSAT exams. The October exam will cover P1, P2 and P3 and P4 the exam in February will include P5, P6, P7 and P8.

## Links to Personal Development:

Enabling students to recognise risks to their own wellbeing.

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

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

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

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

# Combined Science

**Subject Leader:** Ms V Bates, [vbates@taptonschool.co.uk](mailto:vbates@taptonschool.co.uk)

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

## Core Knowledge

### Topics:

#### Biology

The environment, Feeding humans and disease.

#### Chemistry

Monitoring and controlling reactions, Organic chemistry including oil, Earth systems

#### Physics

Power and efficiency, Powering the Earth, work done and Physics on the move

## Procedural Knowledge

### Students will:

Use scientific theories and explanations to develop hypotheses.

Evaluate methods and suggest possible improvements.

Apply a knowledge of sampling techniques to ensure any samples collected are representative.

Apply a knowledge of a range of techniques, apparatus and materials to select those appropriate for both field work and for experiments.

Translate data from one form to another.

Represent distributions of results and make estimates of uncertainty.

Carry out and represent mathematical and statistical analysis.

Explain everyday technological applications of science.

Use a variety of concepts and models to develop scientific explanations.

Appreciate the power of limitations of science and consider ethical issues.

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

### Assessment:

In Y11 there will continue to be end of unit tests

There are also six TSAT exams (two in Biology and two in Chemistry and two in Physics).

The October exams will cover B1, B2, B3 and C1, C2, C3 and P1, P2, P3.

In February the exams will cover B4, B5, B6 and C4, C5, C6 and P4, P5, P6.

### Links to Personal Development:

Enabling students to recognise risks to their own wellbeing.

Social development: Practise using a range of social skills in different situations. Confidence, Resilience &

Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

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

Knowledge and skills gained through the Combined Science course are a starting point for further study at KS5.

The GCSE Combined Science course builds on the core concepts learnt at KS3, adding the level of detail and complexity required to access KS5 study.

# History

**Subject Leader:** Mr A McAuley [amcauley@taptonschool.co.uk](mailto:amcauley@taptonschool.co.uk)

<p><b>Curriculum Intent:</b> To provide students with critical skills of analysis and evaluation, not simply to study the past, but also to deal with the world around them. To provide students with a sense of how the past has shaped the world they are growing up in, locally, nationally and globally.</p>	
<p><b>Core Knowledge</b></p>	<p><b>Procedural Knowledge</b></p>
<p><b>Topics:</b></p> <p>The People's Health, c. 1250-now.</p> <p>The Norman Conquest, 1065-1087.</p> <p>History Around Us – Conisbrough Castle.</p> <p>The Making of America, 1789-1900.</p> <p>Living Under Nazi Rule, 1933-45.</p>	<p><b>Students will:</b></p> <p>AO1 - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2 - Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3 - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4 - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>
<p><b>Homework:</b>            Students will be set approximately one piece of homework every four lessons.            Homework will include completing and preparing for practice exam questions, learning key vocabulary and completing on-line learning using Seneca Learning.            All homework will be set on Satchel:One; students will always have at least three days to complete a piece of homework.</p>	
<p><b>Assessment:</b>            Formal assessment; three exams at the end of Y11, with each unit of study worth 20%.            Formative assessment – students will complete practice questions throughout the course and receive feedback on this work. They will be expected to respond to this feedback.</p>	
<p><b>Links to Personal Development:</b>  <b>British Values:</b> Democracy, individual liberty, rule of law, mutual respect and tolerance.  <b>Character:</b> Reflect Wisely, learn eagerly, behave with integrity, cooperate.            Promoting <b>inclusivity</b> and diversity of all protected characteristics.  <b>Prepare</b> learners for future success in education, employment and training.  <b>Cultural development:</b> Understanding the wide range of cultural influences that shape individuals.</p>	
<p><b>How is my knowledge developed further at Key Stage Five?</b>            Content – the units on Nazi Germany and the Making of the USA share some common themes with our A-level study. The skills developed at GCSE are those that are also at the heart of A-Level study, producing coherent historical debate, working with evidence, and considering the views and interpretations of others in relation to the past.</p>	



# Geography

**Subject Leader:** Mr A Kennedy [akennedy@taptonschool.co.uk](mailto:akennedy@taptonschool.co.uk)

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

## Core Knowledge

### Topics:

#### Y10

Sustaining ecosystems.  
Urban futures.  
Distinctive landscapes.  
Resource reliance.

#### Y11

Global hazards.  
Dynamic development.  
Changing climate.  
The UK in the 21<sup>st</sup> century.

## Procedural Knowledge

### Students will:

Use and analyse a range of different types of maps at different scales.

Analyse geographic data and perform simple mathematical processes.

Read and understand geographical texts.

Carry out geographical investigations with fieldwork in Sheffield city centre and on the East Yorkshire Coast.

## Homework:

Homework is set **once per week** via Satchel:One.

