

Subject area **Department**
HoD **HOD email**
Department staff

Year group **Subject name**
Periods/week **Qualification**
Weblink

Overview

In Art pupils will extend basic skills and develop new ones through a series of linked projects.

Units studied

Projects will allow students to explore a range of themes through different media and styles of project including graphics, painting and drawing, clay and other media.

Assessment

Pupils will be assessed through a series of PPE's

Other info

Year group **Subject name**
Periods/week **Qualification**
Weblink

Overview

Students in Year 7 follow a broad curriculum in Design & Technology with opportunities to enjoy and make progress in key aspects of the subject: research, design, plan, make and evaluate. Year 7 students are introduced to Product Design units in the workshop and establish a range of skills in the Food Technology suite.

Units studied

Product Design 1: Pencil Box.
Pupils design and make a pine pencil box using a combination of traditional hand skills and modern CAD/CAM facilities.

Food Technology 1: Introduction.
Pupils are introduced to a range of skills and good practice through practical activities including rock buns, fruit crumble and healthy eating wraps.

Product Design 2: Key ring.
Pupils research, design and make an acrylic torch keyring.

Assessment

Pupils will be assessed through a series of PPE's

Other info

Subject area	Dance	Department	Dance
HoD	Mrs R Kelly	HOD email	rkelly@airedaleacademy.com
Department staff	R Kelly, J Matthews and R Nickerson		

Year group	7	Core	Subject name	Dance
Periods/week	1	Qualification	None	
Weblink	None			

Overview

Thematic based dance classes based on topics studied in discover. Students will develop their knowledge of performance and choreographic skills through practical dance lessons. Great opportunity for students to work together to improve their self-esteem, confidence and creativity

Units studied

1A Introduction to dance - Baseline testing, Key skills, expectations. Introducing action, space, dynamic and relationships.

1B Superheroes - Different powers, dynamics,

2A I Wanna Be A... - Using a stimulus, create own choreography by developing a motif.

2B Sport & Dance – Using a stimulus to create own choreography based on sporting activities.

3A Performance – possible links to the annual ‘Move It’ showcase.

3B Choreography – links the expectations of GCSE dance.

Extension Schemes of Work

Musical Theatre - Singing , dancing, acting. Staging of a theatre.

Links to progression into other courses at KS4 & 5

Assessment

Half Termly - Through videoed/ live performances, log books and pupil progression diaries

Other info

- Lots of extra curriculum activities on offer.
 - Opportunities for live performances and theatre trips.
 - Whole school productions and visitor workshops.
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Subject area	Student Wellbeing	Department	Student Wellbeing
HoD	Mrs J Coleyshaw	HOD email	jcoleyshaw@airedaleacademy.com
Department staff	Various		

Year group	7	Core	Subject name	Student Wellbeing
Periods/week	1	Qualification	None	
Weblink	None			

Overview

Student Wellbeing allows students to develop their personal skills as well as their understanding of the wider world outside of school and how they can keep themselves safe from harm. It gives pupils the opportunity to learn about topics they would not learn about in conventional lessons within set lessons and also through guest speakers.

Units studied

Student wellbeing is split into six different topics of learning each with a different teaching focus throughout the year pupils will look at risk and keeping themselves safe, finance and career pathways, sex and relationships, identity society and equality, citizenship and health and wellbeing. Within each of these areas pupils will do different activities including discussions, debates, group work and individual research tasks.

Assessment

Pupils will assess themselves at the beginning and the end of each of the topics of work against set knowledge based criteria, they will also be assessed by their teacher throughout the course of the year on how well they participate in the debates and discussions and also their written work.

Other info

Subject area	<input type="text" value="Drama"/>	Department	<input type="text" value="Drama"/>
HoD	<input type="text" value="Mr R Billings"/>	HOD email	<input type="text" value="rbillings@airedaleacademy.com"/>
Department staff	<input type="text" value="R Billings, J Matthews and A Chapman"/>		

Year group	<input type="text" value="7"/>	<input type="text" value="Core"/>	Subject name	<input type="text" value="Drama"/>
Periods/week	<input type="text" value="1"/>	Qualification	<input type="text" value="None"/>	
Weblink	<input type="text" value="None"/>			

Overview

Drama is a practical based course, focusing on the performance skills which students will need in order to progress in this subject area. Students will study a range of practical based and process based (SMSC) topics.

Each of the following units will rely heavily on the students being able to use a range of Explorative Strategies and Drama Medium.

Explorative strategies include:

- Still image
- Thought-tracking
- Narrating
- Hot-seating
- Role play
- Cross-cutting
- Forum theatre
- Marking the moment

The drama medium includes:

- The use of costume
- The use of masks and/or make-up
- The use of sound and/or music
- The use of lighting
- The use of space and/or levels
- The use of set and/or props
- The use of movement, mime and gesture
- The use of voice
- The use of spoken language

Units studied

Units Studied

Storytelling (Baseline Assessment) – Practical

Desert Island – Practical

Anti-Bullying – Process

Silent Movies – Practical

Granddad's Will – Process

Greek Theatre – Practical

- Still image
- Thought-tracking

Subject area	Drama	Department	Drama
HoD	Mr R Billings	HOD email	rbillings@airedaleacademy.com
Department staff	R Billings, J Matthews and A Chapman		

- Narrating
- Hot-seating
- Role play
- Cross-cutting
- Forum theatre
- Marking the moment

The drama medium

- The use of costume
- The use of masks and/or make-up
- The use of sound and/or music
- The use of lighting
- The use of space and/or levels
- The use of set and/or props
- The use of movement, mime and gesture
- The use of voice
- The use of spoken language

Musical theatre – Integrating dance, music and drama to create a performance. There are further progression routes in musical theatre at Airedale Academy. Students will also have the advantage of working in or watching a whole school performance.

Theatre Performance - Students produce work that is shown to peers/parents and in some cases a paying audience

Assessment

Each topic last half a term and the students are assessed at the end of each topic. This is in the form of practical assessment including video evidence (internal use only) and a progress log book kept by the students.

Other info

Students will have the opportunity to attend many different extra-curricular activities. This will include the weekly drama club and the whole school productions.

Subject area	English	Department	English
HoD	Miss A Blakie	HOD email	ablakie@airedaleacademy.com
Department staff	A Blakie, L Reader, C Sansom, J Richmond, G Skyner, K Wilson, S Heath, S Smyth and J Napper		

Year group	7	Core	Subject name	English
Periods/week	4	Qualification	None	
Weblink	None			

Overview

Year 7 students are exposed to a broad curriculum with opportunities to enjoy all aspects of English, including writing, reading and speaking and listening.

Units studied

Autumn Term 1 – The Island Project (writing to persuade)

This topic includes a range of writing formats and purposes to assess and develop writing skills and grammar. There is also a speaking and listening assessment to allow students to practise speaking and listening skills for different purposes.

Autumn Term 2 – ‘A Christmas Carol’

This text allows students to explore themes and analyse language choices in an historical text, a key skill needing to be developed for GCSE Literature. The scheme includes exploration of historical context and the impact of the time on the text.

Spring Term – ‘Buddy’ or ‘Holes’

Classes will study one of the two modern texts, allowing them to understand narrative structure, key choices in narratives selected for effect and to complete a range of writing tasks related to the texts, such as diary writing and transactional writing tasks, such as leaflet and review writing.

Summer Term 1 – Descriptive Writing

Students will creatively explore and produce descriptive writing, developing their understanding of how to use language for effect and to build reader engagement. The scheme explores grammar and specific language choices and techniques to develop the students’ control and understanding of how the English language can be used.

Summer Term 2 – ‘Growing Up’ poetry

This scheme of work allows students to know and understand social and emotional issues as well as exploring poetic devices and techniques. As well as analysis of language, transactional writing tasks, such as report writing and article writing will be explored using poetry as a stimulus.

Assessment

Students will be assessed formatively throughout schemes through the use of questioning, a range of tasks and regular marking of books using the two week department policy.

All classes will be given the opportunity to complete a ‘Big Write’ each week, using learning from recent lessons to inform and develop skills in extended writing. This is marked and assessed by their teacher.

Each term, students will be assessed using a formal PPE. This will include both a reading comprehension and writing task, which will be assessed and moderated in department. These grades will be communicated to parents formally.

Other info

Year 7 students will have one lesson a week in English for Accelerated Reading. This will include independent reading time, assessment using the Accelerated Reading programme on school computers, guided reading sessions and one-to-one reading with their teacher within the lesson. Progress in reading and understanding is monitored and tested using the Accelerated Reading programme to check and

Subject area English **Department** English
HoD Miss A Blakie **HOD email** ablakie@airedaleacademy.com
Department staff A Blakie, L Reader, C Sansom, J Richmond, G Skyner, K Wilson, S Heath, S Smyth and J Napper

manage progress by the class teacher.

Year group 7 **Core** **Subject name** French
Periods/week 2 **Qualification** None
Weblink None

Overview

Students will experience learning in 4 skill areas of Listening, Reading, Speaking and Writing. They will also experience translation, transcription, extended listening and reading authentic texts. We will aim to inspire further learning and a love of French culture, film and literature
Students also look at the geography, culture and customs of France and other French speaking countries.

Units studied

Units Studied
Term 1:
Salut- greetings and introducing myself
Ma Famille- family members and descriptions
Term 2:
L'école- school life and studies
Kirikou- A French animation film
Term 3
La Musique et la Poésie- French culture
GCSE Preparation

Assessment

Students will be assessed formally during the calendared Assessment dates on the Academy calendar. They will also receive ongoing assessment in class throughout the year. Assessments will cover listening, speaking, reading and writing.

Other info

Subject area	Geography	Department	Geography
HoD	Miss D Forrester	HOD email	dforrester@airedaleacademy.com
Department staff	D Forrester, R Duddridge, M Leake, K Elliott, O Robinson		

Year group	7	Core	Subject name	Geography
Periods/week	2	Qualification	None	
Weblink	None			

Overview

Geography enables students to study the world around them at a local, regional and national scale. It includes both human and physical aspects as well as considering environmental issues.

Units studied

Term 1 - Geographical Enquiry and Skills. In this unit, students will develop OS map skills including grid references, scale and map symbols. They will also learn about the geography of the UK

Term 1 - Migration – This unit focusses on current changes across South America, and African countries such as Kenya. Students will look at why and where people are migrating to and opportunities and issues this creates. Pupils will look at Rio De Janeiro in Brazil and the opportunities and challenges that exist.

Term 2 – Extreme Weather – Pupils will begin by looking at extreme weather events that have hit the UK over recent years and the issues that it has created. We will then travel to North America where we will look at the causes and effects of hurricanes and tornadoes.

Term 3 - Coastal Environments - In this unit, students will study the formation of coastal landforms and how we can protect the UK coastline from erosion and flooding. Pupils will focus this section of the topic on the Holderness Coastline.

Term Two: People Everywhere. In this unit, students will learn about how world population has grown and where people have settled in the world and reasons for this. They will also study how land is used in a city.

Term 3: Coastal Environments. In this unit, students will study the formation of coastal landforms and how we can protect the UK coastline from erosion and flooding.

Assessment

Students will be assessed on a half-termly basis using a combination of end of unit tests and assessed pieces of writing.

Other info

Subject area	History	Department	History
HoD	Miss L Snaith	HOD email	lsnaith@airedaleacademy.com
Department staff	L Snaith, H Tordoff and S Wheatley		

Year group	7	Core	Subject name	History
Periods/week	2	Qualification	None	
Weblink	None			

Overview

History sparks pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past. Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies.

Units studied

Term One:

The Norman Conquest; students investigate the struggle for power before 1066 and discover the result and impact of the Battle of Hastings.

Term Two:

Life in Medieval Britain; students discover how different people lived in Medieval Britain and consider the impact of the Black Death.

Term Three:

Medical development during the Renaissance; students will research how different key people and factors influenced the development of medicine.

Throughout the three terms students are able to develop their source analysis and analytical skills through a variety of activities. They explore criteria for making judgements about the historical significance of events, people and changes. They investigate historical problems and issues, asking and beginning to refine their own questions.

Assessment

Students will be assessed on a half-termly basis using a combination of end of unit tests and assessed pieces of writing.

Other info

Subject area	IT	Department	IT
HoD	Mrs L Robinson	HOD email	lrobinson@airedaleacademy.com
Department staff	L Robinson, S Dakin and J Coleyshaw		

Year group	7	Core	Subject name	IT & Computing
Periods/week	1	Qualification	None	
Weblink	None			

Overview

The IT and Computing Framework breaks down the program of study into three strands. These three strands are

1. Digital Literacy
2. Information Communication Technology
3. Computing

Units studied

The course

In year 7 the course is split in to six different projects, two each term.

Project 1:Upskilling and initial assessment

This project involves an introduction to the subject and good practices such as having a strong password, and using sensible file names and folders. A baseline test will also be taken.

Project 2: Internet Safety

This project involves students learning how to stay safe on the internet and how to keep any personal details safe. They will also learn how to use the security settings on social networking sites such as blocking people and reporting abuse. They will create an educational advertisement that will help people of all ages stay safe when using the internet.

Project 3: Computing Fundamentals

This project involves the students learning all about the inner workings of their PCs. They will learn how each component functions in the PC and what role it plays in making a PC work. They will learn about Operating Systems and other important software in use on every PC.

Project 4:Searching the internet

This project involves learning how to search the internet more effectively. Students will learn how to check if sites are reliable and what keywords, phrases and logical operators can be used to make searching more effective.

Project 5: Spreadsheets

This project involves the students learning how to use Microsoft Excel. They will learn how to enter data and format the data in a professional way. They will also create formulas and functions to make even the hardest task seem easy and learn how to present the data in the form of graphs and charts.

Project 6: Office skills

This project gives students the opportunity to learn how to use the Microsoft Office suite. Students will use different pieces of software such as PowerPoint, Publisher etc depending on the task given and which piece is most suitable.

Subject area **Department**
HoD **HOD email**
Department staff

Assessment

Other info

Subject area	Maths	Department	Maths
HoD	Mrs S Moore	HOD email	smoore@airedaleacademy.com
Department staff	S Moore, S Kemp, D Lockett, M Arbon, M Robinson, R Taylor, B Coleman, K Hawkridge and C Vaurgidis		

Year group	7	Core	Subject name	Maths
Periods/week	3	Qualification	None	
Weblink	None			

Overview

During year 7 pupils will be taught topics from the four main areas of mathematics; number, algebra, shape, shape and measure and handling data.

Units studied

Term 1

- Integers, powers and roots
- Sequences, functions and graphs
- Geometrical reasoning: lines, angles and shape
- Construction and loci
- Probability
- Ratio and proportion
- Equations, formulae, identities and expressions
- Measures and mensuration; area

Term 2

- Sequences, functions and graphs
- Mental calculations and checking
- Written calculations and checking
- Transformations and coordinates
- Processing and representing data; interpreting and discussing results
- Equations, formulae, identities and expressions

Term 3

- Fractions, decimals and percentages
- Measures and mensuration
- Equations, formulae, identities and expressions
- Sequences, functions and graphs: using ICT
- Calculations and checking
- Geometrical reasoning and mensuration
- Measures and mensuration: volume
- Statistical enquiry

Assessment

All MATHS PUPILS

-Students are expected to know:

- Times tables up to 12x12
- Square numbers up to 15x15
- Cubed numbers 1, 2, 3, 5, and 10

-Students are expected to take PRIDE in their work. We will expect to see:

- Underlined date, title and subheadings (starter, plenary, example, red, amber, green etc)
- Worked examples with any additional notes
- Numbered questions

Subject area Maths **Department** Maths
HoD Mrs S Moore **HOD email** smoore@airedaleacademy.com
Department staff S Moore, S Kemp, D Lockett, M Arbon, M Robinson, R Taylor, B Coleman, K Hawkridge and C Vaurgidis

- Clear method with all workings out shown
 - Students responding to feedback
- Should students want to undertake independent study they can access the following websites:
www.mymaths.co.uk
www.kerboodle.com
They can get their individual logins/passwords from their class teacher.

Other info

- Students should be prepared to complete weekly homework to inform their independent learning.
 - Students should come to lesson equipped with: pens, pencil, rubber, planner, ruler, calculator (Casio FX-83GT Plus).
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Subject area	Music	Department	Music
HoD	G Woodfine	HOD email	gwoodfine@airedaleacademy.com
Department staff	G Woodfine		

Year group	7	Core	Subject name	Music
Periods/week	1	Qualification	None	
Weblink	None			

Overview

Overview

Music lessons at Airedale Academy are highly practical and the Music Curriculum aims to increase students' self-confidence, creativity and sense of achievement. Students explore music through the key skills of performing, composing and listening, and our music technology suite and recording facilities allow all pupils to access Music Technology. There is a thriving extra-curricular calendar and numerous concerts and events throughout the year, including Airedale Music Festival.

Units studied

Units Studied

Unit 1 – Just Play - This exciting new scheme of work follows the Musical Futures concept of letting students 'Just Play'. Within 7 weeks each student will be able to sing, play piano, ukulele and guitar with confidence through practical workshops and carousels on each instrument.

Unit 2 – Stomp - The project is based around the use of rhythms in music from the Baroque period to modern day. Existing patterns are to be performed by students on various instruments and these will form the basis of composition tasks. The focus is on practical creative work, notation reading, ensemble skills and understanding of musical vocabulary.

Unit 3 – Soundation (Technology 1) This unit is the first technology unit in KS3 and uses composing, listening and performing skills. During this unit students will explore how dance music is created through the use of pre-recorded loops (drum, bass and synth loops). Students will learn how to use sequencing multi-track software, effects and MIDI.

Unit 4 – Music from China During this unit students' will explore how the pentatonic scale can be used to create a composition in a Chinese style. A variety of listening and appraising, research and presentation activities will be used to build familiarity and recognition of the style of music.

Unit 5 – Just Play 2 – The 2nd instalment of Just Play focuses on more difficult chords, full chords on instruments and riffs. The class will again work in a carousel and will focus on songs with longer chord progressions.

Unit 6 – Rap - In the final topic of year 7 students will learn how to rap in-time to a beat, count beats, understand time signature, perform and compose a loop.

Assessment

Students will be assessed against their PLC criteria at the end of each topic. Each topic has an equivalent year 8 topic in which they should aim to improve.

Other info

At Airedale we have a thriving extra-curricular programme that will further students development in music. Students can attend singing, before/after school practise, rock band and new for 2017 elite singers.

In addition students can take extra-lessons on a variety of instruments.

Subject area	PE	Department	PE
HoD	Mrs K Ball/Mr R Singleton	HOD email	kball@airedaleacademy.com/rsingleton@
Department staff	K Ball, R Singleton, E Ward, A Dean and B Coleman		

Year group	7	Core	Subject name	PE
Periods/week	2	Qualification	None	
Weblink	None			

Overview

The Physical Education curriculum at Airedale Academy enables all pupils to enjoy and succeed in many kinds of physical activity. Students will develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. They will develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Physical Education helps students to discover what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity

Units studied

Students are encouraged to take on different roles and responsibilities, including leadership, coaching and officiating. Lessons are taught through game orientated activities to develop students' tactical ability and knowledge of rules. Lessons explore exciting new sports from around the world and give students the opportunity to enhance their engagement with the new concepts, processes and techniques.

Sporting areas including;

- Invasion games - football, rugby, netball, basketball, tchoukball, handball, american football, unihockey
- Net and wall activities – badminton, table tennis, tennis, volleyball
- Striking and fielding sports – rounders, baseball, table tennis, cricket
- Physical Challenge – athletics, orienteering
- Artistic performance – trampolining, gymnastics
- Health and Fitness – circuits, weights, fitness suite, cross country, method of training, bikes

Assessment

Assessment is through successful completion of ten targets that are set according to the Key Stage 3 Curriculum. Students have to achieve all targets various sporting areas. Attitude to learning grades are also given to students in line with the school policy.

Other info

Extra-curricular activities provide great opportunities for students to participate in an Airedale Academy team. A successful PE inter-house system takes place throughout the year. Students have the opportunity to represent their house and compete in different sporting activities. Enrichment Opportunities such as educational trips, Inter-School sporting events and coaching courses will be offered. Airedale Academy is proud to have designed a comfortable and smart PE kit that students wear with pride in all lessons.

Subject area **Department**

HoD **HOD email**

Department staff

Year group **Subject name**

Periods/week **Qualification**

Weblink

Overview

Students are introduced to the fundamental principles of Science, which will allow them to build up knowledge and skills to be used in future years.

Units studied

Each half-term will have two units that need to be studied:

Autumn-1Autumn-2Spring-1Spring-2Summer-1Summer-2
 CellsSolids, liquids and gasesReproductionSpacePeriodic TableEcology
 ForcesEnergyElectricityAcids and alkalisVariationRates of Reaction

Biology units to study:

Cells and organ systems (Structure, specialisation, microscopes and endocrine & nervous system)
 Reproduction (sexual, contraception, hormones, menstrual cycle and IVF)
 Variation (Natural selection, evolution, extinction and fossils)
 Ecology (interdependence, food chains, food webs, predator-prey, sampling techniques and pollution)

Chemistry units to study:

Periodic Table (atoms and elements, compounds, symbols, atomic structure, electronic configuration, metals and non-metals, reactions & word equations and bonding basics)
 Solids, liquids gases (particles, boiling/melting points changing states, state symbols, diffusion and osmosis)
 Acids and alkalis (basics and making salts)
 Rates of Reactions (Rates of reactions and reversible reactions)

Physics units to study:

Energy (Types and transfers, laws, efficiency, renewable/non-renewable and specific heat capacity)
 Electricity (symbols, current, charge, voltage, resistance, series & parallel, mains electricity, power stations and the National Grid)
 Forces (Arrow diagrams, contact/non-contact, density, gravity, resultant, work done and Newton's 1st & 3rd law)
 Space Physics (Solar system, planets, stars and The Big Bang)

Assessment

Students will complete mini-in-class tests after each topic called 'PiXL classroom tests', which will be assessed as part of our mastery system. Students can be awarded the following grades:

Mastering (Highest)
 Established
 Secure
 Developing
 Foundation

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

Students will also be regularly assessed in line with the academy's assessment schedule.

Other info

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mrs Sanderson for more details.

Year group	8	Core	Subject name	Art
Periods/week	1	Qualification	None	
Weblink	None			

Overview

In Art pupils will extend basic skills and develop new ones through a series of linked projects.

Units studied

Projects will allow students to explore a range of themes through different media and styles of project including graphics, painting and drawing, clay and other media.

Assessment

Pupils will be assessed through a series of PPE's

Other info

Subject area **Department**
HoD **HOD email**
Department staff

Year group **Subject name**
Periods/week **Qualification**
Weblink

Overview

Following a combination of Product Design and Food Technology units, students in Year 8 have the opportunity to develop the skills that they were introduced to during Year 7.

Units studied

Product Design 3: Flashing Alien.
Pupils design and make a Flashing Alien using a combination of materials and electronic components. Greater emphasis is placed on accuracy and attention to detail.

Food Technology 2: Develop.
Pupils develop their culinary skills and learn more about different cuisines and food groups through making a tray bake, curry, koftas and flapjacks.

Product Design 3: Flat Pack.
Pupils research, design and make flat pack desk-top storage unit. They use a variety of resources including Smart Materials.

Assessment

Pupils will be assessed through a series of PPE's

Other info

Year group **Subject name**
Periods/week **Qualification**
Weblink

Overview

Dance is a practical based subject

Units studied

1A Dance styles – Exploration of different dance styles, (Contemporary, Jazz, Tap, Ballet, Street)

Assessment

Half Termly - Through videoed/ live performances, log books and pupil progression diaries

Other info

- Lots of extra curriculum activities on offer.
- Opportunities for live performances and theatre trips.
- Whole school productions and visitor workshops.

Subject area	Student Wellbeing	Department	Student Wellbeing
HoD	Mrs J Coleyshaw	HOD email	jcoleyshaw@airedaleacademy.com
Department staff	Various		

Year group	8	Core	Subject name	Student Wellbeing
Periods/week	8	Qualification	None	
Weblink	None			

Overview

Student Wellbeing allows students to develop their personal skills as well as their understanding of the wider world outside of school and how they can keep themselves safe from harm. It gives pupils the opportunity to learn about topics they would not learn about in conventional lessons within set lessons and also through guest speakers.

Units studied

Student wellbeing is split into six different topics of learning each with a different teaching focus throughout the year pupils will look at risk and keeping themselves safe, finance and career pathways, sex and relationships, identity society and equality, citizenship and health and wellbeing. Within each of these areas pupils will do different activities including discussions, debates, group work and individual research tasks.

Assessment

Pupils will assess themselves at the beginning and the end of each of the topics of work against set knowledge based criteria, they will also be assessed by their teacher throughout the course of the year on how well they participate in the debates and discussions and also their written work

Other info

Subject area	<input type="text" value="Drama"/>	Department	<input type="text" value="Drama"/>
HoD	<input type="text" value="Mr R Billings"/>	HOD email	<input type="text" value="rbillings@airedaleacademy.com"/>
Department staff	<input type="text" value="R Billings, J Matthews and A Chapman"/>		

Year group	<input type="text" value="8"/>	<input type="text" value="Core"/>	Subject name	<input type="text" value="Drama"/>
Periods/week	<input type="text" value="1"/>	Qualification	<input type="text" value="None"/>	
Weblink	<input type="text" value="None"/>			

Overview

Drama is a practical based course, focusing on the performance skills which students will need in order to progress in this subject area. Students will study a range of practical based and process based (SMSC) topics.

Each of the following units will rely heavily on the students being able to use a range of Explorative Strategies and Drama Medium.

Explorative strategies include:

- Still image
- Thought-tracking
- Narrating
- Hot-seating
- Role play
- Cross-cutting
- Forum theatre
- Marking the moment

The drama medium includes:

- The use of costume
- The use of masks and/or make-up
- The use of sound and/or music
- The use of lighting
- The use of space and/or levels
- The use of set and/or props
- The use of movement, mime and gesture
- The use of voice
- The use of spoken language

Units studied

Haunted House (Baseline Assessment) – Practical
Crime and Punishment – Process
Lauren’s Dilemma – Process
Melodrama – Practical
Racism and Discrimination – Process
Shakespeare’s Twelfth Night – Practical

Assessment

Each topic last half a term and the students are assessed at the end of each topic. This is in the form of practical assessment including video evidence (internal use only) and a progress log book kept by the students.

Subject area Drama **Department** Drama
HoD Mr R Billings **HOD email** rbillings@airedaleacademy.com
Department staff R Billings, J Matthews and A Chapman

Other info

Students will have the opportunity to attend many different extra-curricular activities. This will include the weekly drama club and the whole school productions.

Subject area	English	Department	English
HoD	Miss A Blakie	HOD email	ablakie@airedaleacademy.com
Department staff	A Blakie, L Reader, C Sansom, J Richmond, G Skyner, K Wilson, S Heath, S Smyth and J Napper		

Year group	8	Core	Subject name	English
Periods/week	3	Qualification	None	
Weblink	None			

Overview

Year 8 students are exposed to a broad curriculum with opportunities to enjoy all aspects of English, including writing, reading and speaking and listening.

Units studied

Autumn Term 1 – ‘Of Mice and Men’ or ‘Heroes’

This scheme gives students the opportunity to develop reading comprehension and analytical skills. Exploration of character, plot, themes and motives will be completed through discussion, individual, paired and group work activities, allowing students to understand and cultivate the analysis skills needed for GCSE analysis.

