

Year 10 Curriculum Maps

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Year 10 Art

In year 9 students will have built upon previous learning and have been taught the skills, techniques, methods and processes necessary for studying art at GCSE level.

In Year 10 students begin their GCSE coursework. This coursework makes up 60% of a students' final grade. There are 4 assessment objects that must be fulfilled by students. Each Assessment Objective covers crucial skills, techniques and knowledge and each is worth a maximum of 24 marks. (96 marks in total). All projects in year 10 are internally set (set by the art department).

	1	2	3	4	5	6	7	8
Knowledge	ASK Sheet: 'Food' A2 page of black and white studies.		ASK Sheet: 'Food' A2 page of coloured studies.		ASK Sheet: 'Food' A2 page of coloured studies.		ASK Sheet: 'Food' Artist investigation	
Skills	Solving Problems – students to choose their own food objects based on ability and also plan their own compositions. Independence – as students are now on controlled assignment they should be working independently where possible.			Solving Problems – students to choose their own food objects based on ability and also plan their own compositions. Independence – as students are now on controlled assignment they should be working independently where possible.			Literacy – Essay on Sarah Grahams life and work following essay prompt sheet.	
Attitude	Curiosity – Looking at objects and considering how they can use tone and mark-making to reflect what they can see. Consistency – all students should be of a high standard, both classwork and homework as all will go towards final GCSE mark.			Curiosity – Looking at objects and considering how they can use tone and mark-making to reflect what they can see. Consistency – all students should be of a high standard, both classwork and homework as all will go towards final GCSE mark.			Commitment - to ensure life, inspiration and artworks are analysed, research will be required.	
Homework	To draw a banana, bunch of bananas or a peeled banana.		To draw potatoes in a plastic bag.		To draw a peeled chocolate bar looking at the folds in the wrapper. Add colour.		To draw sweets or a lolly – add colour using media of choice.	
	9	10	11	12	13	14	15	16
Knowledge	ASK Sheet: 'Food' Artist copies		ASK Sheet: 'Food' Photography	Ask Sheet: 'Food' Canvas Painting		ASK Sheet: 'Food' Artist investigation		
Skills	Enquiry – students to show interest in their chosen artists life and artwork aiming to reflect critically in their own work. Literacy – students to make sophisticated and analytical written and verbal comments on the artworks.		Solving problems – consider work of Sarah Graham for inspiration and decide on focus, lighting and composition.	Independence – students to work independently from the teacher where possible and share skills with class members refining work in response. Expression – use of media and brush stokes to express ideas about photorealism.			Literacy – Essay textile artists or 3D artists life and work following essay prompt sheet.	
Attitude	Consistency – student's copies should reflect the artwork copied before moving on to their own work inspired by artist. Creativity – students to use artist to inspire own ideas in preparation for their painted canvas.		Creativity – plan composition for photoshoot.	Curiosity – being interested in qualities of the paint, how they can get their work to look realistic, looking at reflections in the sweet wrappers. Consistency – ensure all areas of the canvas are of a high quality and reflect work already completed.			Commitment - to ensure life, inspiration and artworks are analysed, research will be required.	
Homework	Type up essay on Sarah Graham following feedback from assessment.	Bring in sweets, cakes, biscuits for photography session.	Print out chosen photographs for photography A2 sheet.		Work on teacher feedback from black and white sheet, colour sheet and Sarah Graham sheet.		Type essay and email it to teacher.	

	17	18	19	20	21	22	23	24
Knowledge	ASK Sheet: 'Food' Artist responses	ASK Sheet: 'Food' Final response in textiles or 3D			ASK Sheet: 'Final Major Project' Introduction			
Skills	Enquiry – students to show interest in their chosen artists life and artwork aiming to reflect critically in their own work. Literacy – students to make sophisticated and analytical written and verbal comments on the artworks.	Independence – students to work independently from the teacher where possible and share skills with class members refining work in response. Expression – use of media techniques to reflect their chosen media of textiles or 3D.			Solve problems – introduction to title question for FMP, use as a starting point to plan ideas to make project personal. Expression – express ideas through title page and mind map, consider where students can draw from primary sources to make the project viable.			
Attitude	Independence – students to work independently from the teacher where possible and refining work in response to feedback	Curiosity – being interested in qualities of the textiles or 3D materials, how they can get their work to look professional, looking at reflecting style of chosen artist. Consistency – ensure the final piece is a high quality and reflect work already completed.			Curiosity – to think about all avenues students can explore related to FMP title. Commitment – when planning timeframe for next few weeks make sure timings are realistic but aspirational.			
Homework	Complete final design proposal.	Follow teacher feedback on teacher so far to meet final deadline of 'Food' project.			Complete title page and mind map.			Take a range of primary source photographs considering lighting, composition and subject matter. Ensure photographs are printed.

