

KS4 Science and Non-Core Subjects					
Subject Including Qualification	Subject Aims	Topics covered/ Skills Developed	Assessment	Independent Study Advice	External Links
Science/ GCSE Biology	Science is a set of ideas about the material world. We have included all the parts of what good science is at GCSE level: whether it be investigating, observing, experimenting or testing out ideas and thinking about them. The way scientific ideas flow through the specification will support you in building a deep understanding of science with your learners. We know this will involve talking about, reading and writing about science plus the actual doing, as well as representing science in its many forms both mathematically and visually through models. This specification encourages the development of knowledge and understanding in	1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology 8. Key ideas	<p>Paper 1</p> <p>What's assessed? Topics 1-4: Cell Biology, Orangiastion, Infection and response, Bioenergetics</p> <p>How it's assessed: Written exam 1hour 45 minutes, foundation and higher tier, 100 marks, 50% of GCSE</p> <p>Questions Multiple choice, structured, closed short answer and open response.</p> <p>Paper 2</p>	1. Attend all booster sessions in school 2. Use the revision guide and question booklet at home to aid revision. 3. Use search engines to find varying revision material. (Search AQA GCSE BIOLOGY)	<p>AQA Biology https://www.aqa.org.uk/subjects/science/gcse/biology-8461</p> <p>BBC Bitesize Biology https://www.bbc.co.uk/bitesize/subjects/z9ddmp3</p> <p>Free Science lessons https://www.youtube.com/c/freesciencelessons</p>

	<p>science through opportunities for working scientifically. Working scientifically is the sum of all the activities that scientists do. We feel it is so important that we have woven it throughout our specification and written papers. Our schemes of work will take this further for you and signpost a range of ways to navigate through this qualification, so your learners are engaged and enthused. These free resources support the use of mathematics as a tool for thinking using mathematical language in explanations, applications and evaluations.</p>		<p>What's assessed? Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.</p> <p>How it's assessed: Written exam: 1 hour 45 minutes foundation and higher tier 100 marks 50% of GCSE Questions</p> <p>Multiple choice, structured, closed short answer and open response.</p>		
ICT/ Digital Skills	<p>The Digital Skills curriculum is designed to give the learners the skills they need for everyday life and to support them in their next stage in education. Colleges and training providers expect young</p>	<ul style="list-style-type: none"> • Using devices and handling information. Using a range of different operating systems to search for, store and retrieve information. • Creating and editing using different types 	<p>Assessment This qualification is externally set, internally marked and externally quality assured. The assessment</p>	<p>Learners to actively engage in researching online Learners to always consider how ICT can improve productivity at home, work and school. Learners</p>	<p>NCFE Essential Digital Skills https://www.ncfe.org.uk/sector-specialisms/essential-digital-skills/</p> <p>BBC Bitesize ICT https://www.bbc.co.uk/bitesize /subjects/z8mtsbk</p> <p>Think U Know? (Online safety) https://www.thinkuknow.co.uk/</p>

	<p>people to have the skills to use a range of systems, to find information, to create reports and portfolios.</p> <p>In their day to day lives learners need to stay safe online, use ICT for communication and transactions and to their accounts safe.</p>	<p>of software e.g. word processing, publishing and presentation.</p> <ul style="list-style-type: none"> • Communicating using different systems e.g. Teams, email and forms. • Transacting using secure accounts such as online banking and shopping. • Being safe and responsible online. <p>Understanding cyber bullying, how to protect themselves and their information</p>	<p>consists of 2 components:</p> <p>Section A (knowledge): controlled: externally set, internally assessed and externally quality assured question paper</p> <p>Section B (skills): controlled: externally set, internally marked and externally quality assured question paper</p>	<p>to identify ICT skills they use in their everyday lives and link their experiences to the classroom – expanding and developing their skills base.</p>	
PSHE	<p>Our PSHE curriculum allows learners to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. WE aim to have an impact on both academic and non-academic outcomes for our learners. Our SOW aims to develop skills and attributes such as resilience, self-esteem, risk management, teamworking and critical thinking in the context of three core themes.</p>	<p>The programme of study includes three core themes:</p> <ul style="list-style-type: none"> • Relationships • Mental and Physical Wellbeing • Citizenship <p>Additionally, several workshops will be delivered by the Violence Reduction Unit on</p> <ul style="list-style-type: none"> • Knife Crime • Malicious Communications • County Lines • Drugs and Alcohol 	<p>Teacher observation Peer observations. Questioning. Project Based Learning Presentation</p>	<p>Be prepared to listen to all points of view. Take on board the advice and guidance provided BBC Bitesize TES</p>	<p>https://pshe-association.org.uk/resources-landing</p>