Autumn Term 2 – Transactional writing (writing to argue)

Prompted by tasks in the GCSE Language specification, students will explore, understand and create a range of transactional writing tasks, such as leaflets, letter writing and speeches. They will develop an understanding of tone and writing for different purposes and formalities. This scheme also includes a speaking and listening assessment, incorporating writing techniques and practising speeches for different purposes, such as to persuade, to argue or to inform.

Spring Term 1 - Magical Voyages

Students will explore narrative writing structure, creative writing and grammar in a scheme designed to challenge and encourage imaginative writing skills. Different creative and imaginative texts will be explored and opportunities will be given for students to engage in their own original writing using a range of imagery and linguistic devices.

Spring Term 2 – Poetry from Other Cultures

A range of poems from different cultures will be explored in this scheme, allowing students to explore context, alternative values and new perspectives. Comprehension and language analysis will be developed and practised in preparation for anthology poetry and unseen poetry in the Literature GCSE specification. Students will be taught the ‘6 Steps to Success’ in poetry analysis and also explore a range of poetry techniques and their effects in different contexts.

Summer Term 1 – Introduction to Shakespeare – ‘Noughts and Crosses’

Students will be prepared for GCSE Literature analysis through reading and analysing a modern text based on ‘Romeo and Juliet’. The text will allow them to explore the key plot events and themes of the texts. In addition, they will have the opportunity to explore the context and historical background of Shakespeare, his work and the world he lived in. This analysis will also include writing tasks, such as diary writing and letter writing to explore wider themes and writing skills.

Summer Term 2 – ‘Sherlock Holmes’

Preparing students for the demands of the 19th century historical texts to be studied as part of the Literature GCSE specification, this scheme allows students to analyse and apply reading analysis skills to a historical text. As well as literature analysis of the text, students will also explore a character-focused speaking and listening task. There will also be the opportunity to explore narrative and transactional writing as part of this scheme.

Assessment

Subject area	English	Department	English
HoD	Miss A Blakie	HOD email	ablakie@airedaleacademy.com
Department staff	A Blakie, L Reader, C Sansom, J Richmond, G Skyner, K Wilson, S Heath, S Smyth and J Napper		

Students will be assessed formatively throughout schemes through the use of questioning, a range of tasks and regular marking of books using the two week department policy. All classes will be given the opportunity to complete a 'Big Write' each week, using learning from recent levels to inform and develop skills in extended writing. This is marked and assessed by their teacher. Each term, students will be assessed using a formal PPE. This will include both a reading comprehension and writing task, which will be assessed and moderated in department. These grades will be communicated to parents formally.

Other info

Year 8 students will have one lesson a week in English for Accelerated Reading. This will include independent reading time, assessment using the Accelerated Reading programme on school computers, guided reading sessions and one-to-one reading with their teacher within the lesson. Progress in reading and understanding is monitored and tested using the Accelerated Reading programme to check and manage progress by the class teacher.

Year group	8	Core	Core	Subject name	French
Periods/week	1/2	Qualification	None		
Weblink	None				

Overview

Students will experience learning in 4 skill areas of Listening, Reading, Speaking and Writing. They will also experience translation, transcription, extended listening and reading authentic texts. We will aim to inspire further learning and a love of French culture, film and literature. Students learn how to give and develop opinions in French and to understand and produce lengthier and more complex language. Students also look at the geography, culture and customs of France and other French speaking countries.

Units studied

Units Studied
 Term 1:
 Salut- greetings and introducing myself
 Ma Famille- family members and descriptions
 Term 2:
 L'école- school life and studies
 Kirikou- A French animation film
 Term 3
 La Musique et la Poésie- French culture
 GCSE Preparation

Assessment

Students will be assessed formally during the calendared Assessment dates on the Academy calendar. They will also receive ongoing assessment in class throughout the year. Assessments will cover listening, speaking, reading and writing.

Other info

Subject area	Geography	Department	Geography
HoD	Miss D Forrester	HOD email	dforrester@airedaleacademy.com
Department staff	D Forrester, R Duddridge, M Leake, K Elliott, O Robinson		

Year group	8	Core	Subject name	Geography
Periods/week	2	Qualification	None	
Weblink	None			

Overview

Geography enables students to study the world around them at a local, regional and national scale. It includes both human and physical aspects as well as considering environmental issues.

Units studied

Term 1: - What is Development? - In this unit students will develop an awareness of the way in which people live in a poorer part of the world. This will be taught largely through the comparison of the country of Kenya with the UK. Pupils will also look at trade and the impacts of Fairtrade.

Term 2 - Restless Earth - In this unit students will learn about the causes of natural tectonic hazards such as volcanoes and earthquakes. Students will study specific examples of past eruptions and earthquakes; the effects and management.

Term 3- Tropical Rainforests - In this unit students will locate the world's tropical rainforest and will study the characteristics of this fragile ecosystem as well as their sustainable management, focussing on the Amazon.

Term 3 – Hot Deserts – In this unit pupils will look at deserts across the globe. This will involve describing and explaining the desert climate as well as looking at how plants and animals have adapted to survive in such extreme conditions.

Assessment

Students will be assessed on a half-termly basis using a combination of end of unit tests and assessed pieces of writing.

Other info

Subject area	History	Department	History
HoD	Miss L Snaith	HOD email	lsnaith@airedaleacademy.com
Department staff	L Snaith, H Tordoff and S Wheatley		

Year group	8	Core	Subject name	History
Periods/week	2	Qualification	None	
Weblink	None			

Overview

History sparks pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past. Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies.

Units studied

Term One:

Health and social care during the Industrial Revolution; students will study the changes that happened in Britain after 1750 and consider how this influenced the way that people lived.

Term Two:

The American West; students will investigate the movement of people in America and the impact that this had on the Plains Indians.

Term Three:

The Western Front in WWI & Britain during WWII; students will discover why Britain went to war in 1914 and learn about what life was like for the soldiers on the Western Front. Students will then go on to research Britain and the Homefront during WWII.

Throughout the three terms students are able to develop their source analysis and analytical skills through a variety of activities. They explore criteria for making judgements about the historical significance of events, people and changes. They investigate historical problems and issues, asking and beginning to refine their own questions.

Assessment

Students will be assessed on a half-termly basis using a combination of end of unit tests and assessed pieces of writing.

Other info

Subject area	IT	Department	IT
HoD	Mrs L Robinson	HOD email	lrobinson@airedaleacademy.com
Department staff	L Robinson, S Dakin and J Coleyshaw		

Year group	8	Core	Subject name	IT & Computing
Periods/week	1	Qualification	None	
Weblink	None			

Overview

The Computing Framework breaks down the Computing programmes of study into three strands. These three strands are

1. Digital Literacy
2. Information and Communication Technology
3. Computer Science

Units studied

In year 8 the course is split in to six different projects, two each term.

Project 1 - Survival Guide: This project involves students learning how to keep their files and folders in a suitable structure and also gives them an introduction to ICT and assesses their initial ability.

Project 2 - Internet Safety: This project involves students learning how to stay safe on the internet and how to keep any personal details safe. They will create an educational advertisement that will help people of all ages stay safe when using the internet.

Project 3 - Spreadsheets: This project involves the students learning how to use Microsoft Excel. They will learn how to enter data, format the data in a professional way, create formulas and functions and learn how to present the data in the form of graphs and charts.

Project 4 - Hardware and Software: This project involves the students learning all about the inner workings of their PCs. They will learn how each component functions in the PC and what role it plays in making a PC work. They will learn about Operating Systems and other important software in use on every PC.

Project 5 - Databases and Desktop Publishing: This project involves sorting and interrogating a database and producing a high quality publication using DTP software. They will also use the internet to research different information to enable them to create a professional range of publications for the given task.

Project 6 - Programming project: This project gives students the opportunity to sequence instructions in two different pieces of software. Students will use Flowol software to be able to sequence everyday objects such as traffic lights and then Scratch to create a game.

Assessment

Formal assessment every half term.

Other info

Subject area	Maths	Department	Maths
HoD	Mrs S Moore	HOD email	smoore@airedaleacademy.com
Department staff	S Moore, S Kemp, D Lockett, M Arbon, M Robinson, R Taylor, B Coleman, K Hawkridge and C Vaurgidis		

Year group	8	Core	Subject name	Maths
Periods/week	3	Qualification	None	
Weblink	None			

Overview

During year 8 pupils will be taught topics from the four main areas of mathematics; number, algebra, shape, shape and measure and handling data.

Units studied

Term 1

- Integers, powers and roots
- Sequences, functions and graphs
- Geometrical reasoning: lines, angles and shape
- Construction and loci
- Probability
- Ratio and proportion
- Equations, formulae, identities and expressions
- Measures and mensuration; area

Term 2

- Sequences, functions and graphs
- Mental calculations and checking
- Written calculations and checking
- Transformations and coordinates
- Processing and representing data; interpreting and discussing results
- Equations, formulae, identities and expressions

Term 3

- Fractions, decimals and percentages
- Measures and mensuration
- Equations, formulae, identities and expressions
- Sequences, functions and graphs: using ICT
- Calculations and checking
- Geometrical reasoning and mensuration
- Measures and mensuration: volume
- Statistical enquiry

Assessment

All MATHS PUPILS

-Students are expected to know:

- Times tables up to 12x12
- Square numbers up to 15x15
- Cubed numbers 1, 2, 3, 5, and 10

-Students are expected to take PRIDE in their work. We will expect to see:

- Underlined date, title and subheadings (starter, plenary, example, red, amber, green etc)
- Worked examples with any additional notes
- Numbered questions

Subject area Maths **Department** Maths
HoD Mrs S Moore **HOD email** smoore@airedaleacademy.com
Department staff S Moore, S Kemp, D Lockett, M Arbon, M Robinson, R Taylor, B Coleman, K Hawkridge and C Vaurgidis

- Clear method with all workings out shown
 - Students responding to feedback
- Should students want to undertake independent study they can access the following websites:
www.mymaths.co.uk
www.kerboodle.com
They can get their individual logins/passwords from their class teacher.

Other info

- Students should be prepared to complete weekly homework to inform their independent learning.
 - Students should come to lesson equipped with: pens, pencil, rubber, planner, ruler, calculator (Casio FX-83GT Plus).
-

Subject area	Music	Department	Music
HoD	G Woodfine	HOD email	gwoodfine@airedaleacademy.com
Department staff	G Woodfine		

Year group	8	Core	Subject name	Music
Periods/week	1	Qualification	None	
Weblink	None			

Overview

Overview

Music lessons at Airedale Academy are highly practical and the Music Curriculum aims to increase students' self-confidence, creativity and sense of achievement. Students explore music through the key skills of performing, composing and listening, and our music technology suite and recording facilities allow all pupils to access Music Technology. There is a thriving extra-curricular calendar and numerous concerts and events throughout the year, including Airedale Music Festival

Units studied

Unit 7 – Pop Music – This project brings together students' knowledge of chords and riffs from year 7 and allows them to compose their own pop song. The class will study existing pop songs on their chosen instrument and then move onto composing their own.

Unit 8 – Film Music - Students will learn how film soundtrack composers use sound effects, leitmotifs, themes and musical clichés together with tools such as cue sheets and storyboard to assist their planning of a film soundtrack. They will compose a soundtrack and perform a film music track.

Unit 9 – Cubase Remix – In the 2nd instalment of the technology unit the class will study Cubase in preparation for GCSE. Students will learn how to record MIDI and remix existing songs.

Unit 10 – Classical - This unit explores classical traditions and focuses on how composers from Baroque to the Romantic era composed well known pieces that students will recognise instantly.

Unit 11 – Cover Song – Just Play 3 – The final 'Just Play' unit allows each class to work in class bands to perform a cover of a song. More able classes will be able to choose from their own song list.

Unit – Reggae – Finally each class in year 8 will perform a cover of the classic Bob Marley song 'Three Little Birds'.

Assessment

Students will be assessed against their PLC criteria at the end of each topic. Each topic has an equivalent year 8 topic in which they should aim to improve.

Other info

At Airedale we have a thriving extra-curricular programme that will further students development in music. Students can attend singing, before/after school practise, rock band and new for 2017 elite singers.

In addition students can take extra-lessons on a variety of instruments.

Subject area	PE	Department	PE
HoD	Mrs K Ball/Mr R Singleton	HOD email	kball@airedaleacademy.com/rsingleton@
Department staff	K Ball, R Singleton, E Ward, A Dean and B Coleman		

Year group	8	Core	Subject name	PE
Periods/week	2	Qualification	None	
Weblink	None			

Overview

The Physical Education curriculum at Airedale Academy enables all pupils to enjoy and succeed in many kinds of physical activity. Students will develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. They will develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Physical Education helps students to discover what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity

Units studied

Students are encouraged to take on different roles and responsibilities, including leadership, coaching and officiating. Lessons are taught through game orientated activities to develop students' tactical ability and knowledge of rules. Lessons explore exciting new sports from around the world and give students the opportunity to enhance their engagement with the new concepts, processes and techniques.

Sporting areas including;

- Invasion games - football, rugby, netball, basketball, tchoukball, handball, american football, unihockey
- Net and wall activities – badminton, table tennis, tennis, volleyball
- Striking and fielding sports – rounders, baseball, table tennis, cricket
- Physical Challenge – athletics, orienteering
- Artistic performance – trampolining, gymnastics
- Health and Fitness – circuits, weights, fitness suite, cross country, method of training, bikes

Assessment

Assessment is through successful completion of ten targets that are set according to the Key Stage 3 Curriculum. Students have to achieve all targets various sporting areas. Attitude to learning grades are also given to students in line with the school policy.

Other info

Extra-curricular activities provide great opportunities for students to participate in an Airedale Academy team. A successful PE inter-house system takes place throughout the year. Students have the opportunity to represent their house and compete in different sporting activities. Enrichment Opportunities such as educational trips, Inter-School sporting events and coaching courses will be offered. Airedale Academy is proud to have designed a comfortable and smart PE kit that students wear with pride in all lessons.

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

Year group	8	Core	Subject name	Science
Periods/week	3	Qualification	None	
Weblink	None			

Overview

Students in Y8 will build on concepts studied in Y7 and begin to prepare themselves for GCSE Science.

Units studied

Each half-term will have two units that need to be studied:

Autumn-1 Autumn-2 Spring-1 Spring-2 Summer-1 Summer-2

Bioenergetics 1 Hydrocarbons Magnets and electromagnets Radiation Infection and Response Mechanics

Mixtures Bioenergetics 2 - Plants Genetics Reactivity Series Waves Quantitative and Qualitative Chemistry

Biology units to study:

Infection and Response (disease, causes of disease, preventing and treating diseases)

Bioenergetics 1 (Respiration, digestion, enzymes, metabolism)

Bioenergetics 2 (Photosynthesis + plants (plant structure and asexual reproduction, water cycle, carbon cycle)

Genetics (Selective breeding, mitosis/meiosis/ cell division)

Chemistry units to study:

Mixtures and Separations (rock salt separation, filtration, crystallisation, chromatography, fractional distillation)

Reactivity Series (extracting metals, alloys, reactions with oxygen and acids)

Quantitative and Qualitative Chemistry (RFM, mass change, gas tests, gas chromatography)

Hydrocarbons (fractional distillation, properties of hydrocarbons, alkanes and alkenes)

Physics units to study:

Mechanics (pressure, speed, velocity, acceleration, newton's 2nd law, $F=ma$ and stopping distances)

Radiation (atomic structure, alpha, beta and gamma)

Waves (EM spectrum, longitudinal/transverse, properties of waves & EM waves, refraction and wave calculations)

Magnets and Electromagnets (Magnets, poles, compasses, magnetic field lines, electromagnets and factors that increase the strength of an electromagnet)

Assessment

Students will complete mini-in-class tests after each topic called 'PiXL classroom tests', which will be assessed as part of our mastery system. Students can be awarded the following grades:

Mastering (Highest)

Established

Secure

Developing

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

Foundation

Students will also be regularly assessed in line with the academy's assessment schedule.

Other info

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mrs Sanderson for more details.

Year group	8	Core	Subject name	Enrichment
Periods/week	1	Qualification	None	
Weblink	N/A			

Overview

The aim of Enrichment is to allow students learning opportunities and activities that engage them in developing essential knowledge, skills, values, and relationships as a vehicle for inspiring learning and encouraging

Units studied

All activities are linked to academic standards and are creative, exciting, fun, engaging and relevant. The enrichment programming will hold pupils attention, awaken imagination, and inspire the desire for broader learning. The specific activities vary from year group to year group.

Assessment

Pupils will be assessed through written prices and photographic evidence of meeting their success criterion.

Other info

Subject area	Art/Technology	Department	Art/Technology
HoD	Miss H Evans	HOD email	hevans@airedaleacademy.com
Department staff	H Evans, N Amos, C Stanley and H O'Neil		

Year group	9	Option		Subject name	GCSE Product Design
Periods/week	2	Qualification	AQA GCSE Product Design		
Weblink	http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-product-design-4555				

Overview

Pupils who opt to study Product Design at GCSE will have the opportunity to develop and expand the skills they learnt in Key Stage 3. Year 9 & 10 concentrate on honing skills such as investigating design opportunities, developing design proposals, making, testing and evaluating and communication. Year 11 focuses on using these skills to complete a final Controlled Assessment which accounts for 60% of the final qualification.

Units studied

- 1)The evoluCon of product design,
- 2)MeeCng consumer needs,
- 3)Design in practice,
- 4)Packaging and markeCng,
- 5)Design in human context,
- 6)Global responsibility,
- 7)Product manufacture,
- 8)The use of ICT in producCon,
- 9)Manufacturing processes,
- 10)Sources and properCes of materials,
- 11)ManipulaCng and combining materials.

Assessment

Written paper: 40% of total marks. 120 marks, 2 hours
Controlled Assessment: 60% of total marks.
A single design-and-make activity selected from a choice of set tasks, consisting of the development of a made outcome and a concise design folder and/or appropriate ICT evidence

Other info

Subject area	Art/Technology	Department	Art/Technology
HoD	Miss H Evans	HOD email	hevans@airedaleacademy.com
Department staff	H Evans, N Amos, C Stanley and H O'Neil		

Year group	9	Option		Subject name	GCSE Art
Periods/week	2	Qualification	AQA GCSE Art and Design		
Weblink	http://web.aqa.org.uk/qual/newgcses/art_dan_dra_m				

Overview

A general art course which enables students to explore a wide range of media, themes and approaches to art and design.

Year 9 is seen as a "Foundation" year when students extend their experience of media, develop basic skills and learn about different traditions of art and design.

Units studied

Areas of study may include:

- Patterns around the world
- Colour
- Expressionist art and artists
- Still life
- Print making
- Textile and fabric
- Ceramics
- Mixed media and
- Painting techniqu

Assessment

In line with GCSE marking scheme.

Other info

Subject area **Department**
HoD **HOD email**
Department staff

Year group **Option** **Subject name**
Periods/week **Qualification**
Weblink

Overview

The GCSE Catering specification offers a unique opportunity for candidates to develop their knowledge and extend their skills within catering in a vocational context. It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education.

Units studied

GCSE Catering requires learners to demonstrate knowledge and understanding of:

- the industry: accommodation; food and beverage; front of house
- the types of products and services provided
- a range of customer groups
- job roles, career opportunities and relevant training
- appropriate forms of communication within the industry
- the importance of record keeping
- the range of equipment used in the hospitality and catering industry.

Assessment

Unit 1: TWO practical tasks (controlled assessments) that pupils research, plan and evaluate.
Unit 2: ONE written paper of 1¼ hours externally set and marked.

Other info

Subject area	Business	Department	Business
HoD	Mr L Wharin	HOD email	lwharin@airedaleacademy.com
Department staff	L Wharin, S Wharin, C Eastwood and C Coleyshaw		

Year group	9	Option		Subject name	BTEC Business
Periods/week	2	Qualification	Edexcel BTEC Level 2 Extended Certificate		
Weblink	http://www.edexcel.com/quals/firsts2012/business#\				

Overview

Learners have the opportunity to develop skills to support them as they build relationships with a wide variety of customers internal and external to a range of business environments. Specialist areas also include:

- Finance, both personal and business, together with bookkeeping, which supports development of basic financial principles
- Working in business teams and team leading business support or administration, which supports development of practical administration skills including office systems and equipment,
- Meeting support and filing systems personal selling, which helps learners to understand the personal selling process aspects of business on-line and how this can support businesses to develop opportunities
- Enterprise and business start-up, which is available at both Level 2 and Level 3.

Units studied

Mandatory Units:

- 1 Business Purposes
- 2 Business Organisations

Optional Units:

- 3 Financial Forecasting for Business
- 4 People in Organisations
- 5 Using Office Equipment
- 6 Providing Business Support
- 7 Verbal and Non-verbal Communications in Business Contexts
- 8 Business Communication Through Documentation
- 9 Training and Employment in Business
- 10 Personal Selling in Business
- 11 Customer Relations in Business
- 12 Business Online
- 13 Consumer Rights
- 14 Business Ethics
- 15 Bookkeeping for Business
- 16 Business Enterprise
- 17 Starting a Small Business
- 18 Working in Business Teams
- 19 The Marketing Plan
- 20 Managing Personal Finances
- 21 Promoting and Branding in Retail Business
- 22 Visual Merchandising and Display Techniques for Retail Business
- 23 Lean Organisation Techniques in Business

Subject area **Department**
HoD **HOD email**
Department staff

24 Business Improvement Tools and Techniques
25 Enterprise in the Workplace
26 Sourcing and Buying in the Supply Chain
27 Technology in the Logistics Sector
28 Warehousing Skills in Logistics
29 Transport, Distribution and the Storage of Goods within the Logistics Industry

Assessment

Other info

Subject area	Business	Department	Business
HoD	Mr L Wharin	HOD email	lwharin@airedaleacademy.com
Department staff	L Wharin, S Wharin, C Eastwood and C Coleyshaw		

Year group	9	Option		Subject name	GCSE Business Studies
Periods/week	2	Qualification	GCSE Business Studies		
Weblink	http://www.edexcel.com/quals/gcse/gcse09/Business/				

Overview

Students of our Applied Business GCSE will:

- actively engage in the study of business to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate the range of perspectives of different business stakeholders
- consider the extent to which business activity can be ethical and sustainable.

Units studied

The business world is constantly changing. The new course has been updated to give pupils the chance to learn about these changes as well as covering conventional material. There are two units to study on this course.

Unit 1

This unit is an investigation into what business enterprise is all about, including how businesses are organised and how people are involved. It also looks at new issues such as 'ethical' and 'green' business. You will focus on one local and one national or international business.

Unit 2

This unit focuses on how businesses record financial transactions, make payments and keep records of how they are doing. You will learn about balance sheets, profit and loss accounts and how to use these to understand business performance in a practical context.

Assessment

Unit 1 60% Controlled Assessment:

Pupils will carry out an investigation into you their two chosen businesses and will use the information gathered to respond to tasks set by the examining board. These tasks will be published in advance so that you will know what to expect. The completed tasks will be submitted to the exam board once they have been marked by your teachers.

Unit 2 40% Examination:

Pupils will apply their learning to the questions asked in an externally assessed test.

Other info

Subject area	<input type="text" value="Dance"/>	Department	<input type="text" value="Dance"/>
HoD	<input type="text" value="Mrs R Kelly"/>	HOD email	<input type="text" value="rkelly@airedaleacademy.com"/>
Department staff	<input type="text" value="R Kelly, J Matthews and R Nickerson"/>		

Year group	<input type="text" value="9"/>	Option	<input type="text" value=""/>	Subject name	<input type="text" value="GCSE Dance"/>
Periods/week	<input type="text" value="2"/>	Qualification	<input type="text" value="AQA GCSE Dance"/>		
Weblink	<input type="text" value="http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/dance_overview2.php"/>				

Overview

Lots of extra curriculum activities on offer.

- Opportunities for live performances and theatre trips.
- Whole school productions and visitor workshops.

Units studied

Component 1: Performance & Choreography

Performance 30%

- Solo performance
- Duet/Trio performance

Choreography 30%

- Solo or group choreography

Component 2: Dance Appreciation 40%

- Knowledge & understanding of choreographic processes and performing skills.
- Critical appreciation of own work.
- Critical appreciation of professional works.

Assessment

External exam 1 hour 30 mins 'written paper' and controlled 'practical' assignments.
Greater focus on practical work with 60% of the total marks for performance and choreography and the written exam 40%.

Other info

- Lots of extra curriculum activities on offer.
 - Opportunities for live performances and theatre trips.
 - Whole school productions and visitor workshops.
-

Subject area	Student Wellbeing	Department	Student Wellbeing
HoD	Mrs J Coleyshaw	HOD email	jcoleyshaw@airedaleacademy.com
Department staff	Various		

Year group	9	Core	Subject name	Student Wellbeing
Periods/week	Form time	Qualification	None	
Weblink	None			

Overview

Student Wellbeing allows students to develop their personal skills as well as their understanding of the wider world outside of school and how they can keep themselves safe from harm. It gives pupils the opportunity to learn about topics they would not learn about in conventional lessons within set lessons and also through guest speakers.

Units studied

Student wellbeing is split into six different topics of learning each with a different teaching focus throughout the year pupils will look at risk and keeping themselves safe, finance and career pathways, sex and relationships, identity society and equality, citizenship and health and wellbeing. Within each of these areas pupils will do different activities including discussions, debates, group work and individual research tasks.

Assessment

Pupils will assess themselves at the beginning and the end of each of the topics of work against set knowledge based criteria, they will also reflect on their own learning throughout each unit of work to see how their attitudes, thoughts and opinions of different topics have changed.

Other info

Subject area	Drama	Department	Drama
HoD	Mr R Billings	HOD email	rbillings@airedaleacademy.com
Department staff	R Billings, J Matthews and A Chapman		

Year group	9	Option		Subject name	BTEC Performing Arts
Periods/week	2	Qualification	BTEC Tech Award in Performing Arts		
Weblink	http://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/teaching-and-learning/First-Look_Guide__BTEC_Tech_Award_in_Performing_Arts.pdf				

Overview

This vocational course allows students not only the chance to perform, but also develop valuable skills and techniques in different performance disciplines, and explore potential careers in the industry.

Units studied

Component 1 - Exploring the Performing Arts (weighting 30% - internally assessed)

Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer across different styles.

During Component 1, you will observe and reproduce existing repertoire, as well as explore:

- performance styles, creative intentions and purpose
- performance roles, responsibilities and skills
- performance techniques, approaches and processes
- how practitioners create and influence what's performed.

Component 2 - Developing skills and techniques (weighting: 30% - Internally assessed).

Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.

During Component 2, you will:

- gain physical, interpretative, vocal and rehearsal skills during workshops/classes
- apply their technical, stylistic and interpretative skills in performances
- reflect on their progress and use of skills in performance, as well as how they could improve.

Component 3 - Performing to a brief (weighting: 40% - externally assessed)

Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. Assessment: externally assessed task where students work in groups of between 3 and 7 members to create a performance based on a set brief.

During Component 3, you will:

- use the brief and what they've learned to come up with ideas for the performance • choose the skills and techniques they'll need
- build on their skills in classes, workshops and rehearsals
- review the development process within an ideas and skills log
- perform a piece lasting 10–15 minutes (which is filmed) to their chosen target audience
- reflect on the performance in an evaluation report.

Assessment

Both Internal and external. Assignments and live performances.

Other info

- Extra- curricular activities including 'The Cast Academy' to enrich development and learning.
- Opportunities for live performances and theatre trips.

