

**YEAR 10**

**CURRICULUM BOOKLET**

**2017/2018**

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**Introduction from the Associate Principal, Mr S Tait**

We are very pleased to welcome your child to WMG Academy, Solihull and are delighted that they have chosen to complete their KS4 study with us. We recognise that our students can only be successful if they continue to be supported by their parents throughout Years 10 and 11. To that end, this guide has been produced to give you comprehensive and, we hope, valuable information about the next two years.

During the induction weeks at the start of year 10 all students completed some baseline assessments to determine setting and target grades. It is against these target grades that we report the progress of your child during each of our key assessments.

We hope that the next two years go well and that all students develop into young engineers of the future. Please do not hesitate to contact us with any questions and we look forward to working together.

**Data, Reporting and Parents Evenings**

**Term Dates**

**Autumn Term**

**Year 10 Students:** Wednesday 6 September 2017

**Year 10 and Year 12 Students:** Thursday 7 September 2017

**All students:** Friday 8 September 2017

**Academy closes for Half Term:** Friday 20 October 2017

**Half Term Holiday:**  Monday 23 – Friday 27 October 2017

**Academy opens for Half Term**:  Monday 30 October 2017

**Academy closes for end of Autumn Term:**  Tuesday 19 December 2017

**Spring Term**

**Academy opens for students for Spring Term:**  Thursday 4 January 2018

**Academy closes for Half Term:**  Friday 16 February 2018

**Half Term Holiday:**  Monday 19 – Friday 23 February 2018

**Academy opens for Half Term:**  Monday 26 February 2018

**Academy closes for end of Spring Term:**  Thursday 29 March 2018

**Summer Term**

**Academy opens for Summer Term:**  Monday 16 April 2018

**Academy closes for Half Term:**  Friday 25 May 2018

**Half Term Holiday:**  Monday 28 May – Friday 1 June 2018

**Academy opens for Half Term:**  Monday 4 June 2018

**Academy closes for end of Summer Term:**  Tuesday 24 July 2018

**Staff Training Days 2017/2018**

Monday 4 September 2017

Tuesday 5 September 2017

Friday 10th November 2017

Wednesday 3rd January 2018

Wednesday 2nd May 2018

**School Day**

**Monday**

Period 1 8.30 – 9.25

Period 2 9.25 – 10.20

Pastoral 10.20 – 10.45

Break 10.45 – 11.05

Period 3 11.05 – 12.00

Period 4 12.00 – 12.55

Lunch 12.55 – 13.30

Period 5 13.30 – 14.25

Period 6 14.25 – 15.30

**Tuesday to Friday**

Period 1 8.30 – 9.25

Period 2 9.25 – 10.20

Pastoral 10.20 – 10.45

Break 10.45 – 11.05

Period 3 11.05 – 12.00

Period 4 12.00 – 12.55

Lunch 12.55 – 13.30

Period 5 13.30 – 14.25

Period 6 14.25 – 15.20

Break 15.20 – 15.35

Period 7 15.35 – 16.30

**Parents Evening**

* Settling in parents evening with tutors Thursday 19th October 2017
* Year 10 Parents Evening Tuesday 8th May 2018

**Mock Examinations**

* Week commencing 25th June 2018

**Reporting**

* KA1 Progress review Friday 6th October
* KA2 Progress review Monday 18th December
* KA3 Progress review Friday 9th March
* KA4 Progress review Friday 4th May
* KA5 Full Report Wednesday 18th July

**Explaining your child’s report**

**When you receive a Progress Review or Report from the Academy, it will contain the following information:**

**Targets**

This grade is an expected outcome at the end of Year 13. It is aspirational in nature and is therefore a challenging goal to achieve. We use ALPS, a nationally recognised (and largest) targeting system to calculate this grade based on performance at GCSE results to arrive at the target grade.

**WAG (Working at Grade)**

This is the grade that is based on the overall level subject teachers believe your child is currently working at. Subject teachers make their grade assessment here based on the evidence they have seen so far in the course.

**ATL (Attitude to Learning)**

6 Excellent

5 Very Good

4 Good

3 Requires Improvement

2 Unsatisfactory

1 Inadequate

**Concern Codes**

BEH concern about the learner’s behaviour

ENG concern about the learner’s engagement

ATT concern about the learner’s attendance

CLA concern about the learner’s classwork

HOM concern about the learner’s homework

CDM concern that the learner has missed coursework deadlines

**In addition, once a year, you will receive a full written report about your child’s progress in each subject area from their teaching staff.**

At each key assessment point, the tutor will be given a copy of the tutor group’s reports. They will use these reports to help have meaningful conversations with students who are:

* Not making the required progress

Have poor attendance

Have a poor attitude to learning

**Members of Staff**

**Senior Leadership Team**

Mrs Kate Tague Executive Principal

Mr Stewart Tait Associate Principal

Mrs Diane Campton Director of Finance

Mrs Farhat Parveen Assistant Principal

**Extended Senior Leadership Team**

Mr Jason Kirwan Leader of Engineering, Design and IT

Mr Fiesal Mahroof Lead Teacher of Science

Mr Umran Naeem Lead of Maths and Computing

**Pastoral Staff**

Mr Alan Bain Key Stage 4 Pastoral Lead

Mrs Claire Collier Key Stage 5 Pastoral Lead

Mrs Charlotte Thorpe-Mathias Behaviour and Pastoral Lead

**Lead Teachers**

Mrs Sumithra Roy Lead Teacher of English

**Trust Staff**

Mr Graham Jacklin IT & Facilities Manager

Mrs Calista Lewis Marketing Manager

Mrs Amanda Reddington Pastoral Counsellor

Mrs Sarah Rhodes MIS and Data Manager

**Teaching Staff**

Mr Stuart Arnold                      Teacher of Science

Mr Alan Bain                               Teacher of Design, Engineering and Technology and KS4 Pastoral Lead

Miss Louise Brewer                  Teacher of Art and Design

Mrs Luan Byrne-Eckloff          Teacher of English

Ms Claire Collier                        Teacher of Computer Science and KS5 Pastoral Lead

Mr William Garwood            Teacher of Design, Engineering and Technology

Mr Christopher Holden          KS4 Lead Teacher of Engineering

Mr James Kelvie                     Teacher of Mathematics

Miss Patsy-Ann McCoy            Teacher of Business Studies

Mr Godson Odogwu                   Teacher of Mathematics

Mr Thomas Patchell                   Teacher of Geography

Mr Nick Rawson                         Teacher of MFL

Mr Petru Scheul                          Teacher of Mathematics

Mr Colin Sephton                       Teacher of Design, Engineering and Technology