Careers	<p>The programme of study is focused on preparing the learners for life after Trinity Academy. It supports Learners to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps learners to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.</p>	<ul style="list-style-type: none"> • Communication and Teamwork • CV • Job Applications • Employability • Interpersonal skills • Interviews • Personal statements • Careers Research • Work Experience/Work Visits • Career Fairs 	<p>Teacher Observation Peers Observation Questioning Compass+</p>	<p>Be prepared to listen to all points of view. Take on board the advice and guidance provided BBC Bitesize TES</p>	<p>https://www.gatsby.org.uk/ education/focus-areas/good-career-guidance</p> <p>www.fetchinfo.net</p> <p>https://nationalcareersservice.direct.gov.uk</p> <p>www.cegnet.co.uk</p> <p>https://www.bbc.co.uk/bitesize/careers</p>
PE	<p>Our PE curriculum supports the aims of the National Curriculum to ensure learners</p> <ul style="list-style-type: none"> • develop competence in a broad range of physical activities • are physically active for sustained periods of time • become ‘team players’ and compete effectively in sports and activities • Make positive choices regarding leading healthy and active lives. <p>At KS4 it becomes increasingly important to equip learners with the knowledge and skills necessary to continue</p>	<p>At KS4, learners continue to participate in a broad range of sports and activities. Learners are encouraged to make independent choices where appropriate regarding exercises and activities. Although the curriculum is flexible to adapt to the needs of our learners, there is a general focus each half term.</p> <p>Autumn 1 - Health and Fitness ensures learners gain</p>	<p>Practical demonstration through following safety procedures.</p> <p>Participation in a variety of fitness training and testing. Obtaining accurate test results.</p> <p>Practical demonstration and discussion of exercises selected.</p>	<p>1. Be active outside of school by trying to engage in regular physical activities such as outdoor play, walking, cycling or scootering</p> <p>2. Join a sports club or activity group outside of school</p> <p>3. Attend a before or after school sports activity.</p>	

	<p>living active and healthy lives once they leave skill. Learners are also expected to:</p> <ul style="list-style-type: none"> • set targets relating to their own health and fitness goals. • Make independent choices regarding sport and fitness activities and justify these choices. • Demonstrate leadership skills and support others in their learning. 	<p>knowledge regarding safe participation in exercise, and establishes key fitness principles.</p> <p>Autumn 2 – Invasion Games encourages learners to build their teamwork skills and participate effectively in competitive situations.</p> <p>Spring 1 – Gymnastics enables learners to develop their body control and refine movements.</p> <p>Spring 2 – Net Games</p> <p>Summer 1 – Striking and Fielding</p> <p>Summer 2 - Athletics</p>	<p>Recording of fitness testing results and demonstration of improvement over time.</p> <p>Teacher observation and practical demonstration of techniques</p> <p>Observation of shot selection. Practical demonstration leading to positive results within games.</p>		
Sports Leadership Pathway	<p>Ability to communicate with others Self-esteem and confidence in own ability</p> <p>Ability to work with others as part of a team</p> <p>Skills needed to manage own work and personal development</p> <p>Ability to identify problems and what to do to solve them.</p>	<p>Section 1: Gaining Life Skills Through Leadership.</p> <p>An introduction to the skills learners will need to develop and the behaviours they will need to show to become a sports leader.</p>	<p>The course is assessed through the completion of:</p> <p>Evidence for tasks 1.1, 1.2, 1.3 is provided through completion of worksheets.</p> <p>Tasks 2.1 are assessed</p>		