Subject area Drama **Department** Drama
HoD Mr R Billings **HOD email** rbillings@airedaleacademy.com
Department staff R Billings, J Matthews and A Chapman

-
- Productions and opportunities to work with the 6th form, 'The Cast' as role models.
-

Subject area	<input type="text" value="Drama"/>	Department	<input type="text" value="Drama"/>
HoD	<input type="text" value="Mr R Billings"/>	HOD email	<input type="text" value="rbillings@airedaleacademy.com"/>
Department staff	<input type="text" value="R Billings, J Matthews and A Chapman"/>		

Year group	<input type="text" value="9"/>	Option	<input type="text" value=""/>	Subject name	<input type="text" value="GCSE Drama"/>
Periods/week	<input type="text" value="2"/>	Qualification	<input type="text" value="Edexcel GCSE Drama"/>		
Weblink	<input type="text" value="http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/UG030946_GCSE_Drama_Spec_2012.pdf"/>				

Overview

Students will complete mock examinations of each of the three units they will be studying for their GCSE examination. Students will focus mainly on component one: Devising. This component requires students to use skills which they will use for all three of the units.

Units studied

Component One: Devising 40% of qualification

Content

Students explore stimuli in a group, developing ideas, rehearsing and refining these to create a devised piece of theatre for an assessed performance. The stimuli are a free choice for centres. Students record the creation and development process of this group performance in a portfolio and evaluate their contribution to the process and the performance.

Assessment

Participation in group-devised performance as a performer or designer. Individual portfolio (log book**).

Component Two: Performance from text 20% of qualification

Content

Students explore two extracts from one play text, this text must be from a contrasting time period to their Component 3 set text. It must also be by a different playwright and a different genre. They create a performance from the text, rehearsing and refining their performance/ design realisations for an assessed performance.

Assessment

Performance in realisation for two key extracts from a performance text. Each of the extract performances is assessed independently. Students participate as a performer and may submit a monologue, duologue or group piece for each extract.

Component Three: Theatre Makers in Practice 40% of qualification

Content

Students practically explore a chosen set text. This can come from either List A (pre-1954) or List B (post-2000). Students are audience members for a live performance. They make and refine notes on the performance. They practice responding to questions for both sections in examination conditions.

Assessment

Written examination:

Section A – Bringing texts to life

Section B – Live theatre evaluation (students can take in 500 words of notes)

Other info

Students will be expected to attend at least one after school rehearsal per week as their exam approaches.

Subject area **Department**
HoD **HOD email**
Department staff

The specification requires each student to attend at least one live theatre performance as part of their study. This will be in the form of an external visit and costs approximately £25.

**Students will also need a log book which will last them throughout the course. Students can purchase their own or they can be provided by the Drama department.

Subject area English **Department** English
HoD Miss A Blakie **HOD email** ablakie@airedaleacademy.com
Department staff A Blakie, L Reader, C Sansom, J Richmond, G Skyner, K Wilson, S Heath, S Smyth and J Napper

Year group 9 **Core** **Subject name** English Language
Periods/week 3 **Qualification** WJEC GCSE English Language
Weblink <http://www.wjec.co.uk/index.php?subject=51&level=7>

Overview

Year 9 students are exposed to a broad curriculum with opportunities to enjoy all aspects of English, including writing, reading and speaking and listening. Students have separate English Language and Literature teachers, with specific focus given to the exam specification for both subjects.

Units studied

Autumn Term – ‘Dystopian Fiction’

This scheme gives students the opportunity to explore and develop reading comprehension and analysis skills using modern texts similar to those that will be explored in Component 1. Exploration of narrative techniques, building tension and creative writing will allow students to understand and cultivate the analytical skills needed for GCSE examination.

Spring Term 1 – War and Conflict

Students will explore fiction and non-fiction texts related to war and conflict. Different creative and imaginative texts will be explored and opportunities will be given for students to engage in their own original writing using a range of imagery and linguistic devices. In addition, transactional texts, such as leaflets, speeches and articles, will be explored and analysed.

Spring Term 2 – World Affairs

Developing a knowledge and understanding of current world events and cultures will be explored in this scheme, allowing students to explore context, alternative values and new perspectives. Comprehension and language analysis will be developed and practised. Students will explore a range of contemporary non-fiction texts, exploring how information is presented and its impact, as well as applying these techniques to their own transactional writing.

Summer Term – Childhood

Preparing students for the demands of the reading analysis needed for both fiction and non-fiction texts across both Language components, both 19th and 21st century extracts will be studied and compared. This scheme allows students to analyse and apply reading analysis skills, deepening understanding and application of the skills needed in the exams. There will also be the opportunity to explore narrative and transactional writing as part of this scheme.

Assessment

Students will be assessed formatively throughout schemes through the use of questioning, a range of tasks and regular marking of books using the two week department policy.

Each term, students will be assessed using a formal PPE modelled on an exam specification paper. This will include both Literature and Language GCSE specifications which will be assessed and moderated in department, with external verification used to ensure marking is accurate. These grades will be communicated to parents formally.

Other info

Subject area English **Department** English
HoD Miss A Blakie **HOD email** ablakie@airedaleacademy.com
Department staff A Blakie, L Reader, C Sansom, J Richmond, G Skyner, K Wilson, S Heath, S Smyth and J Napper

Year group 9 Core **Subject name** GCSE English Literature
Periods/week 2 **Qualification** WJEC GCSE English Literature
Weblink <http://www.wjec.co.uk>

Overview

Year 9 students are exposed to a broad curriculum with opportunities to enjoy all aspects of English, including writing, reading and speaking and listening. Students have separate English Language and Literature teachers, with specific focus given to the exam specification for both subjects.

Units studied

Autumn Term – ‘A Christmas Carol

This scheme gives students the opportunity to explore and develop comprehension and analysis of a GCSE Literature text. Students will engage in exploration of character, plot, themes and motives will be completed through discussion, individual, paired and group work activities. Solid understanding of the text and plot is needed in preparation for the GCSE examination and exploration of key quotations will be completed within lessons.

Spring Term 1 – War and Conflict

Students will explore fiction and poetry from the GCSE anthology related to war and conflict. Analysis of the poetry will allow students to memorise and deepen understanding of poetic devices in preparation for the poetry section of the Literature paper, where students will be required to memorise a number of poems and key quotations. Wider reading of war and conflict themed texts will allow students to understand the historical context and the realities of war.

Spring Term 2 – Gothic Literature extracts

Developing a knowledge and understanding of the genre of gothic fiction will allow students to developing understanding of thematic texts, conventions of the genre and practise analysis of literacy texts. Exploration of linguistic techniques, such as pathetic fallacy, imagery and extended metaphors will aid students understanding of Literature analysis as well as widening their exposure to texts that could prompt and influence their own writing.

Summer Term – Romeo and Juliet

Students will read, analyse and discuss this Shakespeare play, exploring character, key events, themes and motives within the text. Solid understanding of the plot is needed for the Literature exam and students will probe the text as a class, groups, pairs and individually to strengthen their understanding of this text. Regular opportunities will be given to analyse and explore the text through written analysis as well as speaking and listening opportunities for discussion.

Assessment

Students will be assessed formatively throughout schemes through the use of questioning, a range of tasks and regular marking of books using the two week department policy.

Each term, students will be assessed using a formal PPE modelled on an exam specification paper. This will include both Literature and Language GCSE specifications which will be assessed and moderated in department, with external verification used to ensure marking is accurate. These grades will be communicated to parents formally.

Other info

Subject area	French	Department	French
HoD	Ms D Davies	HOD email	ddavies@airedaleacademy.com
Department staff	D Davies, S Chambers and S LeGall		

Year group	9	Core	Subject name	GCSE French
Periods/week	2	Qualification	AQA GCSE	
Weblink	http://www.aqa.org.uk/subjects/languages/gcse/french-8658			

Overview

The GCSE will cover 4 skill areas of Listening, Speaking, Reading and Writing. Each of the skill areas will be examined in a final linear exam. Each skill is worth 25% and students will take Foundation or Higher level.

Units studied

Units Studied

Core content

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Assessment

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Students are encouraged to invest in the following revision booklet located at:

<https://www.amazon.co.uk/GCSE-French-AQA-Revision-Guide/dp/1847622852>

Other info

Subject area	Geography	Department	Geography
HoD	Miss D Forrester	HOD email	dforrester@airedaleacademy.com
Department staff	D Forrester, R Duddridge, M Leake, K Elliott, O Robinson		

Year group	9	Core	Subject name	GCSE Geography
Periods/week	2	Qualification	AQA GCSE Geography	
Weblink	www.aqa.org.uk/GeogA			

Overview

Over the three year GCSE course you will cover lots of interesting topics.

Living with the physical environment

Discover more about the challenge of natural hazards and the living world, physical landscapes of the United Kingdom and human interaction with them. This unit develops an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments. It provides you with the knowledge about the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. You will develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Units studied

You'll have three written exams. Papers 1 and 2 are 1 hour 30 minutes long and together, they contribute to 70% of your final mark. Paper 3 is 1 hour 15 minutes and contributes to the final 30% of your GCSE grade

Water on the Land.

The key ideas are as follows: The shape of river valleys changes as rivers flow downstream due to the dominance of different processes. Distinctive landforms result from different processes as rivers flow downstream. The amount of water in a river fluctuates due to a number of reasons. Rivers flood due to a number of physical and human causes. Flooding appears to be an increasingly frequent event. The effects of and responses to floods vary between areas of contrasting levels of wealth. There is discussion about the costs and benefits of hard and soft engineering and debate about which is the better option. Rivers are managed to provide a water supply. There are a variety of issues resulting from this.

Human geography:-

Changing Urban Environments.

The key ideas are as follows: Urbanisation is a global phenomenon. Urban areas have a variety of functions and land uses. There are aspects of urban living in a richer part of the world that need careful planning in order to support the population and environment of cities and towns. Rapid urbanisation has led to the development of squatter settlements and an informal sector to the economy. Rapid urbanisation in a poorer part of the world requires the management of the environmental problems caused. Attempts can be made to ensure that urban living is sustainable.

Assessment

Changing Urban Environments - Pupils will study a wide variety of places and at a range of scales and must include places in various stages of development. Pupils will look at the opportunities and challenges

Subject area	Geography	Department	Geography
HoD	Miss D Forrester	HOD email	dforrester@airedaleacademy.com
Department staff	D Forrester, R Duddridge, M Leake, K Elliott, O Robinson		

within cities.

Challenge of Resource Management – This will be looking at the significance of food water and energy across the world, and how its use varies across the globe. Pupils will look at solutions to some of the earths largest resource issues.

Coastal Landscapes – Pupils will study a range of coastal landforms and processes. Pupils will also look at sea defences and the impact they have on coastal areas.

Other info

Where will GCSE Geography take you?

In GCSE Geography you will learn how today’s world was shaped and understand the challenges we face in the future. You’ll also examine the Earth’s natural resources and the increasing battles between the man-made and natural world. This knowledge, paired with your essential curiosity, will give you the sought-after transferable skills for success in further education and the workplace.

Subject area	Health and Social Care	Department	Health and Social Care
HoD	Mrs C Shillito	HOD email	cshillito@airedaleacademy.com
Department staff	C Shillito, M Sanderson, E Harrap		

Year group	9	Option		Subject name	BTEC Health and Social Care
Periods/week	2	Qualification	BTEC Level 1 & 2 Award in Health and Social Care		
Weblink	http://www.edexcel.com/quals/firsts2012/health-and-social-care				

Overview

This course is aimed at anyone who has an interest in working with people of all ages, in one of the many caring professions. The course will prepare students for the different types of jobs within the health and social care sector and for study at a higher level.

This course will appeal to you if you:

- Have a keen interest in Health and Social services and how they operate.
- Enjoy studying a subject that is relevant to your life and experiences.
- Want to move onto a related career or further education

All students will study 2 core units which are Human Lifespan Development and Health and Social Care Values, alongside a range of specialist units that will include promoting health and well-being, Child Care development, the impact of diet on health and the opportunity to gain a vocational experience in a Health, Social or Early years setting. You will follow a programme of study that enables progression to further courses and employment in the health and care services, and have the opportunity to develop key skills which are highly valued by employers and further education providers.

Units studied

Unit 3 – Effective Communication in Health and Social care

In this unit students will investigate the different forms of communication and how they are used effectively in health and social care. You will look at the importance of using clear speech, body language that shows you are interested in that people are saying.

Students will also investigate the difficulties some people experience in accessing health and social care, owing to barriers of communication. Students will learn how these can be overcome so that people can access health and social care services.

Unit 6 – The Impact of Nutrition on Health and wellbeing

In this unit students will explore what is meant by a balanced diet and its effects on the body. Students explore what is meant by an unbalanced diet and how this may lead to various types of ill health.

Assessment

This course is 80% coursework and 20% exam. All work is internally and externally verified. Students can achieve grade pass, merit, distinction or distinction*

You will be externally assessed by Edexcel on Human Lifespan Development, which will be a 1 hour exam. The rest will be coursework which will be assessed internally by your subject teacher.

Other info

Subject area	History	Department	History
HoD	Miss L Snaith	HOD email	lsnaith@airedaleacademy.com
Department staff	L Snaith, H Tordoff and S Wheatley		

Year group	9	Core	Subject name	GCSE History
Periods/week	2	Qualification	Edexcel GCSE History	
Weblink	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html			

Overview

History sparks pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past. Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies.

Units studied

Term One:

Medicine Through Time; students will investigate how medicine has developed over time and how this impacts on the way we live today.

Term Two:

Medicine Through Time with a WWI depth study; students will discover how WWI influenced the advancement of medicine due to the new methods of warfare.

Term Three:

The Anglo Saxons and Norman conquest; students will begin to understand the way that the Anglo Saxons lived in Britain and how their settlements were organised.

Throughout the three terms students are able to develop their source analysis and analytical skills through a variety of activities. They explore criteria for making judgements about the historical significance of events, people and changes. They investigate historical problems and issues, asking and beginning to refine their own questions.

Assessment

Assessment:

Students will be assessed on a half-termly basis using a combination of end of unit tests and assessed pieces of writing. Students will be assessed on their historical knowledge and ability to interpret, analyse and evaluate historical evidence. They will be assessed in accordance with the edexcel exam questions.

Final Assessments to be taken in year 11:

Paper 1 – Medicine Through Time and WWI medical depth study = 30% of overall GCSE

Paper 2 – American West c1835 – 1895

 The Anglo Saxon and Norman England = 40% of overall GCSE

Paper 3 – Weimar and Nazi Germany 1918 – 1939 = 30% of overall GCSE

Other info

Subject area	IT	Department	IT
HoD	Mrs L Robinson	HOD email	lrobinson@airedaleacademy.com
Department staff	L Robinson, S Dakin and J Coleyshaw		

Year group	9	Option		Subject name	BTEC Media
Periods/week	2	Qualification	BTEC First Award in Creative Digital Media Production		
Weblink	http://www.edexcel.com/quals/firsts2012/cdmp/Pages/default.aspx				

Overview

BTEC Firsts in Creative Digital Media Production aims to provide a practical, real-world approach to learning and develop specific knowledge and skills learners need to work successfully in the Media industry. The qualification allows students to develop an understanding about the digital media sector and its many products. It also requires students to research, plan and present ideas for a new digital media product in response to a client brief.

Units studied

Unit 1: Digital Media Sectors and Audiences – in this unit, learners will explore the digital media industry and all the five key sectors that fall under it (Digital Moving Image, Digital Audio Production, Digital Publishing, Website Production and Digital Games Production). They will also explore the different types of audiences and how audiences can engage with each sector.

Unit 2: Planning and Pitching a Digital Media Product – in this unit, learners will use their verbal, written and visual communication skills to enable them to formulate, develop and pitch ideas for a product, which they then plan to produce.

Unit 3: Digital Moving Image Production – in this unit, learners investigate key features of digital moving image productions, including structures and generic conventions. Practical production focuses on the use of camerawork and how it is used to convey meaning in a specific product.

Unit 7: Digital Games Production – in this unit, learners will gain knowledge of 2D and 3D digital games platforms and audiences. Learners will then chose either a 2D or 3D game as the focus for practical production and will create pre-visuels for it as well as documenting all aspects of the game and the requirements of the player. A working game demo will be produced using assets that are placed in a game engine.

Assessment

Unit 1 is an online test (25%)
Unit 2 is controlled assessment (25%).
Unit 3 is controlled assessment (25%).
Unit 7 is controlled assessment (25%).

Other info

Subject area	IT	Department	IT
HoD	Mrs L Robinson	HOD email	lrobinson@airedaleacademy.com
Department staff	L Robinson, S Dakin and J Coleyshaw		

Year group	9	Option		Subject name	GCSE Computing
Periods/week	2	Qualification	OCR GCSE Computing		
Weblink	http://www.ocr.org.uk/qualifications/gcse-computing-j275-from-2012/				

Overview

Computing is fast becoming a part of curriculums in schools, with the advancement of technology and with the need for more technical people in many work areas. GCSE Computing is an introduction to the world of computers and similar devices, how they work, how they communicate, and how we make them work. With elements of computer hardware, software, networking, programming and study of technology in society this is perfect for developing not only an understanding of technology, but of logical thinking and problem solving.

Units studied

Unit A451 - Computer systems and programming
Unit A452 - Current trends in computing (Controlled Assessment)
Unit A453 - Programming project (Controlled Assessment)

Assessment

Unit A451 is worth 40% of the overall grade (Written paper, examiner verified)
Unit A452 is worth 30% of the overall grade (centre marked and examiner verified)
Unit A453 is worth 30% of the overall grade (centre marked and examiner verified)

Other info

GCSE Computing is part of the EBacc.

Subject area Maths **Department** Maths
HoD Mrs S Moore **HOD email** smoore@airedaleacademy.com
Department staff S Moore, S Kemp, D Lockett, M Arbon, M Robinson, R Taylor, B Coleman, K Hawkridge and C Vaurgidis

Year group 9 Core **Subject name** GCSE Maths
Periods/week 4 **Qualification** GCSE Maths
Weblink <http://www.aqa.org.uk/subjects/mathematics/gcse>

Overview

In Y9 Mathematics pupils begin to study topics for their GCSE. This allows them time to make the transition from their KS3 work and lays the foundations for an outstanding GCSE result in Y11. Their work is assessed using grades rather than levels and they learn to tackle GCSE style questions. Topics are structured as in KS3 to aid transition but using GCSE content and assessments.

We study the Edexcel Linear Mathematics A (1MA0) GCSE course which means that pupils will sit an examination at the end of year 11 comprising of 2 papers: one Non-calculator paper and one Calculator paper. There is no coursework for Mathematics GCSE.

Pupils are set. Nominally pupils in sets 1 and 2 sit the Higher paper and those in sets 3 onwards sit the Foundation paper. Grades awarded are as follows:

- Higher - A*, A, B, C, D, E, U.
- Foundation C, D, E, F, G, U.

Units studied

Pupils learn about the Mathematics of Number; Shape, Space and Measure; Algebra; Data Handling; and Functional Skills (the ability to use mathematical skills in real life situations).

Pupils also acquire the following key skills along the way:

- Interpreting (deciding what the question is asking)
- Representing (defining the problem)
- Analysing (selecting the data and method required to produce a correct solution)
- Evaluating (doing the actual calculations)
- Communicating (describing the solution and method used to others)
- Reflecting (asking whether the answer makes sense, is it the only method and comparing the advantages, disadvantages and efficiency of methods where more than one exists)

Topics Studied:

Term 1:

Integers, powers and roots
Sequences, functions and graphs
Geometrical reasoning: lines, angles and shapes
Construction and loci
Probability
Ratio and proportion
Equations, formulae, identities and expressions
Measures and mensuration; area

Subject area	Maths	Department	Maths
HoD	Mrs S Moore	HOD email	smoore@airedaleacademy.com
Department staff	S Moore, S Kemp, D Lockett, M Arbon, M Robinson, R Taylor, B Coleman, K Hawkridge and C Vaurgidis		

LEARNING REVIEW 1

Term 2:

Sequences, functions and graphs II

Place value, calculations and checking

Transformations and coordinates

Processing and representing data; Interpreting and discussing results

Equations, formulae, identities and expressions

LEARNING REVIEW 2

Term 3:

Fractions, decimals and percentages

Measures and mensuration

Equations, formulae, identities and expressions II

Calculations and checking

Geometrical reasoning: coordinates and construction

Measures and mensuration; volume

Statistical enquiry

LEARNING REVIEW 3 (End of Year Exam)

Assessment

All MATHS PUPILS

-Students are expected to know:

- Times tables up to 12x12
- Square numbers up to 15x15
- Cubed numbers 1, 2, 3, 5, and 10

-Students are expected to take PRIDE in their work. We will expect to see:

- Underlined date, title and subheadings (starter, plenary, example, red, amber, green etc)
- Worked examples with any additional notes
- Numbered questions
- Clear method with all workings out shown
- Students responding to feedback

-Should students want to undertake independent study they can access the following websites:

www.mymaths.co.uk

www.kerboodle.com

They can get their individual logins/passwords from their class teacher.

Each topic is assessed with a short mini-test to track progress.

Each term's progress is measured in an End of Term Review using actual GCSE questions for a realistic measure of achievement.

Other info

-Students should be prepared to complete weekly homework to inform their independent learning.

-Students should come to lesson equipped with: pens, pencil, rubber, planner, ruler, calculator (Casio FX-83GT Plus).

Subject area Maths **Department** Maths
HoD Mrs S Moore **HOD email** smoore@airedaleacademy.com
Department staff S Moore, S Kemp, D Lockett, M Arbon, M Robinson, R Taylor, B Coleman, K Hawkridge and C Vaurgidis

-Students should be prepared to practise and learn the formulae and facts in preparation for the weekly quizzes.
-It is imperative that students attend weekly revision sessions on a Tuesday afternoon.

Year group 9 **Option** **Subject name** GCSE Music
Periods/week 2 **Qualification** AQA GCSE Music
Weblink http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/music_overview2.php

Overview

Students who opt for GCSE Music receive three lessons per week throughout the course. The course follows the Eduqas specification and consists of three components:

Units studied

Year 9 is a bridging year which focuses on bringing all students up to the standard required for GCSE. Initially the class will work in bands and individually to enhance their performance skills through a variety of performance tasks. Next students will use their performance skills to compose their own music and get used to work individually. Finally the class will start work on their study piece Eine Kleine Nachtmusik, Movement 3, Mozart before taking a PPE on this topic.

Assessment

Other info

At Airedale we have a thriving extra-curricular programme that will further students development in music. Students can attend singing, before/after school practise, rock band and new for 2017 elite singers.
In addition students can take extra-lessons on a variety of instruments.

Subject area	PE	Department	PE
HoD	Mrs K Ball/Mr R Singleton	HOD email	kball@airedaleacademy.com/rsingleton@
Department staff	K Ball, R Singleton, E Ward, A Dean and B Coleman		

Year group	9	Option		Subject name	BTEC Sport
Periods/week	2	Qualification	BTEC First in Sport		
Weblink	http://www.edexcel.com/quals/firsts10/sport/Pages/default.aspx				

Overview

The BTEC First In Sport qualification is very demanding with an average of 70% of the teaching time being spent in the classroom. Throughout the course students will develop both their theoretical and practical understanding of sport as well as enhancing their independent learning skills, time management, group work skills, communication, ICT skills and literacy skills.

Students will have the opportunity to take part in a range of sporting activities which are closely related to the assignments that they will be completing. Students will be expected to adapt to different roles within the sporting industry such as coaches, sports leaders, analysts and much more. The variety of activities covered with the course will enable students to gain a clear insight into possible future education and employment pathways available to them in the sports industry.

Units studied

The BTEC First In Sport qualification covers a wide range of topics. Students will develop their knowledge in the following areas:

Unit 1: Fitness for Sport and Exercise Students will learn about a range of fitness tests used to measure an athlete's sporting prowess. They will be expected to take part and conduct these tests alongside their classmates.

- Unit 2 Practical Sport: Students will analyse the tactics, skills, rules and techniques used in a selected team and individual sport. They will be expected to take part in practical sessions linked to their assignment.

- Unit 5 Training for personal Fitness Students will produce an individual training programme which is linked to their specific requirements. They will be expected to design and take part in practical sessions linked to their PEP.

- Unit 6 Leading Sport Activities Students will develop their knowledge and understanding of how to lead sports sessions They will deliver skills sessions to groups of students and take ownership of running a sports session.

Assessment

Assessment is completed through 75% coursework. Each individual module is assessed at a Pass, Merit or Distinction level. Accumulative scores from all modules will determine the overall grade. Students will also have to complete a multiple choice exam worth 25% of overall grade.

Other info

Subject area PE **Department** PE
HoD Mrs K Ball/Mr R Singleton **HOD email** kball@airedaleacademy.com/rsingleton@
Department staff K Ball, R Singleton, E Ward, A Dean and B Coleman

Year group 9 **Option** **Subject name** GCSE PE
Periods/week 2 **Qualification** Edexcel GCSE Physical Education
Weblink <https://qualifications.pearson.com/en/.../edexcel-gcses/physical-education-2016.html>

Overview

GCSE PE will appeal to you if you're active and want to study a course which is physically and academically challenging. It is ideal for students who have a keen interest in sport in and out of school and see PE and sport as part of their future careers.

Units studied

Students will receive a well-rounded and full introduction to the world of PE, sport and sport science by developing an understanding of how the mind and body works in relation to performance in physical activity. Students will learn;

- Anatomy and physiology – the key body systems and how they impact on health, fitness and performance
- Physical training – the principles of training and training methods
- Health, fitness and well-being – the benefits of participating in physical activity and sport
- Movement analysis – the basic principles of movement and biomechanics
- Sports Psychology – the psychological factors that can affect performance
- Socio-cultural influences – the socio-cultural factors that impact on physical activity and sport and the impact of sport on society

Develop their knowledge and practical skills in a variety of physical activities

Assessment

The course assessment is divided into 4 sections

1. Written examination – Fitness and Body Systems, 1 hour 45 minutes, 36% of the qualification
2. Written examination – Health and Performance, 1 hour and 15 minutes, 24% of the qualification
3. Practical Performance – One team, one individual and one other activity, 30% of the qualification

Personal Exercise Programme – Controlled assessment coursework, 10% of the qualification

Other info

MUST be able to participate in 3 sports to a high level
Be motivated to participate in both theory and practical lessons.
Be committed to extra-curricular activities and teams and show a willingness to attend after school revision and catch up sessions.
Be organised when participating in practical lessons by bringing full Airedale Academy PE kit

Subject area	PE	Department	PE
HoD	Mrs K Ball/Mr R Singleton	HOD email	kball@airedaleacademy.com/rsingleton@
Department staff	K Ball, R Singleton, E Ward, A Dean and B Coleman		

Year group	9	Core	Subject name	PE
Periods/week	1	Qualification	None	
Weblink	None			

Overview

The Physical Education curriculum at Airedale Academy enables all pupils to enjoy and succeed in many kinds of physical activity. Students will develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. They will develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Physical Education helps students to discover what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity

Units studied

Students are encouraged to take on different roles and responsibilities, including leadership, coaching and officiating. Lessons are taught through game orientated activities to develop students' tactical ability and knowledge of rules. Lessons explore exciting new sports from around the world and give students the opportunity to enhance their engagement with the new concepts, processes and techniques.

Sporting areas including;

- Invasion games - football, rugby, netball, basketball, tchoukball, handball, american football, unihockey
- Net and wall activities – badminton, table tennis, tennis, volleyball
- Striking and fielding sports – rounders, baseball, table tennis, cricket
- Physical Challenge – athletics, orienteering
- Artistic performance – trampolining, gymnastics
- Health and Fitness – circuits, weights, fitness suite, cross country, method of training, bikes

Assessment

Assessment is through successful completion of ten targets that are set according to the Key Stage 4 Curriculum. Students have to achieve all targets various sporting areas. Attitude to learning grades are also given to students in line with the school policy.

