



# THE YEAR 10 CURRICULUM@ ALDERBROOK

*'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 begin studying their examination courses, for either GCSE or BTEC/Applied 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. All students will complete a work experience placement in Year 10.

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 have two formal assessment periods across the year (AP1 and AP2) 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.

# Topic Tracker

|                                         | Autumn Term 1                                                                                                                                 | Autumn Term 2                                                                                                    | Spring Term 1                                                                                                                                             | Spring Term 2                                                                                                                                                            | Summer Term 1                                                                                                 | Summer Term 2                                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Art</b>                              | Drawing skills                                                                                                                                | Drawing skills                                                                                                   | Coursework                                                                                                                                                | Coursework                                                                                                                                                               | Coursework                                                                                                    | Coursework                                                                                          |
| <b>Business</b>                         | <b>Unit 1 – The purpose of Business</b><br>The purpose and nature of businesses<br>Business ownership<br>Setting business aims and objectives | Stakeholders<br>Business location<br>Business planning<br>Expanding a business                                   | <b>Unit 2 – Influences on a Business</b><br>Technology<br>Ethical and environmental considerations<br>The economic climate on businesses<br>Globalisation | Legislation<br>Competitive environment<br><b>Unit 3 – Human Resources</b><br>Recruitment and selection of employees<br>Organisational structures<br>Motivating employees | Training<br><br><b>Unit 4 - Operations</b><br>Production processes                                            | <b>Unit 4 - Operations</b><br>The role of procurement<br>The concept of quality<br>Customer Service |
| <b>Creative iMedia</b>                  | 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                                                                 |
| <b>Computer Science</b>                 | J277/01 - Systems architecture<br>Memory and storage<br>Data representation<br>J277/02 - Programming                                          | J277/01 - Memory & storage<br>Data representation<br>Networks connections and protocols<br>J277/02 - Programming | J277/01 - Networks connections and protocols<br>J277/02 - Programming                                                                                     | J277/01 - Network security and systems software<br>J277/02 - Programming                                                                                                 | J277/01 - Ethical, legal, cultural and environmental impacts of digital technology.<br>J277/02 - Programming. | J277/02 - Algorithms                                                                                |
| <b>CoPE (PSE)</b>                       | Sport and Leisure                                                                                                                             | Children's Book                                                                                                  | Food and Nutrition                                                                                                                                        | Language Skills                                                                                                                                                          | Independent Living                                                                                            | Working with Others                                                                                 |
| <b>Dance – BTEC</b>                     | Diversity join the Strictly Pros Repertoire Study                                                                                             | Diversity join the Strictly Pros Repertoire Study                                                                | Component 1: Exploring the Performing Arts                                                                                                                | Component 1: Exploring the Performing Arts                                                                                                                               | Studio practice                                                                                               | Component 2 Preparation                                                                             |
| <b>Design &amp; Tech</b>                | Material investigation                                                                                                                        | Manufacturing in industry                                                                                        | Environmental design                                                                                                                                      | Product analysis                                                                                                                                                         | Theory recall                                                                                                 | Start of NEA                                                                                        |
| <b>Drama - GCSE</b>                     | 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                                                                                    |
| <b>English</b>                          | English Literature Paper 2: Conflict Poetry & English Language<br>Paper 1: Section B                                                          | English Literature – Paper 1: A Christmas Carol                                                                  | English Literature – Paper 1: Macbeth                                                                                                                     | English Language: Paper 2 Q5                                                                                                                                             | English Literature – Paper 2: An Inspector Calls                                                              | Speaking + Listening Assessment (GCSE Component)<br><br>Conflict Poetry-<br>Nutritional needs       |
| <b>Food Preparation &amp; Nutrition</b> | Food nutrition and health                                                                                                                     | Food choice                                                                                                      | Food safety                                                                                                                                               | Food provenance                                                                                                                                                          | Food science                                                                                                  |                                                                                                     |
| <b>French</b>                           | Mon clan, ma tribu: identity, family & friends, relationships                                                                                 | Mon clan, ma tribu: role models, weekend plans, celebrations                                                     | Ma vie scolaire: opinions on school subjects, school life, school rules                                                                                   | Ma vie scolaire: making progress, school memories, importance of language learning                                                                                       | Une vie saine: food and eating out, physical and mental wellbeing, lifestyle changes                          | Consolidation: grammar, role play, general conversation, extended writing                           |
| <b>Geography</b>                        | UK Physical environments – <b>Fieldwork</b> Rivers and Carding Mill Valley<br>Physical fieldwork trip and                                     | UK Physical environments - coasts                                                                                | The living World                                                                                                                                          | The Living World                                                                                                                                                         | The challenge of Natural hazards                                                                              | The challenge of Natural hazards – <b>Fieldwork</b> Birmingham trip                                 |

