



THE YEAR 10 CURRICULUM@ ALDERBROOK

2024 - 25



'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. Year 10s will complete mock examinations in the summer term which provide an opportunity for students to practise sitting examinations in a more formal environment.

The **PSHE** 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'.

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. All Year 10 students will participate in our reading initiative 'Uniquely Portable Magic' during form time

Bravery:

Year 10 is a key age where motivation and mental well-being are a particular focus. The programme of assemblies, PSHE 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 Mrs M Choudhury, and the Pastoral Manager for Year 10 is Mrs J Allen.** These members of staff know this year group very well, having supported them through Year 9.

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 1 – The purpose of Business The purpose and nature of businesses Business ownership Setting business aims and objectives	Stakeholders Business location Business planning Expanding a business	Unit 2 – Influences on a Business Technology Ethical and environmental considerations The economic climate on businesses Globalisation	Legislation Competitive environment Unit 3 – Human Resources Recruitment and selection of employees Organisational structures Motivating employees	Training Unit 4 - Operations Production processes	Unit 4 - Operations The role of procurement The concept of quality Customer Service
Creative iMedia	Unit R094: Visual Identity and Digital Graphics (NEA) 25% of your grade.	Unit R094: Visual Identity and Digital Graphics (NEA) 25% of your grade.	Unit R094: Visual Identity and Digital Graphics (NEA) 25% of your grade.	Unit R094: Visual Identity and Digital Graphics (NEA) 25% of your grade.	Unit R099: Game Design (NEA) 35% of your grade	R099 NEA Unit: Create digital games
Computer Science	J277/01 - Systems architecture Memory and storage Data representation J277/02 - Programming	J277/01 - Memory & storage Data representation Networks connections and protocols J277/02 - Programming	J277/01 - Networks connections and protocols J277/02 - Programming	J277/01 - Network security and systems software J277/02 - Programming	J277/01 - Ethical, legal, cultural and environmental impacts of digital technology. J277/02 - Programming.	J277/02 - Algorithms
CoPE (PSE)	Sport and Leisure	Children's Book	Food and Nutrition	Language Skills	Independent Living	Working with Others
Dance – BTEC	A Linha Curva Repertoire Study	A Linha Curva Repertoire Study	Component 1: Exploring the Performing Arts	Component 1: Exploring the Performing Arts	Studio practice	Component 2 Preparation
Design & Tech	Material investigation	Manufacturing in industry	Environmental design	Product analysis	Theory recall	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/Set Text Revision	Mock component 3
English	English Literature – Paper 1 A Christmas Carol	English Literature: Conflict Poetry & English Language Paper 1 – Section B	English Literature – Paper 1 Macbeth	English Language: Paper 2	Unseen Poetry	English Literature: An Inspector Calls & English Language Paper 1 – Section A
Food Preparation & Nutrition	Food nutrition and health	Food choice	Food safety	Food provenance	Food science	Nutritional needs
French	Current and Future Study and Employment		Travel and Tourism		Festivals & Traditions	House and Town
Geography	UK Physical environments – Rivers and Carding Mill Valley Physical fieldwork trip and write up	UK Physical environments - coasts	The living World	The Living World	The challenge of Natural hazards	The challenge of Natural hazards
Health & Social Care	RO33 – NEA Topic 1 life stages & development Topic 2: Impact of life events	RO33 – NEA Topic 1 life stages & development Topic 2: Impact of life events	RO33 – NEA Topic 1 life stages & development Topic 2: Impact of life events	RO33 – NEA Topic 3: Sources of support	RO35 - NEA Topic 1 Current public health issues and the impact on society	RO35 - NEA Topic 1 Current public health issues and the impact on society

