



THE YEAR 10 CURRICULUM@ ALDERBROOK

2020 - 21



'Test scores and measures of achievement tell you where a student is, but they don't tell you where a student could end up'

Carol Dweck

AMBITION | BRAVERY | KINDNESS

Ambition for our Year 10 Curriculum:

In Year 10 students are in the 'flow' of their study following their examination courses, for either GCSE or Technical Award courses. As from Year 7, the emphasis on a student's 'approach to learning' and 'classroom behaviour', continue to be a significant focus in the classroom.

This year there is an increasing emphasis on employability skills and future employment. Students meet an increasing number of employers and consider a range of different career paths, as well as having the chance to review their own strengths and characteristics.

Feedback will be provided regularly for students, both in lessons and on school reports, with frequent opportunities for students to revisit content, make corrections and address misconceptions. Mock examinations for Year 10s sit later in the year, and provide an opportunity for students to practise sitting some more formal examinations in a school hall environment.

The **Personal, Social, Health, Citizenship and Economic Education** programme supports students of this age to become increasingly aware of issues arising in the three areas of: 'Health and Well-Being', 'Relationships and Sex Education' and 'Living in the Wider World'. Part of their programme includes a day led by Loudmouth Theatre Company, and their Sex Education programme: 'Trust Me'. This is supported through lessons where students can discuss issues surrounding safe relationships.

Continuing to read every day should be encouraged at home and all teachers will support students to develop their literacy, particularly through learning key vocabulary. Understanding key terminology now, will support them to make progress next year. Students with a broader vocabulary will have an advantage as they progress through their school life.

Bravery:

Year 10 is a key age where motivation and mental well-being are a particular focus. The programme of assemblies, Personal and Social lessons, and Life Ready Days encourage this growth, whilst supporting students to make the right decisions and stay safe. Students are encouraged to develop their personal character by participating in schemes and projects such as The Duke of Edinburgh programme, school productions and a full range of extra-curricular activities. Students are encouraged to managing this alongside their academic studies will support students to find balance this year.

Kindness:

In our **Pastoral System**, Year 10 continue to have a form tutor and a Year 10 tutor group they will meet each day. This will be the key member of staff who will support your child with any day to day pastoral issues they may have. The Pastoral Manager will provide further support where needed, and the Head of Year will oversee the overall progress of students. **The Head of Year 10 is Miss K Newman, and the Pastoral Manager for Year 10 is Mr G Walker.** These members of staff know this year group very well, having supported them through Year 9. The form time programme in Year 10, has been developed to support students to develop their literacy and reflect on their overall progress in school.

Topic Tracker

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Art	Drawing skills	Drawing skills	Coursework	Coursework	Coursework	Coursework
Business	Unit 2 Influences on a Business	Unit 4 Human Resources	Unit 4 Human Resources/Unit 3 Operations	Unit 3 Operations	Unit 3 Operations/Embedding Units 1,2&4	Embedding Units 1,2,3&4
Computer Science	Component 1 Component 2.1 Algorithms	Component 1.5 Systems Software Component 2.1 Algorithm	Component 1.6 Ethical, legal, cultural and environmental impacts of digital technology. Component 2.2 Programming fundamentals	Component 1 essay-based questions. Component 2.3 Producing robust programs.	Component 1 Embedding 1.1 and 1.2 Component 2.4 Boolean logic	Component 1 Embedding 1.3 and 1.4 Component 2.5 programming languages and Integrated Development Environments.
CoPE	Research Topic	Oral Presentation	Independent Living	International Links	Expressive Arts	Evidence Compilation
Dance - GCSE	Performance: Learn solo set phrase (Breathe) Dance Appreciation: Recap professional works (1) and (2)	Performance: Learn solo set phrase (Shift) Dance Appreciation: Study of professional work (3)	Performance: Refine both set phrases Dance Appreciation: Exam practice and full paper mock	Performance: Mental skills application to prepare for solo exam moderation Dance Appreciation: Critical appreciation of own performance work	Performance: Solo set phrases Choreography: Solo choreography task working from a stimulus. Includes a practice assessment Dance Appreciation: Study of professional work (4)	Performance: Duet/Trio piece Dance Appreciation: Exam practice and full paper mock
Dance – RSL Award	Introduction to ensemble dance	Performing in ensemble dance	Repertoire Study	Performance skills	Solo choreography and live performance	Duet performance and live performance
Design & Technology	Lanterns	3D Clock	Jewellery Design	Learning to Learn	Pattern Cutting	Start of NEA
Drama - GCSE	Set text study	Set text study & Live Theatre	Mock Devising component 2	Mock Devising plus Set text embedding & Live Theatre	Working with different script extracts	Mock component 3
Drama - BTEC	The Performing Arts Industry	Basic voice and movement workshops	Repertoire 1 and 2-Component 1	Repertoire 3 and written coursework- Component 1	Introducing work with scripts	Model scripted performance
Engineering Design	Exam	Exam	A01	A02	A03	A04
English	Two week intensive SPAG course English Literature 'An Inspector Calls' – exam skills focus	English Language Paper 1 – Section A	English Literature Paper 2 – Section A	AQA Speaking and Listening Assessment AND writing skills linked to English Language	English Language Paper 1-2 Section B	English Literature Revision
Food Preparation & Nutrition	Practical Work: Food preparation skills 1-12 Theory: 3.4.1 Food spoilage and contamination 3.4.2 Principles of food safety	Practical Work: Food preparation skills 1-12 Theory: 3.4.1.3 Micro-organisms in food production 3.5.3 Sensory evaluation	Practical Work: Food preparation skills 1-12 Theory: 3.5.2 British and international cuisine 3.3.1 Cooking of food and how heat is transferred to food	Practical Work: Food preparation skills 1-12 Theory: 4.3.6 Task 2 Food Preparation Assessment	Practical Work: Food preparation skills 1-12 Theory: 3.3.2 Functional and chemical properties of food 3.3.2.5 Raising agents	Practical Work: Food preparation skills 1-12 Theory: 4.3.5 NEA 1 Food Investigation
French	Home and town	Travel and Tourism	The Environment 1	The Environment 2	Healthy Living 1	Healthy Living 2

Geography	Revisiting: Physical Landscapes- Rivers	Revisiting: Physical Landscapes- Coasts	Urban Issues and Challenges	Urban Issues and Challenges	Preparation and write up Physical Fieldwork investigation	Preparation and write up Human fieldwork investigation
Health & Social Care	How to support individuals to maintain their rights	The importance of values of care and how they are applied.	How legislation impacts on care settings	How personal hygiene, safety & security measures protect individuals.	How body systems work.	Disorders that affect body systems
History	America, 1920 – 1973 part 1	America, 1920 – 1973 part 2	America, 1920 – 1973 part 3	America, 1920 – 1973 part 3/ Britain Health and the People – D and I.	Britain Health and the People – D and I.	Britain Health and the People Surgery
IT	The purpose and suitability of methods of presenting data. Mitigating risks for a project.	Planning & Execution review R012 Revision.	Recapping Year 9 spreadsheets skills and advanced Spreadsheets functions and formula	Recapping Year 9 Databases skills and advanced techniques	R012 Revision Practice assignment	R012 Revision Practice assignment
Mathematics	Number, inc. ratio and proportion.	Algebra	Statistics and Probability	Shape and Measure	Review	Review
Media	Print advertisements – Media Language, Contexts and Representation	Newspaper and Magazine - Media Language, Contexts and Representation	Newspaper and film – Media Industries and Audiences	Radio and video games – Media Industries and Audiences	NEA (coursework) – original magazine design according to set brief	NEA (coursework) – original magazine design according to set brief
Music	Managing a Music Product Part 1	Managing a Music Product Part 2	Managing a Music Product Part 3	The Music Industry exam	Introducing Music Recording Part 1	Introducing Music Recording Part 2
PE - Core	Principles of training	Analysis of performance	Leadership/coaching	Tactics/ strategies	Team building	Motivation
PE - GCSE	Sports Psychology	Sports Psychology	Sociocultural influences	Sociocultural influences	Non- examined assessment (Coursework)	Non- examined assessment (Coursework)
Photography	Mini Project	Mini Project	Coursework	Coursework	Coursework	Coursework
PSHCE	Recovery, relationships, hope and wellbeing	Healthy Relationships	Financial awareness	Drugs, alcohol and tobacco, personal safety	Relationship breakdown	Citizenship, parliamentary democracy
RE	Islamic Beliefs	Islamic Beliefs	Religion, Crime and Punishment	Religion, Crime and Punishment	Religion and Life	Religion and Life
Science	B1 Cell Biology (15) C1 Atomic structure and the periodic table (15)	B2a Organisation (7) C2 Bonding, structure and properties of matter (12) P1 Energy (11)	B2b Organisation (7) B3 Infection and response (10) P2 Electricity (13)	B4 Bioenergetics (9) C3 Quantitative Chemistry (7) C4 Chemical changes (14)	End of Year exam C5 Energy changes (7) P3 Particle model of matter (8) P4 Atomic structure (7)	B7 Ecology (11) C7 Organic chemistry (7) P7 Magnetism and electromagnetism (8)
Spanish	Home, Town & Region	Social and Global Issues	Environment	Healthy/Unhealthy Living	Holidays and Travel	Regions of Spain
Sports Studies	LO 1: Understand the issues which affect participation in sport Learning Outcome 2: Know about the role of sport in promoting values	LO 3: Understand the importance of hosting major sporting events Learning Outcome 4: Know about the role of national governing bodies in sport	LO 1 & 2: Be able to use skills, techniques and tactics/strategies/ compositional ideas as an individual and team performer in a sporting activity	Learning Outcome 4: Be able to apply practice methods to support improvement in a sporting activity	Learning Outcome 1: Know how sport is covered across the media	Learning Outcome 2: Understand positive effects that the media can have on sport