Expect to spend up to 45 minutes on your homework.

Homework will include practice exam questions to develop exam technique, Revision questions to review learning from prior topics, A3 revision sheets to summarise learning ahead of assessments, Revision for end of topic assessments and main assessment points and Learning keywords definitions and spellings which may take the form of online quizzes.

## Assessment:

Teacher questioning in lessons including questions at the beginning of lessons to check on prior learning. Regular exam question practice in class and as homework. End of topic tests to assess understanding of the learning.

Formal assessments which more broadly assess the curriculum including several topics in one assessment paper.

## Links to Personal Development:

The topics studied may inspire students to investigate a range of careers spanning the physical, social and environmental sciences. Examples will be given in lessons.

Class notice boards will also have displays showcasing various careers in which students may use their geographic knowledge, understanding and skills in the future.

In particular, the study of geography will help with students' cultural development. Understanding the wide range of cultural influences that shape individuals and different places.

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

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

# Languages

**Director of Languages:** Ms J Askew [jaskew@taptonschool.co.uk](mailto:jaskew@taptonschool.co.uk)

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

## Core Knowledge

### Topics:

Listening, reading, writing, speaking and translation skills continue to be developed throughout Y10.

### Y10

Travel and tourism and places of interest.  
 General celebrations, celebrations in French/German/Spanish-speaking countries.  
 Healthy living, sports and lifestyles, food, mealtimes.  
 How to lead a healthy lifestyle, diet, fast food, stress and the effects.  
 Pros and cons of alcohol, drugs, smoking/vaping, Illness and remedies.  
 Where we live, including social and environmental issues.

### Y11

Festivals and Celebrations.  
 Social Issues.  
 Exam Skills.  
 Revision.

## Procedural Knowledge

### Students will:

Grammatical terminology such as 'infinitive', 'tenses' continues to be explicitly taught and referred to throughout the KS4 course.

Assessment rubrics are explained and referred to frequently throughout the KS4 course.

The key skills of listening, reading, speaking, writing and translation are interweaved throughout the Y10 course, using a variety of strategies to facilitate language acquisition to allow students to understand and produce work in the target language. The students employ a range of techniques acquired throughout KS3 to facilitate a deeper understanding of lexical and grammatical concepts, enabling them to better communicate in the TL. A range of strategies are employed in Y10 to consolidate the transition from KS3 to KS4. Further guidance is given to enable students to understand how to manipulate language independently and successfully prepare for the GCSE exams in Y11.

Some of the strategies include:

- Modelling, scaffolding and gap fill to produce 40/90/150-word written task.
- Speaking and writing frames.
- Pair and group work on role plays, photo cards and general conversation.
- Comprehension activities in TL and English.
- Translation in and out of TL.
- Past paper practice.

## Homework:

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

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

- Reading comprehension exercises.
- Listening comprehension exercises.
- Vocabulary learning.
- Grammar consolidation.
- Written pieces.
- Research.

## Assessment:

### Y10

**Assessment Point 1** – October: Listening, reading & writing.  
 Topics covered so far in Y10.

**Assessment Point 2** – April: Listening, reading & writing.  
GCSE past papers.

**Assessment Point 3** - June/July: Mock Speaking Exam.  
Photo card, Role Play, General conversation.

### Y11

**Assessment Point 1** – October: Listening, reading & writing.  
GCSE past papers.

**Assessment Point 2** – January: Mock Speaking Exam.

**Assessment Point 3** – February: Trial Exams - Listening, reading & writing.  
GCSE past papers.

In addition to the assessment points, throughout the course students are assessed through a variety of low-stakes vocabulary and grammar tests, assessment for learning activities, targeted questioning and a range of pair, group and whole class tasks.

### Links to Personal Development:

Preparation for future success.

Wellbeing.

Confidence, Resilience and Knowledge.

Mutual respect and tolerance.

Character – Resilience is needed to prosper in MFL.

Moral and social development.

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

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

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

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

# Religious Studies

**Subject Leader:** Ms K Molyneux [kmolyneux@taptonschool.co.uk](mailto:kmolyneux@taptonschool.co.uk)

**Curriculum Intent:** Through Religious Studies in Tapton we strive to develop in all students a knowledge and understanding of religious and non-religious worldviews to foster a greater appreciation of the rich, culturally and religiously diverse world in which we live. We aim to support students in developing their own spiritual, moral and social awareness by increasing their understanding of the complex issues and challenges faced by people from all walks of life within their own city and beyond. It is our ambition that students leave Tapton with a greater understanding of their own place within society, both locally and globally. Our students will learn key beliefs from major world religions, with particular focus on the main religious traditions of the country to reflect on the historical context of Great Britain. Our ultimate goal is to create and nurture an intellectual curiosity in students to develop a love of learning and an understanding of the role of the subject within the curriculum.