Year 10 Curriculum

History	America, 1920 – 1973: Opportunity and Inequality	America, 1920 – 1973: Opportunity and Inequality	Conflict and Tension, 1918 – 1939	Conflict and Tension, 1918 – 1939	Britain Health and the People	Britain Health and the People
Mathematics	Number, inc. ratio and proportion.	Statistics and Probability	Algebra	Shape and Measure	Review	Review
Media	Gaming and Radio- Fortnite and The Archers- The Gaming Industry and how Radio targets specific audiences through its products.	Newspapers- The Guardian/ The Sun (Partygate/COVID front covers)- Understanding the codes and conventions of newspapers and political bias. Also understanding how the print press makes revenue through digital convergence.	Film posters: Man with the Golden Gun (2 week re-cap) and No Time to Die (new)- Understanding the codes and conventions of film posters and the Industry surrounding the Bond Franchise.	ADVERTS- Quality Street and This Girl Can- Understanding how Media Language works to construct representations of people and ideas and how these representations are historically and socially dynamic.	MAGAZINES- Pride and GQ Magazine (Raheem Sterling),. Understanding how Media Language constructs representations of gender and ethnicity and how these are historically and socially dynamic.	NEA (coursework) – original magazine design according to set brief
Music GCSE	Performance focus and Conventions of Pop	Rhythms of the World and Christmas performance	Concerto and Music Theory	Film Music and Composition	Recap of Units and Solo performance	Composition Coursework
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
PSHE	ABK Learner Anxiety & sleep Personal hygiene Positive relationships	Change & Delay Teenage pregnancy Forced marriage	Targets & goals Scams	NHS Decision making Body image	Toxic relationships Domestic abuse Parenting Skills	Budgeting Gambling Post 16 Post 18
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 (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
Component Knowledge	Drawing Skills; for eg 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 Preparing for coursework Animals. Relating to Fantastic Beasts and Mythical creatures. Mostly A03 studies and A01 research. Identity. Formal understanding of \Portrait, facial features, colour studies.	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 animals, drawing on prior knowledge and extending skills with use of formal elements and technical ability. Competent consistent work is required.	Coursework Taught Design Proportion Different viewpoints, Expression, Competent use of media. Deeper A01 analysis, presentation Working in the style of artists and using both 2D and 3D skills to realise intentions. Some tasks differentiated.	Coursework Theme Outcome 1 complete.	Coursework Theme A past Exam paper theme may be given to extend students work. This benefits the student as they relate to exam paper themes. It encouraging even more independence at this point in their coursework. The coursework becomes theirs with 1-1 feedback and discussion through tasks.
Assessments and End Points	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. TRIP
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. Relevant course information will be in the backs of sketchbooks to support students. 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
Component Knowledge	Unit 1 – The purpose of Business The purpose and nature of businesses Business ownership Setting business aims and objectives	Unit 1 – The purpose of Business Stakeholders Business location Business planning Expanding a business	Unit 2 – Influences on a Business Technology Ethical and environmental considerations The economic climate on businesses Globalisation	Unit 2 – Influences on a Business Legislation Competitive environment Unit 3 – Human Resources Recruitment and selection of employees Organisational structures Motivating employees	Unit 3 – Human Resources Training Unit 4 - Operations Production processes	Unit 4 - Operations The role of procurement The concept of quality Customer Service
Assessments and End Points	Embedding tasks during half term: MCQ, maths moments and key term tests. Mid-Point Assessment: 6&9 mark exam questions Summative Assessment 1 Knowledge recall, applying knowledge to a business context.	Embedding tasks during half term: MCQ, maths moments and key term tests. Mid-Point Assessment: 6&9 mark exam questions	Embedding tasks during half term: MCQ, maths moments and key term tests. Mid-Point Assessment: 6&9 mark exam questions Assessment Point 1 - Knowledge recall, applying analysing & evaluating in relation to a business context.	Embedding tasks during half term: MCQ, maths moments and key term tests. Mid-Point Assessment: 6&9 mark exam questions	Embedding tasks during half term: MCQ, maths moments and key term tests. Mid-Point Assessment: 6&9 mark exam questions	Embedding tasks during half term: MCQ, maths moments and key term tests. Introduce the 12-mark evaluative question. Assessment Point 2 Knowledge recall, applying analysing & evaluating in relation to a business context.
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.					