## Year 10 Curriculum

|                                 |                                                                                                                                         |                                                                                                                                                   |                                                                                                                                                     |                                                                                                     |                                                                                                                           |                                                                                      |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|                                 | write up                                                                                                                                |                                                                                                                                                   |                                                                                                                                                     |                                                                                                     |                                                                                                                           |                                                                                      |
| <b>Health &amp; Social Care</b> | RO33 – NEA<br>Topic 1 life stages & development<br>Topic 2: Impact of life events                                                       | RO33 – NEA<br>Topic 1 life stages & development<br>Topic 2: Impact of life events                                                                 | RO33 – NEA<br>Topic 1 life stages & development<br>Topic 2: Impact of life events                                                                   | RO33 – NEA<br>Topic 3: Sources of support                                                           | RO35 - NEA<br>Topic 1 Current public health issues and the impact on society                                              | RO35 - NEA<br>Topic 1 Current public health issues and the impact on society         |
| <b>History</b>                  | 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                                                        |
| <b>Mathematics</b>              | Number, inc. ratio and proportion.                                                                                                      | Statistics and Probability                                                                                                                        | Algebra                                                                                                                                             | Shape and Measure                                                                                   | Review                                                                                                                    | Review                                                                               |
| <b>Media</b>                    | Gaming and Radio (Industries + Audiences): Fortnite and Desert Island Discs                                                             | Newspapers (Industries + Audiences)<br>The Sun + The Sun online                                                                                   | Newspapers cont.<br>The Sun March 2025 cover (Media Language + Representation)<br><br>The Guardian May 2025 cover (Media Language + Representation) | Film Industry<br>Bond (Industry)<br><br>Bond – No Time to Die (Media Language + Representation)     | Film Industry cont + NEA<br>Bond – The Man with the Golden Gun (Media Language + Representation)<br><br>Launch coursework | NEA (coursework) – original magazine or film marketing design according to set brief |
| <b>Music GCSE</b>               | Solo performance<br>AoS1 theory                                                                                                         | Solo performance<br>AoS1 Theory<br>Soundtrap Skills                                                                                               | AoS1 Theory<br>Free Composition                                                                                                                     | AoS1 Theory<br>Free Composition                                                                     | Film Music and Conventions of Pop<br>Group Performance<br>Free Composition                                                | Rhythms of The World<br>Group Performance                                            |
| <b>PE - Core</b>                | Principles of training                                                                                                                  | Analysis of performance                                                                                                                           | Leadership/coaching                                                                                                                                 | Tactics/ strategies                                                                                 | Team building                                                                                                             | Motivation                                                                           |
| <b>PE - GCSE</b>                | Sports Psychology                                                                                                                       | Sports Psychology                                                                                                                                 | Sociocultural influences                                                                                                                            | Sociocultural influences                                                                            | Non- examined assessment (Coursework)                                                                                     | Non- examined assessment (Coursework)                                                |
| <b>Photography</b>              | Mini Project                                                                                                                            | Mini Project                                                                                                                                      | Coursework                                                                                                                                          | Coursework                                                                                          | Coursework                                                                                                                | Coursework                                                                           |
| <b>PSHE</b>                     | ABK Learner<br>Anxiety & sleep<br>Personal hygiene<br>Positive relationships                                                            | Change & Delay<br>Teenage pregnancy<br>Forced marriage                                                                                            | Targets & goals<br>Scams                                                                                                                            | NHS<br>Decision making<br>Body image                                                                | Toxic relationships<br>Domestic abuse<br>Parenting Skills                                                                 | Budgeting<br>Gambling<br>Post 16<br>Post 18                                          |
| <b>RE</b>                       | Religion, War and Peace                                                                                                                 | Religion, Relationships and Families                                                                                                              | Christian Beliefs                                                                                                                                   | Islamic Beliefs                                                                                     | Religion and Human Rights                                                                                                 | Religion and Life                                                                    |
| <b>Science</b>                  | C2 Structure and Bonding, P2 Electricity                                                                                                | B2 Organisation<br>C3 Quantitative Chemistry                                                                                                      | P3 Particle Model of Matter<br>C4 Chemical Change                                                                                                   | B4 Bioenergetics<br>P4 Atomic Structure                                                             | C5 Energy Changes<br>C9 Changes in Atmosphere                                                                             | B7 Ecology                                                                           |
| <b>Spanish</b>                  | Home, Town & Region                                                                                                                     | Social and Global Issues                                                                                                                          | Environment                                                                                                                                         | Healthy/Unhealthy Living                                                                            | Holidays and Travel                                                                                                       | Regions of Spain                                                                     |
| <b>Sports Studies</b>           | LO 1: Understand the issues which affect participation in sport<br>Learning Outcome 2: Know about the role of sport in promoting values | LO 3: Understand the importance of hosting major sporting events<br>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                       | <b>Drawing Skills;</b> 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Drawing Skills</b><br><b>Preparing for coursework</b><br><b>Animals.</b> Relating to Fantastic Beasts and Mythical creatures. Mostly A03 studies and A01 research.<br><br><b>Identity.</b> Formal understanding of \Portrait, facial features, colour studies. | <b>Coursework Taught</b><br><b>Coursework is worth 60% of the final mark and is a portfolio of linked themes/work. A project. All A0's are present.</b><br>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. | <b>Coursework Taught</b><br>Design<br>Proportion<br>Different viewpoints, Expression, Competent use of media.<br><br>Deeper A01 analysis, presentation<br>Working in the style of artists and using both 2D and 3D skills to realise intentions.<br><br>Some tasks differentiated. | <b>Coursework Theme</b><br><br>Outcome 1 complete. | <b>Coursework Theme</b><br>A past Exam paper theme may be given to extend students work. This benefits the student as they relate to exam paper themes. It encourages 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.<br><br><b>TRIP</b>                                                                                                                                                                                                                                                        |
| 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.<br>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.<br>OCR: <a href="https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/">https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/</a><br>Pinterest: <a href="https://www.pinterest.co.uk/">https://www.pinterest.co.uk/</a> for inspiration and examples.<br>Youtube: for extra tutorials Sally Roundell or <a href="https://classroom.thenational.academy/lessons/embedding-drawing-fundamentals-part-1-c5h68t/activities/1">https://classroom.thenational.academy/lessons/embedding-drawing-fundamentals-part-1-c5h68t/activities/1</a> |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                    |                                                    |                                                                                                                                                                                                                                                                                                               |

## 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                                 | <b>Unit 1 – The purpose of Business</b><br><br>The purpose and nature of businesses<br><br>Business ownership<br><br>Setting business aims and objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Unit 1 – The purpose of Business</b><br><br>Stakeholders<br><br>Business location<br><br>Business planning<br><br>Expanding a business | <b>Unit 2 – Influences on a Business</b><br><br>Technology<br>Ethical and environmental considerations<br>The economic climate on businesses<br>Globalisation                                                                                                | <b>Unit 2 – Influences on a Business</b><br><br>Legislation<br>Competitive environment<br><br><b>Unit 3 – Human Resources</b><br>Recruitment and selection of employees<br>Organisational structures<br>Motivating employees | <b>Unit 3 – Human Resources</b><br>Training<br><br><b>Unit 4 - Operations</b><br>Production processes                                | <b>Unit 4 - Operations</b><br>The role of procurement<br>The concept of quality<br>Customer Service                                                                                                                                                        |
| Assessments and End Points                          | <b>Embedding tasks during half term:</b> MCQ, maths moments and key term tests.<br><br>Mid-Point Assessment: 6&9 mark exam questions<br><br><b>Summative Assessment 1</b><br>Knowledge recall, applying knowledge to a business context.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Embedding tasks during half term:</b> MCQ, maths moments and key term tests.<br><br>Mid-Point Assessment: 6&9 mark exam questions      | <b>Embedding tasks during half term:</b> MCQ, maths moments and key term tests.<br><br>Mid-Point Assessment: 6&9 mark exam questions<br><br><b>Assessment Point 1 -</b> Knowledge recall, applying analysing & evaluating in relation to a business context. | <b>Embedding tasks during half term:</b> MCQ, maths moments and key term tests.<br><br>Mid-Point Assessment: 6&9 mark exam questions                                                                                         | <b>Embedding tasks during half term:</b> MCQ, maths moments and key term tests.<br><br>Mid-Point Assessment: 6&9 mark exam questions | <b>Embedding tasks during half term:</b> MCQ, maths moments and key term tests.<br><br>Introduce the 12-mark evaluative question.<br><br><b>Assessment Point 2</b><br>Knowledge recall, applying analysing & evaluating in relation to a business context. |
| Important literacy and numeracy developed this year | <b>Literacy</b> – 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. <b>Extended writing</b> –writing frames and model answers to support the analysis skills required for 6-mark questions and the 9-mark evaluative questions. <b>Numeracy</b> – 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.                                                                                                                                                                             |                                                                                                                                           |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                              |                                                                                                                                      |                                                                                                                                                                                                                                                            |