## Core Knowledge

### Topics:

#### Y9

IB (1) Christian Beliefs: Trinity, Creation, Incarnation, Salvation, Life After Death, evil and suffering.

2C (1) Muslim Beliefs: nature of Allah, Risalah, Holy Books, Angels, Life After Death, predestination.

IB (2) Marriage and family Life: Types of family, Support for the family in the parish, Sexual Relationship, contraception, marriage, Divorce, equality of men and women, Gender Discrimination.

#### Y10

2C (2) Crime and Punishment: Justice, Crime, Good, Evil and Suffering, Forms and aims of Punishment, Forgiveness, Treatment of Criminals, Death Penalty.

IB (3) Living the Christian Life: Worship, Sacraments, Prayer, Pilgrimage, Celebrations, Local and Worldwide Church.

2C (4) Peace and Conflict: Peace, Peace-making, Types and causes of Conflict, pacifism, The Just War Theory, Holy War. Weapons of Mass Destruction.

#### Y11

IB (4) Origins and Value of the Natural World, Sanctity of Life, origins and Value of Human Life, Abortion, Euthanasia, Life After Death, Issues Facing the Natural world.

2C (3) Living the Muslim Life: 5 Pillars, Ten Obligatory Acts, Hajj, Khums, Jihad, Celebrations

## Procedural Knowledge

### Students will:

Understand and interpret religious texts - theological lens

Analyse the impact of beliefs on behaviour – Social Sciences, Philosophical and Theological lenses

## Homework:

Key word tests.

Key text tests.

Satchel: One retrieval quizzes.

Deliberate practice of exam style question.

## Assessment:

Verbal questioning in lessons.

Key word and text tests.

Satchel: One retrieval quizzes.

Two formal assessments comprising real GCSE questions.

**Links to Personal Development:**

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

Promote inclusivity and diversity.

Prepare for future success in education employment and training.

Reflect on own beliefs and spiritual development.

Recognising the difference between right and wrong.

Practise a range of social skills.

Understand a wide range of cultural influences.

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

In KS5 we offer an OCR A-Level course in Religious Studies. This builds on key elements of the GCSE course and comprises three areas of study: Philosophy of Religion, Religion & Ethics and Developments in Christian Thought.

# GCSE Physical Education

**Subject Leader:** Mrs R Becks

[rbecks@taptonschool.co.uk](mailto:rbecks@taptonschool.co.uk)

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

## Core Knowledge

**Topics:** Applied anatomy and physiology.

Movement analysis.

Physical training.

Use of data.

Develop skills in practical sports.

Analyse and evaluate personal performance.

Sports psychology.

Socio-cultural influences.

Health, fitness and well-being.

## Procedural Knowledge

**Students will:** Develop how to analyse and evaluate their own performances.

Develop skills, knowledge, understanding and apply in practical sporting activities.

Develop understanding of how to read, plan and answer exam questions.

Link topics and build on knowledge to gain a deeper understanding theoretical content.

## Homework:

Exam questions per topic.

Homework sheets checking understanding.

Coursework.

## Assessment:

Baseline tasks and progress tasks in all lessons.

End of topic assessments.

Mock paper exams.

Practical assessments.

Coursework on analyse and evaluation on personal performance.

## Links to Personal Development:

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

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

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

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

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

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

# Core PE

**Subject Leader:** Mrs R Becks

[rbecks@taptonschool.co.uk](mailto:rbecks@taptonschool.co.uk)

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

Core Knowledge	Procedural Knowledge
<p><b>Topics:</b></p> <p>In KS4 Core PE we follow a spiral curriculum which follows on from KS3. We revisit activities in Y10 and Y11. With each successive encounter learning progresses, building and deepening the knowledge of every activity with an emphasis on encouraging the well-being of students.</p> <p>Students will continue to develop a range of skills in different physical activities in a competitive and recreational environment. This will include:</p> <ul style="list-style-type: none"> <li>Invasion games.</li> <li>Net/racket games.</li> <li>Striking and fielding games.</li> <li>Fitness.</li> <li>Gymnastics.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Develop their skills, knowledge and understanding in PE.</li> <li>Continue to apply and build on skills learnt in competitive situations.</li> <li>Be encouraged to work both independently and as part of a team.</li> <li>Develop their own technique to improve their performance.</li> <li>Analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<p><b>Homework:</b></p> <p>No formal homework is set but we encourage all students to be involved in the large range of extra-curricular clubs that we offer in school.</p>	
<p><b>Assessment:</b></p> <p>We informally assess students in PE lessons. Observational, peer and teacher assessments are used throughout lessons and students receive verbal feedback to improve their performances.</p> <p>Formal assessments take place twice a year and our focus is on conduct in lessons and whether they are meeting expectations or not.</p>	
<p><b>Links to Personal Development:</b></p> <p>To work in a team and show leadership skills in both individual and team sports.</p> <p>Know how to join a sporting club outside of school.</p> <p>Increase Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle</p>	
<p><b>How is my knowledge developed further at Key Stage Five?</b></p> <p>Students will be offered a range of extra-curricular activities at KS5 to further skill level and ensure they are continuing to lead an active lifestyle.</p>	

# Drama

**Subject Leader:** Ms R Gerrard [rgerrard@taptonschool.co.uk](mailto:rgerrard@taptonschool.co.uk)

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

## Core Knowledge

### Topics:

The application of skills to be an effective actor.  
The art of directing and designing for theatre.  
Being an informed member of an audience through analysis and evaluation.