Art

'All children are artists. The problem is how to remain an artist when one grows up' Picasso

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Drawing Skills Hands, Decay, Ellipses, Paper & fabric Mixed media Working like the artist. Harder theme for more refined and challenging studies. Differentiated per class. 10 week block of exercises mostly A03 and A02.	Drawing Skills	Coursework Taught Coursework is worth 60% of the final mark and is a portfolio of linked themes/work. A project. All A0's are present. Students start work through a series of taught tasks exploring Portrait, drawing on prior knowledge and extending skills. Competent consistent work is required.	Coursework Taught Proportion Facial features Different viewpoints, Expression, Competent use of media. Deeper A01 analysis, presentation Working in the style of artists. Some tasks differentiated.	Coursework Theme	Coursework Theme A past Exam paper theme can be given to extend students work. This benefits them in relating to exam paper themes as well as encouraging even more independence at this point in their coursework. The coursework becomes theirs with 1-1 feedback and discussion through tasks.
Key Assessments	Weekly 1-1 feedback and discussion through tasks.	Summative assessment.	Weekly 1-1 feedback and discussion through tasks.	Weekly 1-1 feedback and discussion through tasks.	Summative feedback	Formative and summative assessment.
Important literacy and numeracy developed	Key terminology, support sheets and technical information frequently handed out.					
Wider skills and enrichment	Analysis of emotional content and cultural content in particular. Art trip Summer term. Opportunities to talk to past students post degree level.					
How you can help your child at home	Support your son/daughter with accessing resources for research and critical analysis for A01 component. Having art materials for independent learning. We offer a school Art pack. OCR: https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/ Pinterest: https://www.pinterest.co.uk/ for inspiration and examples. Youtube: for extra tutorials Sally Roundell or https://classroom.thenational.academy/lessons/embedding-drawing-fundamentals-part-1-c5h68t/activities/1					

Business

‘Success usually comes to those who are too busy to be looking for it.’ Henry David Thoreau

Business in Year 10 seeks to revisit knowledge taught in Year 9 and build on this, whilst also developing essential skills of application, analysis, and evaluation to support preparation for the exams. Students are also encouraged to link their learning to what is going on in the economy and business world. By examining and thinking critically about the real-life business situations students will gain an insight into different context which will help them to develop their employability skills for the future.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Unit 2 Influences on a business <ul style="list-style-type: none"> Globalisation Exchange rates Legislation (employment & consumer law) Competitive environment Unit 4: Human Resources <ul style="list-style-type: none"> Recruitment & Selection 	Unit 4: Human Resources <ul style="list-style-type: none"> Recruitment & Selection Organisational structures Motivating employees 	Unit 4: Human Resources <ul style="list-style-type: none"> Training Unit 3: Operations <ul style="list-style-type: none"> Different methods of production Efficiency in production Lean production The role of procurement 	Unit 3: Operations <ul style="list-style-type: none"> The role of procurement Logistics Supply chain management Quality Customer Service 	Revisit Units: Unit 1 the purpose of Business Unit 2: Influences on a Business Unit 4: Human Resources Unit 3: Operations Focus on embedding exam technique of the 6 analysis and the 9 mark analysis and evaluative questions.	Revisit Units: Unit 1 the purpose of Business Unit 2: Influences on a Business Unit 4: Human Resources Unit 3: Operations Introduce the synoptic 12 mark question, continue to practise 6 & 9 mark questions. End of term project
Key Assessments	Embedding tasks during half term: quizzes, maths moments and key term tests. Summative assessment 1 Knowledge recall, applying analysing & evaluating in relation to a business context.	Embedding tasks during half term: quizzes, maths moments and key term tests. Summative assessment 2 Knowledge recall, applying analysing & evaluating in relation to a business context.	Embedding tasks during half term: quizzes, maths moments and key term tests.	Embedding tasks during half term: quizzes, maths moments and key term tests. Summative assessment 3 Knowledge recall, applying analysing & evaluating in relation to a business context.	Embedding tasks during half term: quizzes, maths moments and key term tests. Summative assessment 4 Knowledge recall, applying analysing & evaluating in relation to a business context.	Embedding tasks during half term: quizzes, maths moments and key term tests. Summative assessment 5 Knowledge recall, applying analysing & evaluating in relation to a business context. Introduce the 12-mark evaluative question.
Important literacy and numeracy developed this year	Literacy – key terminology. Utilising knowledge organisers and key terms tests. Terminology such as: Logistics, Centralisation, Procurement, Decentralisation, TQM, Motivation, Just-in-time, Training, Economies & diseconomies of scale. Extended writing – writing frames and model answers to support the analysis skills required for 6-mark questions and the 9-mark evaluative questions. Numeracy – basic numeracy skills required to conduct business such as: percentages & percentage changes, averages & revenue, costs & profit. Interpret and use quantitative data in business contexts to support, inform and justify business decisions, including information from graphs and charts.					
Wider skills and enrichment	Problem solving, calculated risk taking & Reflectiveness. Business-based challenges. Throughout the year students are encouraged to view what is going on in Business by using newspaper-based articles, case studies based on different business contexts and set research tasks.					
How you can help your child at home	Use the knowledge organisers in exercise books and revision guides to support them in learning key terminology related to each topic covered throughout the year. Discuss current business issues raised in the news and how it relates to what they have been learning in classroom. Discuss jobs/industries family are employed in and how it relates to what they have been learning in the classroom. Suitable sources for wider reading and research into business can be found on the following websites: BBC Bitesize & Seneca Learning.					

Computer Science

‘The greatest enemy of knowledge is not ignorance, it is the illusion of knowledge.’ Stephen Hawking

Computer Science in year 10 has been designed to develop students basic computational thinking skills by introducing advanced programming techniques to solve complex problems in an efficient way. Through looking into Ethical, Legal, Cultural, Environmental and Privacy issues students will obtain a wider understanding not just of hardware but the social impacts. Through developing these advanced problem solving skills students can use these within a work environment.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Component 1: <ul style="list-style-type: none"> · Systems architecture · Primary and secondary storage Component 2: <ul style="list-style-type: none"> · Computational thinking, algorithms and programming. · Structure diagrams · Create interpret, correct, complete and refine algorithms using pseudocode, flowcharts and high-level programming language 	Component 1.5 Systems Software: <ul style="list-style-type: none"> · Operating systems and Utility software Component 2.1 Algorithms: <ul style="list-style-type: none"> · Computational thinking · Designing, creating and refining algorithms. · Searching and sorting algorithms. 	Component 1.6 Ethical, legal, cultural and environmental impacts of digital technology: <ul style="list-style-type: none"> · Impacts of digital technology on wider society. · Legislation relevant to Computer Science. Component 2.1 Algorithms: <ul style="list-style-type: none"> · Computational thinking · Designing, creating and refining algorithms. · Searching and sorting algorithms. 	Component 1 essay-based questions: <ul style="list-style-type: none"> · Demonstrate knowledge of key concepts of Computer Science. · Apply knowledge and understanding of key concepts of Computer Science. · Analyse problems in computational terms. Component 2.2 Programming fundamentals: <ul style="list-style-type: none"> · Programming fundamentals, data types · Additional programming techniques. 	Revise units: <ul style="list-style-type: none"> · 1.1 Systems architecture · 1.2 Memory and storage Component 2.3 Producing robust programs: <ul style="list-style-type: none"> · Defensive design validation and maintainability. · Testing and errors within programs. 	Revise units: <ul style="list-style-type: none"> · 1.3 Computer networks, connections and protocols. · 1.4 Network security Component 2.4 Boolean logic: <ul style="list-style-type: none"> · Logic diagrams · Truth tables · Boolean and logic operators.
Key Assessments	Summative assessment 1 Knowledge recall on programming basics & applying knowledge.	Summative assessment 2 Application of knowledge on System software and algorithms structuring a 6-mark answer.	Summative assessment 3 Application of knowledge on 1.6 and 2.1 algorithms structuring a 6-mark programming answer.	Summative assessment 4 Application of knowledge on component 1 and 2.2 programming fundamentals. Including structuring a6	Summative assessment 5 Application of knowledge on component 1 and 2.3 producing robust programs. Including structuring a 6-mark programming answer.	Summative assessment 6 Application of knowledge on component 1 and 2.4 Boolean logic. Including structuring a 6-mark programming answer.
	Embedding tasks during each half term: Quizzes, key terms tests and supportive resources.					
Literacy and Numeracy	Literacy – key terminology. These are reinforced with students cover sheets with the definition and the correct spelling of key words: Boolean, Encryption, SQL, protocols, TCP/IP, Network layers, Ethical, Environmental, Cultural, licenses, arrays, iterative testing and error diagnostics. Extended writing – developing a 6 mark answer including demonstration, application of knowledge and a detailed evaluation through use of a template. Numeracy: The ability to apply various mathematical skills such as tracing, problem solving and producing a graphical design to solve a given problem. Various calculations for determining file sizes and storage requirements.					
Wider skills	Problem solving, calculated risk taking & Reflectiveness. Looking into the Ethical, Legal, Cultural, Environmental and Privacy issues surrounding computer science. Students are encouraged to be researching through media latest news stories surrounding Computer Science. Opportunities to take part in programming competitions to further develop skills.					
How you can help your child at home	Downloading Python and encourage your child to practise their programming skills at home, by using video resources and supportive texts provided in lessons. Through regularly discussing technology developments and issues surrounding tech at home can develop answers in the classroom. Discuss jobs/industries family are employed in and how it relates to what they have been learning. For additional activities go to https://www.thenational.academy/ or BBC Bitesize.					