Mr Greg Stacey                            Teacher of Science

Mr Mohammad Ullah                 Teacher of Design, Engineering and Technology

**Learning Support Staff**

Mrs Jackie Clark Learning Support Assistant

Mrs Sheila Crawford Learning Support Assistant

Miss Stephanie Light Maths Learning Coach

**Operational Staff**

Miss Susan Beattie                        Office Manager

Mrs Jackie Irons                             Receptionist

Mrs Lorna Kelly                              HR Officer

Mr Neil Loxton                               Cover Supervisor

Ms Claire Machin                           Technician

Mr Chris Parry                                Senior Engineering Technician

Mrs Sally Phillips                            MIS and Examinations Officer

Mr Mohan Toora                            Senior Science Technician

Your son/daughter has been allocated to a dedicated year 10 tutor group. The supporting tutor is best placed to answer any initial queries you may have and these should be the first point of contact for your son/daughter

**Tutors**

**10.1 Miss P McCoy**

**10.2 Mrs L Byrne-Eckloff**

**10.3 Mr T Patchell**

**10.4 Mr P Scheul**

**10.5 Mr M Ullah / Miss L Brewer**

The above tutors have been chosen to specifically reflect the different needs of Year 10 students. Tutors are responsible for the pastoral care of each member of the tutor Group. In more detail, this will mean:-

* Discussing and agreeing appropriate career and study choices with each mentee
* Writing their personal reference
* Assisting mentees in completion of personal statement and UCAS Applications
* Reviewing the progress of UCAS applications
* Reviewing each mentee’s progress half-termly
* Reviewing attendance and punctuality of mentees
* Identifying where additional support may be needed
* Providing pastoral care in line with half-termly Year 13 themes
* Seeking opportunities to encourage each student to develop

**YEAR 10 ENGLISH**

|  |  |
| --- | --- |
| **Exam Board** | AQA |
| **Syllabus Name** | GCSE English Language |
| **Syllabus Code** | 8700 |
| **QAN Number** | 601/4292/3 |
| **Do you do Controlled Assessment / Coursework / Practical** | * One spoken language endorsement   Giving you a Pass / Merit / Distinction |
| **If Yes to the above when will this take place** | Summer 2019 |
| **When will the exam be?** | Summer 2019 |
|  | |
| **What should a student do before each lesson?** | * Bring all expected equipment * Bring completed homework * Read a wide range of texts for pleasure to improve vocabulary. |
| **What should a student do during each lesson?** | * Engage immediately with starter activity * Participate by asking and answering questions * Aim to improve your skills in every lesson |
| **What should a student do after each lesson?** | * Review your notes * Complete all homework to the best of your ability |
| **How should I use my revision guide** | * During each unit to consolidate learning at the end of a unit to revise key aspects |
| **Where can I go to download past papers?** | * AQA website |
| **What is the best way to use past papers** | * To practise exam style answers once confident with basic skills taught in lessons |
| **Extra Guidance for Parents** | |
| **Do you provide any additional support / Revision Guide?** | * Revision materials given to students in lessons |
| **What are the best revision sources I can purchase?** | * Study Guides (your notes) * CGP Revision Guides * These can be purchased through the academy – details will follow |
| **How can I support my child?** | * Encourage to read a variety of fiction and non-fiction texts, newspaper, magazines etc |
| **My child likes to revise using digital media – where should they go?** | * BBC Bitesize * Mr Bruff =-You Tube |

**YEAR 10 ENGLISH LITERATURE**

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| --- | --- |
| **Exam Board** | AQA |
| **Syllabus Name** | GCSE English Literature |
| **Syllabus Code** | 8702 |
| **QAN Number** | 601/4447/6 |
| **Do you do Controlled Assessment / Coursework / Practical** | * Controlled Assessment No * Coursework No * Practical No |
| **When will the exam be?** | Summer 2019 |
|  | |
| **What should a student do before each lesson?** | * Bring all expected equipment * Bring completed homework * Read a wide range of texts for pleasure for improve vocabulary |
| **What should a student do during each lesson?** | * Engage immediately with starter activity * Participate by asking and answering questions * Aim to improve your skills every lesson |
| **What should a student do after each lesson?** | * Review / complete notes for each text * Complete all homework tasks to the best of your ability |
| **How should I use my revision guide** | * During each unit to consolidate your learning at the end of a unit to revise key characters, themes, quotes |
| **Where can I go to download past papers?** | * AQA website |
| **What is the best way to use past papers** | * To practise exam style essays once confident with basic structure of essays. |
| **Extra Guidance for Parents** | |
| **Do you provide any additional support / Revision Guide?** | Revision booklets are made available to download |
| **What are the best revision sources I can purchase?** | Study guides  Your notes  CGP Guides |
| **How can I support my child?** | * Encourage to read and discuss literature texts * To re-read texts |
| **My child likes to revise using digital media – where should they go?** | * BBC Bitesize * Mr Buff – You Tube |

**YEAR 10 MATHEMATICS**

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| **Exam Board** | AQA |
| **Syllabus Name** | GCSE Mathematics |
| **Syllabus Code** | 8300 |
| **QAN Code** | 601/46008/4 |
| **Do you do Controlled Assessment / Coursework / Practical** | * Controlled Assessment No * Coursework No * Practical No |
| **When will the exam be?** | Summer 2019 |
|  | |
| **What should a student do before each lesson?** | * Recap any knowledge from Key Stage 3. Ensure they have read through and practiced any questions from previous lessons. * Bring any questions about not fully understanding content to the teacher |
| **What should a student do during each lesson?** | * Engage fully with teacher * Complete all tasks set * Ask questions whenever needed |
| **What should a student do after each lesson?** | * Review the lesson that has been taught * Use revision guide/online resources to practice * Make use of revision skills such as flash cards to create learning resources |
| **How should I use my revision guide** | * After each lesson to review content * Prior to any assessments |
| **Where can I go to download past papers?** | * AQA website |
| **What is the best way to use past papers** | * Begin by completing questions individually, with resources and without time limits, and build up to completing a complete paper in timed exam conditions. |
| **Extra Guidance for Parents** | |
| **Do you provide any additional support / Revision Guide?** | * Use MathsWatch * Students are guided towards online material available * Google Classroom |
| **What are the best revision sources I can purchase?** | * CGP revision guides for AQA Maths |
| **How can I support my child?** | * Discuss the content of their lessons with them and help them to build links with their lives outside of school. * Encourage students to pursue maths based projects, especially those that they can link to their online studies.   Encourage students to complete all of their home learning to support their work in lessons. |
| **My child likes to revise using digital media – where should they go?** | * BBC Bitesize * Youtube GCSE Maths Channels |