Other info

Extra-curricular activities provide great opportunities for students to participate in an Airedale Academy team. A successful PE inter-house system takes place throughout the year. Students have the opportunity to represent their house and compete in different sporting activities. Enrichment Opportunities such as educational trips, Inter-School sporting events and coaching courses will be offered. Airedale Academy is proud to have designed a comfortable and smart PE kit that students wear with pride in all lessons.

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

Year group	9	Core	Subject name	GCSE Biology
Periods/week	6	Qualification	AQA GCSE in Biology	
Weblink	http://www.aqa.org.uk/subjects/science/gcse/biology-8461			

Overview

GCSE Biology is designed to be taken alongside GCSE Chemistry and GCSE Physics. The GCSE is split into two parts. The first part is taught in Y9 and the second part is taught in Y10. Y11 is a consolidation year.

Units studied

The GCSE is split into 7 topics. In Year 9, students will study topics 1-4 and in Year 10, students will study topics 5-7:

1: Cell biology

In this topic, students will learn about: eukaryotes and prokaryotes, animal and plants cells, cell specialisation, cell differentiation, microscopy, culturing microorganisms, chromosomes, mitosis and the cell cycle, stem cells, diffusion, osmosis and active transport.

2: Organisation

In this topic, students will learn about: organisational hierarchy, the human digestive system, the heart and blood vessels, blood, coronary heart disease: a non-communicable disease, health issues, the effect of lifestyle on some non-communicable diseases, cancer, plant tissues and organs and plant organ systems.

3: Infection and response

In this topic, students will learn about: communicable diseases, viral diseases, bacterial diseases, fungal diseases, protist diseases, human defence systems, vaccinations, antibiotics and painkillers, discovery and development of drugs, producing monoclonal antibodies, uses of monoclonal antibodies, detection and identification of plant diseases.

4: Bioenergetics

In this topic, students will learn about: the photosynthetic reaction, rates of photosynthesis, uses of glucose from photosynthesis, aerobic and anaerobic respiration, response to exercise and metabolism.

5: Homeostasis and response

In this topic, students will learn about: the structure and function of the nervous system, the brain, the eye, control of body temperature, the human endocrine system, controlling blood glucose concentration, maintaining water and nitrogen balance in the body, hormones in human reproduction, contraception, the uses of hormones to treat infertility, negative feedback, control and coordination and uses of plant hormones.

6: Inheritance, variation and evolution

In this topic, students will learn about: sexual and asexual reproduction, meiosis, advantages and disadvantages of sexual and asexual reproduction, DNA and the genome, DNA structure, genetic inheritance, inherited disorders, sex determination, variation, evolution, selective breeding, genetic

Subject area Science **Department** Science
HoD Mr S Miller **HOD email** smiller@airedaleacademy.com
Department staff S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope

engineering, cloning, the theory of evolution, speciation, the understanding of genetics, evidence of evolution, fossils, extinction, resistant bacteria and classification.

7: Ecology

In this topic, students will learn about: communities, abiotic factors, biotic factors, adaptations, levels of organisation, how material are cycled, decomposition, impact of environmental change, biodiversity, waste management, land use, deforestation, global warming, maintaining biodiversity, trophic levels, pyramids of biomass, transfer of biomass, factors affecting food security, farming techniques, sustainable fisheries role of biotechnology

Assessment

2 external papers in June of Y11. (1hr, 45 minutes each):

Paper 1: Topics 1–4

Paper 2: Topics 5–7

Students are also required to carry out 10 'required practicals', which will be examined in the two external tests.

Grades will be awarded on a 9-1 scale

Other info

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mr Miller for more details.

Breakfast revision is available most mornings – Mondays and Wednesdays it is available until 8 am

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

Year group	9	Core	Subject name	GCSE Chemistry
Periods/week	6	Qualification	AQA GCSE in Chemistry	
Weblink	http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462			

Overview

GCSE Chemistry is designed to be taken alongside GCSE Physics and GCSE Biology. The GCSE is split into two parts. The first part is taught in Y9 and the second part is taught in Y10. Y11 is a consolidation year

Units studied

The GCSE is split into 10 topics. In Year 9, students will study topics 1-5 and in Year 10, students will study topics 6-10:

1: Atomic structure and the periodic table

In this topic, students will learn about: atoms, elements and compounds, mixtures, scientific models of the atom, relative electrical charges of subatomic particles, size and mass of atoms, electronic structure, the periodic table, development of the periodic table, metals and non-metals, group 0, group 1, group 7 elements and typical properties of transition metals,

2: Bonding, structure and the properties of matter

In this topic, students will learn about: chemical bonds, ionic bonding, ionic compounds, covalent bonding, metallic bonding, the three states of matter, the state symbols, properties of ionic compounds, polymers, giant covalent structures, properties of metals and alloys, metals as conductors, diamond, graphite, graphene and fullerenes, size of nanoparticles and uses of nanoparticles.

3: Quantitative chemistry

In this topic, students will learn about: conservation of mass and balanced chemical equations, relative formula mass, mass changes when a reactant or product is a gas, moles, amounts of substances in equations, uses moles to balance equations, limiting reactants, concentration of solutions, percentage yield, atom economy, using concentration of solutions in mol/dm³ and use of amount of substance in relation to volumes of gases.

4: Chemical changes

In this topic, students will learn about: metal oxides, the reactivity series, extraction of metals and reduction, oxidation and reduction in terms of electrons, reactions of acids with metals, neutralisation of acids and salt production, soluble salts, the pH scale and neutralisation, strong and weak acids, the process of electrolysis, electrolysis of molten ionic compounds, using electrolysis to extract metals, electrolysis of aqueous solutions and representation of reactions at electrodes as half equations.

5: Energy changes

In this topic, students will learn about: energy transfer during exothermic and endothermic reactions, reaction profiles, the energy change of reactions, cells and batteries and fuel cells.

6: The rate and extent of chemical change

In this topic, students will learn about: calculating rates of reactions, factors which affect the rates of

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

chemical reactions, collision theory and activation energy, factors that increase the rate of reaction, catalysts, reversible reactions, energy changes and reversible reactions, equilibrium, and the effect of changing different conditions.

7: Organic chemistry

In this topic, students will learn about: crude oil, hydrocarbons and alkanes, fractional distillation and petrochemicals, properties of hydrocarbons, cracking and alkenes, structure and formulae of alkene, reactions of alkenes, alcohols, carboxylic acids, addition polymerisation, condensation polymerisation, amino acids, DNA and other naturally occurring polymers.

8: Chemical analysis

In this topic students will learn about: pure substances, formulations, chromatography, tests for hydrogen, oxygen, carbon dioxide and chlorine, flame tests, metal hydroxides, carbonates, halides, sulfates, instrumental methods and flame emission spectroscopy.

9: Chemistry of the atmosphere

In this topic, students will learn about: the proportions of different gases in the atmosphere, the Earth's early atmosphere, how oxygen increased, how carbon dioxide decreased, human activities which contribute to an increase in greenhouse gases in the atmosphere, global climate change, the carbon footprint and its reduction, atmosphere pollutants from fuels and properties and effects of atmospheric pollutants.

10: Using resources

In this topic, students will learn about: using the Earth's resources and sustainable development, portable water, waste water treatment, alternative methods of extracting metals, life cycle assessment, ways of reducing the use of resources, corrosion and its prevention, alloys as useful materials, ceramics polymers and composites, the Haber process and production and uses of NPK fertilisers.

Assessment

2 external papers in June of Y11. (1hr, 45 minutes each):

Paper 1: Topics 1–5

Paper 2: Topics 6–10

Students are also required to carry out 8 'required practicals', which will be examined in the two external tests.

Grades are awarded on a 9-1 scale.

Other info

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mr Miller for more details.

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

Year group	9	Core	Subject name	GCSE Combined Science (Trilogy)
Periods/week	5	Qualification	GCSE Combined Science (Trilogy)	
Weblink	http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464			

Overview

Students will gain 2 GCSEs through this route. In Year 9, students will learn the topics for paper 1 of Biology, Chemistry and Physics. In Year 10, students will learn the topics for paper 2 of Biology, Chemistry and Physics. Year 11 will be a consolidation year in preparation for the 6 exams in June

In Year 9, students will learn the topics for paper 1 of Biology, Chemistry and Physics.

In Year 10, students will learn the topics for paper 2 of Biology, Chemistry and Physics.

Year 11 will be a consolidation year in preparation for the 6 exams in June.

Units studied

Biology Topics

1: Cell biology

In this topic, students will learn about: eukaryotes and prokaryotes, animal and plants cells, cell specialisation, cell differentiation, microscopy, chromosomes, mitosis and the cell cycle, stem cells, diffusion, osmosis and active transport.

2: Organisation

In this topic, students will learn about: organisational hierarchy, the human digestive system, the heart and blood vessels, blood, coronary heart disease: a non-communicable disease, health issues, the effect of lifestyle on some non-communicable diseases, cancer, plant tissues and organs and plant organ systems.

3: Infection and response

In this topic, students will learn about: communicable diseases, viral diseases, bacterial diseases, fungal diseases, protist diseases, human defence systems, vaccinations, antibiotics and painkillers, discovery and development of drugs.

4: Bioenergetics

In this topic, students will learn about: the photosynthetic reaction, rates of photosynthesis, uses of glucose from photosynthesis, aerobic and anaerobic respiration, response to exercise and metabolism.

5: Homeostasis and response

In this topic, students will learn about: the structure and function of the nervous system, the human endocrine system, controlling blood glucose concentration, maintaining water and nitrogen balance in the body, hormones in human reproduction and contraception

6: Inheritance, variation and evolution

In this topic, students will learn about: sexual and asexual reproduction, meiosis, DNA and the genome,

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

genetic inheritance, inherited disorders, sex determination, variation, evolution, selective breeding, genetic engineering, evidence of evolution, fossils, extinction, resistant bacteria and classification.

7: Ecology

In this topic, students will learn about: communities, abiotic factors, biotic factors, adaptations, levels of organisation, how material are cycled, biodiversity, waste management, land use, deforestation, global warming and maintaining biodiversity

8: Key ideas in Biology

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in biology. These key ideas are of universal application, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment.

Chemistry Topics

9: Atomic structure and the periodic table

In this topic, students will learn about: atoms, elements and compounds, mixtures, scientific models of the atom, relative electrical charges of subatomic particles, size and mass of atoms, electronic structure, the periodic table, development of the periodic table, metals and non-metals, group 0, group 1 and group 7 elements.

10: Bonding, structure and the properties of matter

In this topic, students will learn about: chemical bonds, ionic bonding, ionic compounds, covalent bonding, metallic bonding, the three states of matter, the state symbols, properties of ionic compounds, polymers, giant covalent structures, properties of metals and alloys, metals as conductors, diamond, graphite, grapheme and fullerenes.

11: Quantitative chemistry

In this topic, students will learn about: conservation of mass and balanced chemical equations, relative formula mass, mass changes when a reactant or product is a gas, moles, amounts of substances in equations, uses moles to balance equations, limiting reactants and concentration of solutions.

12: Chemical changes

In this topic, students will learn about: metal oxides, the reactivity series, extraction of metals and reduction, oxidation and reduction in terms of electrons, reactions of acids with metals, neutralisation of acids and salt production, soluble salts, the pH scale and neutralisation, strong and weak acids, the process of electrolysis, electrolysis of molten ionic compounds, using electrolysis to extract metals, electrolysis of aqueous solutions and representation of reactions at electrodes as half equations.

13: Energy changes

In this topic, students will learn about: energy transfer during exothermic and endothermic reactions, reaction profiles and the energy change of reactions.

14: The rate and extent of chemical change

In this topic, students will learn about: calculating rates of reactions, factors which affect the rates of chemical reactions, collision theory and activation energy, factors that increase the rate of reaction,

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

catalysts, reversible reactions, energy changes and reversible reactions, equilibrium, and the effect of changing different conditions.

15: Organic chemistry

In this topic, students will learn about: crude oil, hydrocarbons and alkanes, fractional distillation and petrochemicals, properties of hydrocarbons, cracking and alkenes.

16: Chemical analysis

In this topic students will learn about: pure substances, formulations, chromatography, tests for hydrogen, oxygen, carbon dioxide and chlorine.

17: Chemistry of the atmosphere

In this topic, students will learn about: the proportions of different gases in the atmosphere, the Earth's early atmosphere, how oxygen increased, how carbon dioxide decreased, human activities which contribute to an increase in greenhouse gases in the atmosphere, global climate change, the carbon footprint and its reduction, atmosphere pollutants from fuels and properties and effects of atmospheric pollutants.

18: Using resources

In this topic, students will learn about: using the Earth's resources and sustainable development, portable water, waste water treatment, alternative methods of extracting metals, life cycle assessment and ways of reducing the use of resources.

19: Key ideas in Chemistry

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in biology. These key ideas are of universal application, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment.

Physics Topics

20: Energy

In this topic, students will learn about: energy stores and systems, changes in energy, energy changes in systems, work, power, energy transfers in a system, efficiency and national and global energy resources.

21: Electricity

In this topic, students will learn about: standard circuit diagram symbols, electrical charge and current, current, resistance and potential difference, resistors, direct and alternating current, mains electricity, powder, energy transfers in everyday appliances and the National Grid

22: Particle model of matter

In this topic, students will learn about: density of materials, changes of state, internal energy, temperature changes in a system and specific heat capacity, changes of heat and specific latent heat and particle motion in gases

23: Atomic structure

In this topic, students will learn about: the structure of the atom, mass number, atomic number and

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

isotopes, the development of the model of the atom, radioactive decay and nuclear decay, nuclear equations, half-lives and the random nature of radioactive decay and radioactive contamination.

24: Forces

In this topic, students will learn about: scalar and vector quantities, contact and non-contact forces, gravity, resultant forces, work done and energy transfer, forces and elasticity, describing motion along a line, forces, accelerations and Newton's Law of motion, forces and braking.

25: Waves

In this topic, students will learn about: transverse and longitudinal waves, properties of waves, type of electromagnetic waves, uses and applications of electromagnetic waves,

26: Magnetism and Electromagnetism

In this topic, students will learn about: poles of a magnet, magnetic fields, electromagnetism, Fleming's left-hand rule and electric motors.

27: Key ideas in Physics

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in biology. These key ideas are of universal application, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment.

Assessment

6 assessments in Year 11, all 1hr 15 minutes each:

Biology Paper 1: Topics 1-4

Biology Paper 2: Topics 5-7

Chemistry Paper 1: Topics 8-12

Chemistry Paper 2: Topics 13-17

Physics Paper 1: Topics 18-23

Physics Paper 2: Topics 24-26

Students are also required to carry out 21 'required practicals', which will be examined in the two external tests.

This course is double weighted, so students will be graded on a seventeen point scale, ranging from 1-1 (lowest) to 9-9 (highest)

Other info

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mr Miller for more details.

Breakfast revision is available most mornings – Mondays and Wednesdays it is available until 8 am

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

Year group	9	Core	Subject name	GCSE Physics
Periods/week	6	Qualification	AQA GCSE in Physics	
Weblink	http://www.aqa.org.uk/subjects/science/gcse/physics-8463			

Overview

GCSE Physics is designed to be taken alongside GCSE Chemistry and GCSE Biology. The GCSE is split into two parts. The first part is taught in Y9 and the second part is taught in Y10. Y11 is a consolidation year.

Units studied

The GCSE is split into 8 topics. In Year 9, students will study topics 1-4 and in Year 10, students will study topics 5-8:

1: Energy

In this topic, students will learn about: energy stores and systems, changes in energy, energy changes in systems, work, power, energy transfers in a system, efficiency and national and global energy resources.

2: Electricity

In this topic, students will learn about: standard circuit diagram symbols, electrical charge and current, current, resistance and potential difference, resistors, direct and alternating current, mains electricity, insulation, fuses and circuit breakers, power, energy transfers in everyday appliances, the National Grid, static charge and electric fields.

3: Particle model of matter

In this topic, students will learn about: density of materials, changes of state, internal energy, temperature changes in a system and specific heat capacity, changes of heat and specific latent heat, particle motion in gases, pressure in gases and increasing the pressure of a gas.

4: Atomic structure

In this topic, students will learn about: the structure of the atom, mass number, atomic number and isotopes, the development of the model of the atom, radioactive decay and nuclear decay, nuclear equations, half-lives and the random nature of radioactive decay, radioactive contamination, background radiation, different half-lives of radioactive isotopes, uses of nuclear radiation, nuclear fission and nuclear fusion

5: Forces

In this topic, students will learn about: scalar and vector quantities, contact and non-contact forces, gravity, resultant forces, work done and energy transfer, forces and elasticity, moments, levers and gears, pressure in a fluid, atmospheric pressure, describing motion along a line, forces, accelerations and Newton's Law of motion, forces and braking, momentum, conservation of momentum and changes in moment.

6: Waves

In this topic, students will learn about: transverse and longitudinal waves, properties of waves, reflection of waves sound waves, waves for detection and exploration, type of electromagnetic waves, uses and

Subject area Science **Department** Science
HoD Mr S Miller **HOD email** smiller@airedaleacademy.com
Department staff S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope

applications of electromagnetic waves, lenses, visible light, emission and absorption of infrared radiation, perfect black bodies and radiation.

7: Magnetism and Electromagnetism

In this topic, students will learn about: poles of a magnet, magnetic fields, electromagnetism, Fleming's left-hand rule, electric motors, loudspeakers, induced potential, uses of the generator effect, microphones, transformers

8: Space physics

In this topic, students will learn about: our solar system, the life cycle of a star, orbital motion, natural and artificial satellites and red-shift.

Assessment

2 external papers in June of Y11. (1hr, 45 minutes each):

Paper 1: Topics 1-4

Paper 2: Topics 5-8

Students are also required to carry out 10 'required practicals', which will be examined in the two external tests.

Grades will be awarded on a 9-1 scale

Other info

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mr Miller for more details.

Breakfast revision is available most mornings – Mondays and Wednesdays it is available until 8 am.

Subject area	Childcare	Department	Childcare
HoD	Mrs J Coleyshaw	HOD email	jcoleyshaw@airedaleacademy.com
Department staff	J Coleyshaw		

Year group	9	Option		Subject name	Childcare
Periods/week	1	Qualification	OCR Nationals Level 1 and 2 in Child Development		
Weblink	http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/				

Overview

This course is aimed at anyone who has an interest in working within the early years sector, in one of the many childcare settings. The course will prepare students for the different types of jobs within the child care sector and for study at a higher level.

This course will appeal to you if you:

- Have a keen interest in children's welfare care and development.
- Would like a career that includes child development, caring for and supporting children
- Enjoy studying a subject that is relevant to your life and experiences.

Want to move onto a related career or further education.

Units studied

All students will study 3 core units these include one externally assessed unit

- Health and well-being for child development. This unit looks at the different stages of development a child will go through from conception to the age of 5.
- Understand the equipment and nutritional needs of children from birth to five years, This unit will concentrate on the different types of equipment and food children will need to develop through early life
- Understand the development of a child from birth to five years. This unit looks at all the developmental stages through a child's early life and the different ways that children can develop through play.

Assessment

You will be externally assessed by OCR on Health and well-being for child development, which will be a 1 hour exam. This exam is worth 50% of the overall mark for the qualification. The other 2 units will be coursework based with each unit being worth 25% of the overall qualification. These two units will be assessed internally by your subject teacher.

Other info

Subject area	Enrichment	Department	Enrichment
HoD	Mrs S Chambers	HOD email	schambers@airedaleacademy.com
Department staff	Various		

Year group	9	Core	Subject name	Enrichment
Periods/week	2	Qualification	None	
Weblink	N/A			

Overview

The aim of Enrichment is to allow students learning opportunities and activities that engage them in developing essential knowledge, skills, values, and relationships as a vehicle for inspiring learning and encouraging

Units studied

All activities are linked to academic standards and are creative, exciting, fun, engaging and relevant. The enrichment programming will hold pupils attention, awaken imagination, and inspire the desire for broader learning. The specific activities vary from year group to year group.

Assessment

Pupils will be assessed through written prices and photographic evidence of meeting their success criterion.

Other info

Year group	10	Option	Subject name	GCSE Art
Periods/week	2	Qualification	AQA GCSE Art and Design	
Weblink	http://web.aqa.org.uk/qual/newgcscs/art_dan_dra_mu			

Overview

Working to briefs and within themed areas, students will develop a portfolio of work for the coursework element of the course.

Units studied

Extended projects around 2 or 3 themes which may relate to some of the following:

- Landscapes
- Sculpture
- Urban Environment
- Fashion and Textiles
- Work of other artists and designers
- Pattern and art of other culture

Assessment

GCSE assessment criteria
Coursework – 60%
Controlled Test - 40%

Other info

Subject area	Art/Technology	Department	Art/Technology
HoD	Miss H Evans	HOD email	hevans@airedaleacademy.com
Department staff	H Evans, N Amos, C Stanley and H O'Neil		

Year group	10	Option		Subject name	GCSE Catering
Periods/week	2	Qualification	WJEC GCSE Catering		
Weblink	http://www.wjec.co.uk/qualifications/hospitality-and-catering/				

Overview

The GCSE Catering specification offers a unique opportunity for candidates to develop their knowledge and extend their skills within catering in a vocational context. It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education.

Units studied

GCSE Catering requires learners to demonstrate knowledge and understanding of:

- the industry: accommodation; food and beverage; front of house
- the types of products and services provided
- a range of customer groups
- job roles, career opportunities and relevant training
- appropriate forms of communication within the industry
- the importance of record keeping
- the range of equipment used in the hospitality and catering industry.

Assessment

Unit 1: TWO practical tasks (controlled assessments) that pupils research, plan and evaluate.
Unit 2: ONE written paper of 1¼ hours externally set and marked.

Other info

Subject area	Art/Technology	Department	Art/Technology
HoD	Miss H Evans	HOD email	hevans@airedaleacademy.com
Department staff	H Evans, N Amos, C Stanley and H O'Neil		

Year group	10	Option		Subject name	GCSE Product Design
Periods/week	2	Qualification	AQA GCSE Product Design		
Weblink	http://web.aqa.org.uk/qual/newgcse/dandt/new/product_overview.php				

Overview

Pupils who opt to study Product Design at GCSE will have the opportunity to develop and expand the skills they learnt in Key Stage 3. Year 9 & 10 concentrate on honing skills such as investigating design opportunities, developing design proposals, making, testing and evaluating and communication. Year 11 focuses on using these skills to complete a final Controlled Assessment which accounts for 60% of the final qualification.

Units studied

- 1)The evolution of product design,
- 2)Meeting consumer needs,
- 3)Design in practice,
- 4)Packaging and marketing,
- 5)Design in human context,
- 6)Global responsibility,
- 7)Product manufacture,
- 8)The use of ICT in production,
- 9)Manufacturing processes,
- 10)Sources and properties of materials,
- 11)Manipulating and combining materials.

Assessment

Written paper: 40% of total marks. 120 marks, 2 hours

Controlled Assessment: 60% of total marks.

A single design-and-make activity selected from a choice of set tasks, consisting of the development of a made outcome and a concise design folder and/or appropriate ICT evidence.

Other info

Subject area	Business	Department	Business
HoD	Mr L Wharin	HOD email	lwharin@airedaleacademy.com
Department staff	L Wharin, S Wharin, C Eastwood and C Coleyshaw		

Year group	10	Option		Subject name	BTEC Hospitality and Catering
Periods/week	2	Qualification	BTEC First in Hospitality and Catering		
Weblink	http://qualifications.pearson.com/en/qualifications/btec-firsts/hospitality-2013-nqf.html				

Overview

The knowledge, understanding and skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace in due course. In the hospitality industry, typical employment opportunities may include working as a:

- bar person/manager
- chef
- cleaner
- concierge
- conference and banqueting assistant/manager
- hotel porter
- hotel receptionist
- receptionist
- waiter/waitress.

Units studied

The core units are:

Unit 1: Introducing the Hospitality Industry – this unit covers the different aspects of the hospitality industry, looking at its component parts and the different products and services that are offered as well as the essential processes involved in operating a hospitality business.

Unit 2: Working in the Hospitality Industry – this unit covers the importance of team working and customer service for working in a variety of roles within the hospitality industry, and looks at other important aspects such as personal appearance and personal attributes necessary to work successfully.

The mandatory unit is:

Unit 3: Food Safety and Health and Safety in Hospitality – where learners will discover the various aspects of health and safety, and food safety law in relation to those working in the hospitality industry.

The optional specialist units offered within this qualification build on the core and provide learners with an opportunity to develop a wider understanding and appreciation of the hospitality industry, depending on their interests and motivation. The optional specialist units include the underpinning knowledge required for a broad understanding of the hospitality industry. The units are:

- Unit 4: Costing and Controlling Finances in the Hospitality Industry – where learners will explore the costs that are incurred within the hospitality industry and how they are controlled, as well as understanding how hospitality businesses can make a profit.
- Unit 5: Enterprise in the Hospitality Industry – where learners look at what hospitality businesses do, trends that affect how they operate, as well as business

Subject area **Department**
HoD **HOD email**
Department staff

Assessment

Other info

Subject area	Business	Department	Business
HoD	Mr L Wharin	HOD email	lwharin@airedaleacademy.com
Department staff	L Wharin, S Wharin, C Eastwood and C Coleyshaw		

Year group	10	Option		Subject name	GCSE Business Studies
Periods/week	2	Qualification	GCSE Business Studies		
Weblink	http://www.edexcel.com/quals/gcse/gcse09/Business/				

Overview

Students of our Applied Business GCSE will:

- actively engage in the study of business to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate the range of perspectives of different business stakeholders
- consider the extent to which business activity can be ethical and sustainable.

Units studied

The business world is constantly changing. The new course has been updated to give pupils the chance to learn about these changes as well as covering conventional material. There are two units to study on this course.

Unit 1

This unit is an investigation into what business enterprise is all about, including how businesses are organised and how people are involved. It also looks at new issues such as 'ethical' and 'green' business. You will focus on one local and one national or international business.

Unit 2

This unit focuses on how businesses record financial transactions, make payments and keep records of how they are doing. You will learn about balance sheets, profit and loss accounts and how to use these to understand business performance in a practical context.

Assessment

Unit 1 60% Controlled Assessment:

Pupils will carry out an investigation into you their two chosen businesses and will use the information gathered to respond to tasks set by the examining board. These tasks will be published in advance so that you will know what to expect. The completed tasks will be submitted to the exam board once they have been marked by your teachers.

Unit 2 40% Examination:

Pupils will apply their learning to the questions asked in an externally assessed test.

Other info

Subject area	Dance	Department	Dance
HoD	Mrs R Kelly	HOD email	rkelly@airedaleacademy.com
Department staff	R Kelly, J Matthews and R Nickerson		

Year group	10	Option		Subject name	GCSE Dance
Periods/week	2	Qualification	AQA GCSE Dance		
Weblink	http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/dance_overview2.php				

Overview

The course promotes fitness, a healthy lifestyle, team working and creativity. It actively engages students in the process of dance in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds

Units studied

Component 1: Performance & Choreography

Performance 30%

- Solo performance
- Duet/Trio performance

Choreography 30%

- Solo or group choreography

Component 2: Dance Appreciation 40%

- Knowledge & understanding of choreographic processes and performing skills.
- Critical appreciation of own work.
- Critical appreciation of professional works.