CoPE

‘When words are both true and kind, they can change the world.’ Budha

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Planning and carrying out a piece of research- Sport and Leisure: Research options for leisure activities. Take part in two indoor activities outdoor activities and meet agreed targets.	Oral Presentation- Communication: Produce a PowerPoint presentation illustrating a topic of interest and present to the group.	Independent Living- Plan and host a special event for Wednesday Club.	International Links- Carry out an in-depth study of a foreign country.	Expressive Arts- Write and illustrate a story for children, work with an older person to create a piece of writing entitled ‘memories’.	Compile all evidence needed for portfolio and complete the relevant paperwork.
Key Assessments	Effective planning and research techniques. Participating in new and exciting activities.	Improving communication skills in presenting.	Effective planning methods and hosting skills for a selective audience.	Improving research methods using books and the internet	Writing and literacy skills using appropriate terminology for the audience.	Organisation skills
Important literacy and numeracy developed	Learn how to effectively give a presentation focusing on relevant subject terminology.					
Wider skills and enrichment	Take part in indoor and outdoor activities and visit leisure facilities in the local area.					
How you can help your child at home	You can support your child at home by enabling them to practise their presentation skills and giving constructive criticism.					

Dance - GCSE

‘Performing live is like harvesting your crops and sharing your food with people. Jason Mraz

Year 9 trained dancers' performance and choreography skills so they could enter year 10 with physical, technical, expressive and mental skills, as well understand the choreographic process. This year demands grit and resilience, courage and self belief as students apply their skills to the solo exam performance. Appreciation skills develop further as dancers are required to make connections between the studies of more professional work thus increasing their awareness of a range of choreographers and dance companies working in Britain.

Towards the end of this year, students embark on experiencing the choreographic process in preparation for their year 11 choreography.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Performance skills applied to learning the solo set phrase (Breathe). Appreciation skills: reflect, revise previous theory content and reframe learning. <i>The set phrase can be viewed online (AQA GCSE Dance set phrases)</i>	Performance skills applied to learning the solo set phrase (Shift). Appreciation skills: analyse third professional work. <i>The set phrase can be viewed online (AQA GCSE Dance set phrases)</i>	Performance skills refined through rehearsal methods and application of mental skills. Appreciation skills: Compare and contrast professional works. <i>Subscribe to an excellent resource called Artspool https://www.artspool-e-learning.com/artspool/</i>	Perform solo set phrases. Choreography: explore choreographic process. Appreciation skills: apply critical analysis and appreciation to essay style questions.	Choreography: apply the choreographic process to a solo. Appreciation skills: analyse fourth professional work and use skills in connecting to the previous works.	Performance skills applied to learning exam duet piece. Appreciation skills: application of analysis and appreciation exam style questions. <i>Subscribe to an excellent resource called Artspool https://www.artspool-e-learning.com/artspool/</i>
Key Assessments	Short written tests and self-assess	Mock written tests & Self and peer assess	Essay style questions Mock performance exam	Performance exam of solo set phrases	Practice exam of solo choreography Mock written paper	Self-assessment
Important literacy and numeracy developed	Literacy: Comparative essay questions require students to form well-structured contextual and analysis essays. Students must include the broad range of subject terminology within their responses. Numeracy: Choreographic process connects to variation, geometry in spatial design and addition, subtraction, repetition, accumulation, inversion and retrograde as part of developing a sequence of movement.					
Wider skills and enrichment	Study of professional works allow for personal viewpoints and understanding the critical appreciation of others. Dancers show a willingness to reflect on their experiences. Dancers are encouraged to mentor the younger dancers in the school especially as the more senior participants in the termly dance productions.					
How you can help your child at home	Read through your child's essay work and enjoy asking them questions about what you read. Help your child to recall theory content.					

Dance – RSL Award

Coming together is a beginning; keeping together is progress; working together is success. Henry Ford

Year 9 trained dancers' performance and choreography skills so they could enter year 10 with physical, technical, expressive and mental skills, as well as understand the choreographic process. This year demands grit and resilience, commitment and collaboration as students apply their skills to working as part of an ensemble performance. Evaluative skills develop further as dancers are required to use reflexive practice to improve their skills and performance.

Towards the end of this year, students embark on experiencing live performance in preparation for their year 11 core unit.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Learning solo choreography and transforming it into an ensemble piece. Focus is on one specific style of dance (Street)	Ensemble performance skills in street dance.	Street dance repertoire study	Ensemble performance skills in street dance. Performance assessment.	Solo choreography – learning how to create material with a choreographic intention	Dance A-level workshop
Key Assessments	Work collaboratively to rehearse a dance piece	Perform in the chosen dance genre (knowledge and understanding of technique, coordination, musicality, physical awareness, spatial awareness)	Understand own work in relation to a professional piece and identify strengths and areas for development	Evaluation of what students enjoyed most about the process and identify what they found most challenging	Choreograph a solo performance Rehearse and bring choreography to performance Describe and evaluate the choreographic journey	Choreograph a duet performance Rehearse and bring choreography to performance Describe and evaluate the choreographic journey
Important literacy and numeracy developed this year	Literacy: broaden knowledge of subject terminology and apply this to written parts of the course and in discussion too. Research undertaken and used through paraphrasing, summarising and condensing to support clearly communicated viewpoints. Numeracy: connections can be made to: rhythm, sequencing, positioning, shape, form, canon, unison, and direct correlation between production features.					
Wider skills and enrichment	Ability to be reflective about own beliefs and perspective on life, reveal their creativity when developing ideas for a performance, self-appraisal, evaluation, teamwork, leadership, research, presentation, communication and problem solving and a sense of enjoyment and fascination in learning about themselves, others and the world around them.					
How you can help your child at home	Provide opportunities for your child to see professional work – this could be recorded and televised productions. Engage in discussion that helps your child to reflect on their practice. <i>Your child could use the OneDance UK website to support their learning: https://www.onedanceuk.org</i>					

Design & Technology

“Many things difficult to design prove easy to performance” Samuel Johnson

Design and Technology in year 10 develops student's skills and knowledge in design, manufacturing, CadCam and a range of materials. It encourages student's creativity and problem solving and encourages them to think about important issues relating to the environment and manufacturing.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> · Manufacturing · Batch production · Scales of production · Emerging technologies · Changes in consumer behaviour 	<ul style="list-style-type: none"> · Laser cutting · Brands · Logos · Technical textiles · Paper and board 	<ul style="list-style-type: none"> · Pewter · Casting · Specifications · Design ideas · CAD · Moulds · Ecological and social footprint · Up cycling 	<ul style="list-style-type: none"> · Designing for a client · Product analysis · Specification · Product analysis · Planning · Evaluation 	<ul style="list-style-type: none"> · Pattern cutting · Design and making an educational toy · Mock exam preparation 	Start of Year 11 NEA
Key Assessments	Self and peer asses	Embedding tasks and supportive resources.	Summative assessment Application of knowledge on Branding and Logos, paper and board and textiles.	Marked against the specification	End of year exam	AO1 – marked against exam criteria
Important literacy and numeracy developed this year	Numeracy: Understanding addition and subtraction, tolerances and pattern cutting (lay plans). Measurement (use of units mm, cm, m). Collecting and using data. Maths examination questions (e.g. gears) Literacy: Use and comprehension of subject specific key words/terms. Extended answer question practise. Annotation and discussion skills.					
Wider skills and enrichment	Resourcefulness-developing problem solving with investigative and practical work. Developing creativity with practical work. Reflectiveness-seeking and responding to feedback. Time management and personal organisation with assignments.					
How you can help your child at home	Discussing your child's projects with them and encourage risk taking and creativity. Through regularly discussing technology developments and issues surrounding tech and products at home can develop further discussions in the classroom. Discuss jobs/industries family are employed in and how it relates to what they have been learning.					