# Creative iMedia

m

*‘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><b>R093 (Exam) – Media Industry</b></p> <p><b>R094 (NEA) – Visual Identity and Digital Graphics</b></p> <p><b>R099 (NEA) – Digital Games</b></p> | <p><b>Unit R094: Visual Identity and Digital Graphics</b> (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><b>Unit R094: Visual Identity and Digital Graphics</b> (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><b>Unit R094: Visual Identity and Digital Graphics</b> (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><b>Unit R094: Visual Identity and Digital Graphics</b> (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><b>Unit R099: Game Design</b> (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><b>Unit R099: Game Design</b> (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><b>Literacy</b> — Writing for Purpose, formal/informal language, tone of language <b>Terminology such as</b> – Interactive media, Digital publishing, Typography, resolution and dimension. <b>Numeracy</b> – 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<br>Memory and storage<br>Data representation<br><br>Architecture of the CPU<br>CPU performance<br>Memory<br>Secondary storage<br>Units and binary numbers<br>Binary arithmetic and hexadecimal<br>Characters                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Memory and storage<br>Data representation<br>Networks connections and protocols<br><br>Images<br>Sound<br>Compression<br>The Internet and WANS | Networks connections and protocols<br><br>Local Area Networks<br>Wireless networking<br>Client-server and peer-to-peer networks<br>Standards, protocols and layers | Network security and systems software<br><br>Network threats<br>Preventing vulnerabilities<br>Operating systems<br>Utility software | Ethical, legal, cultural and environmental impacts of digital technology<br><br>Ethical and cultural issues<br>Environmental issues<br>Legislation and privacy<br>Computational thinking | Algorithms<br><br>Searching algorithms<br>Sorting algorithms<br>Developing algorithms using flowcharts<br>Developing algorithms using pseudocode<br>Interpret, correct or complete algorithms<br>Logic diagrams and truth tables |
| Key Assessments                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Retrieval tasks during half term: Quizlet, key terms tests, Seneca and supportive resources.<br><br>Assessment Point 1                         | Retrieval tasks during half term: Quizlet, key terms tests, Seneca and supportive resources.<br><br>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.<br><br>Assessment Point 2                                                                   | Retrieval tasks during half term: Quizlet, key terms tests, Seneca and supportive resources.                                                                                                                                     |
| Literacy and Numeracy               | <b>Literacy</b> – 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. <b>Extended writing</b> – developing 6-8 mark answers including demonstration, application of knowledge and a detailed evaluation through use of a template. <b>Numeracy</b> : 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 <a href="https://www.thenational.academy/">https://www.thenational.academy/</a> 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                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Component Knowledge                                 | Learn the performance skills.<br>Investigate how Jason Gilkison and Ashley Banjo's collaboration for the Diversity and Strictly Pros performance was created. Undergo the choreographic approach to produce a full performance piece.                                                                                                                     | Learn the performance skills.<br>Investigate how Jason Gilkison and Ashley Banjo's collaboration for the Diversity and Strictly Pros performance was created. Undergo the choreographic approach to produce a full performance piece. | <b>Component 1 Exploring the Performing Arts.</b><br>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. | <b>Component 2 Developing Skills and Techniques in dance.</b><br>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.<br>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: <a href="https://www.onedanceuk.org">https://www.onedanceuk.org</a></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"> <li>· Manufacturing</li> <li>· Batch production</li> <li>· Scales of production</li> <li>· Emerging technologies</li> <li>· Changes in consumer behaviour</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>· Laser cutting</li> <li>· Brands</li> <li>· Logos</li> <li>· Technical textiles</li> <li>· Paper and board</li> </ul> | <ul style="list-style-type: none"> <li>· Pewter</li> <li>· Casting</li> <li>· Specifications</li> <li>· Design ideas</li> <li>· CAD</li> <li>· Moulds</li> <li>· Ecological and social footprint</li> <li>· Up cycling</li> </ul> | <ul style="list-style-type: none"> <li>· Designing for a client</li> <li>· Product analysis</li> <li>· Specification</li> <li>· Product analysis</li> <li>· Planning</li> <li>· Evaluation</li> </ul> | <ul style="list-style-type: none"> <li>· Pattern cutting</li> <li>· Design and making an educational toy</li> <li>· Mock exam preparation</li> </ul> | Start of Year 11 NEA               |
| Assessments and End Points                          | Self and peer asses                                                                                                                                                                                                                                                                                                                               | Embedding tasks and supportive resources.                                                                                                                     | Summative assessment<br>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<br>The context and meaning of 'Things I know To Be True'- Set play text. Suburban modern Australia<br>Characters and story arch. Directorial choices and how to write about them. Approaches to design and staging.                                                                                                                                                                                                                                                                                              | Component 1& 2<br>Consolidation of understand and writing skills for set text/ live theatre.<br>Developing the skills and structures for longer high tariff answers.<br>Developing the right vocabulary for live theatre practice. Exploring design terminology and sketches | Component 2<br>Establishing abstract approaches to devised theatre in performance.<br>Approaches to physical theatre and expression through the body.<br>Approaches to informal and flexible staging. Highlighting seamless transitions.<br>Flexible and abstract approaches to dialogue. | Component 2<br>Developing creative approaches to written coursework.<br>Using existing models of good practice.<br>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<br>Approaches to different kinds of play text. Delineation and abstraction, casting and multi-rolling.<br>Using voice and body to transform characters in texts.<br>Applying Brechtian theory to performance practice. | Component 3<br>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<br>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<br>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<br>Voice and Movement<br>· Establishing a basis for teamwork through voice explorations<br>· Physical theatre- the range and breadth of skills<br>· Staging and using movement to create characters and relationships<br>· Brechtian technique | Component 1<br>Repertoire 1 & 2 exploration. Practical and theoretical workshops.<br>· Live steaming- discussing key elements of staging<br>· The text and language- how meaning is communicated.<br>· The context of the play and the company's intentions<br>· The process of developing the repertoire | Component 1<br>Repertoire 3 and written coursework- develop and complete.<br>· Exploring rep 3- language, context, staging.<br>· How to begin research- sources and methodology<br>· Supporting students with the drafting of written coursework | Component 2<br>Exploring text. Modelling working practice for component 2<br>Casting, delineation, interpretation. Different kinds of performance texts. Page to stage- voice. Page to stage- movement and staging. | Component 3<br>Responding to a brief. Selecting style of performance, target audience, storyline, structure.<br>· Organising staging and furniture/props.<br>· 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*