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

Creative iMedia in Year 10 builds upon the theory and skills developed in Year 9. Students will learn how to plan, create, edit and evaluate graphical products and digital games. They will work from a client brief to create a visual identity that meets the user's requirements, gaining industry-standard software skills along the way.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Component Knowledge</p> <p>R093 (Exam) – Media Industry</p> <p>R094 (NEA) – Visual Identity and Digital Graphics</p> <p>R099 (NEA) – Digital Games</p>	<p>Unit R094: Visual Identity and Digital Graphics (NEA) 25% of your grade.</p> <p>New brief set each year by OCR</p> <p><u>Task 1</u> – Planning the visual identity and digital graphic product</p> <p><u>Task 2</u> – Creating the visual identity and digital graphic product</p>	<p>Unit R094: Visual Identity and Digital Graphics (NEA) 25% of your grade.</p> <p>New brief set each year by OCR</p> <p><u>Task 1</u> – Planning the visual identity and digital graphic product</p> <p><u>Task 2</u> – Creating the visual identity and digital graphic product</p>	<p>Unit R094: Visual Identity and Digital Graphics (NEA) 25% of your grade.</p> <p>New brief set each year by OCR</p> <p><u>Task 1</u> – Planning the visual identity and digital graphic product</p> <p><u>Task 2</u> – Creating the visual identity and digital graphic product</p>	<p>Unit R094: Visual Identity and Digital Graphics (NEA) 25% of your grade.</p> <p>New brief set each year by OCR</p> <p><u>Task 1</u> – Planning the visual identity and digital graphic product</p> <p><u>Task 2</u> – Creating the visual identity and digital graphic product</p>	<p>Unit R099: Game Design (NEA) 35% of your grade</p> <p>New brief set each year by OCR</p> <p><u>Task 1</u> – Planning your digital game</p> <p><u>Task 2</u> – Creating your digital game</p> <p><u>Task 3</u> – Testing/checking and reviewing your digital game</p>	<p>Unit R099: Game Design (NEA) 35% of your grade</p> <p>New brief set each year by OCR</p> <p><u>Task 1</u> – Planning your digital game</p> <p><u>Task 2</u> – Creating your digital game</p> <p><u>Task 3</u> – Testing/checking and reviewing your digital game</p>
Assessments and End Points	Completion of NEA tasks in line with OCR requirements.	Completion of NEA tasks in line with OCR requirements.	Completion of NEA tasks in line with OCR requirements.	Completion of NEA tasks in line with OCR requirements.	Completion of NEA tasks in line with OCR requirements.	Completion of NEA tasks in line with OCR requirements.
Literacy & Numeracy	<p>Literacy — Writing for Purpose, formal/informal language, tone of language Terminology such as – Interactive media, Digital publishing, Typography, resolution and dimension. Numeracy – Basic to moderate numeracy skills such as, properties of 2D and 3D shapes, tessellations and patterns, dimensions of graphics, resolution and file size calculations, arithmetic operations when creating score and time variables, logical operations.</p>					
Wider skills and enrichment	Students will build a host of soft skills upon completion of this course. Through context and scenario-based project this course will naturally develop students' creativity and imagination as well as their time management skills. Through familiarity with industry standard software, students will be able to explore solutions to problems, critically analysing their approaches and making iterative improvements.					
How you can help	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.					

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	Systems architecture Memory and storage Data representation Architecture of the CPU CPU performance Memory Secondary storage Units and binary numbers Binary arithmetic and hexadecimal Characters	Memory and storage Data representation Networks connections and protocols Images Sound Compression The Internet and WANS	Networks connections and protocols Local Area Networks Wireless networking Client-server and peer-to-peer networks Standards, protocols and layers	Network security and systems software Network threats Preventing vulnerabilities Operating systems Utility software	Ethical, legal, cultural and environmental impacts of digital technology Ethical and cultural issues Environmental issues Legislation and privacy Computational thinking	Algorithms Searching algorithms Sorting algorithms Developing algorithms using flowcharts Developing algorithms using pseudocode Interpret, correct or complete algorithms Logic diagrams and truth tables
Key Assessments		Retrieval tasks during half term: Quizlet, key terms tests, Seneca and supportive resources. Assessment Point 1	Retrieval tasks during half term: Quizlet, key terms tests, Seneca and supportive resources. Assessment Point 1	Retrieval tasks during half term: Quizlet, key terms tests, Seneca and supportive resources.	Retrieval tasks during half term: Quizlet, key terms tests, Seneca and supportive resources. Assessment Point 2	Retrieval tasks during half term: Quizlet, key terms tests, Seneca 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 6-8 mark answers 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	Download Python and encourage your child to practise their programming skills at home, by using video resources and supportive texts provided in lessons. 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 (PSE)

'When words are both true and kind, they can change the world.' Buddha

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Sport and Leisure	Children's Book	Food and Nutrition	Language Skills	Independent Living	Working with Others
Assessments and End Points	Students will create a portfolio of evidence including photographic evidence, teacher comments, written work and a display board.	There will be a summative creation of a children's book. Formative assessment will take place through the learning journal and class discussion.	Students will strive to improve an aspect of their wellbeing through changes to their diet. Students will create a food diary reflecting their improved diet, and gain evidence of the improvement in their wellbeing.	Students will have learned a new language skills (such as BSL) and will be able to demonstrate this by the end of the term.	Students will demonstrate some basic property maintenance tasks safely along with some bike maintenance skills. Show some basic awareness of financing and life management.	Students will plan and execute a trip to Solihull as a group and complete the paperwork necessary.
Important literacy and numeracy developed	Students will be developing both their oral literacy and written literacy through continual formative assessment. Spelling and grammar will be taught through some core teaching and real life application and reading skills will be used in almost every lesson. Where appropriate, students will also engage with their basic numeracy skills ensuring core skills are embedded and more complex skills are revisited and practiced. Key numeracy skills will also be taught such as problem solving, producing graphs, money and calculation skills.					
Wider skills and enrichment	Key skills and transferable qualities are part of the tapestry of the PSE course. We develop and enhance personal qualities to ensure our students leave us well rounded and with a skill set that employers will be keen to see and utilise in the work place. Trips are an integral part of the PSE course as are vocational application of theoretical learning, meaning the course lends itself to students who learn best through a range of methods.					
How you can help your child at home	Students should be encouraged to encounter and discuss real life problems and experiences, reflecting on their ability to manage or execute tasks or how they may approach a situation. This may be through news articles, trips or family discussion. We would also encourage our students to explore their world, visiting places of interest and engaging with the world around them to gain practical experience and knowledge.					