Assessment

External exam 1 hour 30 mins 'written paper' and controlled 'practical' assignments. Greater focus on practical work with 60% of the total marks for performance and choreography and the written exam 40%.

Other info

- Lots of extra curriculum activities on offer.
 - Opportunities for live performances and theatre trips.
 - Whole school productions and visitor workshops.
-

Subject area	Student Wellbeing	Department	Student Wellbeing
HoD	Mrs J Coleyshaw	HOD email	jcoleyshaw@airedaleacademy.com
Department staff	Various		

Year group	10	Core	Subject name	Student Wellbeing
Periods/week	Form time	Qualification	None	
Weblink	None			

Overview

Student Wellbeing allows students to develop their personal skills as well as their understanding of the wider world outside of school and how they can keep themselves safe from harm. It gives pupils the opportunity to learn about topics they would not learn about in conventional lessons within set lessons and also through guest speakers.

Units studied

Student wellbeing is split into six different topics of learning each with a different teaching focus throughout the year pupils will look at risk and keeping themselves safe, finance and career pathways, sex and relationships, identity society and equality, citizenship and health and wellbeing. Within each of these areas pupils will do different activities including discussions, debates, group work and individual research tasks.

Assessment

Pupils will assess themselves at the beginning and the end of each of the topics of work against set knowledge based criteria, they will also reflect on their own learning throughout each unit of work to see how their attitudes, thoughts and opinions of different topics have changed.

Other info

Subject area	<input type="text" value="Drama"/>	Department	<input type="text" value="Drama"/>
HoD	<input type="text" value="Mr R Billings"/>	HOD email	<input type="text" value="rbillings@airedaleacademy.com"/>
Department staff	<input type="text" value="R Billings, J Matthews and A Chapman"/>		

Year group	<input type="text" value="10"/>	Option	<input type="text" value=""/>	Subject name	<input type="text" value="BTEC Performing Arts"/>
Periods/week	<input type="text" value="2"/>	Qualification	<input type="text" value="BTEC Level 2 First Award in Performing Arts (Musical Theatre)"/>		
Weblink	<input type="text" value="https://qualifications.pearson.com/en/qualifications/btec-firsts/performing-arts-2012-nqf.html"/>				

Overview

This vocational course develops knowledge of Musical Theatre through practical exploration of the skills necessary and the industry requirements.

Units studied

1. Individual Showcase

- Two solo audition pieces performed to the camera.
- One application letter.

2. Planning, Preparation, Production.

- Create and deliver a performance to a specific audience.
- Log book

5. Musical Theatre Skills

- Develop dance, singing and acting skills in lesson (videoed as evidence)
- Performance of a Musical Theatre piece to an audience
- Ongoing log book

Assessment

- All practical work is assessed internally in either live or recorded performance.
- The application letter is completed as a controlled assessment.

Other info

- Extra- curricular activities including 'The Cast Academy' to enrich development and learning.
 - Opportunities for live performances and theatre trips.
 - Productions and opportunities to work with the 6th form, 'The Cast' as role models.
-

Subject area	<input type="text" value="Drama"/>	Department	<input type="text" value="Drama"/>
HoD	<input type="text" value="Mr R Billings"/>	HOD email	<input type="text" value="rbillings@airedaleacademy.com"/>
Department staff	<input type="text" value="R Billings, J Matthews and A Chapman"/>		

Year group	<input type="text" value="10"/>	Option	<input type="text" value="Drama"/>	Subject name	<input type="text" value="GCSE Drama"/>
Periods/week	<input type="text" value="2"/>	Qualification	<input type="text" value="Edexcel GCSE Drama"/>		
Weblink	<input type="text" value="http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/UG030946_GCSE_Drama_Spec_2012.pdf"/>				

Overview

Drama is a practical based course, focusing on the performance skills which students will need in order to progress in this subject area. Students have now entered their KS4 options study. All work completed is designed to give students experience of each unit they will study for their actual GCSE examinations in year 10 and 11.

Units studied

Component One: Devising 40% of qualification

Content

Students explore stimuli in a group, developing ideas, rehearsing and refining these to create a devised piece of theatre for an assessed performance. The stimuli are a free choice for centres. Students record the creation and development process of this group performance in a portfolio and evaluate their contribution to the process and the performance.

Assessment

Participation in group-devised performance as a performer or designer. Individual portfolio.

Component Two: Performance from text 20% of qualification

Content

Students explore two extracts from one play text, this text must be from a contrasting time period to their Component 3 set text. It must also be by a different playwright and a different genre. They create a performance from the text, rehearsing and refining their performance/ design realisations for an assessed performance.

Assessment

Performance in realisation for two key extracts from a performance text. Each of the extract performances is assessed independently. Students participate as a performer and may submit a monologue, duologue or group piece for each extract.

Component Three: Theatre Makers in Practice 40% of qualification

Content

Students practically explore a chosen set text. This can come from either List A (pre-1954) or List B (post-2000). Students are audience members for a live performance. They make and refine notes on the performance. They practice responding to questions for both sections in examination conditions.

Assessment

Written examination:

Section A – Bringing texts to life

Section B – Live theatre evaluation (students can take in 500 words of notes)

Other info

Students will be expected to attend one after school rehearsal per week as their exam approaches.

Subject area Drama **Department** Drama
HoD Mr R Billings **HOD email** rbillings@airedaleacademy.com
Department staff R Billings, J Matthews and A Chapman

The specification requires each student to attend at least one live theatre performance as part of their study. This will be in the form of an external visit and costs approximately £25.

Subject area English **Department** English
HoD Miss A Blakie **HOD email** ablakie@airedaleacademy.com
Department staff A Blakie, L Reader, C Sansom, J Richmond, G Skyner, K Wilson, S Heath, S Smyth and J Napper

Year group 10 Core **Subject name** English Literature
Periods/week 2 **Qualification** WJEC GCSE English Literature
Weblink <http://www.wjec.co.uk>

Overview

Year 10 students are exposed to a broad curriculum with opportunities to enjoy all aspects of English, including writing, reading and speaking and listening. Students have separate English Language and Literature teachers, with specific focus given to the exam specification for both subjects.

Units studied

Autumn Term – ‘An Inspector Calls’

This scheme gives students the opportunity to explore and develop comprehension and analysis of a GCSE Literature text. Students will engage in exploration of character, plot, themes and motives will be completed through discussion, individual, paired and group work activities. Solid understanding of the text and plot is needed in preparation for the GCSE examination and exploration of key quotations will be completed within lessons.

Spring Term 1 – ‘Love’ poetry

Students will explore poetry on the theme of ‘Love’ from the GCSE anthology. Analysis of the poetry will allow students to memorise and deepen understanding of poetic devices in preparation for the poetry section of the Literature paper, where students will be required to memorise a number of poems and key quotations. Opportunities to memorise quotations and practise exam-type analysis will be a key feature of the unit.

Spring Term 2 and Summer Term 1 – Romeo and Juliet

Students will revisit this key Literature text and read, analyse and discuss exploration of characters, key events, themes and motives within the text. Solid understanding of the plot is needed for the Literature exam and students will probe the text as a class, in groups, pairs and individually to strengthen their understanding of this text. Regular opportunities will be given to analyse and explore the text through written analysis as well as speaking and listening opportunities for discussion. Revisiting the text with prior knowledge of key characters and events will allow students to expand their understanding and engage in deeper level analysis of the text.

Summer Term 2 – Conflict Poetry

Students will explore poetry from the GCSE anthology related to war and conflict. Analysis of the poetry will allow students to memorise and deepen understanding of poetic devices in preparation for the poetry section of the Literature paper, where students will be required to memorise a number of poems and key quotations. Wider reading of war and conflict themed texts will allow students to understand the historical context and the realities of war.

Assessment

Students will be assessed formatively throughout schemes through the use of questioning, a range of tasks and regular marking of books using the two week department policy.

Each term, students will be assessed using a formal PPE modelled on an exam specification paper. This will include both Literature and Language GCSE specifications which will be assessed and moderated in department, with external verification used to ensure marking is accurate. These grades will be communicated to parents formally.

Subject area **Department**
HoD **HOD email**
Department staff

Other info

Subject area English **Department** English
HoD Miss A Blakie **HOD email** ablakie@airedaleacademy.com
Department staff A Blakie, L Reader, C Sansom, J Richmond, G Skyner, K Wilson, S Heath, S Smyth and J Napper

Year group 10 **Core** **Subject name** GCSE English Language
Periods/week 3 **Qualification** WJEC GCSE English Language
Weblink <http://www.wjec.co.uk/index.php?subject=51&level=7>

Overview

Year 10 students are exposed to a broad curriculum with opportunities to enjoy all aspects of English, including writing, reading and speaking and listening. Students have separate English Language and Literature teachers, with specific focus given to the exam specification for both subjects.

Units studied

Autumn Term 1 – ‘Narrative Writing

This scheme allows students to develop their understanding and application of narrative writing skills. This includes reading and analysing example narratives and having the opportunity to craft and redraft narratives for a range of different focus questions. The focus on this scheme is on both the content and organisation as a text as well as the spelling, punctuation and grammar to ensure that the narratives are both original and accurate.

Autumn Term 2 and Spring Term 1 – Language Unit

Students will explore a range of fiction and non-fiction texts in relation to language and communication. As well as analysing modern texts, students will have the opportunity to explore 19th century texts in response to these kinds of texts in the Component 2 exam. In addition, transactional texts will be explored and practised in relation to the theme of language, allowing students to demonstrate and hone their abilities to write for different audiences, purposes and formats.

Spring Term 2 – Transactional writing

This scheme focuses explicitly on the transactional writing required in the Component 2 exam. These text types are as follows: formal letter writing; informal letter writing; speech; article; leaflet; report; review. Prior knowledge of these text types will come from lessons in earlier years and units: this topic focuses on personal, specific and targeted support for students to ensure they individually identify and make progress against their personal targets. An explicit focus will be given both to content and accuracy of spelling, grammar and punctuation to ensure students are confident and competent in this section of the exam.

Summer Term – People and Places

Preparing students for the demands of the reading analysis needed for fiction and non-fiction texts, extracts across both Language components and across a range of centuries will be studied and compared. This scheme allows students to analyse and apply reading analysis skills, deepening understanding and application of the skills needed in the exams. Explicit exam type questions will be practised and assessed throughout the scheme to provide regular and individual feedback to students.

Assessment

Students will be assessed formatively throughout schemes through the use of questioning, a range of tasks and regular marking of books using the two week department policy. Each term, students will be assessed using a formal PPE modelled on an exam specification paper. This will include both Literature and Language GCSE specifications which will be assessed and moderated in department, with external verification used to ensure marking is accurate. These grades will be communicated to parents formally.

Subject area **Department**
HoD **HOD email**
Department staff

Other info

Year group **Subject name**
Periods/week **Qualification**
Weblink

Overview

The GCSE will cover 4 skill areas of Listening, Speaking, Reading and Writing. Each of the skill areas will be examined in a final linear exam. Each skill is worth 25% and students will take Foundation or Higher level.

Units studied

Units Studied

Core content

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Assessment

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Students are encouraged to invest in the following revision booklet located at:

<https://www.amazon.co.uk/GCSE-French-AQA-Revision-Guide/dp/1847622852>

Other info

Subject area	Geography	Department	Geography
HoD	Miss D Forrester	HOD email	dforrester@airedaleacademy.com
Department staff	D Forrester, R Duddridge, M Leake, K Elliott, O Robinson		

Year group	10	Core	Subject name	GCSE Geography
Periods/week	2	Qualification	AQA GCSE Geography	
Weblink	www.aqa.org.uk/GeogA			

Overview

What will I study?

Over the three year GCSE course you will cover lots of interesting topics.

Living with the physical environment

Discover more about the challenge of natural hazards and the living world, physical landscapes of the United Kingdom and human interaction with them. This unit develops an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments. It provides you with the knowledge about the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. You will develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Units studied

River Landscapes - Pupils will study a range of fluvial landforms and processes. Pupils will also look at flooding in both a HIC and an LIC.

Living World – Studying the biomes that exist across the globe. Focussing on rainforest environments pupils will study plant adaptation as well as impacts of deforestation. We will also study hot deserts and how people survive and live in them.

Natural Hazards –Focus upon earthquakes, there causes and the impact that they have on both HICs and LICs.

Weather Hazards – Looking at the formation of tropical storms and the impact that they have. In addition we will look at the potential impacts of climate change and global warming.

Fieldwork – A field study in a coastal area, using a wide variety of data collection methods

- Distinctive landforms result from different processes.
- Rising sea level will have important consequences for people living in the coastal zone.
- Coastal erosion can lead to cliff collapse. This causes problems for people and the environment.
- There is discussion about how the coast should be managed. There is debate about the costs and benefits of 'hard' and 'soft' engineering.
- Coastal areas provide a unique environment and habitat. There is a need for conservation and this leads to conflict with other land uses.

Population Change – The key ideas studied are:

- Over time the global population increases and the population structures of different countries change.
- A range of strategies has been tried by countries experiencing rapid population growth.

Subject area	Geography	Department	Geography
HoD	Miss D Forrester	HOD email	dforrester@airedaleacademy.com
Department staff	D Forrester, R Duddridge, M Leake, K Elliott, O Robinson		

- An ageing population impacts on the future development of a country.
- Population movements impact on both the source regions of migrants and the receiving countries.

Tourism – The key ideas studied are:

- The global growth of tourism has seen the exploitation of a range of different environments for holiday makers.
- Effective management strategies are the key to the continuing prosperity of tourist areas in the UK.
- Mass tourism has advantages for an area but strategies need to be in place to reduce the likelihood of long-term damage.
- Extreme environments are susceptible to environmental damage from the development of tourism.
- Sustainability requires the development of ecotourism.

Assessment

You'll have three written exams. Papers 1 and 2 are 1 hour 30 minutes long and together, they contribute to 70% of your final mark. Paper 3 is 1 hour 15 minutes and contributes to the final 30% of your GCSE grade.

Other info

Where will GCSE Geography take you?

In GCSE Geography you will learn how today's world was shaped and understand the challenges we face in the future. You'll also examine the Earth's natural resources and the increasing battles between the man-made and natural world. This knowledge, paired with your essential curiosity, will give you the sought-after transferable skills for success in further education and the workplace.

Subject area	Health and Social Care	Department	Health and Social Care
HoD	Mrs C Shillito	HOD email	cshillito@airedaleacademy.com
Department staff	C Shillito, M Sanderson, E Harrap		

Year group	10	Option		Subject name	BTEC Health and Social Care
Periods/week	2	Qualification	BTEC Level 2 Diploma in Health and Social Care		
Weblink	http://www.edexcel.com/quals/firsts/hsc/Pages/default.aspx				

Overview

This course is aimed at anyone who has an interest in working with people of all ages, in one of the many caring professions. The course will prepare students for the different types of jobs within the health and social care sector and for study at a higher level.

This course will appeal to you if you:

- Have a keen interest in Health and Social services and how they operate.
- Enjoy studying a subject that is relevant to your life and experiences.

You will follow a programme of study that enables progression to further courses and employment in the health and care services, and have the opportunity to develop key skills which are highly valued by employers and further education providers.

Units studied

Unit 3 – Individual Needs in Health and Social Care

The aim of this unit is enable students to gain knowledge, understanding and skills related to meeting individual needs. Students explore the influence of these needs on health and wellbeing and how they may be addressed to improve the health and wellbeing of an individual.

Unit 8 – Human Lifespan Development

The aim of this unit is to enable students to develop a knowledge and understanding of different aspects of human growth and development across the main life stages. Students also explore some of the different positive and negative influences which can affect development

Unit 11 – The Impact of Diet on Health

The aim of this unit is to enable students to gain knowledge and understanding of diets and their impact on health. Students explore the importance of a balanced diet, the effects of diet on health, the dietary needs of individuals and food safety and hygiene.

Unit 5 – Vocational Experience in a Health or Social Care setting

In this unit will prepare for and complete a period of work experience in a health or social care setting.

Assessment

This course is entirely coursework focused and students receive regular feedback on their progress. The work is then internally and externally verified. Students can achieve grade pass, merit, distinction or distinction*

Subject area **Department**
HoD **HOD email**
Department staff

Other info

Controlled assessment must be completed independently, though students will be given support and preparation time in class. Catch-up sessions are available after school for students who have missed lesson time and need to complete assignments.

All students must complete 30 hours of work experience in a Health, Social or Early years setting in Year 10.

At the end of the course with further training or study, you can go into a career such as nursing, social work or Early Years Management.

Subject area	History	Department	History
HoD	Miss L Snaith	HOD email	lsnaith@airedaleacademy.com
Department staff	L Snaith, H Tordoff and S Wheatley		

Year group	10	Core	Subject name	GCSE History
Periods/week	2	Qualification	Edexcel GCSE History	
Weblink	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html			

Overview

History sparks pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past. Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies.

Units studied

Term One:

The Anglo Saxons and Norman conquest continued from year 9; students will discover who won the Battle of Hastings and the impact of this victory.

Term Two:

The Anglo Saxons and Norman conquest continued; students will discover who won the Battle of Hastings and the impact of this victory.

The American West; Students will investigate the movement of people from the east to the west for America in the 1800s, looking at causes and consequences.

Term Three:

The American West continued; Students will investigate the movement of people from the east to the west for America in the 1800s, looking at causes and consequences.

Throughout the three terms students are able to develop their source analysis and analytical skills through a variety of activities. They explore criteria for making judgements about the historical significance of events, people and changes. They investigate historical problems and issues, asking and beginning to refine their own questions.

Assessment

Assessment:

Students will be assessed on a half-termly basis using a combination of end of unit tests and assessed pieces of writing. Students will be assessed on their historical knowledge and ability to interpret, analyse and evaluate historical evidence. They will be assessed in accordance with the edexcel exam questions.

Final Assessments to be taken in year 11:

Paper 1 – Medicine Through Time and WWI medical depth study = 30% of overall GCSE

Paper 2 – American West c1835 – 1895

 The Anglo Saxon and Norman England = 40% of overall GCSE

Paper 3 – Weimar and Nazi Germany 1918 – 1939 = 30% of overall GCSE

Subject area	History	Department	History
HoD	Miss L Snaith	HOD email	lsnaith@airedaleacademy.com
Department staff	L Snaith, H Tordoff and S Wheatley		

Other info

Year group	10	Option		Subject name	BTEC Media
Periods/week	2	Qualification	BTEC First Award in Creative Digital Media Production		
Weblink	http://www.edexcel.com/quals/firsts2012/cdmp/Pages/default.aspx				

Overview

BTEC Firsts in Creative Digital Media Production aims to provide a practical, real-world approach to learning and develop specific knowledge and skills learners need to work successfully in the Media industry. The qualification allows students to develop an understanding about the digital media sector and its many products. It also requires students to research, plan and present ideas for a new digital media product in response to a client brief.

Units studied

Unit 1: Digital Media Sectors and Audiences – in this unit, learners will explore the digital media industry and all the five key sectors that fall under it (Digital Moving Image, Digital Audio Production, Digital Publishing, Website Production and Digital Games Production). They will also explore the different types of audiences and how audiences can engage with each sector.

Unit 2: Planning and Pitching a Digital Media Product – in this unit, learners will use their verbal, written and visual communication skills to enable them to formulate, develop and pitch ideas for a product, which they then plan to produce.

Unit 3: Digital Moving Image Production – in this unit, learners investigate key features of digital moving image productions, including structures and generic conventions. Practical production focuses on the use of camerawork and how it is used to convey meaning in a specific product.

Unit 7: Digital Games Production – in this unit, learners will gain knowledge of 2D and 3D digital games platforms and audiences. Learners will then choose either a 2D or 3D game as the focus for practical production and will create pre-visuels for it as well as documenting all aspects of the game and the requirements of the player. A working game demo will be produced using assets that are placed in a game engine.

Assessment

Unit 1 is an online test (25%)
Unit 2 is controlled assessment (25%).
Unit 3 is controlled assessment (25%).
Unit 7 is controlled assessment (25%).

Other info

Subject area	IT	Department	IT
HoD	Mrs L Robinson	HOD email	lrobinson@airedaleacademy.com
Department staff	L Robinson, S Dakin and J Coleyshaw		

Year group	10	Option		Subject name	GCSE Computing
Periods/week	2	Qualification	OCR GCSE Computing		
Weblink	http://www.ocr.org.uk/qualifications/gcse-computing-j275-from-2012/				

Overview

Computing is fast becoming a part of curriculums in schools, with the advancement of technology and with the need for more technical people in many work areas. GCSE Computing is an introduction to the world of computers and similar devices, how they work, how they communicate, and how we make them work. With elements of computer hardware, software, networking, programming and study of technology in society this is perfect for developing not only an understanding of technology, but of logical thinking and problem solving.

Units studied

Unit A451 - Computer systems and programming
Unit A452 - Current trends in computing (Controlled Assessment)
Unit A453 - Programming project (Controlled Assessment)

Assessment

Unit A451 is worth 40% of the overall grade (Written paper, examiner verified)
Unit A452 is worth 30% of the overall grade (centre marked and examiner verified)
Unit A453 is worth 30% of the overall grade (centre marked and examiner verified)

Other info

GCSE Computing is part of the EBacc.

Subject area	Maths	Department	Maths
HoD	Mrs S Moore	HOD email	smoore@airedaleacademy.com
Department staff	S Moore, S Kemp, D Lockett, M Arbon, M Robinson, R Taylor, B Coleman, K Hawkridge and C Vaurgidis		

Year group	10	Core	Subject name	GCSE Mathematics
Periods/week	5	Qualification	GCSE Maths	
Weblink	http://www.aqa.org.uk/subjects/mathematics/gcse			

Overview

The core topics are divided into 32 units for Higher tier and 34 units for foundation which are spread over three terms and are continually assessed and monitored for progress. After year 10 pupils will have a good base knowledge of mathematics, its key skills and the relevance of the subject to real world situations and problems.

Units studied

In year 10 we focus on the key mathematical skills required to successfully progress into year 11 when public examinations will be undertaken. The core topics are:

- Numbers, integers, decimals, fractions
- Algebra, Equations, expressions, graphs
- Geometry, shape and space
- Measures, units of measure
- Statistics, collection, representation and interpretation of data
- Probability

Assessment

All MATHS PUPILS

-Students are expected to know:

- Times tables up to 12x12
- Square numbers up to 15x15
- Cubed numbers 1, 2, 3, 5, and 10

-Students are expected to take PRIDE in their work. We will expect to see:

- Underlined date, title and subheadings (starter, plenary, example, red, amber, green etc)
- Worked examples with any additional notes
- Numbered questions
- Clear method with all workings out shown
- Students responding to feedback

-Should students want to undertake independent study they can access the following websites:

www.mymaths.co.uk

www.kerboodle.com

They can get their individual logins/passwords from their class teacher.

End of term tests (full past paper)

Other info

-Students should be prepared to complete weekly homework to inform their independent learning.

-Students should come to lesson equipped with: pens, pencil, rubber, planner, ruler, calculator (Casio FX-83GT Plus).

-Students should be prepared to practise and learn the formulae and facts in preparation for the weekly quizzes.

Subject area **Department**
HoD **HOD email**
Department staff

-It is imperative that students attend weekly revision sessions on a Tuesday afternoon.

Year group **Option** **Subject name**
Periods/week **Qualification**
Weblink

Overview

Students who opt for GCSE Music receive 4 lessons per week throughout the course. The course follows the Eduqas specification and consists of three components:

Units studied

Component 1: Performing music

Assessment

Other info

Subject area	PE	Department	PE
HoD	Mrs K Ball/Mr R Singleton	HOD email	kball@airedaleacademy.com/rsingleton@
Department staff	K Ball, R Singleton, E Ward, A Dean and B Coleman		

Year group	10	Option		Subject name	BTEC Sport
Periods/week	2	Qualification	BTEC First in Sport		
Weblink	http://www.edexcel.com/quals/firsts10/sport/Pages/default.aspx				

Overview

The BTEC First In Sport qualification is very demanding with an average of 70% of the teaching time being spent in the classroom. Throughout the course students will develop both their theoretical and practical understanding of sport as well as enhancing their independent learning skills, time management, group work skills, communication, ICT skills and literacy skills.

Students will have the opportunity to take part in a range of sporting activities which are closely related to the assignments that they will be completing. Students will be expected to adapt to different roles within the sporting industry such as coaches, sports leaders, analysts and much more. The variety of activities covered with the course will enable students to gain a clear insight into possible future education and employment pathways available to them in the sports industry.

Units studied

The BTEC First In Sport qualification covers a wide range of topics. Students will develop their knowledge in the following areas:

Unit 1: Fitness for Sport and Exercise Students will learn about a range of fitness tests used to measure an athlete's sporting prowess. They will be expected to take part and conduct these tests alongside their classmates.

- Unit 2 Practical Sport: Students will analyse the tactics, skills, rules and techniques used in a selected team and individual sport. They will be expected to take part in practical sessions linked to their assignment.

- Unit 5 Training for personal Fitness Students will produce an individual training programme which is linked to their specific requirements. They will be expected to design and take part in practical sessions linked to their PEP.

- Unit 6 Leading Sport Activities Students will develop their knowledge and understanding of how to lead sports sessions They will deliver skills sessions to groups of students and take ownership of running a sports session.

Assessment

Assessment is completed through 75% coursework. Each individual module is assessed at a Pass, Merit or Distinction level. Accumulative scores from all modules will determine the overall grade. Students will also have to complete a multiple choice exam worth 25% of overall grade.

Other info

Subject area	PE	Department	PE
HoD	Mrs K Ball/Mr R Singleton	HOD email	kball@airedaleacademy.com/rsingleton@
Department staff	K Ball, R Singleton, E Ward, A Dean and B Coleman		

Year group	10	Option		Subject name	GCSE PE
Periods/week	2	Qualification	Edexcel GCSE Physical Education		
Weblink	https://qualifications.pearson.com/en/.../edexcel-gcses/physical-education-2016.html				

Overview

GCSE PE will appeal to you if you're active and want to study a course which is physically and academically challenging. It is ideal for students who have a keen interest in sport in and out of school and see PE and sport as part of their future careers.

Units studied

Students will receive a well-rounded and full introduction to the world of PE, sport and sport science by developing an understanding of how the mind and body works in relation to performance in physical activity. Students will learn;

- Anatomy and physiology – the key body systems and how they impact on health, fitness and performance
- Physical training – the principles of training and training methods
- Health, fitness and well-being – the benefits of participating in physical activity and sport
- Movement analysis – the basic principles of movement and biomechanics
- Sports Psychology – the psychological factors that can affect performance
- Socio-cultural influences – the socio-cultural factors that impact on physical activity and sport and the impact of sport on society

Develop their knowledge and practical skills in a variety of physical activities

Assessment

The course assessment is divided into 4 sections

1. Written examination – Fitness and Body Systems, 1 hour 45 minutes, 36% of the qualification
2. Written examination – Health and Performance, 1 hour and 15 minutes, 24% of the qualification
3. Practical Performance – One team, one individual and one other activity, 30% of the qualification

Personal Exercise Programme – Controlled assessment coursework, 10% of the qualification

Other info

MUST be able to participate in 3 sports to a high level
Be motivated to participate in both theory and practical lessons.
Be committed to extra-curricular activities and teams and show a willingness to attend after school revision and catch up sessions.
Be organised when participating in practical lessons by bringing full Airedale Academy PE kit

Subject area	PE	Department	PE
HoD	Mrs K Ball/Mr R Singleton	HOD email	kball@airedaleacademy.com/rsingleton@
Department staff	K Ball, R Singleton, E Ward, A Dean and B Coleman		

Year group	10	Core	Subject name	PE
Periods/week	1	Qualification	None	
Weblink	None			

Overview

The Physical Education curriculum at Airedale Academy enables all pupils to enjoy and succeed in many kinds of physical activity. Students will develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. They will develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Physical Education helps students to discover what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity

Units studied

Students are encouraged to take on different roles and responsibilities, including leadership, coaching and officiating. Lessons are taught through game orientated activities to develop students' tactical ability and knowledge of rules. Lessons explore exciting new sports from around the world and give students the opportunity to enhance their engagement with the new concepts, processes and techniques.