**YEAR 10 COMBINED SCIENCE**

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| --- | --- |
| **Exam Board** | OCR |
| **Syllabus Name** | Gateway Science Combined Science A (9-1) |
| **Syllabus Code** | J250 |
| **QAN Number** | 601/8687/2 |
| **Do you do Controlled Assessment / Coursework / Practical** | * Controlled Assessment No * Coursework No * Practical Yes |
| **If Yes to the above when will this take place** | Required Practical Activities take place in Science lessons throughout the course. These, and the skills students gain from completing them, will be assessed in their exams, rather than through coursework. |
| **When will the exam be?** | Summer 2019 |
|  | |
| **What should a student do before each lesson?** | * Review their learning from Key Stage 3, and any similar topic from your Year 10 learning. * Complete any set home learning. * Ensure that they are properly equipped with a pen, pencil, ruler and scientific calculator. |
| **What should a student do during each lesson?** | * Try their best on all activities. * Be confident to attempt difficult tasks, without fear of making a mistake. * Review their learning effectively to identify areas they need to improve. |
| **What should a student do after each lesson?** | * Consider the applications of your science learning in daily life. * Review topics from the lesson that you need to improve on. * Write down or email any questions for your teacher to help you improve. |
| **How should I use my revision guide** | * Review or preview lesson content and complete exam style questions. |
| **Where can I go to download past papers?** | * OCR website |
| **What is the best way to use past papers** | * Begin by completing questions individually, with resources and without time limits, and build up to completing a complete paper in timed exam conditions. |
| **Extra Guidance for Parents** | |
| **Do you provide any additional support / Revision Guide?** | * Intervention classes * Google Classroom |
| **What are the best revision sources I can purchase?** | * We recommend CGP Revision and Exam Practice Booklets |
| **How can I support my child?** | * Discuss the content of their lessons with them and help them to build links with their lives outside of school. * Encourage students to pursue science based projects, especially those that they can link to their online studies. * Encourage students to complete all of their home learning to support their work in lessons. |
| **My child likes to revise using digital media – where should they go?** | * <http://www.bbc.co.uk/education/subjects/zrkw2hv> * https://www.my-gcsescience.com/ * <https://www.youtube.com/channel/UCqbOeHaAUXw9Il7sBVG3_bw> * There are also many revision and flash card apps available. |
| **Any additional information** | Please note that the course has recently changed specification, and many resources available refer to the old specification Although in many cases the content is similar between the two courses, please use the new specification to check for the appropriateness of the resource. Please also be advised that the new course follows a very different scheme of assessment to the old course (notably the absence of coursework), and uses grades 9-1 in place of the old style A\*-G. |

**YEAR 10 BIOLOGY**

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| --- | --- |
| **Exam Board** | OCR |
| **Syllabus Name** | Gateway Science Biology A (9-1) |
| **Syllabus Code** | J247 |
| **QAN Number** | 601/8589/2 |
| **Do you do Controlled Assessment / Coursework / Practical** | * Controlled Assessment No * Coursework No * Practical Yes |
| **If Yes to the above when will this take place** | Required Practical Activities take place in Biology lessons throughout the course. These, and the skills students gain from completing them, will be assessed in their exams, rather than through coursework. |
| **When will the exam be?** | Summer 2019 |
|  | |
| **What should a student do before each lesson?** | * Review their learning from Key Stage 3, and any similar topic from your Year 10 learning. * Complete any set home learning. * Ensure that they are properly equipped with a pen, pencil, ruler and scientific calculator. |
| **What should a student do during each lesson?** | * Try their best on all activities. * Be confident to attempt difficult tasks, without fear of making a mistake. * Review their learning effectively to identify areas they need to improve. |
| **What should a student do after each lesson?** | * Consider the applications of your science learning in daily life. * Review topics from the lesson that you need to improve on. * Write down or email any questions for your teacher to help you improve. |
| **How should I use my revision guide** | * Review or preview lesson content and complete exam style questions. |
| **Where can I go to download past papers?** | * OCR website |
| **What is the best way to use past papers** | * Begin by completing questions individually, with resources and without time limits, and build up to completing a complete paper in timed exam conditions. |
| **Extra Guidance for Parents** | |
| **Do you provide any additional support / Revision Guide?** | * Intervention classes * Google Classroom |
| **What are the best revision sources I can purchase?** | * We recommend CGP Revision and Exam Practice Booklets |
| **How can I support my child?** | * Discuss the content of their lessons with them and help them to build links with their lives outside of school. * Encourage students to pursue science based projects, especially those that they can link to their online studies. * Encourage students to complete all of their home learning to support their work in lessons. |
| **My child likes to revise using digital media – where should they go?** | * <http://www.bbc.co.uk/education/subjects/zrkw2hv> * https://www.my-gcsescience.com/subject/biology * <https://www.youtube.com/channel/UCqbOeHaAUXw9Il7sBVG3_bw> * http://www.s-cool.co.uk/gcse/biology * There are also many revision and flash card apps available. |
| **Any additional information** | Please note that the course has recently changed specification, and many resources available refer to the old specification. Although in many cases the content is similar between the two courses, please use the new specification to check for the appropriateness of the resource. Please also be advised that the new course follows a very different scheme of assessment to the old course (notably the absence of coursework), and uses grades 9-1 in place of the old style A\*-G. |

**YEAR 10 CHEMISTRY**

|  |  |
| --- | --- |
| **Exam Board** | OCR |
| **Syllabus Name** | Gateway Science Chemistry A (9-1) |
| **Syllabus Code** | J248 |
| **QAN Number** | 601/8663/X |
| **Do you do Controlled Assessment / Coursework / Practical** | * Controlled Assessment No * Coursework No * Practical Yes |
| **If Yes to the above when will this take place** | Required Practical Activities take place in Chemistry lessons throughout the course. These, and the skills students gain from completing them, will be assessed in their exams, rather than through coursework. |
| **When will the exam be?** | Summer 2019 |
|  | |
| **What should a student do before each lesson?** | * Review their learning from Key Stage 3, and any similar topic from your Year 10 learning. * Complete any set home learning. * Ensure that they are properly equipped with a pen, pencil, ruler and scientific calculator. |
| **What should a student do during each lesson?** | * Try their best on all activities. * Be confident to attempt difficult tasks, without fear of making a mistake. * Review their learning effectively to identify areas they need to improve. |
| **What should a student do after each lesson?** | * Consider the applications of your science learning in daily life. * Review topics from the lesson that you need to improve on. * Write down or email any questions for your teacher to help you improve. |
| **How should I use my revision guide** | * Review or preview lesson content and complete exam style questions. |
| **Where can I go to download past papers?** | * OCR website |
| **What is the best way to use past papers** | * Begin by completing questions individually, with resources and without time limits, and build up to completing a complete paper in timed exam conditions. |
| **Extra Guidance for Parents** | |
| **Do you provide any additional support / Revision Guide?** | * Intervention classes * Google Classroom |
| **What are the best revision sources I can purchase?** | * We recommend CGP Revision and Exam Practice Booklets |
| **How can I support my child?** | * Discuss the content of their lessons with them and help them to build links with their lives outside of school. * Encourage students to pursue science based projects, especially those that they can link to their online studies. * Encourage students to complete all of their home learning to support their work in lessons. |
| **My child likes to revise using digital media – where should they go?** | * <http://www.bbc.co.uk/education/subjects/zrkw2hv> * https://www.my-gcsescience.com/subject/chemistry * <https://www.youtube.com/channel/UCqbOeHaAUXw9Il7sBVG3_bw> * http://www.s-cool.co.uk/gcse/chemistry * There are also many revision and flash card apps available. |
| **Any additional information** | Please note that the course has recently changed specification, and many resources available refer to the old specification. Although in many cases the content is similar between the two courses, please use the new specification to check for the appropriateness of the resource. Please also be advised that the new course follows a very different scheme of assessment to the old course (notably the absence of coursework), and uses grades 9-1 in place of the old style A\*-G. |