	25	26	27	28	29	30	31	32
Knowledge	ASK Sheet: 'Final Major Project' Observational drawings (AO2 and AO3)				ASK Sheet: 'Final Major Project' Artist investigations (AO1)			
Skills	Expression – working from objects, life or photographs plan and create observational studies relating to theme of project. Enquiry – to ensure one observational piece leads to another by reflecting on work as journey develops.				Enquiry – students to research different artists to inform the starting point of their major project Solving Problems – Students to refer to assessment matrix and ensure initial ideas are sufficiently challenging			
Attitude	Independence – students to work independently from the teacher where possible and refining work in response to feedback				Consistency – student's copies should reflect the artwork copied before moving on to their own work inspired by artist. Creativity – students to use artist to inspire own ideas in preparation for their painted canvas.			
Homework	Complete A4 study in media of choice.		Research 3 artists who could inspire own work through subject matter, materials or composition.		Complete A4 study in media of choice.		Work on teacher feedback so far.	

	33	34	35	36	37	38	39
Knowledge	ASK Sheet: 'Final Major Project' Work in style of artist (AO1 and AO3)		ASK Sheet: 'Final Major Project' Artist investigations – second artist (AO1)			ASK Sheet: 'Final Major Project' Portfolio piece (AO2 and AO3)	
Skills	Enquiry – students to show interest in their chosen artists life and artwork aiming to reflect critically in their own work. Literacy – students to make sophisticated and analytical written and verbal comments on the artworks.		Enquiry – students to research fully second artist to inform the direction of their major project Solving Problems – Students to refer to assessment matrix and ensure initial ideas are sufficiently challenging.			Independence – students to work independently from the teacher where possible and refining work in response to feedback. Expression – students to undertake larger scale piece expressing theme of project.	
Attitude	Consistency – student's copies should reflect the artwork copied before moving on to their own work inspired by artist. Creativity – students to use artist to inspire own ideas in preparation for their own direction.		Consistency – student's copies should reflect the artwork copied before moving on to their own work inspired by artist. Creativity – students to use artist to inspire own ideas in preparation for their next art pieces			Creativity – to make sure portfolio piece contain aspects of artists work explored through style, subject matter, composition etc whilst exploring their theme.	
Homework	Ensure first artist essay is typed/recorded in book following teachers guidance on improvements.		Complete essay on second artist and add to book.		Work on teacher feedback so far.		Make plan of work to complete over the summer break.

Year 10 GCSE Business Studies

In year 10 will be learning the content of Theme 1 – Investigating small businesses and then will move on to Theme 2 later in the year which is about Building a business This will build on the initial skills and knowledge covered in year 9 and each Theme will build on each other. All of this knowledge will ultimately allow students to access the two 90 minutes exams they will sit in year 11

1	2	3	4	5	6	7	8
Continue Theme 1 of GCSE – Investigating small business					1.4 Making the business effective		
1.3 Putting a business into practice					Knowledge - Ownership, liability, location, marketing mix and business plans finish		
Knowledge - Objectives, revenue, costs, profit, break-even, cash-flow and sources of finance					Assessment – MCQ and case studies		
Assessment – costs and revenue case studies and practice					Assessment – curiosity, cooperation and commitment		
Attitudes – commitment, curiosity and consistency					Skills – solving problems, literacy and teamwork		
Skills – numeracy, enquiry and expression					Homework – key terms		
Homework – key terms tests and key calculation practice							
9	10	11	12	13	14	15	16
1.4 Making the business effective				1.5 Understanding external influences			
Knowledge - Ownership, liability, location, marketing mix and business plans finish				Knowledge: Stakeholders, technology, legal, the economy (unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates), the impact of these influences and the influence of changes in these			
Assessment – MCQ and case studies				Assessment – case studies and in class times case studies			
Attitudes – curiosity, cooperation and commitment				Attitudes – curiosity, consistency and creativity			
Skills – solving problems, literacy and teamwork				Skills – independence, expression and literacy			
Homework – key terms				Homework – collect newspaper articles relating to this topic			
17	18	19	20	21	22	23	24
1.5 Understanding external influences				Start Theme 2 – Building a Business			
				2.1 Growing the business			
				Knowledge - Growth, aims and objectives, globalisation, barriers to trade, ethics and the environment			
Assessment – case studies and in class times case studies				Assessment – case studies and exam style shorted and longer answer questions			
Attitudes – curiosity, consistency and creativity				Attitudes – curiosity, consistency and commitment			
Skills – independence, expression and literacy				Skills – expression, literacy and enquiry			
Homework – collect newspaper articles relating to this topic				Homework – research on the impact of globalisation on different stakeholders			
25	26	27	28	29	30	31	32
Year 10 Work Experience for two weeks	Exam preparation		Year 10 Mock exams		2.2 Making marketing decisions Knowledge	Post – mock reflection on how to improve	2.2 Making marketing decisions Knowledge
	Assessment – practice exam questions in class		Assessment – mock exams – one 90 minute exam		Start	Assessment – completion of some questions to show improvement	Continue
	Attitudes – consistency Skills – application, analysis and evaluation for business questions		Attitudes – commitment and consistency Skills – literacy, numeracy and expression		Assessment – in class exercises, case studies and exam style questions	Attitudes – commitment and consistency	
	Skills – teamwork, expression and enquiry				Attitudes – creativity, curiosity and consistency Skills – teamwork, expression and enquiry	Skills – independence and solving problems	
Homework – revision of Theme 1		Homework - revision		Homework – case study	Homework – key terms		
33	34	35	36	37	38	39	
2.2 Making marketing decisions Knowledge				2.3 Making Operational Decisions Knowledge			
Marketing mix, design mix, product life cycle, pricing strategies, promotional strategies, place (distribution strategies, use of marketing mix to make key strategic decisions)				Job, batch, flow, productivity, efficiency, impacts of technology, balancing cost, productivity, quality and flexibility, stock control and stock control charts, procurement, quality, quality control and assurance.			
Assessment – in class exercises, case studies and exam style questions				Assessment – in class exercises, case studies and exam style questions			
Attitudes – creativity, curiosity and consistency				Attitudes - creativity, curiosity and consistency			
Skills – teamwork, expression and enquiry				Skills – literacy, numeracy, expression and enquiry			
Homework – case study				Homework: Business case study or exam question			