### Y10 Unit Titles:

C1: Devising Theatre – working from a stimulus to create an original piece of theatre and a portfolio and evaluation responding to the process and final performance. This will be formally examined internally in the summer term of Y10 and externally moderated. Students can specialise as either an actor or designer - 40% of qualification.

C3: Interpreting Theatre – written exam paper on a set text and response to live theatre. We will be preparing for this in Y10 but it will not be formally examined until summer in Y11.

### Y11 Unit Titles:

C2: Performing from a Text – performance of an extract of text in groups to an external examiner. Students can specialise as either an actor or designer. This will be formally examined externally in the Spring Term of Y11. 20% of the qualification.

C3: Interpreting Theatre – written exam paper on a set text and response to live theatre. Formally examined in summer term of Y11. 40% of the qualification.

## Procedural Knowledge

### Students will:

Interpret character – character interaction, vocal skills, movement skills etc. Exploration of rehearsal techniques that develop characterisation for performance.

Apply skills to create performance work – consideration given to creating mood and atmosphere, performance conventions etc.

Realise design – set, lighting, sound, props, costume, hair and make-up.

Be an effective cast member – communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative.

Interpret plays – from the point of view of a director, actor and designer. Exploration of the social, cultural, historical and political contexts. How do we communicate to audiences?

Explore the structure of play  
plot/theme/form/style/genre/dialogue.

Explore the history of theatre – exploration of the original performance conditions of the set text.

Explore Contemporary Theatre Companies – supports the devising process for C1.

Understanding theatre practice – exploration of theatre practitioners.

Understand theatre space – the four main staging configurations, stage positioning, proxemics, actor/audience relationship, actor interaction and audience awareness.

Experience live theatre – opportunities to attend the theatre across the year and access to Drama Online. It is an essential part of C3 – responding to the experience of live theatre.

Analysis and evaluation of theatre is an essential part of the coursework and written examination.

## Homework:

The setting of homework will vary depending on the unit of work being studied. Students will be set homework weekly. Homework will be set with the purpose of:

1. Developing students' evaluative and analytical written skills in response to practical work completed in lessons.
2. Developing students' analytical skills with regards to responding to a play or live production.
3. Practise exam technique through setting of exam style essays.
4. Completing coursework.
5. Providing an opportunity to develop a creative piece of work independently – e.g. script writing, creative designs etc.
6. Summarising students' understanding of Drama vocabulary and terminology.
7. Rehearsal of performance work.



Homework tasks vary from evaluations of practical work, research tasks, rehearsing or learning lines for a performance. The written homework generally refers to practical work from lessons or live professional performances students must make notes in lessons in order to help with the completion of their homework.

**Assessment:**

**Y10**

During whole school examination weeks students will be assessed on C3: Interpreting Theatre. This will require revision of the set text and a live theatre review.

During Term 3 students will complete C1: Devising Theatre. They will be assessed on their performance and supporting coursework and an evaluation completed in controlled timed conditions.

**Y11**

During whole school examination weeks students will be assessed on C3: Interpreting Theatre. This will require revision of the set text and a live theatre review.

During Term 2 students will complete C2: Performing from a text. They will be assessed by an external examiner who will come into school to assess their performance or design skill.

The C3: Interpreting Theatre final written examination will be during the scheduled summer GCSE examination season.

**Links to Personal Development:**

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

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

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

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

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

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

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

# Music

**Subject Leader:** Mrs G Page [gpage@taptonschool.co.uk](mailto:gpage@taptonschool.co.uk)

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

## Core Knowledge

### Topics:

**Technical vocabulary** linked to each of the musical elements in DR P SMITH – Dynamics, Rhythm, Pitch, Structure/Style, Melody/Metre, Instrumentation, Texture/Tonality, Harmony.

**Area of Study 1:** Stylistic features of the coronation anthems & oratorios of Handel, the orchestral music of Haydn, Mozart & Beethoven, the piano music of Chopin & Schumann, & the Requiem of the late Romantic period.

**Area of Study 2:** Stylistic features of the music of Broadway 1950s to 1990s, rock music of the 1960s and 1970s, film & computer gaming music from 1990 to the present, & popular music from the 1990s to the present.