Dance – Btec Performing Arts: Dance Approach

There are obviously two educations. One should teach us how to make a living and the other how to live'. -James Truslow Adams

Year 9 gave students the opportunity to experience a range of dance styles and to learn about the physical skills which we train as dancers. This year demands grit and resilience, commitment and collaboration as students apply their skills to produce a practical and written response to exploring the performing arts. Students will learn about the different job roles which contribute to dance performance work. Towards the end of this year, students will prepare for learning professional repertoire.

	Autumn Term 1	Autumn Term 2	Spring Term	Summer Term 1
Component Knowledge	Learn the performance skills. Investigate how Itzik Galili's A Linha Curva's professional performance was created. Undergo the choreographic approach to produce a full performance piece.	Investigate how Itzik Galili's A Linha Curva's professional performance was created. Undergo the choreographic approach to produce a full performance piece.	Component 1 Exploring the Performing Arts. Students produce a 12- page document which includes their knowledge about the skills, techniques and approaches used by dancers and choreographers to create Performance, creative intentions and purpose of professional work, the performance stylistic qualities, features and influences.	Component 2 Developing Skills and Techniques in dance. Students will train their bodies to accomplish challenging professional repertoire in relation to a theme. Students will know which exercises help to develop their physical skills, learn how to track the process through video and written logs and practice writing an evaluation of their performance.
Assessments and End Points	Teacher check in on research and reflection log book (mid-way) - Non-Examination Assessment.	Teacher check in on research and reflection log book (mid-way) - Non-Examination Assessment.	Controlled Assessment 12- page document	Video logs used for self-assessment. Teacher to assess all submitted evidence as a mock version of component 2. Mock assessment of presentation.
Important literacy and numeracy developed this year	Literacy: Students must learn the correct spelling and definition of 36 performances skills. 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, CAD/CAM 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
Component 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
Assessments and End Points	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
Component Knowledge	Component 1 The context and meaning of 'Things I know To Be True'- Set play text. Suburban modern Australia Characters and story arch. Directorial choices and how to write about them. Approaches to design and staging.	Component 1& 2 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	Component 2 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.	Component 2 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.	Component 3 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.	Component 3 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.
Assessments and End Points	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
Component Knowledge	Component 1 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	Component 1 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	Component 1 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	Component 1 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	Component 2 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.	Component 3 Responding to a brief. Selecting style of performance, target audience, storyline, structure. · Organising staging and furniture/props. · Liaising with tech and making design choices. · Refining and polishing material. Responding to peer and teacher feedback. Written task 1,2,3 during the rehearsal process.
Assessments and End Points	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	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.					

English

'Today a reader tomorrow a leader' Margaret Fuller

	Autumn Term 1 English Literature Paper 1: A Christmas Carol	Autumn Term 2 English Literature: Conflict Poetry & English Language Paper 1 – Section B	Spring Term 1 English Literature Paper 1: Macbeth	Spring Term 2 English Language: Paper 2	Summer Term 1 Unseen Poetry	Summer Term 2 English Literature: An Inspector Calls & English Language Paper 1 – Section A
Component Knowledge	Plot. Characterisation. Theme. Symbolism + motifs. Victorian context. Analysis of language, form and structure. Structuring a literature essay.	Language: Creation of narrative & descriptive techniques. Characterisation. Plot Structure. Shifts in perspective. Spelling, punctuation and grammar. Literature: Analysis of language, form and structure. Poetic techniques. Analytical writing. Comparison.	Plot. Characterisation. Theme. Symbolism + motifs. Jacobean context. Analysis of language, form and structure. Structuring a literature essay.	Analysis of language. Analysis of structure. Inference. Evaluation. Summary. Comparison. Writing to explain, argue, persuade and inform. Structuring a piece of non-fiction writing. Writing from a point of view.	Analysis of language, form and structure. Poetic techniques. Analytical writing. Comparison.	Language: Analysis of language. Analysis of structure. Inference. Evaluation. Literature: Plot. Characterisation. Theme. Symbolism + motifs. Quotation analysis. Edwardian & Post-War contexts.
Assessments and End Points	A Christmas Carol Literature Essay + Narrative/Descriptive Writing		Macbeth Literature Essay	Unseen Poetry Assessment + Speaking and Listening Assessment		Language Paper 1 Section A
Literacy and Numeracy	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 social, emotional and cultural issues that pervade the fictional and non-fictional GCSE 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 cover a range of topics to deepen their understanding of food and nutrition.