Sporting areas including;

- Invasion games - football, rugby, netball, basketball, tchoukball, handball, american football, unihockey
- Net and wall activities – badminton, table tennis, tennis, volleyball
- Striking and fielding sports – rounders, baseball, table tennis, cricket
- Physical Challenge – athletics, orienteering
- Artistic performance – trampolining, gymnastics
- Health and Fitness – circuits, weights, fitness suite, cross country, method of training, bikes

Assessment

Assessment is through successful completion of ten targets that are set according to the Key Stage 4 Curriculum. Students have to achieve all targets various sporting areas. Attitude to learning grades are also given to students in line with the school policy.

Other info

Extra-curricular activities provide great opportunities for students to participate in an Airedale Academy team. A successful PE inter-house system takes place throughout the year. Students have the opportunity to represent their house and compete in different sporting activities. Enrichment Opportunities such as educational trips, Inter-School sporting events and coaching courses will be offered. Airedale Academy is proud to have designed a comfortable and smart PE kit that students wear with pride in all lessons.

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

Year group	10	Core	Subject name	GCSE Biology
Periods/week	6	Qualification	AQA GCSE in Biology	
Weblink	http://www.aqa.org.uk/subjects/science/gcse/biology-8461			

Overview

GCSE Biology is designed to be taken alongside GCSE Chemistry and GCSE Physics. The GCSE is split into two parts. The first part is taught in Y9 and the second part is taught in Y10. Y11 is a consolidation year.

Units studied

The GCSE is split into 7 topics. In Year 9, students will study topics 1-4 and in Year 10, students will study topics 5-7:

1: Cell biology

In this topic, students will learn about: eukaryotes and prokaryotes, animal and plants cells, cell specialisation, cell differentiation, microscopy, culturing microorganisms, chromosomes, mitosis and the cell cycle, stem cells, diffusion, osmosis and active transport.

2: Organisation

In this topic, students will learn about: organisational hierarchy, the human digestive system, the heart and blood vessels, blood, coronary heart disease: a non-communicable disease, health issues, the effect of lifestyle on some non-communicable diseases, cancer, plant tissues and organs and plant organ systems.

3: Infection and response

In this topic, students will learn about: communicable diseases, viral diseases, bacterial diseases, fungal diseases, protist diseases, human defence systems, vaccinations, antibiotics and painkillers, discovery and development of drugs, producing monoclonal antibodies, uses of monoclonal antibodies, detection and identification of plant diseases.

4: Bioenergetics

In this topic, students will learn about: the photosynthetic reaction, rates of photosynthesis, uses of glucose from photosynthesis, aerobic and anaerobic respiration, response to exercise and metabolism.

5: Homeostasis and response

In this topic, students will learn about: the structure and function of the nervous system, the brain, the eye, control of body temperature, the human endocrine system, controlling blood glucose concentration, maintaining water and nitrogen balance in the body, hormones in human reproduction, contraception, the uses of hormones to treat infertility, negative feedback, control and coordination and uses of plant hormones.

6: Inheritance, variation and evolution

In this topic, students will learn about: sexual and asexual reproduction, meiosis, advantages and disadvantages of sexual and asexual reproduction, DNA and the genome, DNA structure, genetic inheritance, inherited disorders, sex determination, variation, evolution, selective breeding, genetic

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

engineering, cloning, the theory of evolution, speciation, the understanding of genetics, evidence of evolution, fossils, extinction, resistant bacteria and classification.

7: Ecology

In this topic, students will learn about: communities, abiotic factors, biotic factors, adaptations, levels of organisation, how material are cycled, decomposition, impact of environmental change, biodiversity, waste management, land use, deforestation, global warming, maintaining biodiversity, trophic levels, pyramids of biomass, transfer of biomass, factors affecting food security, farming techniques, sustainable fisheries role of biotechnology.

Assessment

2 external papers in June of Y11. (1hr, 45 minutes each):

Paper 1: Topics 1–4

Paper 2: Topics 5–7

Students are also required to carry out 10 'required practicals', which will be examined in the two external tests.

Grades will be awarded on a 9-1 scale

The controlled assessment will be carried out in July

Other info

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mr Miller for more details.

Breakfast revision is available most mornings – Mondays and Wednesdays it is available until 8 am.

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

Year group	10	Core	Subject name	GCSE Chemistry
Periods/week	6	Qualification	AQA GCSE in Chemistry	
Weblink	http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462			

Overview

GCSE Chemistry is designed to be taken alongside GCSE Physics and GCSE Biology. The GCSE is split into two parts. The first part is taught in Y9 and the second part is taught in Y10. Y11 is a consolidation year.

Units studied

The GCSE is split into 10 topics. In Year 9, students will study topics 1-5 and in Year 10, students will study topics 6-10:

1: Atomic structure and the periodic table

In this topic, students will learn about: atoms, elements and compounds, mixtures, scientific models of the atom, relative electrical charges of subatomic particles, size and mass of atoms, electronic structure, the periodic table, development of the periodic table, metals and non-metals, group 0, group 1, group 7 elements and typical properties of transition metals,

2: Bonding, structure and the properties of matter

In this topic, students will learn about: chemical bonds, ionic bonding, ionic compounds, covalent bonding, metallic bonding, the three states of matter, the state symbols, properties of ionic compounds, polymers, giant covalent structures, properties of metals and alloys, metals as conductors, diamond, graphite, graphene and fullerenes, size of nanoparticles and uses of nanoparticles.

3: Quantitative chemistry

In this topic, students will learn about: conservation of mass and balanced chemical equations, relative formula mass, mass changes when a reactant or product is a gas, moles, amounts of substances in equations, uses moles to balance equations, limiting reactants, concentration of solutions, percentage yield, atom economy, using concentration of solutions in mol/dm³ and use of amount of substance in relation to volumes of gases.

4: Chemical changes

In this topic, students will learn about: metal oxides, the reactivity series, extraction of metals and reduction, oxidation and reduction in terms of electrons, reactions of acids with metals, neutralisation of acids and salt production, soluble salts, the pH scale and neutralisation, strong and weak acids, the process of electrolysis, electrolysis of molten ionic compounds, using electrolysis to extract metals, electrolysis of aqueous solutions and representation of reactions at electrodes as half equations.

5: Energy changes

In this topic, students will learn about: energy transfer during exothermic and endothermic reactions, reaction profiles, the energy change of reactions, cells and batteries and fuel cells.

6: The rate and extent of chemical change

In this topic, students will learn about: calculating rates of reactions, factors which affect the rates of

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

chemical reactions, collision theory and activation energy, factors that increase the rate of reaction, catalysts, reversible reactions, energy changes and reversible reactions, equilibrium, and the effect of changing different conditions.

7: Organic chemistry

In this topic, students will learn about: crude oil, hydrocarbons and alkanes, fractional distillation and petrochemicals, properties of hydrocarbons, cracking and alkenes, structure and formulae of alkene, reactions of alkenes, alcohols, carboxylic acids, addition polymerisation, condensation polymerisation, amino acids, DNA and other naturally occurring polymers.

8: Chemical analysis

In this topic students will learn about: pure substances, formulations, chromatography, tests for hydrogen, oxygen, carbon dioxide and chlorine, flame tests, metal hydroxides, carbonates, halides, sulfates, instrumental methods and flame emission spectroscopy.

9: Chemistry of the atmosphere

In this topic, students will learn about: the proportions of different gases in the atmosphere, the Earth's early atmosphere, how oxygen increased, how carbon dioxide decreased, human activities which contribute to an increase in greenhouse gases in the atmosphere, global climate change, the carbon footprint and its reduction, atmosphere pollutants from fuels and properties and effects of atmospheric pollutants.

10: Using resources

In this topic, students will learn about: using the Earth's resources and sustainable development, portable water, waste water treatment, alternative methods of extracting metals, life cycle assessment, ways of reducing the use of resources, corrosion and its prevention, alloys as useful materials, ceramics polymers and composites, the Haber process and production and uses of NPK fertilisers.

Assessment

2 external papers in June of Y11. (1hr, 45 minutes each):

Paper 1: Topics 1–5

Paper 2: Topics 6–10

Students are also required to carry out 8 'required practicals', which will be examined in the two external tests.

Grades are awarded on a 9-1 scale

The controlled assessment will be carried out in July

Other info

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mr Miller for more details.

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

Year group	10	Core	Subject name	GCSE Combined Science (Trilogy)
Periods/week	5	Qualification	AQA GCSE in Combined Science: Trilogy	
Weblink	http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464			

Overview

Students will gain 2 GCSEs through this route. In Year 9, students will learn the topics for paper 1 of Biology, Chemistry and Physics. In Year 10, students will learn the topics for paper 2 of Biology, Chemistry and Physics. Year 11 will be a consolidation year in preparation for the 6 exams in June.

Units studied

Biology Topics

1: Cell biology

In this topic, students will learn about: eukaryotes and prokaryotes, animal and plants cells, cell specialisation, cell differentiation, microscopy, chromosomes, mitosis and the cell cycle, stem cells, diffusion, osmosis and active transport.

2: Organisation

In this topic, students will learn about: organisational hierarchy, the human digestive system, the heart and blood vessels, blood, coronary heart disease: a non-communicable disease, health issues, the effect of lifestyle on some non-communicable diseases, cancer, plant tissues and organs and plant organ systems.

3: Infection and response

In this topic, students will learn about: communicable diseases, viral diseases, bacterial diseases, fungal diseases, protist diseases, human defence systems, vaccinations, antibiotics and painkillers, discovery and development of drugs.

4: Bioenergetics

In this topic, students will learn about: the photosynthetic reaction, rates of photosynthesis, uses of glucose from photosynthesis, aerobic and anaerobic respiration, response to exercise and metabolism.

5: Homeostasis and response

In this topic, students will learn about: the structure and function of the nervous system, the human endocrine system, controlling blood glucose concentration, maintaining water and nitrogen balance in the body, hormones in human reproduction and contraception

6: Inheritance, variation and evolution

In this topic, students will learn about: sexual and asexual reproduction, meiosis, DNA and the genome, genetic inheritance, inherited disorders, sex determination, variation, evolution, selective breeding, genetic engineering, evidence of evolution, fossils, extinction, resistant bacteria and classification.

7: Ecology

In this topic, students will learn about: communities, abiotic factors, biotic factors, adaptations, levels of organisation, how material are cycled, biodiversity, waste management, land use, deforestation, global

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

warming and maintaining biodiversity

8: Key ideas in Biology

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in biology. These key ideas are of universal application, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment.

Chemistry Topics

9: Atomic structure and the periodic table

In this topic, students will learn about: atoms, elements and compounds, mixtures, scientific models of the atom, relative electrical charges of subatomic particles, size and mass of atoms, electronic structure, the periodic table, development of the periodic table, metals and non-metals, group 0, group 1 and group 7 elements.

10: Bonding, structure and the properties of matter

In this topic, students will learn about: chemical bonds, ionic bonding, ionic compounds, covalent bonding, metallic bonding, the three states of matter, the state symbols, properties of ionic compounds, polymers, giant covalent structures, properties of metals and alloys, metals as conductors, diamond, graphite, graphene and fullerenes.

11: Quantitative chemistry

In this topic, students will learn about: conservation of mass and balanced chemical equations, relative formula mass, mass changes when a reactant or product is a gas, moles, amounts of substances in equations, uses moles to balance equations, limiting reactants and concentration of solutions.

12: Chemical changes

In this topic, students will learn about: metal oxides, the reactivity series, extraction of metals and reduction, oxidation and reduction in terms of electrons, reactions of acids with metals, neutralisation of acids and salt production, soluble salts, the pH scale and neutralisation, strong and weak acids, the process of electrolysis, electrolysis of molten ionic compounds, using electrolysis to extract metals, electrolysis of aqueous solutions and representation of reactions at electrodes as half equations.

13: Energy changes

In this topic, students will learn about: energy transfer during exothermic and endothermic reactions, reaction profiles and the energy change of reactions.

14: The rate and extent of chemical change

In this topic, students will learn about: calculating rates of reactions, factors which affect the rates of chemical reactions, collision theory and activation energy, factors that increase the rate of reaction, catalysts, reversible reactions, energy changes and reversible reactions, equilibrium, and the effect of changing different conditions.

15: Organic chemistry

In this topic, students will learn about: crude oil, hydrocarbons and alkanes, fractional distillation and petrochemicals, properties of hydrocarbons, cracking and alkenes.

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

16: Chemical analysis

In this topic students will learn about: pure substances, formulations, chromatography, tests for hydrogen, oxygen, carbon dioxide and chlorine.

17: Chemistry of the atmosphere

In this topic, students will learn about: the proportions of different gases in the atmosphere, the Earth's early atmosphere, how oxygen increased, how carbon dioxide decreased, human activities which contribute to an increase in greenhouse gases in the atmosphere, global climate change, the carbon footprint and its reduction, atmosphere pollutants from fuels and properties and effects of atmospheric pollutants.

18: Using resources

In this topic, students will learn about: using the Earth's resources and sustainable development, portable water, waste water treatment, alternative methods of extracting metals, life cycle assessment and ways of reducing the use of resources.

19: Key ideas in Chemistry

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in biology. These key ideas are of universal application, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment.

Physics Topics

20: Energy

In this topic, students will learn about: energy stores and systems, changes in energy, energy changes in systems, work, power, energy transfers in a system, efficiency and national and global energy resources.

21: Electricity

In this topic, students will learn about: standard circuit diagram symbols, electrical charge and current, current, resistance and potential difference, resistors, direct and alternating current, mains electricity, power, energy transfers in everyday appliances and the National Grid

22: Particle model of matter

In this topic, students will learn about: density of materials, changes of state, internal energy, temperature changes in a system and specific heat capacity, changes of heat and specific latent heat and particle motion in gases

23: Atomic structure

In this topic, students will learn about: the structure of the atom, mass number, atomic number and isotopes, the development of the model of the atom, radioactive decay and nuclear decay, nuclear equations, half-lives and the random nature of radioactive decay and radioactive contamination.

24: Forces

In this topic, students will learn about: scalar and vector quantities, contact and non-contact forces, gravity, resultant forces, work done and energy transfer, forces and elasticity, describing motion along a

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

line, forces, accelerations and Newton's Law of motion, forces and braking.

25: Waves

In this topic, students will learn about: transverse and longitudinal waves, properties of waves, type of electromagnetic waves, uses and applications of electromagnetic waves,

26: Magnetism and Electromagnetism

In this topic, students will learn about: poles of a magnet, magnetic fields, electromagnetism, Fleming's left-hand rule and electric motors.

27: Key ideas in Physics

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in biology. These key ideas are of universal application, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment.

Assessment

6 assessments in Year 11, all 1hr 15 minutes each:

Biology Paper 1: Topics 1-4

Biology Paper 2: Topics 5-7

Chemistry Paper 1: Topics 8-12

Chemistry Paper 2: Topics 13-17

Physics Paper 1: Topics 18-23

Physics Paper 2: Topics 24-26

Students are also required to carry out 21 'required practicals', which will be examined in the two external tests.

This course is double weighted, so students will be graded on a seventeen point scale, ranging from 1-1 (lowest) to 9-9 (highest)

Other info

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mr Miller for more details.

Breakfast revision is available most mornings – Mondays and Wednesdays it is available until 8 am.

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

Year group	10	Core	Subject name	GCSE Physics
Periods/week	6	Qualification	AQA GCSE in Physics	
Weblink	http://www.aqa.org.uk/subjects/science/gcse/physics-8463			

Overview

GCSE Physics is designed to be taken alongside GCSE Chemistry and GCSE Biology. The GCSE is split into two parts. The first part is taught in Y9 and the second part is taught in Y10. Y11 is a consolidation year.

Units studied

The GCSE is split into 8 topics. In Year 9, students will study topics 1-4 and in Year 10, students will study topics 5-8:

1: Energy

In this topic, students will learn about: energy stores and systems, changes in energy, energy changes in systems, work, power, energy transfers in a system, efficiency and national and global energy resources.

2: Electricity

In this topic, students will learn about: standard circuit diagram symbols, electrical charge and current, current, resistance and potential difference, resistors, direct and alternating current, mains electricity, insulation, fuses and circuit breakers, power, energy transfers in everyday appliances, the National Grid, static charge and electric fields.

3: Particle model of matter

In this topic, students will learn about: density of materials, changes of state, internal energy, temperature changes in a system and specific heat capacity, changes of heat and specific latent heat, particle motion in gases, pressure in gases and increasing the pressure of a gas.

4: Atomic structure

In this topic, students will learn about: the structure of the atom, mass number, atomic number and isotopes, the development of the model of the atom, radioactive decay and nuclear decay, nuclear equations, half-lives and the random nature of radioactive decay, radioactive contamination, background radiation, different half-lives of radioactive isotopes, uses of nuclear radiation, nuclear fission and nuclear fusion

5: Forces

In this topic, students will learn about: scalar and vector quantities, contact and non-contact forces, gravity, resultant forces, work done and energy transfer, forces and elasticity, moments, levers and gears, pressure in a fluid, atmospheric pressure, describing motion along a line, forces, accelerations and Newton's Law of motion, forces and braking, momentum, conservation of momentum and changes in moment.

6: Waves

In this topic, students will learn about: transverse and longitudinal waves, properties of waves, reflection of waves sound waves, waves for detection and exploration, type of electromagnetic waves, uses and

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

applications of electromagnetic waves, lenses, visible light, emission and absorption of infrared radiation, perfect black bodies and radiation.

7: Magnetism and Electromagnetism

In this topic, students will learn about: poles of a magnet, magnetic fields, electromagnetism, Fleming's left-hand rule, electric motors, loudspeakers, induced potential, uses of the generator effect, microphones, transformers

8: Space physics

In this topic, students will learn about: our solar system, the life cycle of a star, orbital motion, natural and artificial satellites and red-shift.

Biology 3: 25%, 1 hour written paper. The content includes:

The movement of molecules in and out of cells, gaseous exchange in the lungs, gaseous exchange in plants, the circulatory system in humans including the heart, transport systems in plants, homeostasis, removal of waste and water control, temperature control, sugar control, the production and use of biogas, pollution, deforestation, bio fuels and food production

Physics 3: 25%, 1 hour written paper. The content includes:

electromagnetic spectrum in particular the use of X rays, ultrasound, light and lenses, the structure of the eye, centre of mass, stability, moments and hydraulics, circular motion, electromagnets, the motor effect, a simple DC motor and transformers.

Chemistry 3: 25%. 1 hour written paper. The content includes:

The Periodic Table was developed, trends in the Periodic Table, hard and soft water, purifying water, calculating, explaining energy change in reactions, energy level diagrams and calculations of delta H, analysing unknown substances, the production of ammonia, factors affecting yields, alcohols, carboxylic acids and esters.

Controlled assessment. 25%. This is an internally assessed scientific investigation. Pupils will be expected to come up with a hypothesis to test, design their own investigations, make measurements, present data, use data to draw conclusions and evaluate their investigations. This will make up 25% of their final grade.

Assessment

2 external papers in June of Y11. (1hr, 45 minutes each):

Paper 1: Topics 1-4

Paper 2: Topics 5-8

Students are also required to carry out 10 'required practicals', which will be examined in the two external tests.

Grades will be awarded on a 9-1 scale

The controlled assessment will be carried out in July

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

Other info

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mr Miller for more details.

Breakfast revision is available most mornings – Mondays and Wednesdays it is available until 8 am

Year group	10	Core	Subject name	Enrichment
Periods/week	2	Qualification	None	
Weblink	N/A			

Overview

The aim of Enrichment is to allow students learning opportunities and activities that engage them in developing essential knowledge, skills, values, and relationships as a vehicle for inspiring learning and encouraging

Units studied

All activities are linked to academic standards and are creative, exciting, fun, engaging and relevant. The enrichment programming will hold pupils attention, awaken imagination, and inspire the desire for broader learning. The specific activities vary from year group to year group.

Assessment

Pupils will be assessed through written prices and photographic evidence of meeting their success criterion.

Other info

Subject area **Department**
HoD **HOD email**
Department staff

Year group **Option** **Subject name**
Periods/week **Qualification**
Weblink

Overview

Pupils will focus on the Controlled test element of the course [40%]

Units studied

Autumn Term – mock controlled test and review of coursework
Spring Term - complete coursework and actual controlled test
Summer Term - final submission of coursework; presentation and display

Assessment

GCSE assessment criteria
Coursework – 60%
Controlled Test - 40%

Other info

Subject area	Art/Technology	Department	Art/Technology
HoD	Miss H Evans	HOD email	hevans@airedaleacademy.com
Department staff	H Evans, N Amos, C Stanley and H O'Neil		

Year group	11	Option		Subject name	GCSE Catering
Periods/week	2	Qualification	WJEC GCSE Catering		
Weblink	http://www.wjec.co.uk/qualifications/hospitality-and-catering/				

Overview

The GCSE Catering specification offers a unique opportunity for candidates to develop their knowledge and extend their skills within catering in a vocational context. It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education.

Units studied

GCSE Catering requires learners to demonstrate knowledge and understanding of:

- the industry: accommodation; food and beverage; front of house
- the types of products and services provided
- a range of customer groups
- job roles, career opportunities and relevant training
- appropriate forms of communication within the industry
- the importance of record keeping
- the range of equipment used in the hospitality and catering industry.

Assessment

Unit 1: TWO practical tasks (controlled assessments) that pupils research, plan and evaluate.
Unit 2: ONE written paper of 1¼ hours externally set and marked.

Other info

Subject area	Art/Technology	Department	Art/Technology
HoD	Miss H Evans	HOD email	hevans@airedaleacademy.com
Department staff	H Evans, N Amos, C Stanley and H O'Neil		

Year group	11	Option		Subject name	GCSE Product Design
Periods/week	2	Qualification	AQA GCSE Product Design		
Weblink	http://web.aqa.org.uk/qual/newgcse/dandt/new/product_overview.php				

Overview

Pupils who opt to study Product Design at GCSE will have the opportunity to develop and expand the skills they learnt in Key Stage 3. Year 9 & 10 concentrate on honing skills such as investigating design opportunities, developing design proposals, making, testing and evaluating and communication. Year 11 focuses on using these skills to complete a final Controlled Assessment which accounts for 60% of the final qualification.

Units studied

- 1)The evolution of product design,
- 2)Meeting consumer needs,
- 3)Design in practice,
- 4)Packaging and marketing,
- 5)Design in human context,
- 6)Global responsibility,
- 7)Product manufacture,
- 8)The use of ICT in production,
- 9)Manufacturing processes,
- 10)Sources and properties of materials,
- 11)Manipulating and combining materials.

Assessment

Written paper: 40% of total marks. 120 marks, 2 hours

Controlled Assessment: 60% of total marks.

A single design-and-make activity selected from a choice of set tasks, consisting of the development of a made outcome and a concise design folder and/or appropriate ICT evidence.

Other info

Subject area	Business	Department	Business
HoD	Mr L Wharin	HOD email	lwharin@airedaleacademy.com
Department staff	L Wharin, S Wharin, C Eastwood and C Coleyshaw		

Year group	11	Option		Subject name	BTEC Business
Periods/week	2	Qualification	Edexcel BTEC Level 2 Extended Certificate		
Weblink	http://www.edexcel.com/quals/firsts2012/business#\				

Overview

The Edexcel BTEC Level 1/Level 2 First Award in Business has been developed in the business sector to:

- encourage personal development of knowledge and skills relevant to the business world through practical participation in a range of vocational business activities
- give learners a wider understanding and appreciation of the broad range of business specialisms through selection of optional specialist units
- encourage learners to develop their people, communication, planning and teamworking skills by having the opportunity to select from optional units available in the qualification structure
- provide education and training for employees in the business sector
- give opportunities for business employees to achieve a nationally recognized level 1 or level 2 vocationally-specific qualification
- give full-time learners the opportunity to enter employment in the business sector or to progress to other vocational qualifications, such as the Edexcel BTEC Level 3 Nationals in Business
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

The Edexcel BTEC Level 1/Level 2 First Award in Business has been designed to provide an engaging and stimulating introduction to the world of business. The qualification builds on learning from Key Stage 3 for those who may wish to explore a vocational route throughout Key Stage 4. It also provides a good introduction to business for learners in post-16 education, as well as bringing together learning at levels 1 and 2 to ensure that every learner taking the qualification completes it with a level of understanding and skill on which to build at a later date.

Units studied

Core units

- 1 Enterprise in the Business World
- 2 Finance for Business

Optional Units:

- 3 Promoting a Brand
- 4 Principles of Customer Service
- 5 Sales and Personal Selling
- 6 Introducing Retail Business
- 7 Providing Business Support
- 8 Recruitment, Selection and Employment

Assessment

Students will need to cover the 2 core units and 2 of the optional units. All units will be internally

Subject area	Business	Department	Business
HoD	Mr L Wharin	HOD email	lwharin@airedaleacademy.com
Department staff	L Wharin, S Wharin, C Eastwood and C Coleyshaw		

assessed except for Unit 2 which is an externally assessed examination.

Other info

Year group	11	Option		Subject name	GCSE Business Studies
Periods/week	2	Qualification	GCSE Business Studies		
Weblink	http://www.edexcel.com/quals/gcse/gcse09/Business/				

Overview

Students of our Applied Business GCSE will:

- actively engage in the study of business to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- appreciate the range of perspectives of different business stakeholders
- consider the extent to which business activity can be ethical and sustainable.

Units studied

The business world is constantly changing. The new course has been updated to give pupils the chance to learn about these changes as well as covering conventional material. There are two units to study on this course.

Unit 1

This unit is an investigation into what business enterprise is all about, including how businesses are organised and how people are involved. It also looks at new issues such as 'ethical' and 'green' business. You will focus on one local and one national or international business.

Unit 2

This unit focuses on how businesses record financial transactions, make payments and keep records of how they are doing. You will learn about balance sheets, profit and loss accounts and how to use these to understand business performance in a practical context.

Assessment

Unit 1 60% Controlled Assessment:

Pupils will carry out an investigation into you their two chosen businesses and will use the information gathered to respond to tasks set by the examining board. These tasks will be published in advance so that you will know what to expect. The completed tasks will be submitted to the exam board once they have been marked by your teachers.

Unit 2 40% Examination:

Pupils will apply their learning to the questions asked in an externally assessed test.

Other info

Subject area	<input type="text" value="Dance"/>	Department	<input type="text" value="Dance"/>
HoD	<input type="text" value="Mrs R Kelly"/>	HOD email	<input type="text" value="rkelly@airedaleacademy.com"/>
Department staff	<input type="text" value="R Kelly, J Matthews and R Nickerson"/>		

Year group	<input type="text" value="11"/>	Option	<input type="text" value=""/>	Subject name	<input type="text" value="GCSE Dance"/>
Periods/week	<input type="text" value="2"/>	Qualification	<input type="text" value="AQA GCSE Dance"/>		
Weblink	<input type="text" value="http://web.aqa.org.uk/qual/newgcses/art_dan_dra_mus/new/dance_overview2.php"/>				

Overview

The course promotes fitness, a healthy lifestyle, team working and creativity. It actively engages students in the process of dance in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds

Units studied

Component 1: Performance & Choreography

Performance 30%

- Solo performance
- Duet/Trio performance

Choreography 30%

- Solo or group choreography

Component 2: Dance Appreciation 40%

- Knowledge & understanding of choreographic processes and performing skills.
- Critical appreciation of own work.
- Critical appreciation of professional works.