**Area of Study 3:** Stylistic features of Blues music 1920 – 1950, fusion music incorporating African &/or Caribbean music, contemporary Latin music, & contemporary folk music of the British Isles

**Area of Study 4:** Stylistic features of the orchestral music of Aaron Copland, British music of Arnold, Britten, Maxwell Davies & Tavener, the orchestral music of Zoltan Kodaly & Bela Bartok, & minimalist music of John Adams, Steve Reich and Terry Riley

The detailed musical features of the **AoS1 set work until 2025** – Rondo from Mozart's *Clarinet Concerto*.

The detailed musical features of the **AoS1 set work from 2026** - Beethoven: *Symphony No. 1*, Movement 1.

The detailed musical features of the **AoS3 set work until 2025** – *Graceland* by Paul Simon

The detailed musical features of the **AoS3 set works from 2026** - *I Know You Know*, *Little Fly*, and *I Adore You* by Esperanza Spalding.

## Procedural Knowledge

### Students will:

Listen to music analytically and describe it using technical vocabulary.

Analyse set works and write longer written responses.

Aurally identify: instruments; melodic progressions; rhythms; chords; cadences; modulations; intervals up to an octave; tonality; time signatures; textures.

Read and use music notation.

Perform as both a soloist and as part of an ensemble on one main instrument/voice/technology.

Compose music to a given brief as well as in a style of choice using traditional written notation or music technology.

<p><b>Area of Study 3:</b> Stylistic features of Blues music 1920 – 1950, fusion music incorporating African &amp;/or Caribbean music, contemporary Latin music, &amp; contemporary folk music of the British Isles</p> <p><b>Area of Study 4:</b> Stylistic features of the orchestral music of Aaron Copland, British music of Arnold, Britten, Maxwell Davies &amp; Tavener, the orchestral music of Zoltan Kodaly &amp; Bela Bartok, &amp; minimalist music of John Adams, Steve Reich and Terry Riley</p> <p>The detailed musical features of the <b>AoS1 set work until 2025</b> – Rondo from Mozart’s <i>Clarinet Concerto</i>.</p> <p>The detailed musical features of the <b>AoS1 set work from 2026</b> - Beethoven: <i>Symphony No. 1</i>, Movement 1.</p> <p>The detailed musical features of the <b>AoS3 set work until 2025</b> – <i>Graceland</i> by Paul Simon</p> <p>The detailed musical features of the <b>AoS3 set works from 2026</b> - <i>I Know You Know, Little Fly, and I Adore You</i> by Esperanza Spalding.</p>	
<p><b>Homework:</b> One per week set on Satchel:One</p>	
<p><b>Assessment:</b></p> <p>Self, peer, and teacher feedback throughout. Regular written feedback for all three skills.</p> <p><b>Y10</b> Term 1 – we will assess all three skills and average them together (<i>AoS3 core knowledge listening assessment, solo performance of a piece of the pupil’s choice, compositional exercises portfolio</i>). Term 2 – mock listening exam (<i>set works, general aural skills and use of technical vocabulary</i>). Term 3 – general feedback ahead of pupils starting their performing and composition NEA.</p> <p><b>Y11</b> Term 1 – pupils will have their performing recitals (30%) of final grade. Pupils will start the composition to a brief which is released in September. Term 2 – all NEA deadlines and full listening mock. Pupils are offered one-to-one tutorials on their NEA. Term 3 – revision.</p>	
<p><b>Links to Personal Development:</b></p> <p>Students are expected to participate in our strong extra-curricular and concert programme. Ongoing conversations about further study and careers in music.</p>	
<p><b>How is my knowledge developed further at Key Stage Five?</b></p> <p>In KS5, students will explore and develop advanced skills in the three areas of listening, performing, and composing. They will focus on one instrument/voice and be expected to dedicate time most days to practising. Students will study advanced compositional techniques such as species counterpoint and Bach chorales. Students will also continue to learn about music from all of the following three areas of study: Western Classical Music, Popular Music, and Traditional Music, studying set works from the following genres: Baroque Solo Concerto, Romantic Piano Music, Art Music from 1910, and Music for Theatre.</p>	

# Art and Design: Art, Craft and Design

**Subject Leader:** Mrs K Pilarek [kpilarek@taptonschool.co.uk](mailto:kpilarek@taptonschool.co.uk)

**Curriculum Intent:** Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation and self-critique along with contextual writing in reference to artists and designers.

We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

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

## Homework:

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

## Assessment:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**Links to Personal Development:**

Character.

Confidence, Resilience and Knowledge.

Cultural development.

Social development.

Prepare for future successes.

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

Following the same assessment objectives, students continue to develop research, development, recording and personal response skills. Completing a personal investigation project and supporting essay and a final exam, responding to a set brief from the exam board.

# Art and Design: Textile Art

**Subject Leader:** Mrs K Pilarek [kpilarek@taptonschool.co.uk](mailto:kpilarek@taptonschool.co.uk)

**Curriculum Intent:** Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs, allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation and self-critique along with contextual writing in reference to artists and designers.