Students will be making more high skilled dishes to support with NEA coursework in year 11.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Theory: The functions, sources, excess and deficiency of all nutrients. Water soluble and fat-soluble vitamins. Macro and micro nutrients. Water. How nutrients are used and needed by our bodies in relation to health. Health related illnesses due to a lack of nutrients. Practical: Chopping skills Pizza Nandos chicken & Spicy rice	Theory: Factors affecting food choice. How religion affects food choice. How culture affects food choice. How food labelling and marketing affects food choice. Practical: Chicken biryani Yorkshire pudding wraps Mozzarella sticks	Theory: The growth conditions for Microorganisms and bacteria. Signs of food spoilage. Microorganisms in the production of food. Bacterial contamination. Buying and storing foods. Food safety in buying and storing food. Practical: Chelsea buns Chicken tikka naan-wich Fruit custard tart	Theory: Where and how ingredients are grown, reared and caught. Environmental issues associated with food. Impact of food on local and global markets and communities. Primary and secondary stages of processing and production and how processing affects the sensory and nutritional properties of ingredients. Technological developments to support better health and food Practical: Pukka pies Cottage pie Cronuts	Theory: Heat transfer and cooking methods. Function and chemical properties of Protein: Protein denaturation Protein coagulation Gluten formation Foam formation. Function and chemical properties of Carbohydrates: Gelatinisation Dextrinisation Caramelisation Function and chemical properties of Fats and Oils: Shortening Aeration Plasticity Emulsification. Function and chemical properties of fruit and vegetables: Enzymic browning Oxidation. Function and chemical properties of raising agents: Chemical Mechanical Steam. Practical: Swiss roll/Yule log Lasagne Pink cheesecake	Theory: Making informed choices for a varied and healthy diet. Energy needs. How to carry out nutritional analysis. Diet, nutrition and health. Practical: Chickpea scotch egg Carrot cake
Assessments and End Points	Baseline Assessment Food Safety Test	Mini Assessment Sensory analysis.	Mini Assessment Food science input	Summative Assessment Mock paper	Mini Assessment-Pink cheesecake evaluation	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	Theme 3 – Current and Future Study and employment Describing your school and subjects Describing a school day Comparing school life in France and Britain Talking about school rules and uniform Talking about future studies Discussing future options Job preferences and part-time work Discussing how to get a job		Theme 2 – Local, national, international and global areas of interest: Travel and Tourism Describing holiday destinations Talking about holiday preferences Holiday activities Referring to past, present and future holidays Describing the high points and low points of a recent holiday Visiting different places in France		Theme 1 – Identity and culture: Customs and Festivals Talking about celebrations How we celebrate Festivals Describing international festivals	Theme 2 – Home, town, neighbourhood and region Describing furniture and household chores Describing your home Types of accommodation What a town is like and what there is to see and do
Key Assessments	One receptive skill and one productive skill assessment		One receptive skill and one productive skill assessment		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 – Comparing school life in France and Britain. Exploring a range of holiday destinations in France – use of virtual tours. Skills for Success – becoming more effective communicators, writing about topics in greater detail and narrating events in the past.					
How you can help your child at home	Every pupil 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 www.gcsepod.com (pupils need to register) is one of the main revision website we recommend as well as our very own French website which draws together all the main websites and resources for independent study. All students need a pocket size bilingual dictionary. CGP Revision Guides and Revision Question Cards are recommended purchases.					