Assessment

Assessment: To be completed in year 11.

External exam 1 hour 30 mins 'written paper' and controlled 'practical' assignments.

Greater focus on practical work with 60% of the total marks for performance and choreography and the written exam 40%.

Other info

- Lots of extra curriculum activities on offer.
 - Opportunities for live performances and theatre trips.
 - Whole school productions and visitor workshops.
-

Subject area	Student Wellbeing	Department	Student Wellbeing
HoD	Mrs J Coleyshaw	HOD email	jcoleyshaw@airedaleacademy.com
Department staff	Various		

Year group	11	Core	Subject name	Student Wellbeing
Periods/week	Form time	Qualification	None	
Weblink	None			

Overview

Student Wellbeing allows students to develop their personal skills as well as their understanding of the wider world outside of school and how they can keep themselves safe from harm. It gives pupils the opportunity to learn about topics they would not learn about in conventional lessons within set lessons and also through guest speakers.

Units studied

Student wellbeing is split into six different topics of learning each with a different teaching focus throughout the year pupils will look at risk and keeping themselves safe, finance and career pathways, sex and relationships, identity society and equality, citizenship and health and wellbeing. Within each of these areas pupils will do different activities including discussions, debates, group work and individual research tasks.

Assessment

Pupils will assess themselves at the beginning and the end of each of the topics of work against set knowledge based criteria, they will also reflect on their own learning throughout each unit of work to see how their attitudes, thoughts and opinions of different topics have changed.

Other info

Subject area	<input type="text" value="Drama"/>	Department	<input type="text" value="Drama"/>
HoD	<input type="text" value="Mr R Billings"/>	HOD email	<input type="text" value="rbillings@airedaleacademy.com"/>
Department staff	<input type="text" value="R Billings, J Matthews and A Chapman"/>		

Year group	<input type="text" value="11"/>	Option	<input type="text" value=""/>	Subject name	<input type="text" value="BTEC Performing Arts"/>
Periods/week	<input type="text" value="2"/>	Qualification	<input type="text" value="BTEC Level 2 First Award in Performing Arts (Musical Theatre)"/>		
Weblink	<input type="text" value="https://qualifications.pearson.com/en/qualifications/btec-firsts/performing-arts-2012-nqf.html"/>				

Overview

This vocational course develops knowledge of Musical Theatre through practical exploration of the skills necessary and the industry requirements.

Units studied

1. Individual Showcase (externally assessed)
 - Two solo audition pieces performed to the camera.
 - One application letter.
2. Planning, Preparation, Production.
 - Create and deliver a performance to a specific audience.
 - Log book
5. Musical Theatre Skills
 - Develop dance, singing and acting skills in lesson (videoed as evidence)
 - Performance of a Musical Theatre piece to an audience
 - Ongoing log book

Assessment

- All practical work is assessed internally in either live or recorded performance.
- The application letter is completed as a controlled assessment.

Other info

- Extra- curricular activities including 'The Cast Academy' to enrich development and learning.
 - Opportunities for live performances and theatre trips.
 - Productions and opportunities to work with the 6th form, 'The Cast' as role models.
-

Subject area	Drama	Department	Drama
HoD	Mr R Billings	HOD email	rbillings@airedaleacademy.com
Department staff	R Billings, J Matthews and A Chapman		

Year group	11	Option		Subject name	GCSE Drama
Periods/week	2	Qualification	Edexcel GCSE Drama		
Weblink	http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/UG030946_GCSE_Drama_Spec_2012.pdf				

Overview

Drama is a practical based course, focusing on the performance skills which students will need in order to progress in this subject area. Students have now entered their KS4 options study. All work completed is designed to give students experience of each unit they will study for their actual GCSE examinations in year 10 and 11.

Units studied

Component One: Devising 40% of qualification

Content

Students explore stimuli in a group, developing ideas, rehearsing and refining these to create a devised piece of theatre for an assessed performance. The stimuli are a free choice for centres. Students record the creation and development process of this group performance in a portfolio and evaluate their contribution to the process and the performance.

Assessment

Participation in group-devised performance as a performer or designer. Individual portfolio.

Component Two: Performance from text 20% of qualification

Content

Students explore two extracts from one play text, this text must be from a contrasting time period to their Component 3 set text. It must also be by a different playwright and a different genre. They create a performance from the text, rehearsing and refining their performance/ design realisations for an assessed performance.

Assessment

Performance in realisation for two key extracts from a performance text. Each of the extract performances is assessed independently. Students participate as a performer and may submit a monologue, duologue or group piece for each extract.

Component Three: Theatre Makers in Practice 40% of qualification

Content

Students practically explore a chosen set text. This can come from either List A (pre-1954) or List B (post-2000). Students are audience members for a live performance. They make and refine notes on the performance. They practice responding to questions for both sections in examination conditions.

Assessment

Written examination:

Section A – Bringing texts to life

Section B – Live theatre evaluation (students can take in 500 words of notes)

Other info

Students will be expected to attend one after school rehearsal per week as their exam approaches.

Subject area Drama **Department** Drama
HoD Mr R Billings **HOD email** rbillings@airedaleacademy.com
Department staff R Billings, J Matthews and A Chapman

The specification requires each student to attend at least one live theatre performance as part of their study. This will be in the form of an external visit and costs approximately £25.

Subject area English **Department** English
HoD Miss A Blakie **HOD email** ablakie@airedaleacademy.com
Department staff A Blakie, L Reader, C Sansom, J Richmond, G Skyner, K Wilson, S Heath, S Smyth and J Napper

Year group 11 Core **Subject name** English Literature
Periods/week 2 **Qualification** WJEC GCSE English Literature
Weblink <http://www.wjec.co.uk>

Overview

Year 11 students will be rigorously prepared for their GCSE exams in both Literature and Language, instilling confidence and deeper level understanding of the skills and knowledge needed for the two exams. Students have separate English Language and Literature teachers, with specific focus given to the exam specification for both subjects.

Units studied

Autumn Term – ‘A Christmas Carol’

Students will revisit this key Literature text and read, analyse and discuss exploration of characters, key events, themes and motives within the text. Solid understanding of the plot is needed for the Literature exam and students will probe the text as a class, groups, pairs and individually to strengthen their understanding of this text. Regular opportunities will be given to analyse and explore the text through written analysis as well as speaking and listening opportunities for discussion. Revisiting the text with prior knowledge of key characters and events will allow students to expand their understanding and engage in deeper level analysis of the text.

Spring Term 1 – ‘Nature’ poetry

Students will explore poetry on the theme of ‘Nature’ from the GCSE anthology. Analysis of the poetry will allow students to memorise and deepen understanding of poetic devices in preparation for the poetry section of the Literature paper, where students will be required to memorise a number of poems and key quotations. Opportunities to memorise quotations and practise exam-type analysis will be a key feature of the unit.

Spring Term 2 - ‘Unseen’ poetry

Students will revisit this key Literature text and read, analyse and discuss exploration of characters, key events, themes and motives within the text. Solid understanding of the plot is needed for the Literature exam and students will probe the text as a class, in groups, pairs and individually to strengthen their understanding of this text. Regular opportunities will be given to analyse and explore the text through written analysis as well as speaking and listening opportunities for discussion. Revisiting the text with prior knowledge of key characters and events will allow students to expand their understanding and engage in deeper level analysis of the text.

Summer Term 1 – Cycles of Revision

This term will allow class teachers to identify individual needs students and classes based on knowledge of ability and attainment, PPE results and in-class work. Students will be individually targeted with specific intervention and support across all of the Literature GCSE specification, including: A Christmas Carol; Romeo and Juliet; An Inspector Calls; poetry anthology; and unseen poetry.

Assessment

Students will be assessed formatively throughout schemes through the use of questioning, a range of tasks and regular marking of books using the two week department policy.

Each term, students will be assessed using a formal PPE modelled on an exam specification paper. This will include both Literature and Language GCSE specifications which will be assessed and moderated in department, with external verification used to ensure marking is accurate. These grades will be

Subject area English **Department** English
HoD Miss A Blakie **HOD email** ablakie@airedaleacademy.com
Department staff A Blakie, L Reader, C Sansom, J Richmond, G Skyner, K Wilson, S Heath, S Smyth and J Napper

communicated to parents formally.

Other info

Revision materials to complement classroom teaching can be provided by class teachers and CGP revision guides are also available to order.

Subject area English **Department** English
HoD Miss A Blakie **HOD email** ablakie@airedaleacademy.com
Department staff A Blakie, L Reader, C Sansom, J Richmond, G Skyner, K Wilson, S Heath, S Smyth and J Napper

Year group 11 Core **Subject name** GCSE English Language
Periods/week 3 **Qualification** WJEC GCSE English Language
Weblink <http://www.wjec.co.uk/index.php?subject=51&level=7>

Overview

Year 11 students will be rigorously prepared for their GCSE exams in both Literature and Language, instilling confidence and deeper level understanding of the skills and knowledge needed for the two exams. Students have separate English Language and Literature teachers, with specific focus given to the exam specification for both subjects.

Units studied

Autumn Term 1 – Transactional writing

This scheme focuses explicitly on the transactional writing required in the Component 2 exam. These text types are as follows: formal letter writing; informal letter writing; speech; article; leaflet; report; review. Prior knowledge of these text types will come from lessons in earlier years and units: this topic focuses on personal, specific and targeted support for students to ensure they individually identify and make progress against their personal targets. An explicit focus will be given both to content and accuracy of spelling, grammar and punctuation to ensure students are confident and competent in this section of the exam.

Autumn Term 2 – Narrative Writing

This scheme allows students to develop their understanding and application of narrative writing skills. This includes reading and analysing example narratives and having the opportunity to craft and redraft narratives for a range of different focus questions. The focus on this scheme is on both the content and organisation as a text as well as the spelling, punctuation and grammar to ensure that the narratives are both original and accurate.

Spring Term – Reading Skills Across Component 1 and 2

Preparing students for the demands of the reading analysis needed for fiction and non-fiction texts, extracts across both Language components and across a range of centuries will be studied and compared. This scheme allows students to analyse and apply reading analysis skills, deepening understanding and application of the skills needed in the exams. Explicit exam type questions will be practised and assessed throughout the scheme to provide regular and individual feedback to students.

Summer Term 1 – Cycles of Revision of Language Exams

This term will allow class teachers to identify individual needs students and classes based on knowledge of ability and attainment, PPE results and in-class work. Students will be individually targeted with specific intervention and support across all of the Language GCSE specification, including: Reading comprehension for both fiction and non-fiction; narrative writing; and transactional writing.

Assessment

Students will be assessed formatively throughout schemes through the use of questioning, a range of tasks and regular marking of books using the two week department policy.

Each term, students will be assessed using a formal PPE modelled on an exam specification paper. This will include both Literature and Language GCSE specifications which will be assessed and moderated in department, with external verification used to ensure marking is accurate. These grades will be communicated to parents formally.

Subject area **Department**
HoD **HOD email**
Department staff

Other info

Year group **Subject name**
Periods/week **Qualification**
Weblink

Overview

The GCSE will cover 4 skill areas of Listening, Speaking, Reading and Writing. Each of the skill areas will be examined in a final linear exam. Each skill is worth 25% and students will take Foundation or Higher level.

Units studied

Units Studied

Core content

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Assessment

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Students are encouraged to invest in the following revision booklet located at:

<https://www.amazon.co.uk/GCSE-French-AQA-Revision-Guide/dp/1847622852>

Other info

Subject area	Geography	Department	Geography
HoD	Miss D Forrester	HOD email	dforrester@airedaleacademy.com
Department staff	D Forrester, R Duddridge, M Leake, K Elliott, O Robinson		

Year group	11	Core	Subject name	GCSE Geography
Periods/week	2	Qualification	AQA GCSE Geography	
Weblink	www.aqa.org.uk/GeogA			

Overview

What will I study?

Over the three year GCSE course you will cover lots of interesting topics.

Living with the physical environment

Discover more about the challenge of natural hazards and the living world, physical landscapes of the United Kingdom and human interaction with them. This unit develops an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments. It provides you with the knowledge about the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. You will develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Units studied

Changing Economic World – Looking at the economic growth of a range of countries and what factors impact upon the growth and development.

Synoptic Paper – Analysing the pre-release material, and practicing potential exam questions.

Exam Skills – Development of a range of map skills from coordinates to basic map skills using data sets.

- Volcanoes are hazards resulting from tectonic activity. Their primary and secondary effects are positive as well as negative. Responses change in the aftermath of an eruption.
- Supervolcanoes are on a much bigger scale than other volcanoes and an eruption would have global consequences.
- Earthquakes occur at constructive, destructive and conservative plate margins.
- The effects of earthquakes and responses to them differ due to contrasts in levels of wealth.
- Tsunamis are a specific secondary effect and can have devastating effects in coastal areas.

Local Fieldwork Investigation

This controlled assessment requires candidates to use fieldwork to investigate one question or hypothesis at a local scale. Primary data collection must take place within the investigation. Candidates will submit an extended piece of work prepared under controlled conditions.

Assessment

You'll have three written exams. Papers 1 and 2 are 1 hour 30 minutes long and together, they contribute to 70% of your final mark. Paper 3 is 1 hour 15 minutes and contributes to the final 30% of your GCSE grade.

Subject area **Department**
HoD **HOD email**
Department staff

Other info

Where will GCSE Geography take you?

In GCSE Geography you will learn how today's world was shaped and understand the challenges we face in the future. You'll also examine the Earth's natural resources and the increasing battles between the man-made and natural world. This knowledge, paired with your essential curiosity, will give you the sought-after transferable skills for success in further education and the workplace.

Subject area	Health and Social Care	Department	Health and Social Care
HoD	Mrs C Shillito	HOD email	cshillito@airedaleacademy.com
Department staff	C Shillito, M Sanderson, E Harrap		

Year group	11	Option		Subject name	BTEC Health and Social Care
Periods/week	2	Qualification	BTEC Level 2 Diploma in Health and Social Care		
Weblink	http://www.edexcel.com/quals/firsts/hsc/Pages/default.aspx				

Overview

This course is aimed at anyone who has an interest in working with people of all ages, in one of the many caring professions. The course will prepare students for the different types of jobs within the health and social care sector and for study at a higher level.

This course will appeal to you if you:

- Have a keen interest in Health and Social services and how they operate.
- Enjoy studying a subject that is relevant to your life and experiences.

You will follow a programme of study that enables progression to further courses and employment in the health and care services, and have the opportunity to develop key skills which are highly valued by employers and further education providers.

Units studied

Unit 1 – Communication in Health and Social Care

The aim of this unit is to enable students to gain the knowledge, understanding and practical skills they need to be able to communicate effectively within a health and social care environment. Throughout this unit students will investigate and learn about different forms of communication, understand barriers to communication and be able to communicate effectively.

Unit 2 – Individual Rights in Health and Social Care

In this unit students gain a knowledge and understanding of the issues that need to be considered when working in health and social care environments within a multicultural society. Students will investigate the many factors that contribute to a diverse and equal society and the principles and values which underpin the support given to individuals.

Unit 4 – Ensuring Safe Environments in Health and Social Care

The aim of this unit is to enable students to explore the knowledge and skills related to health and safety issues, including legislation in health and social care environments, risk assessment and the actions that are necessary to minimise potential hazards and risks.

Unit 10 – Health and Social Care Services

The aim of this unit is to enable students to gain knowledge and understanding of how health and social care services are provided and develop an insight into government policies which underpin service delivery.

Assessment

Subject area Health and Social Care **Department** Health and Social Care
HoD Mrs C Shillito **HOD email** cshillito@airedaleacademy.com
Department staff C Shillito, M Sanderson, E Harrap

This course is entirely coursework focused and students receive regular feedback on their progress. The work is then internally and externally verified. Students can achieve grade pass, merit, distinction or distinction*

Other info

Controlled assessment must be completed independently, though students will be given support and preparation time in class. Catch-up sessions are available after school for students who have missed lesson time and need to complete assignments.

At the end of the course with further training or study, you can go into a career such as nursing, social work or Early Years Management.

Subject area	History	Department	History
HoD	Miss L Snaith	HOD email	lsnaith@airedaleacademy.com
Department staff	L Snaith, H Tordoff and S Wheatley		

Year group	11	Core	Subject name	GCSE History
Periods/week	2	Qualification	Edexcel GCSE History	
Weblink	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html			

Overview

History sparks pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past. Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies.

Units studied

Term One:

The American West continued from year 10; Students will investigate the movement of people from the east to the west for America in the 1800s, looking at causes and consequences.

Weimar and Nazi Germany; students will identify the challenges that Germany faced following WWI, look at the changes within German society, discover how Hitler came to power and find out what life was like for different groups of people under Nazi rule.

Term Two:

Weimar and Nazi Germany; students will identify the challenges that Germany faced following WWI, look at the changes within German society, discover how Hitler came to power and find out what life was like for different groups of people under Nazi rule.

Term Three:

Students will revise all 4 examination topics in preparation for the final exams.

Throughout the three terms students are able to develop their source analysis and analytical skills through a variety of activities. They explore criteria for making judgements about the historical significance of events, people and changes. They investigate historical problems and issues, asking and beginning to refine their own questions.

Assessment

Students will be assessed on a half-termly basis using a combination of end of unit tests and assessed pieces of writing. Students will be assessed on their historical knowledge and ability to interpret, analyse and evaluate historical evidence. They will be assessed in accordance with the edexcel exam questions.

Final Assessments to be taken in year 11:

Paper 1 – Medicine Through Time and WWI medical depth study = 30% of overall GCSE

Paper 2 – American West c1835 – 1895

The Anglo Saxon and Norman England = 40% of overall GCSE

Paper 3 – Weimar and Nazi Germany 1918 – 1939 = 30% of overall GCSE

Other info

Subject area History **Department** History
HoD Miss L Snaith **HOD email** lsnaith@airedaleacademy.com
Department staff L Snaith, H Tordoff and S Wheatley

Year group 11 **Option** **Subject name** BTEC IT
Periods/week 2 **Qualification** BTEC First Award Information and Creative Technology
Weblink <http://www.edexcel.com/quals/firsts2012/information-and-creative-technology/Pages/default.aspx>

Overview

The BTEC First Award In ICT aims to inspire and enthuse learners to become technology savvy producers of technology products and systems and not just consumers. It gives pupils the opportunity to explore the fundamentals of technology and gain the practical skills, knowledge and understanding to design, make and review information technology systems and creative technology products.

Units studied

Unit 1: Online World. In this unit you will investigate online services and online communication, components of the internet and how digital devices exchange and store information and issues with operating online.

Unit 3: Digital Portfolio. In this unit you will design a digital portfolio, create and test a digital portfolio and review the digital portfolio. You will showcase your CV and projects you have completed in ICT.

Unit 6: Digital Graphics. In this unit you will understand the applications and features of digital graphic products, design digital graphic products and create, test and review digital graphic products. You will design and showcase a variety of graphics for a company.

Unit 7: Digital Video: In this unit you will understand the applications and features of digital video products, design a digital video product and create, test and review a digital video product. You will advertise the school production Fame.

Assessment

Unit 1 is an online test (25%)
Unit 3 is controlled assessment (25%).
Unit 6 is controlled assessment (25%).
Unit 7 is controlled assessment (25%).

Other info

Subject area	IT	Department	IT
HoD	Mrs L Robinson	HOD email	lrobinson@airedaleacademy.com
Department staff	L Robinson, S Dakin and J Coleyshaw		

Year group	11	Option		Subject name	BTEC Media
Periods/week	2	Qualification	BTEC First Award in Creative Digital Media Production		
Weblink	http://www.edexcel.com/quals/firsts2012/cdmp/Pages/default.aspx				

Overview

BTEC Firsts in Creative Digital Media Production aims to provide a practical, real-world approach to learning and develop specific knowledge and skills learners need to work successfully in the Media industry. The qualification allows students to develop an understanding about the digital media sector and its many products. It also requires students to research, plan and present ideas for a new digital media product in response to a client brief.

Units studied

Unit 1: Digital Media Sectors and Audiences – in this unit, learners will explore the digital media industry and all the five key sectors that fall under it (Digital Moving Image, Digital Audio Production, Digital Publishing, Website Production and Digital Games Production). They will also explore the different types of audiences and how audiences can engage with each sector.

Unit 2: Planning and Pitching a Digital Media Product – in this unit, learners will use their verbal, written and visual communication skills to enable them to formulate, develop and pitch ideas for a product, which they then plan to produce.

Unit 3: Digital Moving Image Production – in this unit, learners investigate key features of digital moving image productions, including structures and generic conventions. Practical production focuses on the use of camerawork and how it is used to convey meaning in a specific product.

Unit 7: Digital Games Production – in this unit, learners will gain knowledge of 2D and 3D digital games platforms and audiences. Learners will then chose either a 2D or 3D game as the focus for practical production and will create pre-visuals for it as well as documenting all aspects of the game and the requirements of the player. A working game demo will be produced using assets that are placed in a game engine.

Assessment

Unit 1 is an online test (25%)
Unit 2 is controlled assessment (25%).
Unit 3 is controlled assessment (25%).
Unit 7 is controlled assessment (25%).

Other info

Subject area	IT	Department	IT
HoD	Mrs L Robinson	HOD email	lrobinson@airedaleacademy.com
Department staff	L Robinson, S Dakin and J Coleyshaw		

Year group	11	Option		Subject name	GCSE Computing
Periods/week	3	Qualification	OCR GCSE Computing		
Weblink	http://www.ocr.org.uk/qualifications/gcse-computing-j275-from-2012/				

Overview

Computing is fast becoming a part of curriculums in schools, with the advancement of technology and with the need for more technical people in many work areas. GCSE Computing is an introduction to the world of computers and similar devices, how they work, how they communicate, and how we make them work. With elements of computer hardware, software, networking, programming and study of technology in society this is perfect for developing not only an understanding of technology, but of logical thinking and problem solving.

Units studied

Unit A451 - Computer systems and programming
Unit A452 - Current trends in computing (Controlled Assessment)
Unit A453 - Programming project (Controlled Assessment)

Assessment

Unit A451 is worth 40% of the overall grade (Written paper, examiner verified)
Unit A452 is worth 30% of the overall grade (centre marked and examiner verified)
Unit A453 is worth 30% of the overall grade (centre marked and examiner verified)

Other info

GCSE Computing is part of the EBacc.

Subject area	IT	Department	IT
HoD	Mrs L Robinson	HOD email	lrobinson@airedaleacademy.com
Department staff	L Robinson, S Dakin and J Coleyshaw		

Year group	11	Option		Subject name	GCSE ICT
Periods/week	2	Qualification	Edexcel GCSE ICT		
Weblink	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/ict-2010.html				

Overview

This course offers up to date and engaging content. Students will learn about current and emerging digital technologies and the issues raised by their use in a range of contexts. They will be encouraged to keep up-to-date with emerging technology as part of their learning experience.

Units studied

The course consists of:

Unit 1 – Living in an Online World (Externally a

In this unit students explore how digital technology impacts on the lives of individuals, organisations and society. They learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and wellbeing and on the move). They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

Unit 2: Using Digital Tools

This is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. They learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.

Assessment

Unit 1 – Living in an Online World is externally assessed. It is a 1 hour thirty minute exam paper. (40%)

Unit 2: Using Digital Tools is internally assessed under controlled conditions. (60%)

Other info

Subject area	Maths	Department	Maths
HoD	Mrs S Moore	HOD email	smoore@airedaleacademy.com
Department staff	S Moore, S Kemp, D Lockett, M Arbon, M Robinson, R Taylor, B Coleman, K Hawkridge and C Vaurgidis		

Year group	11	Core	Subject name	GCSE Mathematics
Periods/week	4/5	Qualification	GCSE Maths	
Weblink	http://www.aqa.org.uk/subjects/mathematics/gcse			

Overview

In previous years students will have covered all of the knowledge and skills necessary to be able mathematicians.

In Year 11, we concentrate upon developing the knowledge, skills and understanding of mathematical methods and concepts to ensure success in public exams.

Using knowledge and understanding to make connections between mathematical concepts applying the functional elements of mathematics in everyday and real-life situations.

Students receive 4 or 5 periods per week of lessons depending on band

Units studied

In Year 11, we concentrate upon developing the knowledge, skills and understanding of mathematical methods and concepts to ensure success in public exams, including:

- Number
- Algebra
- Geometry
- Measures
- Statistics
- Probability

Assessment

Weekly past papers. November, March and June entry Edexcel 1MA0 Mathematics paper. All MATHS PUPILS

-Students are expected to know:

- Times tables up to 12x12
- Square numbers up to 15x15
- Cubed numbers 1, 2, 3, 5, and 10

-Students are expected to take PRIDE in their work. We will expect to see:

- Underlined date, title and subheadings (starter, plenary, example, red, amber, green etc)
- Worked examples with any additional notes
- Numbered questions
- Clear method with all workings out shown
- Students responding to feedback

-Should students want to undertake independent study they can access the following websites:

www.mymaths.co.uk
www.kerboodle.com

They can get their individual logins/passwords from their class teacher.

Other info

Subject area **Department**
HoD **HOD email**
Department staff

- Students should be prepared to complete weekly homework to inform their independent learning.
- Students should come to lesson equipped with: pens, pencil, rubber, planner, ruler, calculator (Casio FX-83GT Plus).
- Students should be prepared to practise and learn the formulae and facts in preparation for the weekly quizzes.
- It is imperative that students attend weekly revision sessions on a Tuesday afternoon.

Mymaths Booster Packs can be found using
login: airedale and
password: triangle523

These contain online lessons and revision practice

Subject area	Music	Department	Music
HoD	G Woodfine	HOD email	gwoodfine@airedaleacademy.com
Department staff	G Woodfine		

Year group	11	Option		Subject name	GCSE Music
Periods/week	2	Qualification	AQA GCSE Music		
Weblink	http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/music_overview2.php				

Overview

Students who opt for GCSE Music receive 6 lessons per week throughout the course. The course follows the Eduqas specification and consists of three components:

Units studied

Component 1: Performing music

This component is worth 30% of the qualification and internally assessed. A programme of 4 minutes of music must be performed, and at least 1 minute must be an ensemble performance. The rest of the programme may be either solo, ensemble or a mixture of both.

Component 2: Composing music

This component is worth 30% of the qualification and internally assessed. Two compositions must be submitted, each at least three minutes long. The composition completed in Year 10 is a free composition for which students set their own brief, and the composition completed in Year 11 must be a response to a brief set by the exam board.

Component 3: Appraising music

This component is worth 40% of the qualification and is an externally assessed listening and appraising examination. The duration of the examination is one hour 15 minutes and based on four areas of study:

-Musical forms and devices

-Music for ensemble

-Film music

-Popular music

There will also be one question each on two set works:

-Eine Kleine Nachtmusik, Movement 2, Mozart

-Since you've Been Gone, Rainbow.