We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

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

**Homework:**

Homework in Textiles will be set weekly and should take approximately 40 minutes. It will be explained in lesson and set on Satchel:One. The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons and to continue development of the coursework project. The content will either focus on research, development, recording, personally responding or annotating work and will usually be completed or a follow on for the lessons that week. Homework should be completed to a high standard, mirroring the standard of work in lessons.

**Assessment:**

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**Links to Personal Development:**

Character.

Confidence, Resilience and Knowledge.

Cultural development.

Social development.

Prepare for future successes.

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

The skills learnt at GCSE enable students to enter the A Level course with the construction and decorative skills to complete coursework and respond to design briefs.

Students will have acquired the basic knowledge of fabrics, properties and fibres to understand the how and why of fabrics, enabling them to apply this to personal projects.

Students will extend their Textile knowledge at A Level to explore fashion and design history, the works of influential designers, industrial practice, textile legalities and the wider design world.

# GCSE Design Technology: Engineering

Subject Leader: Mr T Priest

[tpriest@taptonschool.co.uk](mailto:tpriest@taptonschool.co.uk)

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

## Core Knowledge

### Topics:

1. Identifying requirements.
2. Learning from existing products and practice.
3. Implications of wider issues.
4. Design thinking and communication.
5. Material considerations.
6. Technical understanding.
7. Manufacturing processes and techniques.
8. Viability of design solutions.

## Procedural Knowledge

### Students will:

Complete an Electronic Engineering unit covering technical understanding, focussed practical tasks and a design and make project.

Complete a Mechanical Engineering unit covering technical understanding, focussed practical tasks and a design and make project.

Complete a NEA (coursework) project from June 1<sup>st</sup> Y10 until March Y11.

## Homework:

Weekly quizzes on core content.  
Later on, NEA work each week.  
Revision.  
Seneca.

## Assessment:

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

## Links to Personal Development:

KS5 Sixth Form A Levels in Product Design or Design Engineering.  
Level 3 apprenticeships.

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

The skills learnt at GCSE enable students to enter the A Level course with the necessary skills to complete coursework and respond to design briefs.



# GCSE Design Technology: Product Design

Subject Leader: Mr J Fulson

[jfulson@taptonschool.co.uk](mailto:jfulson@taptonschool.co.uk)

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

## Core Knowledge

### Topics:

1. Identifying requirements.
2. Learning from existing products and practice.
3. Implications of wider issues.
4. Design thinking and communication.
5. Material considerations.
6. Technical understanding.
7. Manufacturing processes and techniques.
8. Viability of design solutions.

## Procedural Knowledge

### Students will:

Complete a Timbers unit covering woodworking tools and woodworking procedures, focussed practical tasks.

Complete a CAD/Manufacture project making a stool with secret storage.

Complete a NEA (coursework) project from June 1<sup>st</sup> Y10 until March Y11.

## Homework:

Weekly quizzes on core content.

Later on, NEA work each week.

Revision.

Seneca.

## Assessment:

Verbal and informal formative feedback.

Weekly quizzes on core content.

Summative levels for each project.

Assessed and graded exams at assessment weeks.

Assessed past paper questions.

## Links to Personal Development:

KS5 Sixth Form A Levels in Product Design or Design Engineering.

Level 3 apprenticeships.

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

The skills learnt at GCSE enable students to enter the A Level course with the necessary skills to complete coursework and respond to design briefs.

# Vocational Engineering

**Subject Leader:** Mr T Priest [tpriest@taptonschool.co.uk](mailto:tpriest@taptonschool.co.uk)

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

## Core Knowledge

### Topics:

Interpreting engineering drawings and information  
 Presenting engineering information.  
 Identifying and working with a range of materials.  
 Equipment and tool selection.  
 Planning and sequencing, including contingency planning.  
 Using engineering tools and equipment.  
 Health and safety and safe working practices.  
 Applying a range of engineering processes.  
 Evaluating own practices and processes.  
 Primary features of a given engineered product.  
 Identifying features of other engineered products.  
 Function of the proposed solution.  
 Generating a range of engineered solutions.  
 Developing and communicating design ideas through to a conclusion.  
 Producing a manufacturing specification.  
 Drawing an engineering design solution that adheres to recognised standards.  
 Using mathematical techniques for solving applied engineering problems.  
 Justifying suitable materials and processes for use in the final engineered solution.  
 Describing engineering developments and explaining the effects of engineering achievements.  
 Explaining how environmental issues affect engineering applications.  
 Understanding materials, their properties, and their selections for specific purposes.  
 Explaining how materials are tested for properties.  
 Describing engineering processes and their application.

## Procedural Knowledge

### Students will:

Use a series of practical projects that communicate the majority of the above content.

Acquire technical information and Maths communicated through planning and making.

Prepare for exams delivered through low stakes online tests, practice questions, 10-minute starters etc.

Develop their use of CAD.