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
Component Knowledge	<p><u>UK Physical Landscapes- Rivers</u></p> <ul style="list-style-type: none"> · How the shape of river valleys changes downstream. · River landforms and processes · Flooding- the factors which affect flooding, hydrographs, and management strategies – Banbury · <p>Additional websites: bbc bitesize, national academy - rivers</p> <p><u>Physical fieldwork trip to Carding Mill Valley</u> to gather primary data and investigate how a river changes downstream.</p> <ol style="list-style-type: none"> 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>Additional websites national academy - intro to fieldwork,</p>	<p><u>UK Physical landscapes - coasts</u></p> <p>coastal landforms - headlands and bays, arches, caves, stacks, spits.</p> <ul style="list-style-type: none"> · Management strategies used to protect coastlines <ol style="list-style-type: none"> 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>Additional websites: bbc bitesize, national academy - coasts</p>	<p><u>The Living World</u></p> <p>Investigate small ecosystems at ABK, and large biome ecosystems.</p> <p>To investigate the structure of tropical rainforests with its plant and animal adaptations. As well as its biodiversity and its value to the world.</p> <p>Impacts of destroying the rainforests in Malaysia and how we can protect it in the future.</p> <p>Additional websites: https://www.bbc.co.uk/bitesize/topics/z2tqwx/s</p>	<p><u>The Living World</u> – cold environments</p> <p>To investigate plant and animal adaptations in extreme cold environments of Alaska, Russia, Antarctica and Svalbard. The challenges and opportunities in Svalbard. How are cold environments at risk and how they can be protected.</p> <p>Additional websites: https://www.bbc.co.uk/bitesize/topics/z2tqwx/s</p>	<p><u>The Challenge of Natural Hazards-</u> Paper 1 topic</p> <ul style="list-style-type: none"> · Definition /types of natural hazards. · Earthquakes and volcanoes- processes/features · Effects and responses to earthquakes in Chile 2010 and Nepal 2015 · Management of them · Global atmospheric circulation on weather/climate. · Tropical storms (hurricanes, cyclones, typhoons) · Effects of Cyclone Idai in Mozambique - 2019 <p>Additional websites: bbc bitesize bbc bitesize link2 oak academy - plates bbc bitesize link3</p>	<p><u>Human Fieldwork trip to Birmingham</u> to collect primary data to investigate the success of Birmingham's 'Big City Plan'</p> <ol style="list-style-type: none"> 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><u>The Challenge of Natural Hazards-</u></p> <p>UK weather hazards.</p> <ul style="list-style-type: none"> · The Somerset floods 2014 - social, economic, environmental impacts · Management strategies · UK weather is becoming more extreme. · Climate change: natural factors – orbital changes, volcanic activity and solar output human factors –fossil fuels, agriculture and deforestation. · Managing climate change -

Year 10 Curriculum

	national academy - fieldwork					mitigation and adaptation · Assessment feedback and target setting Additional websites: national academy - intro to fieldwork , national academy - fieldwork
Assessments and End Points	End of topic assessment	Fieldwork investigation and write up and assessment	Mid topic assessment	End of topic assessment	Mid topic assessment	Fieldwork investigation and write up and assessment
Literacy & Numeracy	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.					
Wider skills	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.					
How you can help your child at home	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.					

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
Component Knowledge	RO33 – NEA <u>Topic 1 life stages & development</u> Life stages and key milestones of growth and development for age groups PIES development across the life stages <u>Topic 2: Impact of life events</u> Expected and unexpected life events	RO33 – NEA <u>Topic 1 life stages & development</u> Life stages and key milestones of growth and development for age groups PIES development across the life stages <u>Topic 2: Impact of life events</u> Expected and unexpected life events	RO33 – NEA <u>Topic 1 life stages & development</u> Life stages and key milestones of growth and development for age groups Factors affecting growth and development across the life stages How the growth and development of an individual is affected by PIES <u>Topic 2: Impact of life events</u> Impacts that life events have on individuals PIESF Identifying individual's needs based on the impacts of life events	RO33 – NEA <u>Topic 3: Sources of support</u> Sources of support <ul style="list-style-type: none"> • formal • informal • charities The roles of practitioners in providing support The roles of informal care givers in providing support How practitioners meet individual needs	RO35 NEA <u>Topic 1 Current public health issues and the impact on society</u> The importance of a healthy society Public health challenges for society Current health promotion campaigns and their benefits	RO35 NEA <u>Topic 2 Factors influencing health</u> Leading a healthy lifestyle Barriers to leading a healthy lifestyle
Assessments and End Points	Completion of NEA tasks in line with OCR requirements.	Completion of NEA tasks in line with OCR requirements.	Completion of NEA tasks in line with OCR requirements.	Completion of NEA tasks in line with OCR requirements.	Completion of NEA tasks in line with OCR requirements.	Completion of NEA tasks in line with OCR requirements.
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.					
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.					

History

"The more you know about the past the better prepared you are for the future" Theodore Roosevelt

Having equipped themselves with the skills to explore the past at key stage 3, students mature their analytical minds through developing an understanding of historical significance, historical similarity and the role of factors over time.