**YEAR 10 PHYSICS**

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| --- | --- | --- |
| **Exam Board** | OCR | |
| **Syllabus Name** | Gateway Science Physics A (9-1) | |
| **Syllabus Code** | J249 | |
| **QAN Number** | 601/8651/3 | |
| **Do you do Controlled Assessment / Coursework / Practical** | * Controlled Assessment No * Coursework No * Practical Yes | |
| **If Yes to the above when will this take place** | Required Practical Activities take place in Physics lessons throughout the course. These, and the skills students gain from completing them, will be assessed in their exams, rather than through coursework. | |
| **When will the exam be?** | Summer 2019 | |
|  | | |
| **What should a student do before each lesson?** | | * Review their learning from Key Stage 3, and any similar topic from your Year 10 learning. * Complete any set home learning. * Ensure that they are properly equipped with a pen, pencil, ruler and scientific calculator. |
| **What should a student do during each lesson?** | | * Try their best on all activities. * Be confident to attempt difficult tasks, without fear of making a mistake. * Review their learning effectively to identify areas they need to improve. |
| **What should a student do after each lesson?** | | * Consider the applications of your science learning in daily life. * Review topics from the lesson that you need to improve on. * Write down or email any questions for your teacher to help you improve. |
| **How should I use my revision guide** | | * Review or preview lesson content and complete exam style questions. |
| **Where can I go to download past papers?** | | * OCR website |
| **What is the best way to use past papers** | | * Begin by completing questions individually, with resources and without time limits, and build up to completing a complete paper in timed exam conditions. |
| **Extra Guidance for Parents** | | |
| **Do you provide any additional support / Revision Guide?** | | * Intervention classes * Google Classroom |
| **What are the best revision sources I can purchase?** | | We recommend CGP Revision and Exam Practice Booklets: |
| **How can I support my child?** | | * Discuss the content of their lessons with them and help them to build links with their lives outside of school. * Encourage students to pursue science based projects, especially those that they can link to their online studies. * Encourage students to complete all of their home learning to support their work in lessons. |
| **My child likes to revise using digital media – where should they go?** | | * <http://www.bbc.co.uk/education/subjects/zrkw2hv> * https://www.my-gcsescience.com/subject/physics * <https://www.youtube.com/channel/UCqbOeHaAUXw9Il7sBVG3_bw> * http://www.s-cool.co.uk/gcse/physics * There are also many revision and flash card apps available. |
| **Any additional information** | | Please note that the course has recently changed specification, and many resources available refer to the old specification. Although in many cases the content is similar between the two courses, please use the new specification to check for the appropriateness of the resource. Please also be advised that the new course follows a very different scheme of assessment to the old course (notably the absence of coursework), and uses grades 9-1 in place of the old style A\*-G. |

**YEAR 10 CAMBRIDGE NATIONAL –**

**ENGINEERING MANUFACTURE**

|  |  |
| --- | --- |
| **Exam Board** | OCR |
| **Syllabus Name** | Cambridge National |
| **Syllabus Code** | R109/R110/R111/R112 |
| **QAN Number** | 601/1219/0 |
| **Do you do Controlled Assessment / Coursework / Practical** | * Controlled Assessment YES * Coursework YES * Practical YES |
| **If Yes to the above when will this take place** | Academic year 2017/2019 |
| **When will the exam be?** | Summer 2019 |
|  | |
| **What should a student do before each lesson?** | * Ensure they have read through material from previous lessons. * Arrive to lesson punctually * Bring the correct equipment to each lesson. |
| **What should a student do during each lesson?** | * Always listen to the member of staff. * Ask questions whenever needed |
| **What should a student do after each lesson?** | * Complete HW in a timely manner * Spend 1-2hrs each week, working independently on their coursework. |
| **How should I use my revision guide** | * No revision guides available |
| **Where can I go to download past papers?** | * Search for the qualification title + past papers on google |
| **What is the best way to use past papers** | * Complete the past papers independently and compare your answers against the mark scheme. |
| **Extra Guidance for Parents** | |
| **Do you provide any additional support / Revision Guide?** | * Additional support and guidance is available through RM unify. |
| **What are the best revision sources I can purchase?** | * Exemplar coursework portfolios located on RM unify. There are no revision guides available. |
| **How can I support my child?** | * Using Google classroom to monitor homework. |
| **My child likes to revise using digital media – where should they go?** | * RM Unify |

**YEAR 10 CAMBRIDGE NATIONAL –**

**ENGINEERING DESIGN**

|  |  |
| --- | --- |
| **Exam Board** | OCR |
| **Syllabus Name** | Cambridge National |
| **Syllabus Code** | R105/R106/R107/R108 |
| **QAN Number** | 601/1411/3 |
| **Do you do Controlled Assessment / Coursework / Practical** | * Controlled Assessment YES * Coursework YES * Practical YES |
| **If Yes to the above when will this take place** | Academic year 2017/2019 |
| **When will the exam be?** | Summer 2019 |
|  | |
| **What should a student do before each lesson?** | * Ensure they have read through material from previous lessons. * Arrive to lesson punctually * Bring the correct equipment to each lesson. |
| **What should a student do during each lesson?** | * Always listen to the member of staff. * Ask questions whenever needed |
| **What should a student do after each lesson?** | * Complete HW in a timely manner * Spend 1-2hrs each week, working independently on their coursework. |
| **How should I use my revision guide** | * No revision guides available |
| **Where can I go to download past papers?** | * Search for the qualification title + past papers on google |
| **What is the best way to use past papers** | * Complete the past papers independently and compare your answers against the mark scheme. |
| **Extra Guidance for Parents** | |
| **Do you provide any additional support / Revision Guide?** | * Additional support and guidance is available through RM unify. |
| **What are the best revision sources I can purchase?** | * Exemplar coursework portfolios located on RM unify. There are no revision guides available. |
| **How can I support my child?** | * Using Google classroom to monitor homework |
| **My child likes to revise using digital media – where should they go?** | * RM Unify |

**YEAR 10 CAMBRIDGE NATIONAL –**

**SYSTEMS AND CONTROL**

|  |  |
| --- | --- |
| **Exam Board** | OCR |
| **Syllabus Name** | Cambridge National |
| **Syllabus Code** | R113/R114/R115/R116 |
| **QAN Number** | 601/1407/1 |
| **Do you do Controlled Assessment / Coursework / Practical** | * Controlled Assessment YES * Coursework YES * Practical YES |
| **If Yes to the above when will this take place** | Academic year 2017/2019 |
| **When will the exam be?** | Summer 2019 |
| **Date** | To be completed nearer the time |
|  | |
| **What should a student do before each lesson?** | * Ensure they have read through material from previous lessons. * Arrive to lesson punctually * Bring the correct equipment to each lesson. |
| **What should a student do during each lesson?** | * Always listen to the member of staff. * Ask questions whenever needed |
| **What should a student do after each lesson?** | * Complete HW in a timely manner * Spend 1-2hrs each week, working independently on their coursework. |
| **How should I use my revision guide** | * No revision guides available |
| **Where can I go to download past papers?** | * Search for the qualification title + past papers on google |
| **What is the best way to use past papers** | * Complete the past papers independently and compare your answers against the mark scheme. |
| **Extra Guidance for Parents** | |
| **Do you provide any additional support / Revision Guide?** | * Additional support and guidance is available through RM unify. |
| **What are the best revision sources I can purchase?** | * Exemplar coursework portfolios located on RM unify. There are no revision guides available. |
| **How can I support my child?** | * Using Google classroom to monitor homework. |
| **My child likes to revise using digital media – where should they go?** | * RM Unify |