Drama - GCSE

'What is drama but life with the dull bits cut out' Alfred Hitchcock

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	The context and meaning of 'Things I know To Be True'- Set play text. Suburban modern Australia Characters and story archs Directorial choices and how to write about them. · Approaches to design and staging.	Consolidation of understand and writing skills for set text/ live theatre. Developing the skills and structures for longer high tariff answers. Developing the right vocabulary for live theatre practice. Exploring design terminology and sketches	Establishing abstract approaches to devised theatre in performance. Approaches to physical theatre and expression through the body. Approaches to informal and flexible staging. Highlighting seamless transitions. Flexible and abstract approaches to dialogue.	Developing creative approaches to written coursework. Using existing models of good practice. Understanding the contrasting demands of the 3 sections. Using key questions effectively as a stimulus. Developing the skills of structuring and presenting thoughts.	Approaches to different kinds of play text. Delineation and abstraction, casting and multi-rolling. Using voice and body to transform characters in texts. Applying Brechtian theory to performance practice.	Performing and embedding. · Performing or designing for two extracts from the same play. Reviewing and evaluating own and others practice. Embedding and further focus on set play text.
Key Assessments	Design and research project- context	First attempts at Q3-4 Section B of component 1	The Performance of a Devised piece of theatre: 10-20 minutes long	3 completed pieces of written coursework for component 2.	A mini-text performance: Scenes from set text study & monologues.	The performance of an extended play extract or a design skill in performance.
Important literacy and numeracy developed	Literacy: Interpretation of text, exploring textual meaning, developing evaluative writing skills, developing their own language for performance, understanding how words become stage action, extended evaluative writing, using poetry, metre and rhythm, writing play texts, creative writing, learning about theatre writing structures. Numeracy- The structure of scenes and acts in a play texts, using patterns and rhythm in movement and improvisation, structuring a Q sheet and numbering lighting and sound Qs.					
Wider skills and enrichment	Teamwork, collaboration, communication skills, leading and being led, negotiation, creation, compromise. Understanding professional roles within the creative and cultural sector. Meeting deadlines, working to a schedule, organising an event, writing for presentation.					
How you can help your child at home	Help with line learning, being a supportive audience for work in progress, help student negotiate and resolve problems with their peers. Help student deal with natural anxieties related to performing.					

Drama - BTEC

'What is drama but life with the dull bits cut out' Alfred Hitchcock

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Understanding the performing arts industry. · The range and breadth of the industry · Roles within the industry and how they integrate · How technical theatre works and supports performance · Presenting research findings/using terminology	Voice and Movement · Establishing a basis for teamwork through voice explorations · Physical theatre- the range and breadth of skills · Staging and using movement to create characters and relationships · Brechtian technique	Repertoire 1 & 2 exploration. Practical and theoretical workshops. · Live steaming- discussing key elements of staging · The text and language- how meaning is communicated. · The context of the play and the company's intentions · The process of developing the repertoire	Repertoire 3 and written coursework- develop and complete. · Exploring rep 3- language, context, staging. · How to begin research- sources and methodology · Supporting students with the drafting of written coursework	Exploring text. Modelling working practice for component 2 · Casting, delineation, interpretation. · Different kinds of performance texts. · Page to stage- voice. · Page to stage- movement and staging.	Performing a range of text. · Organising staging and furniture/props. · Liaising with tech and making design choices. · Refining and polishing material. · Responding to peer and teacher feedback.
Key Assessments	Mini research project- PAI	Mini-performance of devised work.	Workshop performances of REP 1&2 extracts. Written notes in files.	Completed written coursework.	Workshop performance of selected texts.	Formal performances of text work in groups.
Important literacy and numeracy developed this year	Literacy: Interpretation of text, exploring textual meaning, developing evaluative writing skills, developing their own language for performance, understanding how words become stage action, extended evaluative writing, using poetry, metre and rhythm, writing play texts, creative writing, learning about theatre writing structures. Numeracy- The structure of scenes and acts in a play texts, using patterns and rhythm in movement and improvisation, structuring a Q sheet and numbering lighting and sound Qs.					
Wider skills and enrichment	Team work, collaboration, communication skills, leading and being led, negotiation, creation, compromise. Understanding professional roles within the creative and cultural sector. Meeting deadlines, working to a schedule, organising an event, writing for presentation.					
How you can help your child at home	Help with line learning, being a supportive audience for work in progress, help student negotiate and resolve problems with their peers. Help student deal with natural anxieties related to performing.					

Engineering Design

'Math is my Passion. Engineering is my Profession.' Wilfred James Dolor

Engineering in Year 10 ensures students acquire the skills, knowledge, application, analysis, and evaluation to support preparation for the exam. Students will be taught about sustainable manufacturing by examining and thinking critically about the real-life ethical manufacturing. They will also gain an insight into different context which will help them to develop their employability skills for the future.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>The client The customer The design process Product requirements.</p> <p><i>Further information and activities on this topic visit:</i> https://technologystudent.com/despro_flsh/iterative2.html</p>	<p>The use of CAD/CAM in design Standard components, Tolerance, Copyright/ Trademark, British Standards.</p> <p><i>Further information and activities on this topic visit:</i> https://www.technologystudent.com/prddes1/standard2.html</p>	<p>Know how commercial production methods, quality legislation impact on the design of products and components.</p> <p><i>Further information and activities on this topic visit:</i> https://www.technologystudent.com/despro_flsh/bolearning_systems1.html</p>	<p>Understand safe working practices used when making a prototype.</p> <p><i>Further information and activities on this topic visit:</i> https://www.technologystudent.com/mobapps/nea1.pdf</p>	<p>Produce a prototype.</p> <p><i>Further information and activities on this topic visit:</i> https://www.technologystudent.com/mobapps/nea1.pdf</p>	<p>Evaluate the success of the prototype.</p> <p><i>Further information and activities on this topic visit:</i> https://www.technologystudent.com/mobapps/nea1.pdf</p>
Key Assessments	2 Mock papers on topics covered to date.	2 Mock papers on topics covered to date	First draft	Final Hand in for L01 First draft Hand in LO2	Final Hand in LO2 LO2 First draft Hand in LO3	Final Hand in LO3 Final Hand in LO4
Literacy & Numeracy	<p>Numeracy: Understanding addition and subtraction, tolerances and pattern cutting (lay plans). Measurement (use of units mm, cm, m). Collecting and using data. Maths examination questions (e.g. gears)</p> <p>Literacy: Use and comprehension of subject specific key words/terms. Extended answer question practise. Annotation and discussion skills.</p>					
Wider skills and enrichment	Resourcefulness-developing problem solving with investigative and practical work. Developing creativity with practical work. Reflectiveness-seeking and responding to feedback. Time management and personal organisation with assignments.					
How you can help your child at home	During the first term your child will be doing mock exam papers at home, Students must ensure this work is completed to stand them in good stead for their exam in January. Encourage your child to stick to the deadlines for coursework submission to ensure they do not fall behind or become overwhelmed with the work.					

English

'Today a reader tomorrow a leader' Margaret Fuller

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Two week intensive SPAG course English Literature 'An Inspector Calls' Exploring and responding to a text's ideas Selecting apt quotations to support ideas Analysing the writer's methods and using apt subject terminology Exploring the text's conceptual factors.	English Language Paper 1 – Section A Identifying and interpret explicit and implicit information and ideas. Selecting and synthesising evidence from different texts. Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Evaluating texts critically and support this with appropriate textual evidence.	English Language Paper 2 – Section A Identifying and interpreting explicit and implicit information and ideas. Selecting and synthesising evidence from different texts. Explaining, commenting on and analysing how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Comparing writers' ideas and perspectives, as well as how these are conveyed across two or more texts.	AQA Speaking and Listening Assessment + writing skills Communicating ideas clearly and imaginatively. Adapting writing so that it is suitable for a range of audiences, purposes and contexts. Learning to use a range of linguistic / literary and structural devices for conscious effect. Learning to use a range of punctuation to promote clarity and to create effect in a conscious manner. Using standard English and ensuring the employment of spelling strategies for more complex vocabulary.	English Language Papers 1-2 – Q5 Communicating ideas clearly and imaginatively. Adapting writing so that it is suitable for a range of audiences, purposes and contexts. Learning to use a range of linguistic / literary and structural devices for conscious effect. Learning to use a range of punctuation to promote clarity and to create effect in a conscious manner. Using standard English and ensuring the employment of spelling strategies for more complex vocabulary.	English Literature Revision A01 A02 A03
Key Assessments	English Literature Paper 2	English Language Paper 1	English Language Paper 2	Speaking and Listening Assessment	Papers 1-2 Question 5	
Literacy and Numeracy	An explicit focus on SPAG will be imminent for all units of work. The ability to build on the skills of reading and comprehension through practising the techniques of skimming and scanning, reading for meaning, note making and question posing when reading a text.					
Wider skills	Understanding and discussion of issues around the issues that prevail within the texts.					
How you can help your child at home	Seneca learning. GCSE Bitesize and GCSE revision websites – youtube websites such as Andrew Bruff. https://senecalearning.com/en-GB/ https://www.bbc.co.uk/bitesize/levels/z98jmp3					