|                                        | <b>Autumn Term 1</b><br>English Literature:<br>Conflict Poetry &<br>English Language<br>Paper 1 – Section B                                                                                                                                                                                               | <b>Autumn Term 2</b><br>English Literature Paper<br>1:<br>A Christmas Carol                                                                                             | <b>Spring Term 1</b><br>English Literature Paper<br>1:<br>Macbeth                                                                                                      | <b>Spring Term 2</b><br>English Language:<br>Paper 2 Q5                                                                                                                            | <b>Summer Term 1</b><br>English Literature Paper<br>2: An Inspector Calls                                                                                                                                         | <b>Summer Term 2</b><br>Speaking & Listening (3<br>Weeks)<br>Conflict Poetry (3<br>Weeks)                                                                                                            |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Skills & Knowledge                     | Language:<br>Creation of narrative &<br>descriptive techniques.<br>Characterisation.<br>Plot Structure.<br>Shifts in perspective.<br>Spelling, punctuation and<br>grammar.<br><br>Literature:<br>Analysis of language, form<br>and structure.<br>Poetic techniques.<br>Analytical writing.<br>Comparison. | Plot.<br>Characterisation.<br>Theme.<br>Symbolism + motifs.<br>Victorian context.<br>Analysis of language, form<br>and structure.<br>Structuring a literature<br>essay. | Plot.<br>Characterisation.<br>Theme.<br>Symbolism + motifs.<br>Jacobean context.<br>Analysis of language, form<br>and structure.<br>Structuring a literature<br>essay. | Writing to explain, argue,<br>persuade and inform.<br>Structuring a piece of non-<br>fiction writing.<br>Writing from a point of<br>view.<br>Spelling, punctuation and<br>grammar. | Plot.<br>Characterisation.<br>Theme.<br>Symbolism + motifs.<br>Edwardian VS Post-War<br>context.<br>Capitalism & Socialism.<br>Analysis of language, form<br>and structure.<br>Structuring a literature<br>essay. | Spoken Language:<br>Presentation skills.<br>Crafting an argument.<br><br>Analysis of language, form<br>and structure.<br>Poetic forms.<br>Structuring a literature<br>essay.<br>Effects on a reader. |
| Assessments and<br>End Points          | AP1:<br>A Christmas Carol Literature Essay +<br>Narrative/Descriptive Writing                                                                                                                                                                                                                             |                                                                                                                                                                         | Macbeth Literature Essay                                                                                                                                               | AP2:<br>Viewpoint/Argument Writing +<br>An Inspector Calls Literature Essay                                                                                                        |                                                                                                                                                                                                                   | Speaking & Listening<br>(GCSE English Language<br>Spoken Language<br>Endorsement)                                                                                                                    |
| Literacy and<br>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<br>your child at home | Seneca learning. GCSE Bitesize and GCSE revision websites – youtube websites such as Andrew Bruff.<br><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> <a href="https://www.bbc.co.uk/bitesize/levels/z98jmp3">https://www.bbc.co.uk/bitesize/levels/z98jmp3</a>         |                                                                                                                                                                         |                                                                                                                                                                        |                                                                                                                                                                                    |                                                                                                                                                                                                                   |                                                                                                                                                                                                      |

# 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                 | <b>Theory:</b> 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.<br><b>Practical:</b><br>Chopping skills<br>Pizza<br>Nandos chicken & Spicy rice                                                                                                                                                                                   | <b>Theory:</b> Factors affecting food choice. How religion affects food choice. How culture affects food choice. How food labelling and marketing affects food choice.<br><b>Practical:</b><br>Chicken biryani<br>Yorkshire pudding wraps<br>Katsu chicken curry | <b>Theory:</b> 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.<br><b>Practical:</b><br>Chelsea buns<br>Chicken tikka naan-wich<br>Fruit custard tart | <b>Theory:</b> 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<br><b>Practical:</b><br>Pukka pies<br>Cottage pie<br>Cronuts | <b>Theory:</b> Heat transfer and cooking methods. Function and chemical properties of Protein: Protein denaturation Protein coagulation Gluten formation<br>Foam formation. Function and chemical properties of Carbohydrates: Gelatinisation Dextrinisation Caramelisation<br>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.<br><b>Practical:</b><br>Swiss roll/Yule log<br>Lasagne<br>Pink cheesecake | <b>Theory:</b> Making informed choices for a varied and healthy diet. Energy needs. How to carry out nutritional analysis. Diet, nutrition and health.<br><b>Practical:</b><br>Chickpea scotch egg<br>Carrot cake |
| Assessments and End Points          | <b>Baseline Assessment</b><br>Food Safety Test                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Mini Assessment</b><br>Sensory analysis.                                                                                                                                                                                                                      | <b>Mini Assessment</b><br>Food science imput                                                                                                                                                                                                                                                                             | <b>Summative Assessment</b><br>Mock paper                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Mini Assessment-Pink</b><br>cheesecake evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Summative Assessment</b><br>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.<br>Further information and activities can be found at <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a> , <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a> , <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a> , <a href="http://www.gcsepod">www.gcsepod</a> |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                   |

## French

*When you learn a language, you learn to be open-minded, liberal, tolerant, kind and considerate towards all mankind. – Mouloud Benzadi*