**YEAR 10 ART & DESIGN**

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| **Exam Board** | AQA |
| **Syllabus Name** | Art Craft and Design |
| **Syllabus Code** | 8201 |
| **QAN Number** | 601/8088/2 |
| **Do you do Controlled Assessment / Coursework / Practical** | * Controlled Assessment YES * Coursework YES * Practical YES |
| **If Yes to the above when will this take place** | Academic year 2017/2019 |
| **When will the exam be?** | Summer 2019 |
|  | |
| **What should a student do before each lesson?** | * Ensure they have read through material from previous lessons. * Arrive to lesson punctually * Bring the correct equipment to each lesson. |
| **What should a student do during each lesson?** | * Always listen to the member of staff. * Ask questions whenever needed |
| **What should a student do after each lesson?** | * Complete HW in a timely manner * Spend 1-2hrs each week, working independently on their coursework. |
| **How should I use my revision guide** | * No revision guides available |
| **Where can I go to download past papers?** | * Search for the qualification title and past papers on google |
| **What is the best way to use past papers** | * Complete the past papers independently and compare your answers against the mark scheme. |
| **Extra Guidance for Parents** | |
| **Do you provide any additional support / Revision Guide?** | * Additional support and guidance is available through RM unify. |
| **What are the best revision sources I can purchase?** | * Exemplar coursework portfolios located on RM unify. * AQA course book available through Hodder education |
| **How can I support my child?** | * Using Google classroom to monitor homework |
| **My child likes to revise using digital media – where should they go?** | * RM Unify |

**YEAR 10 BUSINESS STUDIES**

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| **Exam Board** | OCR |
| **Syllabus Name** | BUSINESS (9-1) |
| **Syllabus Code** | J204 |
| **QAN NUMBER** | 603/0295/1 |
| **Do you do Controlled Assessment / Coursework / Practical** | * Controlled Assessment NO * Coursework NO * Practical NO |
| **When will the exam be?** | SUMMER 2019 |
|  | |
| **What should a student do before each lesson?** | Before each lesson, students should read over the topics from the previous lesson to ensure they have a thorough understanding of the topic. Using the lesson PowerPoints which are available on RM Unify will be vital to supporting this, and these can be accessed from anywhere. As an added extra, it is always good for a student to reading around current Business contexts, utilising the BBC news website is a good starting point. |
| **What should a student do during each lesson?** | A student should take part in all tasks, and if not clear should always ask for assistance. Part of being successful in Business is asking questions and exploring a topic, so students should actively try and link topics to current Business contexts. |
| **What should a student do after each lesson?** | After each lesson a student should be reading over the work that was done in the lessons to extend and enhance their understanding, they should also prepare a list of questions about topics they haven’t understood ready for the next lesson. In addition, completing all the homework tasks set will be vital to the students being successful in the Business qualification. |
| **How should I use my revision guide** | After each lesson, go back and recap the topic from that lesson and the previous lesson to keep abreast of revision consistently. Once a half term a student should look back through all the lessons done that half term to recap all work. |
| **Where can I go to download past papers?** | www.ocr.org.uk |
| **What is the best way to use past papers** | The best way to utilise past papers is to attempt questions in relation to the topics covered in that lesson. In addition, doing these under timed conditions will be helpful in preparing for the real exam scenario. |
| **Extra Guidance for Parents** | |
| **Do you provide any additional support / Revision Guide?** | All lessons are placed on RM Unify for students to access from wherever is best for them. A revision guide will be able to purchase through parent pay and close to the exams, additional revision sessions will be put on to help and support students. |
| **What are the best revision sources I can purchase?** | **BBC Bitsize**  [**http://www.bbc.co.uk/education/subjects/zpsvr82**](http://www.bbc.co.uk/education/subjects/zpsvr82)  **Tutor2u**  [**http://www.tutor2u.net/business/topics**](http://www.tutor2u.net/business/topics)  **BEEBUSINESSBEE**  [**http://www.beebusinessbee.co.uk/index.php/business-topics**](http://www.beebusinessbee.co.uk/index.php/business-topics) |
| **How can I support my child?** | The best way to support your child with Business is to ask them questions regarding what is in the news, and getting them to link this back to the topics done in the lesson. Further to this, asking them revision questions periodically using their exercise book will be of great assistance in helping to recall knowledge. |
| **My child likes to revise using digital media – where should they go?** | **APPS**  **Business Studies GCSE Revision Games**  By madebyeducators |

**YEAR 10 COMPUTER SCIENCE**

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| **Exam Board** | OCR |
| **Syllabus Name** | Computer Science (9-1) |
| **Syllabus Code** | J276 |
| **QAN Number** | 601/8355/X |
| **Do you do Controlled Assessment / Coursework / Practical** | * Controlled Assessment Yes * Coursework No * Practical Yes |
| **If Yes to the above when will this take place** | Programming Project – completed in Year 11. Worth 20% of total GCSE. Total time allowed – 20 hours |
| **When will the exam be?** | Summer 2019 |
|  | |
| **What should a student do before each lesson?** | * Ensure they have read through material from previous lessons. * Make sure notes are complete and any work set has been finished * Be prepared to learn and develop new understanding and knowledge * Develop programming skills using online websites such as Code Academy |
| **What should a student do during each lesson?** | * Engage with the teacher * Make appropriate notes * Ask questions * Complete all tasks set to the best of your ability |
| **What should a student do after each lesson?** | * Read the notes and ensure they understand the content * Seek help if the student has not understood any information * Practice your coding skills |
| **How should I use my revision guide** | * Review or preview lesson content and complete exam style questions. |
| **Where can I go to download past papers?** | * OCR website |
| **What is the best way to use past papers** | * Begin by completing questions individually, with resources and without time limits, and build up to completing a complete paper in timed exam conditions. |
| **Extra Guidance for Parents** | |
| **Do you provide any additional support / Revision Guide?** | * Google Classroom * Intervention Classes |
| **What are the best revision sources I can purchase?** | * CGP Revision guides |
| **How can I support my child?** | * Discuss the content of their lessons with them and help them to build links with their lives outside of school. * Encourage students to complete all of their home learning to support their work in lessons. * Support students to ensure they are practicing programming skills |
| **My child likes to revise using digital media – where should they go?** | * BBC Bitesize * You Tube GCSE Computer Science Channels |