Food Preparation & Nutrition

'Food is the place where you begin' Vandana Shiva

In year 10 students will investigate micro-organisms, control of food spoilage and uses in food production. They will investigate International cuisines including British cuisine and carry out a practice NEA 2 in preparation for Year 11. They will investigate raising agents and carry out a practice NEA1 in preparation for Year 11.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Practical Work: Mini Fruit Pavlova, Paella, Profiterole, Lasagne, Cheesecake Theory: The growth conditions for microorganisms and enzymes and the control of food spoilage. High risk foods. The signs of food spoilage. Different sources of bacterial contamination. Main source and methods of control of different food poisoning bacteria types. The food safety principles when buying and storing food.	Practical Work: Finishing techniques working to a brief Sensory testing of flavoured water and digestive biscuits Theory: Use of micro-organisms in food production. How sensory perception test are used in the food industry. How taste receptors and olfactory systems work when tasting food	Practical Work: Ravioli, Chelsea Buns Syrup Sponge and Vanilla Custard Main meal reflecting Mediterranean Cuisine, Main meal reflecting Asian Cuisine Yeast Experiment Theory: Food products from British tradition and two different cuisines. The different methods of heat transfer.	Practical Work: Produce a 2 course meal for an international student. Must reflect the student's culture. Budget £5 for 2 portions. Theory: Work to a brief. Use a range of relevant sources to research the task Create a plan of action. Follow plan of action to cook chosen dishes and present within the time limits. Test and evaluate the dishes cooked. Analyse and justify data and discuss conclusions.	Practical Work: Recipe that displays the use of a raising agent. Small cake raising agent practical Berry Meringue Roulade Theory: Chemical raising agents, biological raising agents, mechanical raising agents. Steam is produced when the water in any moist mixture reaches boiling point. Biological (yeast).	Practical work: 2x investigations into chemical raising agents based on sponge cakes/cookies/scones. Theory: Predict an outcome. Create a plan of the food investigation. The working characteristics, functional & chemical properties of selected ingredients. Record outcomes using sensory testing. Analyse and justify data and discuss conclusions.
Key Assessments	Mini Assessment Food Safety Test	Mini Assessment Sensory analysis.	Mini Assessment Heat transfer and cooking methods.	Summative Assessment Practice NEA 2	Summative Assessment Based on all topics covered throughout year 9 and 10	Summative Assessment Practice NEA 1
Literacy & Numeracy	Literacy-developing the understanding of new terms/vocabulary/developing word processing and typing skills to structure information and factual text. Numeracy-developing an understanding of time and timings in practical work/developing accuracy in measuring and recording results in a practical context.					
Wider skills and enrichment	Resourcefulness-developing problem solving with investigative and practical work. Developing creativity with practical work. Reflectiveness-seeking and responding to feedback. Time management and personal organisation with assignments. Reciprocity-Working as a team in a practical context.					
How you can help your child at home	Encourage organisation and time management to meet the assignment deadlines. Encourage a broad interest in any food issues in the news. Encourage a broad interest and understanding of a range of cookery techniques and chefs. Further information and activities can be found at www.foodafactoflife.org.uk , www.nutrition.org.uk , www.bbc.co.uk/bitesize , www.qcseped					

French

‘For a valiant heart nothing is impossible’ Jacques Cœur

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Describing your home, what your town is like and what there is to see/do. Use of conditional tense to talk about ideal town.	Talking about holiday preferences, about visiting different places in France. Using all three time-frames.	Discussing environmental problems and their solutions. Exploring environmental initiatives in France. Use of infinitive structures.	Using a wide range of tenses to discuss the environment. Consider actions we take and will take to protect the environment.	Comparing old and new healthy and unhealthy habits. Use of imperfect tense. Recognising patterns in French.	Describing health resolutions. Using negatives and ‘If’ phrases to add complexity.
Key Assessments	Writing Translation Listening & Reading	Writing Translation Listening & Reading Speaking:Roleplay	Writing Translation Listening & Reading Speaking:Roleplay	Writing Translation Listening & Reading Speaking:Roleplay	End of year exams as per School Assessment Calendar, across all 4 skills	Monitor and assess preparation of AQA GCSE General Conversation Questions, Theme 2
Important literacy and numeracy developed this year	Building on grammar concepts developed and introduced in Y9. Confidently using texts, glossaries and bilingual dictionary to adapt ideas for personal use. Further increasing the level of complexity of language used. Transferring key GCSE language structures across topics. Developing ideas in order to improve narration and to write in greater detail.					
Wider skills and enrichment	Cultural Capital – Exploring a range of holiday destinations in French speaking countries – use of virtual tours. Onatti Theatre Visit. Skills for Success – becoming more effective communicators, writing about issues that affect young people.					
How you can help your child at home	Every Student work booklet includes an overview of the topic and key grammar points that you and your child can refer to for support. We continue to use Quizlet which was introduced in Year 7. Regular Quizlet study sets will be provided by the French Department in line with the scheme of work via Classcharts. GCSEpod (Students must register if they haven’t already done so) is the main revision website we recommend www.gcsepod.com All students need a pocket size bilingual dictionary.					

Geography

'Without geography you're nowhere' Jimmy Buffett

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Physical Landscapes- Rivers The UK's range of diverse landscapes - location of major upland/ lowland areas and river systems. · How the shape of river valleys changes downstream. · River landforms from erosional and depositional processes -waterfalls, interlocking spurs, meanders oxbow lakes, levees and floodplains . Flooding- the factors which affect flooding, hydrographs, and management strategies – Banbury · Assessment feedback and target setting</p> <p>Additional websites: bbc bitesize, national academy - rivers</p>	<p>·Physical Landscapes- Coasts How the coast is shaped by physical processes – erosion and deposition · coastal landforms as a result of these processes- headlands and bays, arches, caves, stacks, spits. · Management strategies used to protect coastlines 1. hard engineering – sea walls, rock armour, gabions and groynes 2. soft engineering – beach nourishment and reprofiling, dune regeneration managed retreat – coastal realignment – Management in Lyme Regis · Assessment feedback and target setting</p> <p>Additional websites: bbc bitesize, national academy - coasts</p>	<p>Growing % of global population living in urban areas. · opportunities and challenges for cities in LICs and NEEs · Rio case study · causes of growth creating opportunities, social and economic development · urban growth creating challenges: slums, health, energy, crime, unemployment, congestion and pollution · Assessment feedback and target setting.</p> <p>Additional website: bbc bitesize</p>	<p>· Urban change and migration in Birmingham · Opportunities: cultural mix recreation, employment, transport urban greening · Challenges: urban deprivation inequalities in housing, education, health and employment Dereliction brownfield and greenfield sites waste disposal Urban sprawl Lee Bank - urban regeneration project · Urban sustainability - How urban transport strategies reduce traffic congestion. · Assessment feedback and target setting</p> <p>Additional websites: bbc bitesize, national academy - traffic</p>	<p>1. Use Birmingham's Big City Plan to select a suitable question for investigating Birmingham's sustainability 2. Select, measure and record data. 3. Select appropriate ways of processing and presenting fieldwork data 4. Describe, analyse and explain fieldwork data 5. Reach valid conclusions 6. Evaluation of Human geographical enquiry 7. Reflection and target setting</p> <p>Additional websites: national academy - intro to fieldwork, national academy - fieldwork</p>	<p>1. Use the Bradshaw model to select a suitable question for investigating rivers 2. Select, measure and record data. 3. Select appropriate ways of processing and presenting fieldwork data 4. Describe, analyse and explain fieldwork data 5. Reach valid conclusions 6. Evaluation of Physical geographical enquiry 7. Reflection and target setting</p> <p>Additional websites: national academy - intro to fieldwork, national academy - fieldwork</p>
Key Assessments	Mid-topic assessment	End of topic assessment	Mid topic assessment	End of topic assessment	Fieldwork investigation and write up	Fieldwork investigation and write up
Literacy & Numeracy	<p>Literacy –Understanding what investigative terms require the student to do: suitable question, measure and record, ways of processing and presenting, Describe, analyse and explain, conclusions and evaluation. Numeracy – Select, measure and record primary data on capture sheets. Select appropriate ways of processing and presenting data. Describe, analyse and explain data, reach valid conclusions from the data as well as evaluating the whole process.</p>					
Wider skills	<p>Students will be visiting a river valley called Carding Mill in Shropshire. They will investigate it and explore first-hand the features and processes of a river valley, supporting their learning on UK physical environments. Students will also visit Birmingham city centre and experience the strategies Birmingham has in place to make it a successful city, supporting Changing Urban Environments topic. In both trips, students will gather primary data that will lead into their human and physical fieldwork investigations.</p>					
How you can help your child at home	<p>Encourage to use revision guide purchased in year 9 to support any missed learning and to aid revision. If you did not buy one in year 9, ask their geography teacher to order one or buy it through Amazon - Oxford University press AQA GCSE revision guide. This whole book will support their learning throughout the whole of their Geography GCSE course to year 11. Purchasing this is highly recommended.</p>					

Health & Social Care

*‘In recognizing the humanity of our fellow beings, we pay ourselves the highest tribute.’
-Thurgood Marshall*

The year 10 Health and Social Care curriculum will provide students with an understanding of the issues care professionals are faced with daily, teaching them resilience and patience. Students will also use their knowledge from the year 9 curriculum and apply it to practical elements of the course.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Understand how to support individuals to maintain their right. Rights of individuals; Importance of maintaining rights; Different ways Care professionals support individuals to maintain their rights	Understand the importance of values of care and how they are applied. The values of care in Health and Social Care; Early years values of care The importance of applying the values of care. The effects on individuals if values of care are not applied	Understand how legislation impacts on care settings The keys aspects of legislation which are relevant to the different groups who use health, social care and Early year’s settings. The impact of legislation in health, social care and early years services.	Understand how personal hygiene, safety and security measures protect individuals. Personal hygiene measures which protect individuals Safety procedures and safety measures Security measures	Know how body systems work Understand disorders that affect body systems	Be able to interpret data obtained from measuring body rates with reference to the functioning of healthy body systems.
Key Assessments	Test - individual rights and how they are maintained using past paper questions.	Test- Application of values of care and standards of care test	Test- Assess students’ knowledge of key features of legislation.	Test- Assessment on personal hygiene, safety and security measures.	Assignment- assess students’ knowledge on the three body systems	LO3 assignment- Observations of students carrying out practical tests.
Important literacy and numeracy developed	Literacy-developing the understanding of specialist terminology used in Health and Social Care settings. Reading activities and speaking a listening role play will enhance students’ ability to communicate with people from different backgrounds. Numeracy-developing an understanding recording pulse rates and working out the average. Also, Students’ will learn the formula to calculate BMI.					
Wider skills and enrichment	Helping students become more emotionally intelligent- treating others with respect and humility and demonstrating good manners. Responsibility: Enthusiasm, zest and confidence. Students will learn cultural awareness of people who use services and their requirements which will develop and enhance their communication skills.					
How you can help your child at home	Discussions about Health and Social Care roles. Encourage students to watch the news and read newspapers especially related to care and early years.					