## Homework:

Set every four hours of study via Satchel:One.  
 Revision for tests and exams.

## Assessment:

Formative verbal and other feedback.  
 Low stakes quizzes.  
 Self-evaluation using QA techniques.  
 Principles grade through multiple choice test.  
 Manufacturing NEA (40%)  
 Designing Unit (20%)  
 Exam Unit (40%)

**Links to Personal Development:**

Apprenticeships.

Sixth form entry.

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

The course is primarily aimed at those progressing to apprenticeships. During the course, a small amount of time is dedicated to researching and applying for local ones that meet the students' intended destination.

# GCSE Food Preparation & Nutrition

**Subject Leader:** Mrs T Stafford [tstafford@taptonschool.co.uk](mailto:tstafford@taptonschool.co.uk)

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

We share our knowledge of:

- **Food Nutrition** - Develop an understanding of the principles of nutrition and healthy eating to make positive food choices.
- **Food Science** - Develop a scientific understanding of the properties of food and their chemical changes during preparation and cooking.
- **Food Choice & Provenance** - Learning about the principles of 'farm to fork' and provenance whilst demonstrating an understanding of the dietary requirements in different countries, cultures, and cuisines.
- **Food Safety** - Understand the risks involved with the storage, preparation, and cooking of foods, having fun whilst staying safe.
- **Cooking with Knowledge and Skill** - Preparing food products and meals in response to individual demands using traditional & contemporary cooking techniques.

## Core Knowledge

### Topics:

#### Food, Nutrition & Health

- Macronutrients.
- Micronutrients.
- Nutritional Needs and Health.
- Nutritional Analysis.

#### Food Science

- Cooking Food and Heat Transfer.
- Functional & Chemical Properties of Food.

#### Food Safety

- Food Spoilage and Contamination.
- Principles of Food Safety.

#### Food Choice

- Factors Affecting Food Choice.
- British and International Cuisines.
- Sensory Analysis.

#### Food Provenance

- Environmental Impact & Sustainability of Food.
- Food Processing and Production.

## Procedural Knowledge

### Students will:

- Skill 1: General practical skills.
- Skill 2: Knife skills.
- Skill 3: Preparing fruit and vegetables.
- Skill 4: Use of the cooker.
- Skill 5: Use of equipment.
- Skill 6: Cooking methods.
- Skill 7: Prepare, combine and shape.
- Skill 8: Sauce making.
- Skill 9: Tenderise and marinate.
- Skill 10: Dough.
- Skill 11: Raising agents.
- Skill 12: Setting mixtures.

## Homework:

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

**Assessment:**

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

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

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

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

**Links to Personal Development:**

Careers include - Food Scientist, Food Product Developer, Dietician, Nutritionist and within the Hospitality & Catering sector.

Principles of healthy eating and nutrition delivered to develop understanding of physical and mental health.

Understanding risks to personal wellbeing through healthy eating.

Understanding risks to personal wellbeing through food safe practices.

Cultural development achieved through delivering the factors which effect food choice.

British values delivered throughout all practical experiences.

Resilience developed by providing a safe space for taking academic and practical risks.

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

The department offers a Level 3 Diploma course called Level 3 Food Science & Nutrition

# Hospitality and Catering

Subject Leader: Mrs T Stafford [tstafford@taptonschool.co.uk](mailto:tstafford@taptonschool.co.uk)

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

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

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

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

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

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

## Core Knowledge

### Topics:

#### Hospitality & Catering Provision

- Hospitality and catering providers.
- Working in hospitality & catering.
- Working conditions.
- Contributing factors to the success of hospitality & catering provision.

#### How Hospitality & Catering Provisions Operate

- The operation of the front & back of house.
- Customer requirements in hospitality & catering.
- Hospitality & catering provision to meet specific requirements.

#### Health & Safety in Hospitality & Catering

- Health & safety.
- Food Safety.

#### Food Safety in Hospitality & Catering

- Food related causes of ill health.
- Symptoms & signs of food-induced ill health.
- Preventative control measures of food-induced ill health.
- The Environmental Health Officer (EHO).

## Procedural Knowledge

### Students will:

- Skill 1: General practical skills.
- Skill 2: Knife skills.
- Skill 3: Preparing fruit and vegetables.
- Skill 4: Use of the cooker.
- Skill 5: Use of equipment.
- Skill 6: Cooking methods.
- Skill 7: Prepare, combine and shape.
- Skill 8: Sauce making.
- Skill 9: Tenderise and marinate.
- Skill 10: Dough.
- Skill 11: Raising agents.
- Skill 12: Setting mixtures.
- Skill 13: Pastry making.

## Homework:

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

carried out at home to enhance classroom practice by developing speed, precision and confidence when working with different foods and equipment.

**Assessment:**

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

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

**Unit 2: Hospitality and Catering in Action.**

Students will have 12 hours to complete the NEA, including 3.5 hours for the cooking exam.