|                                                     | Autumn Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Autumn Term 2                                                                                                                                                                                                    | Spring Term 1                                                                                                                                                                                        | Spring Term 2                                                                                                                                                                                                                              | Summer Term 1                                                                                                                                                                                                                             | Summer Term 2                                                                                                     |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Skills and knowledge                                | <b>Mon clan, ma tribu</b><br>Talking about your identity<br>Describing your weekend routine<br>Grammar: reflexive verbs<br><i>Exam skill: describing a photo</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Mon clan, ma tribu</b><br>Discussing friends and friendship<br>Talking about positive role models<br>Describing celebrations<br>Grammar: perfect and near future tenses<br><i>Exam skill: 90-word writing</i> | <b>Ma vie scolaire</b><br>School life in francophone countries<br>Expressing preferences about school subjects<br>Talking about school life and school rules<br>Grammar: comparative and superlative | <b>Ma vie scolaire</b><br>Describing progress made at school<br>Talking about school memories<br>Discussing the importance of language learning<br>Grammar: imperfect tense, negatives<br><i>Exam skill: Extended general conversation</i> | <b>Une vie saine</b><br>Food and drink in francophone countries<br>Talking about meals and eating out<br>Discussing physical and mental wellbeing<br>Describing lifestyle changes and improvements<br>Grammar: modal verbs, simple future | <b>Consolidation of grammar and exam skills</b><br>Role play<br>150-word writing<br>Extended general conversation |
| Key Assessments                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Assessment Point 1: listening and reading                                                                                                                                                                        | Assessment Point 1: writing                                                                                                                                                                          |                                                                                                                                                                                                                                            | Assessment Point 2: listening and reading                                                                                                                                                                                                 | Assessment Point 2: writing                                                                                       |
| Important literacy and numeracy developed this year | Building on grammar concepts developed and introduced in KS3. Confidently using texts, sentence builders 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 and food in francophone countries and Britain.<br>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                 | At the front of every pupil workbook there are a number of sentence builders containing the key vocab and structures for the topic which you and your child can refer to for support. In addition, your child will be given clear instructions on how to access <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> , <a href="http://www.wayground.com">www.wayground.com</a> and <a href="http://www.activehub.pearson.com">www.activehub.pearson.com</a> which are the websites that the pupils will use for independent study and vocabulary learning. There is also our own revision website <a href="https://sites.google.com/view/abk-ks4-french/home">https://sites.google.com/view/abk-ks4-french/home</a> which pulls together all the information needed about the GCSE and provides links to resources which can be used for independent study and revision. A bilingual dictionary and the CGP revisions guide, workbook, vocab book and flash 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><b>UK Physical Landscapes- Rivers</b></p> <ul style="list-style-type: none"> <li>How the shape of river valleys changes downstream.</li> <li>River landforms and processes</li> <li>Flooding- the factors which affect flooding, hydrographs, and management strategies – Banbury</li> </ul> <p>Additional websites:<br/> <a href="https://www.bbc.co.uk/bitesize/">bbc bitesize,</a><br/> <a href="https://www.internetgeography.net/aqa-gcse-geography/physical-landscapes-in-the-uk/">https://www.internetgeography.net/aqa-gcse-geography/physical-landscapes-in-the-uk/</a></p> <p><b>Physical fieldwork trip to Carding Mill Valley</b> to gather primary data and investigate how a river changes downstream.</p> <ol style="list-style-type: none"> <li>Use the Bradshaw model to select a suitable question for investigating rivers</li> <li>Select, measure and record data.</li> <li>Select appropriate ways of processing and presenting fieldwork data</li> <li>Describe, analyse and explain fieldwork data</li> <li>Reach valid conclusions</li> <li>Evaluation of Physical geographical enquiry</li> <li>Reflection and target setting</li> </ol> | <p><b>UK Physical landscapes - coasts</b></p> <p>coastal landforms - headlands and bays, arches, caves, stacks, spits.</p> <ul style="list-style-type: none"> <li>Management strategies used to protect coastlines</li> </ul> <ol style="list-style-type: none"> <li>hard engineering – sea walls, rock armour, gabions and groynes</li> <li>soft engineering – beach nourishment and reprofiling, dune regeneration managed retreat – coastal realignment –</li> </ol> <p>Management in Lyme Regis</p> <ul style="list-style-type: none"> <li>Assessment feedback and target setting,</li> </ul> <p>Additional websites:<br/> <a href="https://www.bbc.co.uk/bitesize/">bbc bitesize,</a><br/> <a href="https://www.internetgeography.net/aqa-gcse-geography/physical-landscapes-in-the-uk/">https://www.internetgeography.net/aqa-gcse-geography/physical-landscapes-in-the-uk/</a></p> | <p><b>The Living World</b></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:<br/> <a href="https://www.bbc.co.uk/bitesize/topics/z2tqwx">https://www.bbc.co.uk/bitesize/topics/z2tqwx</a><br/> <a href="https://www.internetgeography.net/aqa-gcse-geography/the-living-world/">https://www.internetgeography.net/aqa-gcse-geography/the-living-world/</a></p> | <p><b>The Living World</b> – 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:<br/> <a href="https://www.bbc.co.uk/bitesize/topics/z2tqwx">https://www.bbc.co.uk/bitesize/topics/z2tqwx</a><br/> <a href="https://www.internetgeography.net/aqa-gcse-geography/the-living-world/">https://www.internetgeography.net/aqa-gcse-geography/the-living-world/</a></p> | <p><b>The Challenge of Natural Hazards-</b> Paper 1 topic</p> <ul style="list-style-type: none"> <li>Definition /types of natural hazards.</li> <li>Earthquakes and volcanoes- processes/features</li> <li>Effects and responses to earthquakes in Chile 2010 and Nepal 2015</li> <li>Management of them</li> <li>Global atmospheric circulation on weather/climate.</li> <li>Tropical storms (hurricanes, cyclones, typhoons)</li> <li>Effects of Cyclone Idai in Mozambique - 2019</li> </ul> <p>Additional websites:<br/> <a href="https://www.bbc.co.uk/bitesize/">bbc bitesize</a><br/> <a href="https://www.bbc.co.uk/bitesize/link2">bbc bitesize link2</a><br/> <a href="https://www.bbc.co.uk/bitesize/link3">oak academy - plates</a><br/> <a href="https://www.bbc.co.uk/bitesize/link3">bbc bitesize link3</a></p> <p><a href="https://www.internetgeography.net/aqa-gcse-geography/the-challenge-of-natural-hazards/">https://www.internetgeography.net/aqa-gcse-geography/the-challenge-of-natural-hazards/</a></p> | <p><b>Human Fieldwork trip to Birmingham</b> to collect primary data to investigate the success of Birmingham's 'Big City Plan'</p> <ol style="list-style-type: none"> <li>Use Birmingham's Big City Plan to select a suitable question for investigating Birmingham's sustainability</li> <li>Select, measure and record data.</li> <li>Select appropriate ways of processing and presenting fieldwork data</li> <li>Describe, analyse and explain fieldwork data</li> <li>Reach valid conclusions</li> <li>Evaluation of Human geographical enquiry</li> <li>Reflection and target setting.</li> </ol> <p><b>The Challenge of Natural Hazards-</b></p> <p>UK weather hazards.</p> <ul style="list-style-type: none"> <li>The Somerset floods 2014 - social, economic, environmental impacts</li> <li>Management strategies</li> <li>UK weather is becoming more extreme.</li> <li>Climate change: natural factors – orbital changes, volcanic activity and solar output</li> <li>human factors –fossil fuels, agriculture and deforestation.</li> <li>Managing climate change -</li> </ul> |

## Year 10 Curriculum

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |     |                      |     |                                  |                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------------------|-----|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | Additional websites<br><a href="#">national academy - intro to fieldwork</a> ,<br><a href="#">national academy - fieldwork</a>                                                                                                                                                                                                                                                                                                                                                                                                             |     |                      |     |                                  | mitigation and adaptation<br>· Assessment feedback and target setting<br><a href="https://www.internetgeography.net/aqa-gcse-geography/the-challenge-of-natural-hazards/">https://www.internetgeography.net/aqa-gcse-geography/the-challenge-of-natural-hazards/</a><br><br>Additional websites:<br><a href="#">national academy - intro to fieldwork</a> ,<br><a href="#">national academy - fieldwork</a> |
| Assessments and End Points          | Fieldwork investigation and write up and assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | AP1 | Mid topic assessment | AP2 | Mid topic assessment - Fieldwork | Fieldwork investigation and write up and assessment                                                                                                                                                                                                                                                                                                                                                         |
| Literacy & Numeracy                 | <b>Literacy</b> –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. <b>Numeracy</b> – 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<br><br><u>Topic 1 life stages &amp; development</u><br><br>Life stages and key milestones of growth and development for age groups<br>PIES development across the life stages<br><br><u>Topic 2: Impact of life events</u><br><br>Expected and unexpected life events                                                     | RO33 – NEA<br><br><u>Topic 1 life stages &amp; development</u><br><br>Life stages and key milestones of growth and development for age groups<br>PIES development across the life stages<br><br><u>Topic 2: Impact of life events</u><br><br>Expected and unexpected life events | RO33 – NEA<br><br><u>Topic 1 life stages &amp; development</u><br>Life stages and key milestones of growth and development for age groups<br>Factors affecting growth and development across the life stages<br>How the growth and development of an individual is affected by PIES<br><br><u>Topic 2: Impact of life events</u><br>Impacts that life events have on individuals PIESF<br>Identifying individual's needs based on the impacts of life events | RO33 – NEA<br><br><u>Topic 3: Sources of support</u><br><br>Sources of support <ul style="list-style-type: none"> <li>• formal</li> <li>• informal</li> <li>• charities</li> </ul> The roles of practitioners in providing support<br>The roles of informal care givers in providing support<br>How practitioners meet individual needs | RO35 NEA<br><br><u>Topic 1 Current public health issues and the impact on society</u><br><br>The importance of a healthy society<br><br>Public health challenges for society<br><br>Current health promotion campaigns and their benefits | RO35 NEA<br><br><u>Topic 2 Factors influencing health</u><br><br>Leading a healthy lifestyle<br><br>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"> <li>-Economic and social history.</li> <li>-Change in the 1920s.</li> <li>-Economic depression.</li> <li>-Political policies and approaches.</li> <li>- Inference skills.</li> <li>-Historical interpretation.</li> </ul>                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>-Post-war society.</li> <li>- African American civil rights</li> <li>-The feminist movements.</li> <li>- Social policies.</li> <li>- Evaluating sources.</li> <li>- Historical significance.</li> <li>- Historical similarity.</li> <li>- Inference.</li> </ul> | <ul style="list-style-type: none"> <li>- Military and political history.</li> <li>- Ideologies.</li> <li>- Conflict and change.</li> <li>- Inference skills.</li> <li>- Historical significance.</li> <li>- Historical interpretation.</li> </ul> | <ul style="list-style-type: none"> <li>Military and political history.</li> <li>- Ideologies.</li> <li>- Conflict and change.</li> <li>- Inference skills.</li> <li>- Historical significance.</li> <li>- Historical interpretation.</li> </ul> | <ul style="list-style-type: none"> <li>- The treatment of disease.</li> <li>- Hippocrates and Galen.</li> <li>- The role of factors over time.</li> <li>- Evaluate interpretations</li> <li>- Historical significance.</li> <li>- Historical similarity.</li> <li>- The role of factors over time.</li> </ul> | <ul style="list-style-type: none"> <li>- Surgery and public health in Britain.</li> <li>- Evaluating sources.</li> <li>- Historical significance.</li> <li>- Historical similarity.</li> <li>- The role of factors over time.</li> </ul> |
| Key Assessments                                     | <b>Assessment:</b> In class extended writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Assessment:</b> In class extended writing                                                                                                                                                                                                                                                           | <b>Assessment:</b> Essay writing                                                                                                                                                                                                                  | <b>Assessment:</b> In class extended writing                                                                                                                                                                                                    | <b>Assessment:</b> In class extended writing                                                                                                                                                                                                                                                                  | <b>Assessment:</b> 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.<br>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. <a href="https://www.youtube.com/playlist?list=PLv5hJxRnuz-w4sgyCV6pZL6ZcbI9NMNUr">https://www.youtube.com/playlist?list=PLv5hJxRnuz-w4sgyCV6pZL6ZcbI9NMNUr</a> |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                          |