		<p>Section 2: Evidence Learning, Experience and Assessment. Worksheets, planning templates and a leadership log to complete.</p> <p>Section 3: Making the Most of Your Skills. A Final Reflection on what life skills learners have developed and how they will use them in the future.</p>	<p>through two planning documents completed by the learner. Learners are assessed through direct observation, delivering two sports sessions and refereeing a competitive game.</p>		
GCSE Art, Craft and Design Pathway	<p>Art and Design at KS4 encourages learners to:</p> <ul style="list-style-type: none"> • actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds • develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products • become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques 	<p>Learners will complete two components: Component 1 assignment NEA (60%) and component 2 (40%), externally set assignment. In Component 1 and Component 2 learners are required to work in one or more area(s) of textile design, such as those listed below:</p> <ul style="list-style-type: none"> • Art textiles • Fashion design and illustration • Costume design • Fine Art • Photography • Graphics 	<p>Learners currently study GCSE Art, Craft and Design awarded by AQA. The course enables learners to study and explore a broad range of visual arts encompassing painting, sculpture, textiles and photography, graphics and fine art.</p> <p>AO1: Develop ideas through investigations, demonstrating critical</p>	<p>Learners have the opportunity to access specialist guidance during their taught sessions and also after school sessions where needed, to enhance their outcomes.</p>	<p>https://www.learnerartguide.com/</p> <p>www.pinterest.com</p> <p>https://www.tate.org.uk/kids</p> <p>https://artuk.org/</p>

	<ul style="list-style-type: none"> • develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills • develop and refine ideas and proposals, personal outcomes or solutions with increasing independence • acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent • develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures • develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries 	<p>Component 1 NEA is made up of two projects. A mini-introductory project where learner can explore a given theme and refresh their skills and a sustained project of the learners choosing. All themes for the sustained project are discussed prior to commencement to ensure they are suitable. Learner then explore, develop, record and refine their ideas to produce a final response to their theme.</p>	<p>understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights AO4: Present a personal and meaningful response</p> <p>Components combine to create an overall grade: Component 1 NEA- 60% of Total mark Component 2 Externally Set Assignment- 40% of Total mark Combined mark- Total mark for learner</p>		
Food Technology Pathway	This qualification builds on the skills developed during KS3, by selecting	This course will build on the 33 prescribed skills in Level 1 and	Learners will develop a portfolio of	Learners could further develop their skills and	

	<p>this Pathway learners could gain a Btec Level 2 qualification, and it is anticipated that learners gaining this qualification will be looking towards a future in the Hospitality industry. This industry is the fastest growing industry in this country and offers a wealth of opportunities across a wide range of careers. N.B Learners who have not previously studied Btec level 1 will have the opportunity to do so in KS4 with the anticipated hope that they will achieve this qualification whilst having the opportunity to develop some of the Level 2 skills.</p>	<p>develop them further to include an additional 10 skills. Learners will use these skills in order to gain:</p> <ul style="list-style-type: none"> the knowledge, understanding and confidence to cook meals at home • an understanding of how to economise when planning a meal • an ability to transfer skills learned to different recipes • an ability to inspire others by transferring that knowledge. • Crucially during this course learners will have to design a two-course meal for a specific target audience- including specific nutritional advice, economic considerations and appropriate time keeping. 	<p>evidence throughout the duration of the course. This portfolio will be assessed internally by the subject lead and if they fulfil the requirements of the Btec examiners the learners will be entered for the qualification. As the qualification is gained by continuous assessment it is accessible to a range of abilities, without the pressures of a final examination.</p>	<p>interest in the subject by accessing after school clubs and rewards, during these sessions' learners can peer mentor others, thus gaining real-life experience as parents of the future.</p>	
<p>Personal, Social Development (PSD) Pathway</p>	<p>The Personal and Social Development (PSD) qualifications offer imaginative ways of supporting young people. Learners will gain a qualification in ADSDAN</p>	<p>The PSD course is centred around 9 units at Entry 1-3 and 13 units for Levels 1-2. Learners have numerous</p>	<p>Learners are required to develop a portfolio of work which internal and external moderation</p>	<p>Learners are encouraged to develop their learning through completing additional research into the</p>	<p>https://www.asdan.org.uk/personal-and-social-development/</p>