**YEAR 10 GEOGRAPHY**

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| **Exam Board** | AQA |
| **Syllabus Name** | Geography New Specification |
| **Syllabus Code** | 8035 |
| **QAN Number** | 601/8410/3 |
| **Do you do Controlled Assessment / Coursework / Practical** | * Controlled Assessment No * Coursework No * Practical Fieldwork Yes |
| **If Yes to the above when will this take place** | Spring Term 2018  Summer Term 2018 |
| **When will the exam be?** | Summer 2019 |
|  | |
| **What should a student do before each lesson?** | * Make sure all equipment is ready * Have homework ready to hand in * Be prepared to learn |
| **What should a student do during each lesson?** | * Listen carefully * Be involved in all activities * Think like a geographer |
| **What should a student do after each lesson?** | * Review notes * Complete set homework |
| **How should I use my revision guide** | * Either after the end of a unit before text or before a unit |
| **Where can I go to download past papers?** | * AQA website * Available from your teacher |
| **What is the best way to use past papers** | * At the end of each unit with mark schemes |
| **Extra Guidance for Parents** | |
| **Do you provide any additional support / Revision Guide?** | * Tuesday lunchtime revision * Questions and mark schemes available * Revision guide can be purchased |
| **What are the best revision sources I can purchase?** | * CPG revision book for AQA New Specification * Yes |
| **How can I support my child?** | * Discuss geographical news items and their implications |
| **My child likes to revise using digital media – where should they go?** | * BBC Bitesize * Cool Geography * S-Cool |
| **Any additional information** | Both fieldwork tasks need to be revised for the written exam |

**YEAR 10 PRODUCT DESIGN**

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| **Exam Board** | AQA |
| **Syllabus Name** | Design and Technology: Product Design |
| **Syllabus Code** | 8552 |
| **QAN Number** |  |
| **Do you do Controlled Assessment / Coursework / Practical** | Controlled Assessment Yes  Coursework Yes  Practical Yes |
| **If Yes to the above when will this take place** | Academic Year – 2017 / 2019 |
| **When will the exam be** | Summer 2019 |
|  | |
| **What should a student do before each lesson?** | * Ensure they have read through material from previous lessons. * Arrive to lesson punctually * Bring the correct equipment to each lesson. |
| **What should a student do during each lesson?** | * Always listen to the member of staff. * Ask questions whenever needed |
| **What should a student do after each lesson?** | * Complete HW in a timely manner * Spend 1-2hrs each week, working independently on their coursework. |
| **How should I use my revision guide** | * No revision guides available |
| **Where can I go to download past papers?** | * Search for the qualification title + past papers on google |
| **What is the best way to use past papers** | * Complete the past papers independently and compare your answers against the mark scheme. |
| **Extra Guidance for Parents** | |
| **Do you provide any additional support / Revision Guide?** | * Additional support and guidance is available through RM unify. |
| **What are the best revision sources I can purchase?** | * Exemplar coursework portfolios located on RM unify. * AQA course book available through Hodder education |
| **How can I support my child?** | * Using Google classroom to monitor homework |
| **My child likes to revise using digital media – where should they go?** | * RM Unify * Google Classroom |

**COMPANIES INVOLVED WITH WMG ACADEMY TRUST**

Business Partner Engagement

As a University Technical College, we commit to the principle that engineering is best taught in partnership between teachers at the academy and professional engineers from industry. The way in which this is done will vary, from company visits to academy-based seminars and from special projects to employer-led presentations.

What follows is a an overview of the companies the Academy Trust have worked with over the last three years and those organisations who have made commitments to improving student outcomes over the coming academic year. We've included names of engineers as well as a short history of involvement to illustrate how individual projects have unfolded, however this changes every year and we expect to see new styles of commitment and delivery over the next twelve months.

If of course you have any questions about the extent to which our business partners engage with us, or if you feel that that business partner engagement can be improved or developed in any way, please speak to either Mr Tait or Mr Kirwan.

Please bear in mind the following approaches to business engagement whilst at the academy.

* Every time an employee of a business partner is in the academy, you have an opportunity to impress them with your personal appearance, enthusiasm and interest. Some of our most successful degree apprenticeship applicants made themselves visible to our partners very early during their time with us - it can work for you too.
* Key signs of successful engagement with business partners include punctuality to presentations and seminars and the confidence to ask questions - don't be shy and work with us if you want us to support you in self-confidence.
* Our business partners lead us in our curriculum and approach to business behaviours. Please feel free to ask them about their approach to learning and successful behaviours in their business.

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| [Meggitt](http://www.meggitt.com/) | **ENGINEERING BRANCH:**  **AERONAUTICAL ENGINEERING** |
| **Headquartered in the UK, Meggitt PLC is a global engineering group specialising in extreme environment components and smart sub-systems for aerospace, defence and energy markets.**  Some 11,000 people are employed across manufacturing facilities in Asia, Europe and North America and regional bases in Brazil, India and the Middle East.  Meggitt’s civil aerospace presence covers large commercial transports, regional aircraft, business jets, helicopters and general aviation.  Its defence markets cover all military aircraft types, land systems, naval platforms and aerial, land-based and marine threat simulation training and weapons systems development. The firearms element of this capability extends into law enforcement and security organisations.  The group’s growing presence in energy is driven by our core fluid controls, heat management and sensing and monitoring capabilities, many of which are deployed to help reduce the maintenance costs, fuel consumption and carbon emissions of industrial gas and steam turbines. | |
| **Academy Involvement**  **Meggitt’s have been involved since their first Year 12 interactive day in December 2016. The company plans to take on apprentices from the academy and give an insight into working in the braking systems/aeronautical field.** | |

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| [http://www.jaguarlandrover.com/images/corporate.7f94bba1.png](http://www.jaguarlandrover.com/) | **ENGINEERING BRANCH:**  **AUTOMOTIVE / MECHANICAL ENGINEERING** |
| Jaguar Land Rover Automotive PLC is the holding company of Jaguar Land Rover Limited, a British multinational automotive company with its headquarters in Whitley, Coventry, United Kingdom, and a subsidiary of Indian automaker Tata Motors. The principal activity of Jaguar Land Rover Limited is the design, development, manufacture and sale of vehicles bearing the Jaguar and Land Rover marques. Both marques have long and complex histories prior to their merger, going back to the 1940s, first coming together in 1968 as part of the ill-fated British Leyland conglomerate; and later existed independently of each other as subsidiaries of BMW, and Ford Motor Company; Ford later acquired Land Rover from BMW in 2000 following the break-up of the former Rover Group; which was effectively the remainder of British Leyland. | |
| **Academy Involvement**  **Jo Lopes (Head of Technical Excellence) at Jaguar Land Rover is WMGA Coventry’s chair of governors and a proud supporter of UTCs. The company has supported commission in engineering design as well as instrumentation and control and has taken on both advanced and degree apprentices from the academy.** | |
| |  |  | | --- | --- | | Rolls-Royce | **ENGINEERING BRANCH:**  **AERONAUTICAL ENGINEERING** |   **About Rolls-Royce**  Rolls-Royce is a pre-eminent engineering company focused on world-class power and propulsion systems.  The Rolls-Royce Group is organised into five customer-facing businesses: Civil Aerospace, Defence Aerospace, Power Systems, Marine and Nuclear.  **What we do**  We are one of the world’s leading producers of aero engines for large civil aircraft and corporate jets. We are the second largest provider of defence aero engines in the world. Rolls-Royce is well established in the marine sector where we design vessels and integrate power systems. We have a growing presence in civil nuclear power, drawing on our skills and experience of over 50 years in powering nuclear submarines. Our MTU brand is world-renowned in high-speed diesel engines powering applications as diverse as rail locomotives and luxury yachts.  We support our customers through a worldwide network of offices, manufacturing and service facilities.  **Vision: ‘better power for a changing world’** | |
| **Academy Involvement**  **The chair of governors at WMGA Solihull (Stuart Baker) is a director at Rolls Royce and has driven the company involvement since our first module in manufacturing for Y12 BTEC in 2014. The company is committed to growing its profile locally and across all UTCs,** | |