Assessment

Other info

Subject area	PE	Department	PE
HoD	Mrs K Ball/Mr R Singleton	HOD email	kball@airedaleacademy.com/rsingleton@
Department staff	K Ball, R Singleton, E Ward, A Dean and B Coleman		

Year group	11	Option		Subject name	BTEC Sport
Periods/week	2	Qualification	BTEC First in Sport		
Weblink	http://www.edexcel.com/quals/firsts10/sport/Pages/default.aspx				

Overview

The BTEC First In Sport qualification is very demanding with an average of 70% of the teaching time being spent in the classroom. Throughout the course students will develop both their theoretical and practical understanding of sport as well as enhancing their independent learning skills, time management, group work skills, communication, ICT skills and literacy skills.

Students will have the opportunity to take part in a range of sporting activities which are closely related to the assignments that they will be completing. Students will be expected to adapt to different roles within the sporting industry such as coaches, sports leaders, analysts and much more. The variety of activities covered with the course will enable students to gain a clear insight into possible future education and employment pathways available to them in the sports industry.

Units studied

The BTEC First In Sport qualification covers a wide range of topics. Students will develop their knowledge in the following areas:

Unit 1: Fitness for Sport and Exercise Students will learn about a range of fitness tests used to measure an athlete's sporting prowess. They will be expected to take part and conduct these tests alongside their classmates.

- Unit 2 Practical Sport: Students will analyse the tactics, skills, rules and techniques used in a selected team and individual sport. They will be expected to take part in practical sessions linked to their assignment.

- Unit 5 Training for personal Fitness Students will produce an individual training programme which is linked to their specific requirements. They will be expected to design and take part in practical sessions linked to their PEP.

- Unit 6 Leading Sport Activities Students will develop their knowledge and understanding of how to lead sports sessions They will deliver skills sessions to groups of students and take ownership of running a sports session.

Assessment

Assessment is completed through 75% coursework. Each individual module is assessed at a Pass, Merit or Distinction level. Accumulative scores from all modules will determine the overall grade. Students will also have to complete a multiple choice exam worth 25% of overall grade.

Other info

Subject area PE **Department** PE
HoD Mrs K Ball/Mr R Singleton **HOD email** kball@airedaleacademy.com/rsingleton@
Department staff K Ball, R Singleton, E Ward, A Dean and B Coleman

Year group 11 **Option** **Subject name** GCSE PE
Periods/week 2 **Qualification** Edexcel GCSE Physical Education
Weblink <https://qualifications.pearson.com/en/.../edexcel-gcses/physical-education-2016.html>

Overview

GCSE PE will appeal to you if you're active and want to study a course which is physically and academically challenging. It is ideal for students who have a keen interest in sport in and out of school and see PE and sport as part of their future careers.

Units studied

Students will receive a well-rounded and full introduction to the world of PE, sport and sport science by developing an understanding of how the mind and body works in relation to performance in physical activity. Students will learn;

- Anatomy and physiology – the key body systems and how they impact on health, fitness and performance
- Physical training – the principles of training and training methods
- Health, fitness and well-being – the benefits of participating in physical activity and sport
- Movement analysis – the basic principles of movement and biomechanics
- Sports Psychology – the psychological factors that can affect performance
- Socio-cultural influences – the socio-cultural factors that impact on physical activity and sport and the impact of sport on society

Develop their knowledge and practical skills in a variety of physical activities

Assessment

The course assessment is divided into 4 sections

1. Written examination – Fitness and Body Systems, 1 hour 45 minutes, 36% of the qualification
2. Written examination – Health and Performance, 1 hour and 15 minutes, 24% of the qualification
3. Practical Performance – One team, one individual and one other activity, 30% of the qualification

Personal Exercise Programme – Controlled assessment coursework, 10% of the qualification

Other info

MUST be able to participate in 3 sports to a high level
Be motivated to participate in both theory and practical lessons.
Be committed to extra-curricular activities and teams and show a willingness to attend after school revision and catch up sessions.
Be organised when participating in practical lessons by bringing full Airedale Academy PE kit

Subject area	PE	Department	PE
HoD	Mrs K Ball/Mr R Singleton	HOD email	kball@airedaleacademy.com/rsingleton@
Department staff	K Ball, R Singleton, E Ward, A Dean and B Coleman		

Year group	11	Core	Subject name	PE
Periods/week	2	Qualification	None	
Weblink	None			

Overview

The Physical Education curriculum at Airedale Academy enables all pupils to enjoy and succeed in many kinds of physical activity. Students will develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. They will develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Physical Education helps students to discover what they like to do and what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity

Units studied

In Year 11 students are encouraged to take on different roles and responsibilities, including leadership, coaching and officiating. Lessons are taught through game orientated activities to develop students' tactical ability and knowledge of rules. Lessons explore exciting new sports from around the world and give students the opportunity to enhance their engagement with the new concepts, processes and techniques.

Sporting areas including;

- Invasion games - football, rugby, netball, basketball, tchoukball, handball, american football, unihockey
- Net and wall activities – badminton, table tennis, tennis, volleyball
- Striking and fielding sports – rounders, baseball, table tennis, cricket
- Physical Challenge – athletics, orienteering
- Artistic performance – trampolining, gymnastics
- Health and Fitness – circuits, weights, fitness suite, cross country, method of training, bikes

Assessment

Assessment is through successful completion of ten targets that are set according to the Key Stage 4 Curriculum. Students have to achieve all targets various sporting areas. Attitude to learning grades are also given to students in line with the school policy

Other info

Extra-curricular activities provide great opportunities for students to participate in an Airedale Academy team. A successful PE inter-house system takes place throughout the year. Students have the opportunity to represent their house and compete in different sporting activities. Enrichment Opportunities such as educational trips, Inter-School sporting events and coaching courses will be offered. Airedale Academy is proud to have designed a comfortable and smart PE kit that students wear with pride in all lessons.

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

Year group	11	Core	Subject name	GCSE Biology
Periods/week	5	Qualification	AQA GCSE in Biology	
Weblink	http://www.aqa.org.uk/subjects/science/gcse/biology-8461			

Overview

GCSE Biology is designed to be taken alongside GCSE Chemistry and GCSE Physics. The GCSE is split into two parts. The first part is taught in Y9 and the second part is taught in Y10. Y11 is a consolidation year.

Units studied

The GCSE is split into 7 topics. In Year 9, students will study topics 1-4 and in Year 10, students will study topics 5-7:

1: Cell biology

In this topic, students will learn about: eukaryotes and prokaryotes, animal and plants cells, cell specialisation, cell differentiation, microscopy, culturing microorganisms, chromosomes, mitosis and the cell cycle, stem cells, diffusion, osmosis and active transport.

2: Organisation

In this topic, students will learn about: organisational hierarchy, the human digestive system, the heart and blood vessels, blood, coronary heart disease: a non-communicable disease, health issues, the effect of lifestyle on some non-communicable diseases, cancer, plant tissues and organs and plant organ systems.

3: Infection and response

In this topic, students will learn about: communicable diseases, viral diseases, bacterial diseases, fungal diseases, protist diseases, human defence systems, vaccinations, antibiotics and painkillers, discovery and development of drugs, producing monoclonal antibodies, uses of monoclonal antibodies, detection and identification of plant diseases.

4: Bioenergetics

In this topic, students will learn about: the photosynthetic reaction, rates of photosynthesis, uses of glucose from photosynthesis, aerobic and anaerobic respiration, response to exercise and metabolism.

5: Homeostasis and response

In this topic, students will learn about: the structure and function of the nervous system, the brain, the eye, control of body temperature, the human endocrine system, controlling blood glucose concentration, maintaining water and nitrogen balance in the body, hormones in human reproduction, contraception, the uses of hormones to treat infertility, negative feedback, control and coordination and uses of plant hormones.

6: Inheritance, variation and evolution

In this topic, students will learn about: sexual and asexual reproduction, meiosis, advantages and disadvantages of sexual and asexual reproduction, DNA and the genome, DNA structure, genetic inheritance, inherited disorders, sex determination, variation, evolution, selective breeding, genetic

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

engineering, cloning, the theory of evolution, speciation, the understanding of genetics, evidence of evolution, fossils, extinction, resistant bacteria and classification.

7: Ecology

In this topic, students will learn about: communities, abiotic factors, biotic factors, adaptations, levels of organisation, how material are cycled, decomposition, impact of environmental change, biodiversity, waste management, land use, deforestation, global warming, maintaining biodiversity, trophic levels, pyramids of biomass, transfer of biomass, factors affecting food security, farming techniques, sustainable fisheries role of biotechnology.

Assessment

2 external papers in June of Y11. (1hr, 45 minutes each):

Paper 1: Topics 1–4

Paper 2: Topics 5–7

Students are also required to carry out 10 'required practicals', which will be examined in the two external tests.

Grades will be awarded on a 9-1 scale

Other info

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mr Miller for more details.

Breakfast revision is available most mornings – Mondays and Wednesdays it is available until 8 am

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

Year group	11	Core	Subject name	GCSE Chemistry
Periods/week	5	Qualification	AQA GCSE in Chemistry	
Weblink	http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462			

Overview

GCSE Chemistry is designed to be taken alongside GCSE Physics and GCSE Biology. The GCSE is split into two parts. The first part is taught in Y9 and the second part is taught in Y10. Y11 is a consolidation year.

Units studied

The GCSE is split into 10 topics. In Year 9, students will study topics 1-5 and in Year 10, students will study topics 6-10:

1: Atomic structure and the periodic table

In this topic, students will learn about: atoms, elements and compounds, mixtures, scientific models of the atom, relative electrical charges of subatomic particles, size and mass of atoms, electronic structure, the periodic table, development of the periodic table, metals and non-metals, group 0, group 1, group 7 elements and typical properties of transition metals,

2: Bonding, structure and the properties of matter

In this topic, students will learn about: chemical bonds, ionic bonding, ionic compounds, covalent bonding, metallic bonding, the three states of matter, the state symbols, properties of ionic compounds, polymers, giant covalent structures, properties of metals and alloys, metals as conductors, diamond, graphite, graphene and fullerenes, size of nanoparticles and uses of nanoparticles.

3: Quantitative chemistry

In this topic, students will learn about: conservation of mass and balanced chemical equations, relative formula mass, mass changes when a reactant or product is a gas, moles, amounts of substances in equations, uses moles to balance equations, limiting reactants, concentration of solutions, percentage yield, atom economy, using concentration of solutions in mol/dm³ and use of amount of substance in relation to volumes of gases.

4: Chemical changes

In this topic, students will learn about: metal oxides, the reactivity series, extraction of metals and reduction, oxidation and reduction in terms of electrons, reactions of acids with metals, neutralisation of acids and salt production, soluble salts, the pH scale and neutralisation, strong and weak acids, the process of electrolysis, electrolysis of molten ionic compounds, using electrolysis to extract metals, electrolysis of aqueous solutions and representation of reactions at electrodes as half equations.

5: Energy changes

In this topic, students will learn about: energy transfer during exothermic and endothermic reactions, reaction profiles, the energy change of reactions, cells and batteries and fuel cells.

6: The rate and extent of chemical change

In this topic, students will learn about: calculating rates of reactions, factors which affect the rates of

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

chemical reactions, collision theory and activation energy, factors that increase the rate of reaction, catalysts, reversible reactions, energy changes and reversible reactions, equilibrium, and the effect of changing different conditions.

7: Organic chemistry

In this topic, students will learn about: crude oil, hydrocarbons and alkanes, fractional distillation and petrochemicals, properties of hydrocarbons, cracking and alkenes, structure and formulae of alkene, reactions of alkenes, alcohols, carboxylic acids, addition polymerisation, condensation polymerisation, amino acids, DNA and other naturally occurring polymers.

8: Chemical analysis

In this topic students will learn about: pure substances, formulations, chromatography, tests for hydrogen, oxygen, carbon dioxide and chlorine, flame tests, metal hydroxides, carbonates, halides, sulfates, instrumental methods and flame emission spectroscopy.

9: Chemistry of the atmosphere

In this topic, students will learn about: the proportions of different gases in the atmosphere, the Earth's early atmosphere, how oxygen increased, how carbon dioxide decreased, human activities which contribute to an increase in greenhouse gases in the atmosphere, global climate change, the carbon footprint and its reduction, atmosphere pollutants from fuels and properties and effects of atmospheric pollutants.

10: Using resources

In this topic, students will learn about: using the Earth's resources and sustainable development, portable water, waste water treatment, alternative methods of extracting metals, life cycle assessment, ways of reducing the use of resources, corrosion and its prevention, alloys as useful materials, ceramics polymers and composites, the Haber process and production and uses of NPK fertilisers.

Assessment

2 external papers in June of Y11. (1hr, 45 minutes each):

Paper 1: Topics 1–5

Paper 2: Topics 6–10

Students are also required to carry out 8 'required practicals', which will be examined in the two external tests.

Grades are awarded on a 9-1 scale.

Other info

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mr Miller for more details.

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

Year group	11	Core	Subject name	GCSE Combined Science (Trilogy)
Periods/week	5	Qualification	AQA GCSE in Combined Science: Trilogy	
Weblink	http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464			

Overview

Students will gain 2 GCSEs through this route. In Year 9, students will learn the topics for paper 1 of Biology, Chemistry and Physics. In Year 10, students will learn the topics for paper 2 of Biology, Chemistry and Physics. Year 11 will be a consolidation year in preparation for the 6 exams in June.

Units studied

Biology Topics

1: Cell biology

In this topic, students will learn about: eukaryotes and prokaryotes, animal and plants cells, cell specialisation, cell differentiation, microscopy, chromosomes, mitosis and the cell cycle, stem cells, diffusion, osmosis and active transport.

2: Organisation

In this topic, students will learn about: organisational hierarchy, the human digestive system, the heart and blood vessels, blood, coronary heart disease: a non-communicable disease, health issues, the effect of lifestyle on some non-communicable diseases, cancer, plant tissues and organs and plant organ systems.

3: Infection and response

In this topic, students will learn about: communicable diseases, viral diseases, bacterial diseases, fungal diseases, protist diseases, human defence systems, vaccinations, antibiotics and painkillers, discovery and development of drugs.

4: Bioenergetics

In this topic, students will learn about: the photosynthetic reaction, rates of photosynthesis, uses of glucose from photosynthesis, aerobic and anaerobic respiration, response to exercise and metabolism.

5: Homeostasis and response

In this topic, students will learn about: the structure and function of the nervous system, the human endocrine system, controlling blood glucose concentration, maintaining water and nitrogen balance in the body, hormones in human reproduction and contraception

6: Inheritance, variation and evolution

In this topic, students will learn about: sexual and asexual reproduction, meiosis, DNA and the genome, genetic inheritance, inherited disorders, sex determination, variation, evolution, selective breeding, genetic engineering, evidence of evolution, fossils, extinction, resistant bacteria and classification.

7: Ecology

In this topic, students will learn about: communities, abiotic factors, biotic factors, adaptations, levels of organisation, how material are cycled, biodiversity, waste management, land use, deforestation, global

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

warming and maintaining biodiversity

8: Key ideas in Biology

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in biology. These key ideas are of universal application, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment.

Chemistry Topics

9: Atomic structure and the periodic table

In this topic, students will learn about: atoms, elements and compounds, mixtures, scientific models of the atom, relative electrical charges of subatomic particles, size and mass of atoms, electronic structure, the periodic table, development of the periodic table, metals and non-metals, group 0, group 1 and group 7 elements.

10: Bonding, structure and the properties of matter

In this topic, students will learn about: chemical bonds, ionic bonding, ionic compounds, covalent bonding, metallic bonding, the three states of matter, the state symbols, properties of ionic compounds, polymers, giant covalent structures, properties of metals and alloys, metals as conductors, diamond, graphite, graphene and fullerenes.

11: Quantitative chemistry

In this topic, students will learn about: conservation of mass and balanced chemical equations, relative formula mass, mass changes when a reactant or product is a gas, moles, amounts of substances in equations, uses moles to balance equations, limiting reactants and concentration of solutions.

12: Chemical changes

In this topic, students will learn about: metal oxides, the reactivity series, extraction of metals and reduction, oxidation and reduction in terms of electrons, reactions of acids with metals, neutralisation of acids and salt production, soluble salts, the pH scale and neutralisation, strong and weak acids, the process of electrolysis, electrolysis of molten ionic compounds, using electrolysis to extract metals, electrolysis of aqueous solutions and representation of reactions at electrodes as half equations.

13: Energy changes

In this topic, students will learn about: energy transfer during exothermic and endothermic reactions, reaction profiles and the energy change of reactions.

14: The rate and extent of chemical change

In this topic, students will learn about: calculating rates of reactions, factors which affect the rates of chemical reactions, collision theory and activation energy, factors that increase the rate of reaction, catalysts, reversible reactions, energy changes and reversible reactions, equilibrium, and the effect of changing different conditions.

15: Organic chemistry

In this topic, students will learn about: crude oil, hydrocarbons and alkanes, fractional distillation and petrochemicals, properties of hydrocarbons, cracking and alkenes.

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

16: Chemical analysis

In this topic students will learn about: pure substances, formulations, chromatography, tests for hydrogen, oxygen, carbon dioxide and chlorine.

17: Chemistry of the atmosphere

In this topic, students will learn about: the proportions of different gases in the atmosphere, the Earth's early atmosphere, how oxygen increased, how carbon dioxide decreased, human activities which contribute to an increase in greenhouse gases in the atmosphere, global climate change, the carbon footprint and its reduction, atmosphere pollutants from fuels and properties and effects of atmospheric pollutants.

18: Using resources

In this topic, students will learn about: using the Earth's resources and sustainable development, portable water, waste water treatment, alternative methods of extracting metals, life cycle assessment and ways of reducing the use of resources.

19: Key ideas in Chemistry

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in biology. These key ideas are of universal application, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment.

Physics Topics

20: Energy

In this topic, students will learn about: energy stores and systems, changes in energy, energy changes in systems, work, power, energy transfers in a system, efficiency and national and global energy resources.

21: Electricity

In this topic, students will learn about: standard circuit diagram symbols, electrical charge and current, current, resistance and potential difference, resistors, direct and alternating current, mains electricity, power, energy transfers in everyday appliances and the National Grid

22: Particle model of matter

In this topic, students will learn about: density of materials, changes of state, internal energy, temperature changes in a system and specific heat capacity, changes of heat and specific latent heat and particle motion in gases

23: Atomic structure

In this topic, students will learn about: the structure of the atom, mass number, atomic number and isotopes, the development of the model of the atom, radioactive decay and nuclear decay, nuclear equations, half-lives and the random nature of radioactive decay and radioactive contamination.

24: Forces

In this topic, students will learn about: scalar and vector quantities, contact and non-contact forces, gravity, resultant forces, work done and energy transfer, forces and elasticity, describing motion along a

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

line, forces, accelerations and Newton's Law of motion, forces and braking.

25: Waves

In this topic, students will learn about: transverse and longitudinal waves, properties of waves, type of electromagnetic waves, uses and applications of electromagnetic waves,

26: Magnetism and Electromagnetism

In this topic, students will learn about: poles of a magnet, magnetic fields, electromagnetism, Fleming's left-hand rule and electric motors.

27: Key ideas in Physics

The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in biology. These key ideas are of universal application, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment.

Assessment

6 assessments in Year 11, all 1hr 15 minutes each:

Biology Paper 1: Topics 1-4

Biology Paper 2: Topics 5-7

Chemistry Paper 1: Topics 8-12

Chemistry Paper 2: Topics 13-17

Physics Paper 1: Topics 18-23

Physics Paper 2: Topics 24-26

Students are also required to carry out 21 'required practicals', which will be examined in the two external tests.

This course is double weighted, so students will be graded on a seventeen point scale, ranging from 1-1 (lowest) to 9-9 (highest)

Other info

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mr Miller for more details.

Breakfast revision is available most mornings – Mondays and Wednesdays it is available until 8 am.

Subject area	Science	Department	Science
HoD	Mr S Miller	HOD email	smiller@airedaleacademy.com
Department staff	S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope		

Year group	11	Core	Subject name	GCSE Physics
Periods/week	5	Qualification	AQA GCSE in Physics	
Weblink	http://www.aqa.org.uk/subjects/science/gcse/physics-8463			

Overview

GCSE Physics is designed to be taken alongside GCSE Chemistry and GCSE Biology. The GCSE is split into two parts. The first part is taught in Y9 and the second part is taught in Y10. Y11 is a consolidation year.

Units studied

The GCSE is split into 8 topics. In Year 9, students will study topics 1-4 and in Year 10, students will study topics 5-8:

1: Energy

In this topic, students will learn about: energy stores and systems, changes in energy, energy changes in systems, work, power, energy transfers in a system, efficiency and national and global energy resources.

2: Electricity

In this topic, students will learn about: standard circuit diagram symbols, electrical charge and current, current, resistance and potential difference, resistors, direct and alternating current, mains electricity, insulation, fuses and circuit breakers, power, energy transfers in everyday appliances, the National Grid, static charge and electric fields.

3: Particle model of matter

In this topic, students will learn about: density of materials, changes of state, internal energy, temperature changes in a system and specific heat capacity, changes of heat and specific latent heat, particle motion in gases, pressure in gases and increasing the pressure of a gas.

4: Atomic structure

In this topic, students will learn about: the structure of the atom, mass number, atomic number and isotopes, the development of the model of the atom, radioactive decay and nuclear decay, nuclear equations, half-lives and the random nature of radioactive decay, radioactive contamination, background radiation, different half-lives of radioactive isotopes, uses of nuclear radiation, nuclear fission and nuclear fusion

5: Forces

In this topic, students will learn about: scalar and vector quantities, contact and non-contact forces, gravity, resultant forces, work done and energy transfer, forces and elasticity, moments, levers and gears, pressure in a fluid, atmospheric pressure, describing motion along a line, forces, accelerations and Newton's Law of motion, forces and braking, momentum, conservation of momentum and changes in moment.

6: Waves

In this topic, students will learn about: transverse and longitudinal waves, properties of waves, reflection of waves sound waves, waves for detection and exploration, type of electromagnetic waves, uses and

Subject area Science **Department** Science
HoD Mr S Miller **HOD email** smiller@airedaleacademy.com
Department staff S Miller, M Sanderson, D Gardner, J Halman, J Weatherill and C Pope

applications of electromagnetic waves, lenses, visible light, emission and absorption of infrared radiation, perfect black bodies and radiation.

7: Magnetism and Electromagnetism

In this topic, students will learn about: poles of a magnet, magnetic fields, electromagnetism, Fleming's left-hand rule, electric motors, loudspeakers, induced potential, uses of the generator effect, microphones, transformers

8: Space physics

In this topic, students will learn about: our solar system, the life cycle of a star, orbital motion, natural and artificial satellites and red-shift.

Assessment

2 external papers in June of Y11. (1hr, 45 minutes each):

Paper 1: Topics 1-4

Paper 2: Topics 5-8

Students are also required to carry out 10 'required practicals', which will be examined in the two external tests.

Grades will be awarded on a 9-1 scale

The controlled assessment will be carried out in September.

Other info

The department holds regular revision sessions after school. Ask your teacher for more information. A range of revision guides are on sale. See Mr Miller for more details.

Breakfast revision is available most mornings – Mondays and Wednesdays it is available until 8 am.

Subject area	Enrichment	Department	Enrichment
HoD	Mrs S Chambers	HOD email	schambers@airedaleacademy.com
Department staff	Various		

Year group	11	Core	Subject name	Enrichment
Periods/week	4	Qualification	None	
Weblink	N/A			

Overview

The aim of Enrichment is to allow students learning opportunities and activities that engage them in developing essential knowledge, skills, values, and relationships as a vehicle for inspiring learning and encouraging

Units studied

All activities are linked to academic standards and are creative, exciting, fun, engaging and relevant. The enrichment programming will hold pupils attention, awaken imagination, and inspire the desire for broader learning. The specific activities vary from year group to year group.

Assessment

Pupils will be assessed through written prices and photographic evidence of meeting their success criterion.

Other info

Subject area	Business	Department	Business
HoD	Mr L Wharin	HOD email	lwharin@airedaleacademy.com
Department staff	L Wharin, S Wharin, C Eastwood and C Coleyshaw		

Year group	12	Option		Subject name	Business Studies
Periods/week	16	Qualification	OCR National Level 3 Business		
Weblink	http://www.ocr.org.uk/qualifications/type/national				

Overview

This qualifications aims to:

1. Develop candidates' knowledge and understanding of the business sector and the chosen specialist pathway if selected
2. Develop candidates' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the business sector
3. Develop candidates' ability to work autonomously and effectively in a business context
4. Enable candidates to develop knowledge and understanding in specialist areas of business, and demonstrate the skills needed to participate in the operation and development of real business organisations
5. Encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to access further or higher education programmes or occupational training on a full-time or part-time basis
6. Encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to enter employment or enhance their current employment status
7. Promote interaction between employers, centres and candidates by relating teaching and assessment to real organisations.

Units studied

There are a number of mandatory Units which pupils will complete in their first year. These are as follows:-

- Unit 1 Investigating business
- Unit 2 Customer service
- Unit 3 Business communication
- Unit 4 Finance for business

They will also complete two additional Units again in their first year. These are as follows:-

- Unit 5 Marketing for business
- Unit 14 E-business

After completing 6 units in their first year they will complete a further 6 units in their second year. These are as follows:-

- Unit 6 Practical sales skills
- Unit 10 Work experience in business
- Unit 11 Research, innovation, design and development
- Unit 13 E-marketing
- Unit 23 Production
- Unit 24 Distribution

Assessment

The course is 100% course work and therefore has no terminal exam and pupils will complete the

Subject area **Department**
HoD **HOD email**
Department staff

National Diploma which is equivalent to 2 A levels. They can achieve a Pass, Merit or Distinction for the course and these are equivalent to:-
Pass = E
Merit = C
Distinction = A

Other info

Subject area	Business	Department	Business
HoD	Mr L Wharin	HOD email	lwharin@airedaleacademy.com
Department staff	L Wharin, S Wharin, C Eastwood and C Coleyshaw		

Year group	13	Option		Subject name	Business Studies
Periods/week	17	Qualification	OCR National Level 3 Business		
Weblink	http://www.ocr.org.uk/qualifications/type/national				

Overview

This qualifications aims to:

1. Develop candidates' knowledge and understanding of the business sector and the chosen specialist pathway if selected
 2. Develop candidates' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the business sector
 3. Develop candidates' ability to work autonomously and effectively in a business context
 4. Enable candidates to develop knowledge and understanding in specialist areas of business, and demonstrate the skills needed to participate in the operation and development of real business organisations
 5. Encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to access further or higher education programmes or occupational training on a full-time or part-time basis
 6. Encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to enter employment or enhance their current employment status
- Promote interaction between employers, centres and candidates by relating teaching and assessment to real organisations

Units studied

There are a number of mandatory Units which pupils will complete in their first year. These are as follows:-

- Unit 1 Working as a team in business and ICT
- Unit 2 Investigating businesses and the impact of ICT
- Unit 3 Introducing practical business and ICT skills
- Unit 4 Investigating options for work in business and ICT
- Unit 5 Communication skills in business and ICT
- Unit 6 Problem solving in business and ICT

After completing 6 units in their first year pupils will complete a further 6 units in their second year. These are as follows:-

- Unit 7 What is a business?
- Unit 9 Office administration
- Unit 10 Working in distribution
- Unit 11 Working in manufacturing
- Unit 13 Introducing e-commerce
- Unit 19 Presentation software

Assessment

The course is 100% course work and therefore has no terminal exam and pupils will complete the National Diploma which is equivalent to 2 A levels. Pupils can achieve a Pass, Merit, or Distinction for the course and these are equivalent to:-

Subject area **Department**
HoD **HOD email**
Department staff

Pass = E
Merit = C
Distinction = A

Other info