IT

‘Technology is anything that wasn’t around when you were born.’ Alan Kay

IT in Year 10 builds upon the theory and skills developed in Year9 students continue to embed their understanding of planning a project and be able to select and use the most appropriate technology safely and effectively, to complete a data management task. Students practice the use of IT packages such as spreadsheets, databases, and techniques for use in different digital hardware and software technologies, and how these can be integrated to create digital solutions to manage and communicate data and information. All of which are transferable to the workplace.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	R012 – Module 01 / 02 Preparation for R012 assessment (Jan entry) The phases of the project life cycle and the tasks carried out in each phase. Interaction and iteration between the phases Inputs and outputs of each. How to initiate a project by analysing requirements SWOT analysis SMART objectives scoping project into tasks and actions How to mitigate risks through planning Creating planning documentation using appropriate technology and planning tools	R012 - Module 03 / 04: Preparation for R012 assessment (Jan entry) How data and information can be collected, stored and used. The methods used to collect data and store data/information, and the appropriateness of the use of these in a given context Information Technology (IT) used to support data collection Prevention measure: physical and logical. Secure destruction of data legal protection ethical/moral importance of validity, reliability and bias when collecting and using	Module 05: How to create, edit, delete and process data using appropriate software tools and techniques including: <i>Functions, Absolute cell referencing Linking worksheets What if analysis, Macros Import data from different sources Link to external data Presenting data using applying security measures Export and link data to other applications</i>	Module 05: Database software Relational database Import data Data validation techniques Create and use of: . input forms . controls Design and create queries using: <i>i. multiple tables ii. wildcards iii. parameters iv. crosstab v. grouping data in query - SUM, MAX, MIN vi. complex query i.e. multiple criteria search</i> Design and create reports Applying appropriate security measures Export and link data	Module 06: Selection and justification of the appropriate software tools and techniques to process data to meet the defined objectives in a given context Justification of the use of the selected tool and format The purpose and suitability of methods of presenting information The resources required for presenting information and the appropriateness of the use of these in context	R013 project practice. Practical project practice. To practice the skills that Students have learnt during year 9 and 10
Key Assessments	Module 01/ 02 Assessment	Module 03/ 04 Assessment.	Module 05/ Spreadsheets ass't	Module 05/ Databases assessment	Module 06 Assessment	R013 practical assessment
Literacy & Numeracy	Literacy — key terminology relating to Information technology and software planning. Terminology such as – Gantt chart, intellectual property, data, spreadsheets, foreign keys, databases & legislation. Numeracy – Basic to moderate numeracy skills. Such as: formulas and functions using spreadsheets and databases					
Wider skills and enrichment	Transferable skills which are developed through this subject are: By end of the course students should be able to plan basic projects by identifying (initiating) the project requirements and plan their actions. They should be able to able to measure the project progress using different tools and evaluate the project outcomes (products). This will develop skills of creativity, problem solving and reflectiveness. Equipping students with transferable skills required by employers					
How you can help your child at home	Revision Booklets, Revision materials available on School OneDrive including: Teaching slides, assessment practice materials, intervention resources. Discuss jobs/industries family are employed in and how it relates to what they have been learning in the classroom.					

Mathematics

‘Nature is written in mathematical language’ Galileo Galilei

Explain how year 10 builds on prior learning, and prepares for study at Year 11. Links also to ‘Mathematics for life’.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Fractions -4 operations Percentages with or without a calculator Dividing in a given ratio, double ratios Approximations Prime factorisation LCM, HCF Proportional reasoning	Two way tables Averages, inc from tables Frequency polygons Scatter diagrams Pie Charts Tree Diagrams Venn Diagrams Cumulative Frequency, Box plots Histograms	Basic Algebra Substitution, Laws of Indices, Collecting Like terms, expanding brackets, factorising Solving Linear equations and Inequalities, rearranging formulae Quadratics and Equations	Linear Simultaneous equations Basic Sequences and Quadratic Sequences, nth term and geometric sequences Straight Line Graph Theory inc graphical inequalities and solving equations graphically	Advance ratio and proportion, recurring decimals to fractions Laws of indices Standard form and Surds Error Interval and bounds including contextual problems	Area, sectors and volume of shapes Transformations Constructions, loci elevations and plans Pythagoras and Trigonometry Similarity, Circle theorems
Key Assessments		Cumulative topic assessment of work covered so far, Higher and Foundation tier		Cumulative topic assessment of work covered so far, Higher and Foundation tier		End of year assessment, full GCSE paper
Important literacy and numeracy developed this year	Extensive focus on question interpretation ensuring pupils are aware of the Maths skill they need to use and the importance of showing all relevant working out					
Wider skills and enrichment	Linking Maths skills to real life applications considering how Mathematical ‘proofs’ have influenced the world					
How you can help your child at home	Ensure pupils complete relevant independent study and catch up on any work missed, using HegartyMaths/Mathswatch					

Media

'He who controls the media controls the minds of the public' Noam Chomsky

In Year 10, students are re-introduced to the 5 main areas of the GCSE Media framework: Media Language, Representation, Media Audiences, Industries and Contexts. Students will study in close detail a range of texts set by the exam board, as well as a variety of unseen texts, including print adverts, newspapers, magazines, music videos, video games, film and TV. They will revisit the key codes and conventions involved in each of these forms, and consolidate their ability to analyse connotations of these in detail. They will look more deeply than before at the specific social, political and historical contexts that might impact these text. They will also in Year 10 be introduced to a range of new, more complex terminology specific to the media industry, plus a range of media theorists whose ideas they will learn to apply to our set texts. Lastly, they will complete their official NEA production, having practised the key skills involved in this in Year 9.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	PRINT ADVERTISEMENTS Media language, representation and the codes and conventions of print adverts. Revision of key media terminology. Quality Street, This Girl Can, Spectre and The Man with a Golden Gun. In each case, considering media language, representation and social, political and historical contexts.	NEWSPAPER AND MAGAZINE Codes and conventions of newspapers and magazines. Deconstruction of the 4 set texts: GQ, Pride, The Sun and The Guardian. In each case, considering media language, representation, social, political, historical contexts.	NEWSPAPER AND FILM Key facts and terminology associated with the newspaper and film industries. How these industries have evolved over time. The inner workings of the franchise behind each product (James Bond – Spectre and The Sun Newspaper and Website). Each product's target audiences.	RADIO AND VIDEO GAMES Key facts and terminology associated with the newspaper and film industries. How these industries have evolved over time. An in-depth look into the inner workings of the franchise behind each product (The Archers and Fortnite) each product's target audiences, plus how these audiences are targeted.	NEA (Coursework) Revise how the magazine industry entice specific audiences through representation of products and people. Conduct in-depth research into their genre of choice and the needs and interests of their specified target audience. Create and evaluate magazine front cover and accompanying pages responding to the brief given.	See Summer Term 1.
Key Assessments	Component 1- First part of Section A Q1 a,b,c (5 marks each) based on one of the media products studied so far and will assess their ability to analyse media language.	Component 1- Whole of Section A. Q1 a,b,c (5 marks each) - one of the media products studied so far and will assess their ability to analyse media language. Q2 a (5 marks) and b (25 marks).	Component 1 – Whole of Section B. Q3 assessing knowledge of Industry behind Spectre Q4 assessing understanding of Media Audiences in relation to The Sun.	Component 1- Whole of Section B. Q3 assessing knowledge of Industry behind Fortnite. Q4 assessing understanding of Media Audiences in relation to The Archers.	See Half Term 2.	Component 3. 10 marks for the statement of aims, 20 marks for meeting the brief and 30 marks for their control of media language and construction of representations.
Literacy and numeracy	Literacy: The correct spelling and application of key media terminology. The ability to construct a coherent and well-substantiated argument. The ability to make intelligent inferences from text and image. Numeracy: Understanding of percentages, e.g. in terms of audience demographic. Understanding of measurement and ratio, e.g. when designing their NEA products.					
Wider skills and enrichment	An understanding of how people of colour amongst other minority groups are often underrepresented or misrepresented by the media. An appreciation for the unfair beauty standards cultivated by the media, and the impact that this can have on the mental health of those consuming it. A greater awareness of the dangers of social media. Development of a more 'critical' eye when it comes to engaging with a variety of news sources; an understanding of what "fake news" is, the idea that some news sources are more reliable than others, as well as the idea that media institutions have their own particular agenda, and will mediate the information they transmit to that end.					
How you can help your child at home	Encourage your child to engage with a wide range of media platforms and products from the past and present. Encourage them to follow the news and to consider how different news outlets choose to portray different news stories. Follow the department youtube tutorials to help your child with the practical element of the course.					