# 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<br>Percentages with or without a calculator<br>Dividing in a given ratio, double ratios<br>Approximations<br>Prime factorisation<br>LCM, HCF<br>Proportional reasoning                                                                                                                                                           | Two way tables<br>Averages, inc from tables<br>Frequency polygons<br>Scatter diagrams<br>Pie Charts<br>Tree Diagrams<br>Venn Diagrams<br>Cumulative<br>Frequency, Box plots<br>Histograms | Basic Algebra<br>Substitution, Laws of Indices, Collecting Like terms, expanding brackets, factorising<br>Solving Linear equations and Inequalities, rearranging formulae<br>Quadratics and Equations | Linear Simultaneous equations<br>Basic Sequences and Quadratic Sequences, nth term and geometric sequences<br>Straight Line Graph<br>Theory inc graphical inequalities and solving equations graphically | Advance ratio and proportion, recurring decimals to fractions<br>Laws of indices<br>Standard form and Surds<br>Error Interval and bounds including contextual problems | Area, sectors and volume of shapes<br>Transformations<br>Constructions, loci<br>elevations and plans<br>Pythagoras and Trigonometry<br>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.<br>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                 | Gaming and Radio (Industries + Audiences):<br><br>Fortnite and Desert Island Discs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Newspapers (Industries + Audiences):<br><br>The Sun + The Sun online                                                                                             | Newspapers cont.<br><br>The Sun March 2025 cover (Media Language + Representation)<br><br>The Guardian May 2025 cover (Media Language + Representation) | Film<br><br>Bond industry<br><br>Bond – No Time to Die (Media Language + Representation) | Film cont + NEA (coursework)<br><br>Bond – The Man with the Golden Gun (Media Language + Representation)<br><br>Launch NEA (coursework) | NEA (coursework) – original magazine or film marketing design according to set brief                                     |
| Assessments and End Points          | <b>Assessment:</b> in-class within first fortnight of Autumn 2 on Fortnite and Desert Island Discs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Assessment:</b> AP1 to be sat w/c 7 <sup>th</sup> or w/c 14 <sup>th</sup> December On Newspaper Industry + Audiences with a focus on The Sun + The Sun online | <b>Assessment:</b> The Guardian May 2025 cover – Representation 25 marker                                                                               | -                                                                                        | <b>Assessment:</b> AP2 to be sat w/c 24 <sup>th</sup> May or w/c 7 <sup>th</sup> June on Bond Industry and both film posters            | <b>Coursework submission 2</b> weeks before term ends<br><br>Detailed teacher feedback is provided ahead of summer break |
| 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. Encourage them to make use of their GCSE Media revision map which links them to a variety of self-study tools.                                                                                                                                                                                                                                        |                                                                                                                                                                  |                                                                                                                                                         |                                                                                          |                                                                                                                                         |                                                                                                                          |