	<p>PSD at Entry Level, with the option of progressing to Level 2.</p> <p>This course supports a range of young people in the following:</p> <ul style="list-style-type: none"> • becoming confident individuals who are physically, emotionally and socially healthy • being responsible citizens who make a positive contribution to society and embrace change • managing risk together with their own wellbeing as well as introducing them to new activities and personal challenges. The course offers learners the opportunity to develop a range of real world skills which will better prepare them for a life after Trinity Academy. 	<p>opportunities to develop a range of skills in order to gain the knowledge, understanding and confidence to become successful life long learners. Topics include:</p> <ul style="list-style-type: none"> - Community action - Healthy living - Preparation for Work - Parenting Awareness - Making the most of money - Making the most of leisure time - Using technology - Personal safety - Environmental awareness 	<p>deems meets the course requirements. There are number of opportunities for learners to meet the success criteria and gain the credits required to successfully complete the course and varying levels. The course is designed to meet the needs of a range of learners and enable them to work at their own pace, with time to review and develop their learning, without final exams.</p>	<p>various topics studied. As there are a range of subjects to study, it is hoped there is a range of interests to cater to all learners and maximise engagement.</p>	
<p>Mechanics (In house certificate) Pathway</p>	<p>This programme is designed to prepare learners for the world of work in the Motor Vehicle industry. They will gain practical knowledge and experience from our highly skilled staff, as well as improving skills such as</p>	<ul style="list-style-type: none"> • Health and Safety • Tools and Equipment • Basic Valeting • Vehicle Braking Systems • Wheels and Tyres 	<p>Teacher observation Self and peer assessment Coursework assessment Practical skills testing</p>	<p>Become confident in taking risks and learn from practical experience Acquire and develop technical skills through working with a</p>	

	communication, teamwork, health and safety, and customer care	<ul style="list-style-type: none"> • Exhaust System Maintenance 		broad range of, materials, techniques, processes and technologies Demonstrate safe working practices in the garage environment	
Construction (In house certificate) Pathway	This course aims to prepare learners for the world of work in brickwork, basic construction and joinery. Learners will gain practical knowledge and experience of the industry whilst studying with highly skilled staff in a specialist training environment.	Basic construction and brick work	Teacher observation Self and peer assessment Coursework assessment Practical skills testing	Become confident in taking risks and learn from practical experience Acquire and develop technical skills through working with a broad range of, materials, techniques, processes and technologies Demonstrate safe working practices in the workshop environment	
Duke of Edinburgh Award (DofE) Pathway	The DofE is many things to many people, but one thing is for sure – for generations we have been helping young people to explore who they are, invest in themselves and develop the skills and experience they need to	<ul style="list-style-type: none"> • Bronze • Silver • Gold Awards • A range of activities including physical/sporting, volunteering 	Teacher observations Volunteering Expedition evidence eDofE data upload	Minimum of 1 hour per week	https://www.dofe.org/

	<p>successfully navigate adult life.</p> <p>Any young person can do their DofE– regardless of ability, gender, ethnicity, background or geography. Achieving an Award isn't a competition and it's not about being first. It's all about expanding your horizons, setting personal challenges and pushing yourself to achieve them.</p>	<p>and an expedition</p> <p>This is in addition to regular “mini” expeditions taking place as part of the course</p>			
English Pathway	<p>Further develop the skills required to take the subject of English beyond GCSE. Ideas include:</p> <ul style="list-style-type: none"> • Poems of Protest, Resistance, and Empowerment • A study of Classic vs Contemporary poetry – how has society changed through time? • Poetry writing • History of English • Our language • Forensic linguistics 	<p>1.Why poetry is necessary and sought-after during times of crises. Looking at how poems are used as a means of social commentary.</p> <p>2.Analysing the context, language and impact of William Blake's 'Songs of Innocence and Experience' vs George the Poet's 'The Search Party'</p> <p>3.Using the themes and language studied to create your own poetry collection</p> <p>4. Analysing the history and origins of English Language</p>	<p>Teacher Observation</p> <p>Peers Observation</p> <p>Questioning</p>	<p>Complete revision work tasks set by staff</p> <p>Use revision guides as a support</p>	<p>https://www.bbc.co.uk/bitesize/ subjects/zckw2hv</p>