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| Squires Gear & Engineering Ltd | **ENGINEERING BRANCH:**  **AUTOMOTIVE ENGINEERING** |
| Squires Gear and Engineering Ltd has been established as the market leader in its field since 1985, specialising in suspension, braking, steering components and various fasteners.  An ISO/TS 16949 Reg Co supplying worldwide for over 25 years, Squires has developed the skills and expertise to keep one step ahead of the competition.  From product design and development, bespoke components through to high volume production, Squires Gear meet your requirements with Quality, Value and Delivery being our main priority.  Apart from braking and suspension components, we produce a wide array of other products. | |
| **Academy Involvement**  **Squires Gears have been involved since their first Y12 interactive day in December 2016. The company plans to take on apprentices from the academy and give an insight into working in the braking systems/aeronautical field.** | |

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| **The Autins Group** | **ENGINEERING BRANCH:**  **MATERIALS / AUTOMOTIVE ENGINEERING** |
| The Autins Group combines around 50 years of manufacturing experience with state-of-the art technology.  Set up in 1966 as Automotive Insulations, the company became well known within the automotive sector for manufacturing parts for the original Mini.  From these origins supplying the car industry, we have built a solid reputation for developing heat and sound solutions across a range sectors, including automotive, marine commercial and industrial.  As a company we have grown rapidly over the past few years and are moving into new sectors such as interior design and construction.  Our portfolio of clients includes some highly respected global brands including Bentley, Jaguar Land Rover, Honda and VW Group. | |
| **Academy Involvement**  **The Autins group involvement in the academy dates back to our inception. Former CEO Jim Griffin and HR Director Liz Northwood have provided the inspiration and were the first company to take on an apprentice in our first few months of operation, seconded to Toyota Motors in Derby. Autins help the academy with a variety of HR and commission inputs.** | |

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| [Image result for national grid](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwijzIaF14HVAhUEwxQKHZZUCLYQjRwIBw&url=https://www.smartenergy-zone.com/nationalgridny/&psig=AFQjCNGvmvyMh18irUj17H7HRNl-VyaaqQ&ust=1499877959492932) | **ENGINEERING BRANCH:**  **ELECTRICAL ENGINEERING** |
| **Our business model** We are an international electricity and gas company based in the UK and north eastern US. We play a vital role in connecting millions of people safely, reliably and efficiently to the energy they use.  We are at the heart of one of the greatest challenges facing our society – delivering clean energy to support our world long into the future.  We work with all our stakeholders to promote the development and implementation of sustainable, innovative and affordable energy solutions.  And we are proud that our work, and our people, underpin the prosperity and wellbeing of our customers, communities and investors. | |
| **Academy Involvement**  **Richard Earp was chair of our Business Advisory Board (BAB) in the early years of operation of the academy and he and his colleague Luke Fieldhouse have supported the academy to deliver on our business-led ethos. The company have supported the now legendary wind turbine day and have had input into a variety of business and electrical engineering commissions.** | |

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| [Image result for sarginsons industries ltd](https://www.google.co.uk/imgres?imgurl=http://tyxanhosting2.com/sarginsons/wp-content/uploads/2017/02/sarginsons-blue-logo.png&imgrefurl=http://sarginsons.com/team/&docid=jkqSPSvsRrVwLM&tbnid=0WuXzhPaD-tblM:&vet=10ahUKEwidv-Xi14HVAhXJIcAKHQCQAecQMwhFKBYwFg..i&w=540&h=178&safe=strict&bih=830&biw=1649&q=sarginsons%20industries%20ltd&ved=0ahUKEwidv-Xi14HVAhXJIcAKHQCQAecQMwhFKBYwFg&iact=mrc&uact=8) | | **ENGINEERING BRANCH:**  **MATERIALS ENGINEERING** |
| **Sarginsons is the most technically sophisticated aluminum diecaster in the UK**  At the forefront of aluminum diecasting for 80 years, we’re one of the few European companies to offer low pressure diecasting, sandcasting and gravity diecasting in a single foundry. We pride ourselves on our ability to resolve even the most complex diecasting challenges quickly and cost effectively, so you receive exactly what you need, when you need it.  Our skilled engineers work with you from prototype design through to finished casting to optimise the manufacturing process for your component, production run, time scale and budget. | | |
| **Academy Involvement**  Anthony Evans was the force behind Sargisons’ involvement in the academy. This very special organisation has provided work for our students, inspirational input in our metallurgy programmes and has also provided the opportunities for students to cast their projects and engage in destructive testing. | | |
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| [Cummins](http://www.cummins.com/) | **ENGINEERING BRANCH:**  **MECHANICAL ENGINEERING** | |
| Cummins Inc.  A Global Power Leader  Cummins Inc. designs, manufactures, sells and services diesel and alternative fuel engines from 2.8 to 95 litres, diesel and alternative-fueled electrical generator sets from 2.5 to 3,500 kW, as well as related components and technology.  The Engine Segment designs and manufactures [state-of-the-art diesel and natural gas powered engines](https://www.cummins.com/engines) for on-highway and off-highway use. The business also offers new parts and remanufactured parts and engines. | | |
| **Academy Involvement**  Cummins have been a partner since our first year of operation and have been vital in supporting our students in engineering design. The company works with mainly KS5 students in engineering design commissions and sets this is in a broad general engineering context. | | |

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|  | **ENGINEERING BRANCH:**  **CIVIL ENGINEERING** |
| We are Balfour Beatty, a leading infrastructure group operating internationally - engineers, builders, project and facilities managers, analysts, consultants and more.  For more than 100 years we have created and cared for the vital assets that enable societies and economies to grow: road and rail; airports, seaports, tunnels and bridges; health and education facilities; heat, light, power and water; places to live and places to work - the infrastructure that underpins all our lives and drives progress.  From our beginnings in 1909 we have grown to become an international business operating in emerging and mature economies alike. We are one of the few companies with the skills to deliver complex projects of huge scale and take advantage of the growth in long-term infrastructure markets.  Our impact is in iconic structures, bold engineering feats, behind-the-scenes innovation and joined-up thinking - financing and partnerships that make up the world's great infrastructure projects today. | |
| **Academy Involvement**  **Balfour Beatty established their relationship with the company in our third year of operation, providing an opportunity to visit to their operational sites and a chance to promote apprenticeships. They are now a full commission partner and lead our strategy to promote civil engineering at the academy,** | |