# 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                       | <b>Solo Performance and AoS1 theory</b><br>-Students will start to focus on their musicianship skills as a soloist<br>- Students will learn about the fundamentals of the GCSE course and cover a range of key words and terms that they will need to know for the listening exam.                                                                         | <b>Solo Performance, AoS1 Theory, Soundtrap Skills</b><br>-Students will continue to focus on their musicianship skills as a soloist<br>-Students will continue their study of theory from the first half term.<br>-Students will be introduced to the software in which they will use for their composition coursework. They will learn tips and tricks on how to create a piece of music | <b>AoS1 theory and Free Composition</b><br>-Students will continue the theory unit this half term which means they will have a solid foundation for the listening paper.<br>-Students will begin their first piece of composition coursework | <b>AoS1 theory and Free Composition</b><br>-Students will complete the AoS1 theory unit<br>-Students will continue refining their composition coursework based on feedback | <b>Film Music, Conventions of Pop, Composition, Group Performance</b><br>-Students will learn about the areas of study and complete past paper questions to prepare them for the listening paper<br>-Students will submit a final draft of their free composition<br>-Students will now begin to plan for the group performance unit | <b>Rhythms of the World and Group Performance</b><br>- Students will learn about the areas of study and complete past paper questions to prepare them for the listening paper<br>-Students will submit a recording of their group performances |
| Assessments and End Points                | Solo performance to the class<br>End of Unit Assessments                                                                                                                                                                                                                                                                                                   | Solo performance video submission<br>End of Unit Assessments                                                                                                                                                                                                                                                                                                                               | Submit soundtrap piece for feedback<br>End of Unit Assessments                                                                                                                                                                               | Submit soundtrap piece for feedback<br>End of Unit Assessments                                                                                                             | End of Unit Assessments<br>Final submission of composition                                                                                                                                                                                                                                                                           | End of Unit Assessments<br>Group performance video submission                                                                                                                                                                                  |
| 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<br>· Invasion games<br>· Net games<br>· Dance<br>· Trampolining<br>· Problem solving<br>· Fitness<br>· Develop tactics<br>· Improve techniques<br>· Introduce competition<br>· Analysis of performance<br>· Intellectual and physical challenges<br>· Dance techniques                                                                       | Analysis of Performance<br>· Invasion games<br>· Net games<br>· Dance<br>· Trampolining<br>· Problem solving<br>· Fitness<br>· Develop tactics<br>· Improve techniques<br>· Introduce competition<br>· Analysis of performance<br>· Intellectual and physical challenges<br>· Dance techniques | Leadership/Coaching<br>· Invasion games<br>· Net games<br>· Dance<br>· Trampolining<br>· Problem solving<br>· Fitness<br>· Develop tactics<br>· Improve techniques<br>· Introduce competition<br>· Analysis of performance<br>· Intellectual and physical challenges<br>· Dance techniques | Tactics/strategies<br>· Invasion games<br>· Net games<br>· Dance<br>· Trampolining<br>· Problem solving<br>· Fitness<br>· Develop tactics<br>· Improve techniques<br>· Introduce competition<br>· Analysis of performance<br>· Intellectual and physical challenges<br>· Dance techniques | Team building<br>· Athletics<br>· Net games<br>· Striking and fielding<br>· Working at/near maximal levels<br>· Develop tactics<br>· Improve techniques<br>· Introduce competition<br>· Analysis of performance<br>· Intellectual and physical challenges | Motivation<br>· Athletics<br>· Net games<br>· Striking and fielding<br>· Working at/near maximal levels<br>· Develop tactics<br>· Improve techniques<br>· Introduce competition<br>· Analysis of performance<br>· 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<br>· Skill classification<br>· Goal setting Information processing<br>· Guidance<br>· Feedback                                                                                                                                                                                 | Sports Psychology<br>· Arousal<br>· Aggression Personality types<br>· Motivation | Sociocultural influences<br>· Participation.<br>· Barriers to participation<br>· Commercialisation of physical activity and sport | Sociocultural influences<br>· Ethical Issues<br>· Practical Assessments<br>· Exam practice and preparation | Non- examined assessment (Coursework)<br>· Analysis and evaluation of own performance | Non- examined assessment (Coursework)<br>· Analysis and evaluation of own performance<br>· 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                 | <b>Exploration;</b><br>An intense coverage of Adobe Photoshop basics and the use of the cameras.<br>Macro,<br>B&W,<br>Rule of Thirds,<br>Leading Lines,<br>Aperture<br>Shutter Speed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Exploration;</b><br>An intense coverage of Adobe Photoshop basics and the use of the cameras.<br>Macro,<br>B&W,<br>Rule of Thirds,<br>Leading Lines,<br>Aperture<br>Shutter Speed. | <b>Mini Project:</b><br>Hands,<br>A-Z<br>Minifigures<br>Reflections.<br>Differentiated per class.<br><br>4 week block of work covering all A0's. This project is completed before Coursework starts After Half February Term | <b>Coursework Taught</b><br><b>Coursework is worth 60% of the final mark and is a portfolio of linked themes/work. A project. All A0's are present.</b><br>Students start work through a series of taught tasks exploring the Photographic Portrait and identity, drawing on prior knowledge and extending skills.<br>Competent consistent work is required. | <b>Coursework Taught</b><br>Lighting- one light two light directional<br>Projection<br>Filters<br>expressive<br>Editing effects<br>Deeper A01 analysis, presentation<br>Working in the style of artists & Photographers.<br>Some tasks differentiated. | <b>Coursework Theme</b><br>A past Exam paper theme can be given to extend students work.<br>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.<br><br>Outcome 1 complete |
| Assessments and End Points          | Weekly 1-1 feedback and discussion through tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summative Feedback.<br>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.<br>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.<br>Competitions and any current Media skills related to within A01 components.<br>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!<br>Encourage good practice when out and about and on holiday where unusual compositions or settings can help to influence school work.<br>Encourage creativity, expression and reflection.<br>OCR: <a href="https://www.ocr.org.uk/qualifications/gcse/art-and-design-i170-i176-from-2016/">https://www.ocr.org.uk/qualifications/gcse/art-and-design-i170-i176-from-2016/</a><br>Pinterest: <a href="https://www.pinterest.co.uk/">https://www.pinterest.co.uk/</a> for inspiration and examples.<br>Youtube: for extra tutorials Use SharePoint and Teams to access the powerpoints and add evidence to.<br><a href="https://www.creativeblog.com/">https://www.creativeblog.com/</a> and <a href="#">Photoshop CS5 Tutorial</a> - 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<br>Anxiety & sleep<br>Personal hygiene<br>Positive relationships                                                                                                                                                                                                         | Change & Delay<br>Teenage pregnancy<br>Forced marriage | Targets & goals<br>Scams | NHS<br>Decision making<br>Body image | Toxic relationships<br>Domestic abuse<br>Parenting Skills | Budgeting<br>Gambling<br>Post 16<br>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                 | Peace and Conflict:<br>What types of war are there?<br>Do all Christians think the same things about war?<br>Do Muslims think the same things about war?<br>What is the Just War theory?<br>What is a holy war? Religious views about terrorism.<br>Religious views about Weapons of Mass Destruction.<br>What is pacifism?<br>How should religious people treat victims of war?<br>Forgiveness. | Relationships and Families:<br>What sorts of relationships might people have?<br>Christian marriage.<br>Muslim marriage.<br>Religious attitudes to divorce.<br>Religious attitudes to contraception.<br>Religious attitudes to homosexuality.<br>Family in Islam.<br>Family in Christianity.<br>The role of men.<br>The role of women. | Christian Beliefs:<br>The nature of God:<br>God as omnipotent, omnibenevolent and omniscient:<br>The oneness of God and the Trinity.<br>Christian beliefs about creation.<br>The incarnation. Jesus the Son of God.<br>The crucifixion:<br>The resurrection:<br>The ascension. Life after death:<br>The afterlife and judgement:<br>Heaven and hell:<br>Sin and Salvation:<br>The role of Christ in salvation: | Islamic Beliefs:<br>The Oneness of God and the Supremacy of God's will:<br>Key Beliefs of Sunni and Shia Islam.<br>The Nature of God<br>Angels<br>Predestination<br>Life after Death<br>Prophethood and Adam:<br>Ibrahim. Muhammed and the Imamate:<br>The Holy Books in Islam. | Christian Practices<br>Worship:<br>Prayer:<br>The Sacraments:<br>Pilgrimage:<br>Festivals<br>The Role of the Church in the Local Community<br>The Place of Mission and Evangelism<br>Church Growth<br>The Importance of the Worldwide Church<br>Christian Persecution<br>The Church's Response to World Poverty | Islamic Practices<br>The Five Pillars, The Ten Obligatory Acts and Shahadah<br>Salah<br>Sawm<br>Zakah<br>Hajj<br>Jihad<br>The Festivals of Id-ul Fitr and Id-ul-Adha<br>The Festival of Ashura |