	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"> -Economic and social history. -Change in the 1920s. -Economic depression. -Political policies and approaches. - Inference skills. -Historical interpretation. 	<ul style="list-style-type: none"> -Post-war society. - African American civil rights -The feminist movements. - Social policies. - Evaluating sources. - Historical significance. - Historical similarity. - Inference. 	<ul style="list-style-type: none"> - Military and political history. - Ideologies. - Conflict and change. - Inference skills. - Historical significance. - Historical interpretation. 	<ul style="list-style-type: none"> Military and political history. - Ideologies. - Conflict and change. - Inference skills. - Historical significance. - Historical interpretation. 	<ul style="list-style-type: none"> - The treatment of disease. - Hippocrates and Galen. - The role of factors over time. - Evaluate interpretations - Historical significance. - Historical similarity. - The role of factors over time. 	<ul style="list-style-type: none"> - Surgery in medieval times. -Medieval public health. - Evaluating sources. - Historical significance. - Historical similarity. - The role of factors over time.
Key Assessments	Assessment: In class extended writing	Assessment: In class extended writing	Assessment: Essay writing	Assessment: In class extended writing	Assessment: In class extended writing	Assessment: In class extended writing
Important literacy and numeracy developed this year	Literacy: structured answers on historical significance, historical similarity and the role of factors over time develop students' understanding of quality paragraph writing. This is further developed through written answers on causes, events and consequences.					
Wider skills and enrichment	Analysing facts, data and situations through historical analysis. Evaluating the reasons why individuals hold different historical interpretations and the usefulness of this. Students explore the past through landmarks throughout the country and further enrich their appreciation of the past.					
How you can help your child at home	Encourage students to read around the topics studied throughout the year and encourage them to take advantage of the various opportunities available such as dramas, documentaries and interactive media. Use this hyperlink to access a series of small revision videos which cover much of the America topic. Focus on watching the videos by "crash course" rather than the later videos on the playlist. https://www.youtube.com/playlist?list=PLv5hJxRnuz-w4sgyCV6pZL6ZcbI9NMNUr					

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
Component 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
Assessments and End Points	Cumulative topic assessment of work covered so far, Higher and Foundation tier	Cumulative topic assessment of work covered so far, Higher and Foundation tier	Cumulative topic assessment of work covered so far, Higher and Foundation tier	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 edited to 60 minutes to allow completion in lesson time.
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. This is also a key element of assessments, questions used in assessments are GCSE in nature and thus require students to interpret the questions. This requires strong use of literacy.					
Wider skills and enrichment	Linking Maths skills to real life applications considering how Mathematical ‘proofs’ have influenced the world. Staff in lessons to use more “hooks” to draw in real life context. For example, discussion of Pythagoras and its origins related to the philosopher himself.					
How you can help your child at home	Ensure pupils complete relevant independent study and catch up on any work missed, using MathsGenie/Hegarty Maths/MathsWatch. Assist with complete of year 10 homework’s, which are usually challenging in nature.					

Media

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

In Year 10, students are 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 study the key codes and conventions involved in each of these forms, and develop their ability to analyse connotations of these in detail. They will look deeply at the specific social, political and historical contexts that might impact these texts. They will also in Year 10 be introduced to a range of new terminology specific to the media industry, plus a range of media theorists whose ideas they will learn to apply to our set texts.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	VIDEO GAMES AND RADIO 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.	NEWSPAPERS Codes and conventions of newspapers. Deconstruction of the 2 set texts: The Sun and The Guardian. In each case, considering media language, representation, social, political, historical contexts. Understanding the Industry behind newspapers- how ownership affects content and how newspapers are regulated. Understanding also how newspapers target audiences and how they have diversified to embrace digital convergence as a way of combatting falling print sales and creating alternate streams of revenue.	FILM MARKETING James Bond - Man with the Golden Gun and No Time to Die. Studying the codes and conventions of film posters in terms of media language and representation. Being able to understand how representations change according to social, historical and economic contexts. Also understanding different stages of film production, how ownership shapes media texts and how film companies generate revenue.	PRINT ADVERTISEMENTS Media language, representation and the codes and conventions of print adverts. Revision of key media terminology. Quality Street, This Girl Can. In each case, considering media language, representation and social, political and historical contexts.	MAGAZINES Vogue and GQ Magazine. Understanding codes and conventions of magazine front covers and their purpose. Analysing how aspects of media language are used to construct representations of groups and issues and if these conform or subvert stereotypes. Understanding how target audiences are targeted through magazine front covers and be able to apply this understanding to an unseen magazine front cover.	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.
Assessments and End Points	Component 1- Whole of Section B. Q3 assessing knowledge of Industry behind Fortnite. Q4 assessing understanding of Media Audiences in relation to The Archers. (40 marks)	<i>[After Christmas break]</i> Component 1- Section A, Media Language Question 1, Context Question and Section B stepped Industry and Audience questions on The Sun and The Guardian (40 marks)	Component 1 Section A- Representation Q with No Time to Die and an unseen film poster (25 marks)	Component 1 Section A- Representation Q with This Girl Can and an unseen print advert (25 marks)	<i>[Start of Summer Term 2]</i> Component 1 Section A- Representation comparison with an unseen magazine front cover, plus stepped industry and audience questions Section B set texts (50 marks).	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 GCSE