**Links to Personal Development:**

Careers include - Food scientist, Food product developer, Dietician, Nutritionist and within the Hospitality & Catering sector.

Principles of healthy eating and nutrition delivered to develop understanding of physical and mental health.

Understanding risks to personal wellbeing through healthy eating.

Understanding risks to personal wellbeing through food safe practice.s

Cultural development achieved through delivering the factors which effect food choice.

British values delivered throughout all practical experiences.

Resilience developed by providing a safe space for taking academic and practical risks.

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

The department offers a Level 3 Diploma course called Level 3 Food Science & Nutrition

# Computer Science

**Subject Leader:** Mrs S Thomas

[stthomas@taptonschool.co.uk](mailto:stthomas@taptonschool.co.uk)

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

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

**Homework:**

Homework is set once per week by each teacher.

Expect to spend up to 45 minutes on your homework in total.

All homework tasks will be set via Satchel:One.

Typical homework will include but is not limited to:

Cornell notes made using online tutorials (pre-learning).

MCQ review questions to consolidate key ideas from the A Level course through Smart Revise and Isaac Computing

Wider reading tasks to broaden your Computer Science knowledge.

Revision for end of topic assessments and main assessment points.

Practice exam questions to develop exam technique.

Learning keywords definitions and spellings which may take the form of online MCQ Quizzes or be embedded into the workbooks and Cornell notes.

**Assessment:**

Teacher questioning in lessons.

Regular review questions at the beginning of lessons to check on prior learning and challenge misconceptions

Regular MCQ quizzes to check on prior learning and challenge misconceptions.

Regular exam question practice with either whole class or individual feedback embedded into workbooks.



Review of workbooks to assess understanding of the learning.

**TSAT Assessments:** Formal assessments which more broadly assess the curriculum including several topics in one assessment paper.

**Y10 October 2023 TSAT Assessment – Class Based**

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

**Y10 April 2024 TSAT Trial Exam in Exam Location**

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

**Y11 October 2023 TSAT Assessment – Class Based**

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

**Y11 February 2024 TSAT Trial Exam in Exam Location**

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

**Links to Personal Development:**

GCSE Computer Science can open doors to various career opportunities in data science, web development, product management, engineering, software development and communications or prepare students for further education at A Level, BTEC etc. Computer Scientists develop significant transferable skills. Examples of careers in Computer Science and careers enhanced by transferable skills are discussed in lessons.

We celebrate diversity in tech and are vocal about the value of ALL our students seeing the opportunities in Computer Science and Technology sectors.

We work with local employers such as ARM, The DJRFF foundation and encourage our students to think about the range of careers that Computer Science can lead to.

In particular, the study of Computer Science builds the resilience of students, solving problems computationally and coding both of which are hard, requiring sustained practice.

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

The content taught at GCSE facilitates students to undertake the A Level course with the necessary base knowledge to meet assessment requirements.

# Business Studies

**Subject Leader:** Mr C Mehat

[cmehat@taptonschool.co.uk](mailto:cmehat@taptonschool.co.uk)

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

## Core Knowledge

### Topics:

Topic 1.1 Enterprise and entrepreneurship.  
 Topic 1.2 Spotting a business opportunity.  
 Topic 1.3 Putting a business idea into practice.  
 Topic 1.4 Making the business effective.  
 Topic 1.5 Understanding external influences on business.  
 Topic 2.1 Growing the business.  
 Topic 2.2 Making Marketing decisions.  
 Topic 2.3 Making Operational decisions.  
 Topic 2.4 Making Financial decisions.  
 Topic 2.5 Making Human Resources decisions.

## Procedural Knowledge

### Students will:

Learn how to use quantitative and qualitative data when assessing business problems.  
 Learn to develop a critical understanding of organisations.  
 Learn to use their business knowledge to critically evaluate business ideas and problems and suggest solutions.  
 Learn how to structure exam answers in preparation for case studies and extended written responses.

## Homework:

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

## Assessment:

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

### Y10 Autumn Assessment Week

Topic 1.1 and Topic 1.2

Exam will be based entirely from Edexcel past paper exam questions to include: Multiple choice questions, 3- and 6-mark questions and one case study.

### Y11 Autumn Assessment Week

All Theme 1 content from Y10 and Topic 2.1 from Y11.

Exam will be based entirely from Edexcel past paper exam questions (Section B and Section C only) to include two case studies, questions ranging from 1-mark to 12-marks and calculations included but no multiple-choice questions.

## Links to Personal Development:

In the future students may want to develop their own businesses and the GCSE business course will help them with the skills to do that.

There are more apprenticeships in business than any other curriculum areas.

Students will learn about some aspects of personal finance which will help with their personal development.

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

Students revisit and develop further key concepts such as resource management, customer needs and globalisation. We also look at organisations on a larger scale such as Multi-national Corporations and Conglomerates, which provides useful insight for students wanting to further their study of Business at university and through apprenticeships.