		<p>5. Describing identity through accents and dialect</p> <p>6. Analysing individual language in real life cases</p>			
Careers Pathway	<p>Careers pathway is about developing employment skills and interaction with employers.</p> <p>They will learn how to build their own career plan and set useful life, study and work goals. Understand the skills they will need for life and work and how to develop them. Learn how to prepare themselves for work with job searching, CV and interview preparation.</p>	<p>Learners will be involved in the NU Futures Programme.</p> <p>The NU Futures programme will provide additional support for our learners access the job market through mentoring, personal development, digital STEM learning and regular interaction with local employers</p> <p>Learners will research potential work placements and secure positions to gain experience based on their interests</p>	<p>Teacher Observation</p> <p>Peers Observation</p> <p>Questioning</p> <p>Mock interviews</p>	<p>Produce a CV</p> <p>Develop interview skills</p> <p>Research potential careers and future destinations</p>	<p>https://www.nufoundation.org.uk/what-we-do/nu-futures</p> <p>https://youtu.be/xW9v1cVz2Vw</p> <p>https://nationalcareers.service.gov.uk/</p>
Preparation for Adulthood	<p>Preparation for Adulthood agenda which is to support young people into adulthood with paid employment, good health, independent living options, friends, relationships and</p>	<p>1. Community Skills</p> <p>- All learners will take part in a community skills programme where they can develop communication and</p>	<p>Teacher observation</p> <p>Self and peer assessment</p> <p>Coursework assessment</p> <p>Practical skills testing</p>	<p>1. Be active outside of school by trying to engage in regular physical activities such</p>	<p>https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources</p>

	<p>community inclusion. The pathway, therefore, consists of a variety of subjects and will be split into 4 areas.</p>	<p>independence skills in the community. Learners will visit a variety of community based environments. Within this a wide range of skills can be developed (depending on the needs of the individual) which include; directing, decision making, communication, organisational, shopping and money skills.</p> <p>2. Social studies - These sessions support and promote a learner's emotional, social and physical well-being, aiming to enable them to respect different groups in society and challenge discrimination, along with developing a positive, healthy and safe lifestyle. British Values will be actively</p>		<p>as outdoor play, walking, cycling</p> <p>2. Become confident in taking risks and learn from practical experience</p>	
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promoted and embedded into activities, including encouragement of democratic decisions, sharing of opinions, respect for self and others and exploration of rights, responsibilities and laws.

3. **World of work/Enterprise** - These sessions aim to develop the learners' knowledge of the world of work. This may include developing an understanding of the skills needed for a range of jobs/volunteering positions, the application process and interview skills. Enterprise plays a valuable part of this and will enable the learners to develop an understanding of

		<p>the world of work and engage in entrepreneurial activities. Learners are also helped to develop those personal qualities and leadership skills essential for the world of work. Teaching within an enterprise setting can also develop positive attitudes to teamwork, to continuing education and training, to equal opportunities, and to the views, skills, capabilities and capacities of others. All the sessions described focus on transferable skills, such as reasoning, communication, problem solving, evaluation, innovation, creativity along with functional skills opportunities</p>			
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		<p>throughout the year.</p> <p>4. Enrichment - Learners will also have the opportunity to engage in a range of activities to support them in identifying leisure activities they may want to pursue in their free time. This will link directly into Duke of Edinburgh.</p>			
Science OCN/AIM	<p>The learners follow a range of practically based topics to increase their understanding of the world around them and to develop their transferable skills.</p> <p>The learners will achieve AIM/OCN West Midlands Level 1 award or extended award in Science.</p>	<p>-Health and safety -Light and sound -The human body -Science in firefighting -Energy use -The human body the Environment</p>	<p>Assessment is by portfolio. The learners will have a range of evidence for their learning including:</p> <p>Photographs</p> <p>Written reports</p> <p>Video clips</p> <p>Diagrams</p> <p>Witness statements</p>	<p>Learners should try and look for examples of where things they learn in Science can be found in everyday life. For examples safety warning signs that they recognise and different types of fire extinguishers.</p>	<p>https://www.aim-group.org.uk/</p> <p>https://www.bbc.co.uk/bitesize/guides/zsfpb82/revision/1</p>