Music

'Music awakens the soul' Lailah Gifty Akita

Students have completed practice units in year 9 to prepare them for year 10 and 11. They already have the skills necessary to complete these units. These units will build their team work skills as well as developing their knowledge about required practices in the Music Industry.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> -Consider what product the class should do. -Consider how the class will plan and arrange the product -Research how to successfully launch a music product. 	<ul style="list-style-type: none"> -Run the product as a class. -Consider how to adapt product professionally. -Ensure that everyone is playing their part effectively in the group. 	<ul style="list-style-type: none"> -Evaluate the product -Consider what improvements could have been made to create a better outcome for their product. 	<ul style="list-style-type: none"> -Study job roles and responsibilities. -Learn about Health and Safety in the industry. -Complete past papers -Develop exam techniques 	<ul style="list-style-type: none"> -Consider how to plan a recording session -Research equipment that is needed for different types of recordings. -Consider health and safety issues. 	<ul style="list-style-type: none"> -Use recording equipment to record at least 4 tracks. -Mix the multi-track recording using an appropriate software.
Key Assessments	Success criteria for Unit 2- Managing a Music Product Learning Aim A.	Success criteria for Unit 2- Managing a Music Product Learning Aim B.	Success criteria for Unit 2- Managing a Music Product Learning Aim C.	Past papers Completion of quizzes on Teams. Mark Schemes	Success criteria for Unit 6 Introducing Music Recording Learning Aim A	Success criteria for Unit 6 Introducing Music Recording Learning Aim B
Important literacy and numeracy developed	Students are assessed for the grammar and spelling. This is checked throughout their coursework to ensure that it is to a high standard.					
Wider skills and enrichment	Students are encouraged to perform both in and out of lessons. Ideally they are taking lessons on their instrument and/or are part of a group/band. This will help with their instrumental and musicianship skills. They are encouraged to take part in extra-curricular activities as well as attending the many trips the music department has on offer.					
How you can help your child at home	Students at home are encouraged to rehearse their instrument throughout the year, whether or not performance is being studied in lesson. Regular practice is beneficial and is proven to improve performance skills. Encouragement to hand work in on time is also vital.					

P.E. - Core

Be the best version of yourself: for yourself, your team-mates, and everyone you're representing core 10 – Kate Richardson-Walsh, Hockey

Year 10 focuses on improvements in performance and how modifications can be identified and applied. Term 3 allows others students to share good practice and develop peers through their own knowledge with a sport or activity.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Principles of training · Invasion games · Net games · Dance · Trampolining · Problem solving · Fitness · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges · Dance techniques	Analysis of Performance · Invasion games · Net games · Dance · Trampolining · Problem solving · Fitness · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges · Dance techniques	Leadership/Coaching · Invasion games · Net games · Dance · Trampolining · Problem solving · Fitness · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges · Dance techniques	Tactics/strategies · Invasion games · Net games · Dance · Trampolining · Problem solving · Fitness · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges · Dance techniques	Team building · Athletics · Net games · Striking and fielding · Working at/near maximal levels · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges	Motivation · Athletics · Net games · Striking and fielding · Working at/near maximal levels · Develop tactics · Improve techniques · Introduce competition · Analysis of performance · Intellectual and physical challenges
Important literacy and numeracy developed this year	Literacy – Key terminology related to physical activity: Health and fitness, anatomy and physiology, preparation for exercise Numeracy – Scoring within activities, leadership tasks and problem solving					
How you can help your child at home	Ensure your child arrives fully prepared for PE on timetables days. Encourage exercise at home, support with extra-curricular clubs and be flexible and support participation with external clubs and organisations.					

P.E. - GCSE

Champions keep playing until they get it right. GCSE 10 – Billie Jean King, Tennis

Year 10 focuses on learning and understanding Paper 2 exam content. In the summer term, all course content is applied to an analysis of performance and showcased in the coursework.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Sports Psychology · Skill classification · Goal setting Information processing · Guidance · Feedback	Sports Psychology · Arousal · Aggression Personality types · Motivation	Sociocultural influences · Participation. · Barriers to participation · Commercialisation of physical activity and sport	Sociocultural influences · Ethical Issues · Practical Assessments · Exam practice and preparation	Non- examined assessment (Coursework) · Analysis and evaluation of own performance	Non- examined assessment (Coursework) · Analysis and evaluation of own performance · Practical videos submitted
Key Assessments	Paper 1 baseline test End of topic test	End of unit test	End of topic test	End of unit test	End of year exam (paper 2)	Submission of the coursework first draft
Important literacy and numeracy developed this year	Literacy – Key terminology related to psychology, sociocultural influences, analysis of performance Writing in continuous prose for long answer questions (assessed) and essay format for NEA. Numeracy – Scoring systems, quantitative analysis of data,					
How you can help your child at home	Support and guide students with technology for research tasks to utilise websites to gather information to support and expand upon student's lesson notes. Where possible, provide opportunities for students to access and commit to sports outside of school to improve practical performance.					

Photography

'Photography takes an instant out of time, altering life by holding it still.' Dorothea Lange

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Mini Project Hands, A-Z Bubbles Minifigures Reflections. Harder theme for more refined and individual responses. Differentiated per class. 10 week block of work covering all A0's.	Mini Project	Coursework Taught Coursework is worth 60% of the final mark and is a portfolio of linked themes/work. A project. All A0's are present. Students start work through a series of taught tasks exploring the Photographic Portrait and identity, drawing on prior knowledge and extending skills. Competent consistent work is required.	Coursework Taught Lighting- one light two light directional Projection Filters expressive Editing effects Deeper A01 analysis, presentation Working in the style of artists & Photographers. Some tasks differentiated.	Coursework Taught	Coursework Theme A past Exam paper theme can be given to extend students work. This benefits them in relating to exam paper themes as well as encouraging even more independence at this point in their coursework. The coursework becomes theirs with 1-1 feedback AFL and discussion through tasks.
Key Assessments	Weekly 1-1 feedback and discussion through tasks	Summative Feedback. Back of books.	Weekly 1-1 feedback and discussion through tasks.	Weekly 1-1 feedback and discussion through tasks.	Summative feedback Back of books. Data Intervention group	Mock- purely for exam experience performance A04 task. Formative assessment.
Literacy & Numeracy	Support through hand outs and worksheets, terminology and techniques also.					
Wider skills and enrichment	Apple workshops and Art trip in Summer term. Competitions and any current Media skills related to within A01 components. Opportunities to discuss Past Students experiences and post degree.					
How you can help your child at home	Encourage independence even when using mobile phones and other software. Look out for any competitions! Encourage good practice when out and about and on holiday where unusual compositions or settings can help to influence school work. Encourage creativity, expression and reflection. OCR: https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/ Pinterest: https://www.pinterest.co.uk/ for inspiration and examples. Youtube: for extra tutorials Use SharePoint and Teams to access the powerpoints and add evidence to. https://www.creativeblog.com/ and Photoshop CS5 Tutorial - Layers for Beginners search you tube but say Adobe Cs5					

PSHCE

‘Be the change that you want to see in the world.’ Ghandi.

In Year 10 students are encouraged to develop greater awareness of the wider world, applying their knowledge to a range of different possibilities and life contexts.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Recovery, relationships, hope and wellbeing	Healthy sexual relationships, positive relationships and role models, attraction, romance, love. Managing change in personal relationships	Financial awareness, wage slips, loans, mortgages, avoiding debt	Drugs, alcohol, tobacco, personal safety, hygiene, germs and antibiotics, self-examination.	Relationship breakdown, unhealthy relationships and abuse, substance abuse and their impact on relationships	Citizenship, parliamentary democracy, electoral systems, international governance
Key Assessments	Each topic includes a before and after assessment of knowledge and understanding.					
Important literacy	Key words associated with topics including democracy, electoral, parliament, mortgage.					
Wider skills and enrichment	Students are encouraged to reflect on personal experiences and consider how the content of learning will support their overall wellbeing and happiness					
How you can help your child at home	Encourage your child to discuss topics with you at home, sharing solutions and upholding positive behaviours.					

R.E.

'Just as a candle cannot burn without fire, men cannot live without a spiritual life' Buddha

In year 10 we build on what we learnt in Year 9 and continue to build our knowledge and understanding for the GCSE.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Islamic Beliefs: The Oneness of God and the Supremacy of God's will: Why is this so important to Muslims? How does it influence a Muslim's life? Key Beliefs of Sunni and Shia Islam. The Nature of God: Why is this so important to Muslims? How does it influence a Muslim's life? Angels: Why is this so important to Muslims? How does it influence a Muslim's life? Predestination: Why is this so important to Muslims? How does it influence a Muslim's life?</p>	<p>Life after Death: Why is this so important to Muslims? How does it influence a Muslim's life? Prophethood and Adam: Why is this so important to Muslims? How does it influence a Muslim's life? Ibrahim. Muhammed and the Imamate: Why is this so important to Muslims? How does it influence a Muslim's life? The Holy Books in Islam.</p>	<p>Religion, Crime and Punishment: Why do Crimes Happen? Law Breakers and Different Types of Crime. Suffering and Causing Suffering to Others. The Three Aims of Punishment.</p>	<p>Religion, Crime and Punishment: The Treatment of Criminals: Prison, Corporal Punishment and Community Service. The Death Penalty. Forgiveness.</p>	<p>Religion and Life: The Origins of the Universe. The Value of the World. The Use and Abuse of the Environment. Animals.</p>	<p>Religion and Life: The Origins of Human Life. Abortion. Euthanasia. Life After Death.</p>
Key Assessments	Exam style paper on Islamic beliefs.	Exam style paper on Islamic beliefs.	Exam style paper on Religion, Crime and Punishment.	Exam style paper on Religion, Crime and Punishment.	Exam style paper on Religion and Life.	Exam style paper on Religion and Life.
Literacy and numeracy	Students will be introduced to key words. They will also have the opportunity to practice writing many exam style questions.					
Wider skills	Students will become more aware of the world around them					
How you can help your child at home	It is important that students complete all homework as this is usually exam style questions, which will prepare them for the exam. Where possible, students should purchase a revision guide. Extra help can be found at BBC Bitesize.					