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| [Image result for ASTON MARTIN BRAND](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwit346P24HVAhXCchQKHW7WAn8QjRwIBw&url=http://www.locessex.co.uk/astonmartin/&psig=AFQjCNGMyvT0kVIrw2bT-gzvFVlFFzxy9w&ust=1499879061137736) | **ENGINEERING BRANCH:**  **AUTOMOTIVE ENGINEERING** |
| Power. Beauty. Soul.  The very essence of Aston Martin is something you feel each time you look at one of our cars. It sweeps over you on every unforgettable drive. Powerful, exhilarating and precise yet timelessly elegant and sophisticated; our cars blend iconic design, exceptional engineering and unrivalled craftsmanship to create an unforgettable, emotional experience. Each car is the essence of Power, Beauty and Soul.  Aston Martin’s state-of-the-art headquarters in Gaydon, Warwickshire is built upon the passion, skill and creativity of the people who dedicate their working lives to the most iconic brand in the world. | |
| **Academy Involvement**  **Karen Botting (HR Director) at Aston Martin has been the inspiration behind the company’s involvement with the academy. 30% of the brand’s national apprenticeship uptake comes from our Coventry academy and the iconic manufacturer is now a fully-fledged commission partner in design.** | |

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| [Image result for vinci energies](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiUru_W24HVAhUGNxQKHWb_AvkQjRwIBw&url=http://partnersarounditer.com/partners/vinci-energies/&psig=AFQjCNEGku_exCK2FTHY_oxnUtr3aloW4g&ust=1499879226602388) | **ENGINEERING BRANCH:**  **ELECTRONIC / SYSTEMS ENGINEERING** |
| In a world undergoing constant change, VINCI Energies focuses on connections, performance, energy efficiency and data to fast-track the rollout of new technologies and support two major changes: the digital transformation and the energy transition.  As a major player in a constantly changing world, VINCI Energies works at the crossroads of society's most important issues of today and tomorrow. Such as the growing demand for energy and transport, optimisation of industrial processes, improvement of energy performance, and changes in demand in the telecommunications sector, among others. In all of these areas, the VINCI Energies Group knows how to combine its different fields of expertise to provide solutions that meet market demands. | |
| **Academy Involvement**  **Ruth Ottley was the person responsible for opening the relationship with Vinci (whose son successfully graduated from the academy in 2017). Vinci are a key player for us, supporting us in the development of systems control and electronic engineering, having been a partner since 2015.** | |

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| [Image result for WMG LOGO](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwi2utDq3IHVAhUF1RQKHa8_Cj4QjRwIBw&url=http://www.sampe.org.uk/EventArchive.html&psig=AFQjCNFF-OdhN5W-CraShS8vb1jMr22qKg&ust=1499879538569211) | **ENGINEERING BRANCH:**  **HIGH VALUE MANUFACTURING** |
| Warwick Manufacturing Group is an academic department of the University of Warwick and has a global reputation in the co-operation of manufacturing companies with high-quality academic research.  Our work with WMG has been varied, with a wide variety of Warwick academic staff delivering lectures to our students on innovative design, manufacturing planning and business development. This support has been crucial in supporting VI form study in particular | |
| **Academy Involvement**  It was Professors Jan Godsell and Steve Maggs who were instrumental in establishing WMG’s relationship with its daughter academy. Since 2014, WWM have partnered with the academy, providing inspirational academic tutors from the University of Warwick to develop our design programmes. | |

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| [Image result for tata motors logo](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwj14PGz3YHVAhVDUhQKHWDNCScQjRwIBw&url=https://www.globalcarsbrands.com/tata-motors-logo-history-and-models/&psig=AFQjCNGuEogg5LCcsfbd8da_2gkrGNmz8w&ust=1499879692224418) | **ENGINEERING BRANCH:**  **AUTOMOTIVE ENGINEERING** |
| Tata Motors European Technical Centre (TMETC), based in Coventry, is a wholly-owned subsidiary of Tata Motors. Created in 2005, as a UK-based centre of excellence for automotive design and engineering, TMETC provides research and development principally for Tata Motors but also for selected partners in the automotive industry.  TMETC's 250 strong workforce complements Tata Motors' own engineering skill sets and provides international standards in product design, craftsmanship, quality and reliability, and product delivery mainly to the company's passenger and light commercial vehicles. Its facilities in the UK West Midlands include an engineering centre, design studios, and a vehicle test and development workshop.  The company has been an active partner in a number of collaborative projects in low carbon vehicle technology since 2009, notably the TSB supported CABLED programme and the ERDF supported Low Carbon Vehicle Technology Project (LCVTP), and is the centre of excellence for Tata Motors in electric and hybrid vehicle technology for future passenger and light commercial vehicles. | |
| **Academy Involvement**  **Tata Motors have been involved with the academy since 2015 and have provided expertise in every domain, including electrical engineering as well as design and manufacture. The company have provided higher level apprenticeships for our students and act as final project consultants for our BTEC programmes.** | |

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| [Image result for prodrive](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwi-7umnnYbVAhXJOxQKHRcOCwkQjRwIBw&url=http://faradair.com/fwp/2015/10/07/driving-toward-cleaner-quieter-and-safer-skies-faradair-announces-partnership-with-prodrive/&psig=AFQjCNFjDX0ib4JMOkPSgojNha7pyzjf2g&ust=1500034283218450) | **ENGINEERING BRANCH:**  **AUTOMOTIVE / MATERIALS ENGINEERING** |
| Prodrive is a world leading motorsport and technology business.  While we are perhaps best known for motorsport, today it is just one part of an organisation, which has diversified to become a technology business working in a range of sectors with operations in Banbury and Milton Keynes in the UK and employing more than 500 staff.  Find out more about our company, our culture and our motorsport achievements.  With the innovative technology and techniques used in motorsport, it was a natural progression that Prodrive would offer its engineering skills to the mainstream automotive market and beyond. Today this division represents more than half of the company’s sales with more than 100 engineers working on projects for leading vehicles manufacturers, as well as businesses in the aerospace, defence and marine sectors.  We have developed a particular specialism in electro-hydraulic and electro-mechanical actuation systems, the latest electric and flywheel hybrid systems; DC-DC converters for electric cars; as well as the design and manufacture of limited edition performance and luxury cars.  **Academy Involvement**  Governor Shaun Clayton has been involved in the development of the academy since its inception and takes a keen interest in our business behaviours and vulnerable groups. Prodrive engineers have run seminars for both key stages, including visits to their main facility at Banbury. Apprenticeships have been offered to graduating students and the company is positive about further developments. | |