| Assessments and End Points          | Exam style paper on Peace and Conflict.                                                                                                                                                                                                                                                                                                                                                          | Exam style paper on Relationships and Families.                                                                                                                                                                                                                                                                                        | Exam style paper on Christian Beliefs.                                                                                                                                                                                                                                                                                                                                                                         | Exam style paper on Islamic Beliefs.                                                                                                                                                                                                                                            | Exam style paper on Christian Practices.                                                                                                                                                                                                                                                                        | Exam style paper on Islamic Practices.                                                                                                                                                         |
| 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                 | <b>B1 Cell Biology</b><br>Structure and function of eukaryotic and prokaryotic cells<br>Magnification<br>Stem cells<br>Transport<br><b>C1 Atomic Structure and the Periodic Table</b><br>Current and history of the periodic table<br>Structure of the atom<br>Trends in the periodic table<br>Group 1,7 and 0<br>Required practical – microscope            | <b>P1 Energy</b><br>Transfer of energy<br>Efficiency<br>Work done<br>Power<br><b>B2a Organisation</b><br>Structure and function of enzymes<br>Structure and function of the digestive, respiratory and circulatory system<br><b>C2 Bonding, Structure and Properties of Matter</b><br>Ionic bonding and properties<br>covalent bonding and properties<br>metallic bonding and properties<br>trends in bonding<br>Required practical – enzymes | <b>P2 Electricity</b><br>Electrical components, circuits and measurements<br>Resistance, charge, power calculations<br>Resistance in components<br><b>B3 Infection and Response</b><br>Communicable diseases<br>Pathogens, transmission, prevention<br>Vaccination<br>Drug trials<br><b>B2b Organisation</b><br>Structure and function of enzymes<br>Structure and function of the digestive, respiratory and circulatory system<br>Required practical – resistance of a wire | <b>C3 Quantitative Chemistry</b><br>Quantitative chemistry calculations<br><b>B4 Bioenergetics</b><br>Respiration – aerobic and anaerobic<br>Photosynthesis<br>Metabolism<br><b>C4 Chemical Changes</b><br>Acids and bases<br>pH and pH scale<br>reactivity and metal extraction<br>electrolysis<br>Required practical - Electrolysis                                                                                | <b>C5 Energy Changes</b><br>endothermic / exothermic<br>energy profile diagrams<br>bond energies<br><b>P4 Atomic Structure</b><br>States of matter and particles<br><b>P4 Particle Model of Matter</b><br>Latent heat<br>Specific heat capacity<br>Required practical –Energy change<br>Density<br>Specific Heat Capacity | <b>B7 Ecology</b><br>Abiotic / biotic factors<br>Adaptations<br>Energy transfer in a food web<br>Biodiversity<br>Human impact on biodiversity<br><b>C7 Organic Chemistry</b><br>Crude oil and hydrocarbons<br>Fractional distillation<br>Carbon chemistry homologous families e.g. alkane and alkene<br><b>P7 Magnetism and Electromagnetism</b><br>Permanent magnet – interaction between bar magnets and magnetic material<br>Magnetic field lines<br>Solenoid<br>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<br>C3 and C4 <u>combined test</u><br>B4 – separate test                                                                                                                                                                                                                                                                                                                                           | END OF YEAR EXAM<br>End of topic test P3 and P4 <u>combined test</u><br>C5 – separate test                                                                                                                                                                                                                                | End of topic tests<br>C7 and P7 – <u>combined test</u><br>B7 – separate test                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Literacy & Numeracy                 | <ul style="list-style-type: none"><li>Correct use of key terminology, phrases and definitions</li><li>Substitute and manipulate equations</li><li>Use and determine units, conversions</li><li>Use standard form, decimal places and standard form</li></ul>                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"><li>Explain a scientific plan (variables, equipment, safety and accuracy, precision and resolution of equipment)</li><li>Construct, analyse data (including tables and graphs) to draw conclusions</li><li>Evaluate experimental technique</li></ul>                                                                                                                               |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Wider skills and enrichment         | Students will: <ul style="list-style-type: none"><li>Understand how scientific methods and theories develop over time.</li><li>Be aware of hazards associated with science-based technologies which have to be considered alongside the benefits.</li></ul> Appreciate the power and limitations of science and consider any ethical issues which may arise. |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"><li>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.</li><li>Evaluate risks both in practical science and the wider societal context, including perception of risk in relation to data and consequences.</li></ul> |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| How you can help your child at home | Use BBC bitesize for any further information on these topics.<br>Your teacher will provide video links to the required practical skills – watch these to recap on the skills.<br>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<br>Listening & Reading                                                                                                                                                                                                                                                                                                                                                                                                                 | Writing Translation<br>Listening & Reading<br>Speaking: Roleplay                                                                              | Writing Translation<br>Listening & Reading<br>Speaking: Roleplay                                                                           | Writing Translation<br>Listening & Reading<br>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"> <li>· the possible barriers and solutions which affect participation in sport</li> <li>· the factors which can impact upon the popularity of sport in the UK</li> <li>· current trends in the popularity of different sports in the UK</li> <li>· growth of new/emerging sports and activities in the UK</li> </ul> <p>Know about the role of sport in promoting values</p> <ul style="list-style-type: none"> <li>· values which can be promoted through sport</li> <li>· the Olympic and Paralympic movement</li> <li>· promoting values through sport</li> <li>· the importance of etiquette and sporting behaviour</li> <li>· the use of performance-enhancing drugs in sport</li> </ul> | <p>Understand the importance of hosting major sporting events</p> <ul style="list-style-type: none"> <li>· the features of major sporting events</li> <li>· the potential benefits and drawbacks of cities/countries hosting major sporting events</li> <li>· the links between potential benefits and drawbacks and legacy</li> </ul> <p>Know about the role of national governing bodies in sport</p> <ul style="list-style-type: none"> <li>· what national governing bodies in sport do: promotion development infrastructure policies and initiatives funding support</li> </ul> | <p>Be able to use skills, techniques and tactics/strategies/ compositional ideas as an individual and team</p> <ul style="list-style-type: none"> <li>· performer in a sporting activity</li> <li>· the key components of performance for an individual performer in a sporting activity creativity</li> <li>· appropriate use of tactics/strategies/compositional ideas</li> <li>· decision-making during · ability to manage/maintain own performance</li> </ul> | <p>Be able to apply practice methods to support improvement in a sporting activity</p> <ul style="list-style-type: none"> <li>· how to identify areas of improvement in their own performance in a sporting activity</li> <li>· types of skills and practice · methods to improve own performance</li> <li>· how to measure improvement in skills, techniques and strategies developed</li> </ul> | <p>Know how sport is covered across the media how sport is covered by:</p> <ul style="list-style-type: none"> <li>· television - satellite - satellite based sports channel - pay-per-view</li> <li>· written press</li> <li>· radio</li> <li>· internet</li> </ul> | <p>Understand positive effects that the media can have on sport · increased exposure of minority sports</p> <ul style="list-style-type: none"> <li>· increased promotional</li> <li>· education</li> <li>· increased income which benefits</li> <li>· inspiring people to participate creation of positive role models</li> <li>· competition between sports and clubs</li> </ul> |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                   |