Science

'Theory helps us to bear our ignorance of facts' George Santayana

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	B1 Cell Biology Structure and function of eukaryotic and prokaryotic cells Magnification Stem cells Transport C1 Atomic Structure and the Periodic Table Current and history of the periodic table Structure of the atom Trends in the periodic table Group 1,7 and 0 Required practical – microscope Useful links: Cell biology Atomic Structure	P1 Energy Transfer of energy Efficiency Work done Power B2a Organisation Structure and function of enzymes Structure and function of the digestive, respiratory and circulatory system C2 Bonding, Structure and Properties of Matter Ionic bonding and properties covalent bonding and properties metallic bonding and properties trends in bonding Required practical – enzymes Useful links: bbc bitesize link1 bbc bitesize link2 bbc bitesize link3	P2 Electricity Electrical components, circuits and measurements Resistance, charge, power calculations Resistance in components B3 Infection and Response Communicable diseases Pathogens, transmission, prevention Vaccination Drug trials B2b Organisation Structure and function of enzymes Structure and function of the digestive, respiratory and circulatory system Required practical – resistance of a wire Useful links: youtube link bbc bitesize link4	C3 Quantitative Chemistry Quantitative chemistry calculations B4 Bioenergetics Respiration – aerobic and anaerobic Photosynthesis Metabolism C4 Chemical Changes Acids and bases pH and pH scale reactivity and metal extraction electrolysis Required practical - Electrolysis Useful links: youtube link2 youtube respiration bbc bitesize	C5 Energy Changes endothermic / exothermic energy profile diagrams bond energies P4 Atomic Structure States of matter and particles P4 Particle Model of Matter Latent heat Specific heat capacity Required practical –Energy change Density Specific Heat Capacity Useful links: bbc bitesize link5 youtube link3 bbc bitesize link6	B7 Ecology Abiotic / biotic factors Adaptations Energy transfer in a food web Biodiversity Human impact on biodiversity C7 Organic Chemistry Crude oil and hydrocarbons Fractional distillation Carbon chemistry homologous families e.g. alkane and alkene P7 Magnetism and Electromagnetism Permanent magnet – interaction between bar magnets and magnetic material Magnetic field lines Solenoid Factors affecting solenoid Useful links: bbc bitesize link7 bbc bitesize link8 youtube link4 youtube link5
Key Assessments	End of topic assessment B1, C1 – separate tests	End of topic assessment P1, C2 – separate tests	End of topic assessment P2, B2, B3 – separate tests	End of topic tests C3 and C4 <u>combined test</u> B4 – separate test	END OF YEAR EXAM End of topic test P3 and P4 <u>combined test</u> C5 – separate test	End of topic tests C7 and P7 – <u>combined test</u> B7 – separate test
Literacy & Numeracy	<ul style="list-style-type: none"> Correct use of key terminology, phrases and definitions Substitute and manipulate equations Use and determine units, conversions Use standard form, decimal places and standard form 			<ul style="list-style-type: none"> Explain a scientific plan (variables, equipment, safety and accuracy, precision and resolution of equipment) Construct, analyse data (including tables and graphs) to draw conclusions Evaluate experimental technique 		

Wider skills and enrichment	<p>Students will:</p> <ul style="list-style-type: none"> • Understand how scientific methods and theories develop over time. • Be aware of hazards associated with science-based technologies which have to be considered alongside the benefits. <p>Appreciate the power and limitations of science and consider any ethical issues which may arise.</p>	<ul style="list-style-type: none"> • Explain everyday and technological applications of science; evaluate associated personal, social, economic and environmental implications; and make decisions based on the evaluation of evidence and arguments. • Evaluate risks both in practical science and the wider societal context, including perception of risk in relation to data and consequences. • Recognise the importance of peer review of results and of communicating results to a range of audiences.
How you can help your child at home	<p>Use BBC bitesize for any further information on these topics.</p> <p>Your teacher will provide video links to the required practical skills – watch these to recap on the skills.</p> <p>Purchase the work book and revision guide to test your knowledge.</p>	

Spanish

'When one door closes, another one opens' Miguel de Cervantes

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	Classifying features of towns and regions in order to evaluate and judge opinions and justifications.	Discussing poverty, homelessness, volunteering and charities. Comparing and contrasting with Spain in order to assess and compose narratives.	Exploring and explaining environmental issues and concerns locally, internationally and globally composing oral evaluations and judgements	Selecting, sorting and evaluating healthy and unhealthy living in order to speculate and justify future choices.	Talking about holiday preferences, about visiting different places in Spain by showing off good language and using expressions of sequence	Making use of the social and cultural context. Discovering words which help to give opposite views
Key Assessments	Writing Translation Listening & Reading	Writing Translation Listening & Reading Speaking: Roleplay	Writing Translation Listening & Reading Speaking: Roleplay	Writing Translation Listening & Reading Speaking: Roleplay	End of year exams across all 4 skills	Preparation of AQA GCSE General Conversation Questions, Theme 2
Important literacy and numeracy developed this year	Building on grammar concepts developed and introduced in Y9. Confidently using glossaries and bilingual dictionary to adapt ideas for personal use. Further increasing the level of complexity of language used. Transferring key GCSE language structures across topics. Developing ideas in order to improve narration.					
Wider skills and enrichment	Cultural Capital – Exploring a range of holiday destinations in Spanish speaking countries – use of virtual tours. Onatti Theatre Visit. Skills for Success – becoming more effective communicators, writing about issues that affect young people.					
How you can help your child at home	Every Student work booklet includes an overview of the topic and key grammar points that you and your child can refer to for support. GCSEpod (Students must register if they haven't already done so) is the main revision website we recommend. Quizlet should be used in order to acquire more vocabulary. All students need a pocket size bilingual dictionary. CGP revision guides may be bought at a discounted price through the Spanish Department					

Sports Studies

“It’s not whether you get knocked down; it’s whether you get up.” – Vince Lombardi CN

Year 10 introduces the content for the externally examined unit (RO51). This content is new and builds more on students’ general knowledge of sport. In Term 2 students have the opportunity to develop their practical performance across both individual sports

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Understand the issues which affect participation in sport · the different user groups who may participate in sport</p> <ul style="list-style-type: none"> · the possible barriers and solutions which affect participation in sport · the factors which can impact upon the popularity of sport in the UK · current trends in the popularity of different sports in the UK · growth of new/emerging sports and activities in the UK <p>Know about the role of sport in promoting values</p> <ul style="list-style-type: none"> · values which can be promoted through sport · the Olympic and Paralympic movement · promoting values through sport · the importance of etiquette and sporting behaviour · the use of performance-enhancing drugs in sport 	<p>Understand the importance of hosting major sporting events</p> <ul style="list-style-type: none"> · the features of major sporting events · the potential benefits and drawbacks of cities/countries hosting major sporting events · the links between potential benefits and drawbacks and legacy <p>Know about the role of national governing bodies in sport</p> <ul style="list-style-type: none"> · what national governing bodies in sport do: promotion development infrastructure policies and initiatives funding support 	<p>Be able to use skills, techniques and tactics/strategies/ compositional ideas as an individual and team performer in a sporting activity</p> <ul style="list-style-type: none"> · the key components of performance for an individual performer in a sporting activity creativity · appropriate use of tactics/strategies/compositional ideas · decision-making during · ability to manage/maintain own performance 	<p>Be able to apply practice methods to support improvement in a sporting activity</p> <ul style="list-style-type: none"> · how to identify areas of improvement in their own performance in a sporting activity · types of skills and practice · methods to improve own performance · how to measure improvement in skills, techniques and strategies developed 	<p>Know how sport is covered across the media how sport is covered by:</p> <ul style="list-style-type: none"> · television - satellite - satellite based sports channel - pay-per-view · written press · radio · internet 	<p>Understand positive effects that the media can have on sport · increased exposure of minority sports</p> <ul style="list-style-type: none"> · increased promotional · education · increased income which benefits · inspiring people to participate creation of positive role models · competition between sports and clubs
Key Assessments	LO1 – Assessment LO1/ 2 – Assessment	LO1-3 – Assessment LO1-4 – Assessment RO51: External Examination - January	RO52: LO1&2 Formal practical assessments of students in an individual and team context	RO54: LO4 Written Assessment – internally assessed	RO54: LO1 Written Assessment – internally assessed	RO54: LO2 Written Assessment – internally assessed
Literacy & Numeracy	Key Terms for RO51: meaning of terms to include - etiquette/ barriers/ solutions/ governing bodies/ economic disadvantage/ accessibility Exam/ Assignment Technique: Using concise sentences, structuring short paragraphs Comprehension: interpreting exam questions Numeracy: interpreting data on sports participation and positive and negative impacts of the media					
Wider skills and enrichment	Self-Management – Time Management Personal Organisation – working to and meeting deadlines, planning revision Practical Assessments – grit, tenacity, determination, problem solving skills					
How you can help your child at home	Work through homework in Term 1 to help them prepare for the external exam in January. Help them to plan a revision timetable leading up to this exam. Help them to be organised keeping resources and using them effectively Encourage them to maintain their commitment to extra-curricular activities in their chosen sport					