'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 music from different era's.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	Performance focus and Conventions of Pop -Students will learn about the key features of Conventions of Pop music. -Students will also start to focus on their musicianship skills as a soloist and as part of an ensemble. They will take part in a class performance	Rhythms of the World and Christmas performance -Students will learn about the key features of Rhythms of the World including Bhangra, Samba, Calypso, Indian Classical Music, African Drumming and Middle Eastern Music. -Students will work as part of a group to create a performance that will be performed at the Christmas Concert.	Concerto and Music Theory -Students will learn or extend their knowledge on Music Theory by completing practice papers for the Grade 1 exam. -Students will learn about the key features of the Concerto and understand how this has developed through time.	Film Music and Composition -Students will look at Film Music in detail by learning key words and completing listening tasks. -Students will learn how music can affect what is happening on screen. -Students will work to compose a piece of film Music set to a brief. -Students will start to use music software to develop their composition skills.	Recap of Units and Solo performance -Students will recap all areas of study so far this year in preparation for their Mock exam. This will be through a series of past paper questions. -Students will continue to develop their solo skills with a performance to the class.	Composition Coursework -Students will make a start on their composition coursework for Y11. This is worth 15% of their overall grade. -This composition is free choice so it can be based on any style or genre. It is completely up to the student.
Assessments and End Points	Conventions of Pop Listening exam questions. Solo and ensemble performance to the class.	Rhythms of the World Listening exam questions. Performance at Christmas Concert.	Concerto listening exam questions. Grade 1 past paper.	Film Music listening exam questions. Submission of first composition.	Past paper questions. Solo performance to the class. Mock paper.	Submission of composition.
Important literacy and numeracy developed	Students are assessed for the grammar and spelling. This is checked throughout the course 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
Component 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					
Wider skills and enrichment	Students develop leadership and coaching skills through supporting others to implement basic and advanced tactics to encourage both a physical and strategical approach to physical activity. Students are encouraged to participate in a broad extra-curricular programme to seek further challenge and encourage the ethos of a life-long participation in sport.					
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
Component 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
Assessments and End Points	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
Component Knowledge	Exploration; An intense coverage of Adobe Photoshop basics and the use of the cameras. Macro, B&W, Rule of Thirds, Leading Lines, Aperture Shutter Speed.	Mini Project: Hands, A-Z Minifigures Reflections. Differentiated per class. 10 week block of work covering all A0's. This project is completed before Coursework starts After Half February Term	Mini Project: Hands, A-Z Minifigures Reflections. Differentiated per class. 10 week block of work covering all A0's. This project is completed before Coursework starts After Half February Term	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 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. Outcome 1 complete
Assessments and End Points	Weekly 1-1 feedback and discussion through tasks	Summative Feedback. In folders.	Weekly 1-1 feedback and discussion through tasks.	Weekly 1-1 feedback and discussion through tasks.	Summative feedback infolders . 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					

PSHE

‘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
Component Knowledge	ABK Learner Anxiety & sleep Personal hygiene Positive relationships	Change & Delay Teenage pregnancy Forced marriage	Targets & goals Scams	NHS Decision making Body image	Toxic relationships Domestic abuse Parenting Skills	Budgeting Gambling Post 16 Post 18
Assessments and End Points	Students understanding of the three areas of PSHE : Health & Wellbeing, Living in the Wider World and Relationships & Sex Education are assessed at the start, the midpoint and the end of the school year.					
Important literacy	Key words associated with topics.					
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	Our lessons take place during once per fortnight. Please ask students what they have been learning about and encourage them to articulate their thoughts and opinions. 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

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component Knowledge	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? and How does it influence a Muslim's life? Angels: Why is this so important to Muslims? and How does it influence a Muslim's life? Predestination: Why is this so important to Muslims? and How does it influence a Muslim's life?	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.	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.	Religion, Crime and Punishment: The Treatment of Criminals: Prison, Corporal Punishment and Community Service. The Death Penalty. Forgiveness.	Religion and Life: The Origins of the Universe. The Value of the World. The Use and Abuse of the Environment. Animals.	Religion and Life: The Origins of Human Life. Abortion. Euthanasia. Life After Death.
Assessments and End Points	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
Component 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	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	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	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	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	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
Assessments and End Points	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 definitionsSubstitute and manipulate equationsUse and determine units, conversionsUse 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 conclusionsEvaluate experimental technique		
Wider skills and enrichment	Students will: <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. Appreciate the power and limitations of science and consider any ethical issues which may arise.			<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.		
How you can help your child at home	Use BBC bitesize for any further information on these topics. Your teacher will provide video links to the required practical skills – watch these to recap on the skills. Purchase the work book and revision guide to test your knowledge.					

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
Component 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
Assessments and End Points	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

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Component 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
Assessments and End Points	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	Self-Management – Time Management Personal Organisation – working to and meeting deadlines, planning revision Practical Assessments – grit, tenacity, determination, problem solving					
How you can help	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					