Year 10 BTEC Business Studies

BTEC Technical in Enterprise: To develop TENSILE skills with a focus on how they relate to enterprise and businesses. They will learn how a business makes marketing decisions, how to create and implement a business plan and the risks and rewards of Enterprise. They will achieve transferable skills in preparation for BTEC Coursework to commence in Year 10. There is no assumed prior knowledge.

1	2	3	4	5	6	7	8
BTEC Component 1: Exploring Businesses, Investigate the factors that contribute to the success of an enterprise							
						C1 LA.C Draft Deadline	C1 LA.C Final Deadline
Enquiry and Independence							
C1 LA.C Draft				C1 LA.C corrections			
9	10	11	12	13	14	15	16
BTEC Component 2: Planning for and Pitching an Enterprise activity							
						C2 LA. A Draft Deadline	C2 LA. A Final Deadline
Enquiry, Teamwork, Problem Solving							
C2 LA. A Draft				C2 LA. A corrections			
17	18	19	20	21	22	23	24
BTEC Component 2: Planning for and Pitching an Enterprise activity							
						C2 LA. B Draft Deadline	C2 LA. B Final Deadline
Enquiry, Teamwork, Problem Solving							
C2 LA. B Draft				C2 LA. B corrections			
25	26	27	28	29	30	31	32
BTEC Component 2: Planning for and Pitching an Enterprise activity							
						C2 LA C Draft Deadline	C2 LA C Final Deadline
Independence, Teamwork, Enquiry							
C2 LA C Draft				C2 LA C corrections			
33	34	35	36	37	38	39	
BTEC Component 3: Promotion and Finance for Enterprise							
						Component 3 exam practice	
Numeracy, Literacy, Solving Problems							
Compare and contrast 2 businesses and their promotion		Business Plan including financial information					

Year 10 DT

Curriculum Aims – To continue to improve on the skills of Creativity, CAD and Craftsmanship required for the NEA element of the course whilst also increasing difficulty and teaching new skills, which will further aid their NEA and design knowledge.

1	2	3	4	5	6	7	8
Craftsmanship (Chairs) Project – Students will learn about designers of the past and then reproduce iconic chairs from these designers at a miniature scale. In their NEA the ability to scale designs will be important as will the ability to use accuracy and craftsmanship at such a small scale.							
Skills – Scaling, Accuracy and Craftsmanship.							
Knowledge – History (Designers), Science (Forces), Maths (Dimensions, trigonometry and scaling).							
History Assessment			Science Assessment			Maths Assessment	
9	10	11	12	13	14	15	16
Creativity (Clocks) Project – Students will design and make clocks.				Craftsmanship (Pewter) Project – Students will design and make a small piece of jewellery from pewter to learn about casting			
Skills – Accuracy, Craftsmanship and Creativity.				Skills – Accuracy, Craftsmanship and Creativity.			
Knowledge – Materials (Textiles), Maths (Areas & Percentage).				Knowledge – Processes (Electronics), Materials (Paper and board).			
Materials Assessment		Maths Assessment		Processes Assessment		Materials Assessment	
17	18	19	20	21	22	23	24
Ecology Project – Students will learn about carbon footprints and the ecological cost of design and manufacture. They will experiment with differing forms of green energy production before designing a future proofed school.							
Skills – Creativity.							
Knowledge – Science (Energy Production), Materials (Renewable Materials), Maths.							
Science Assessment			Materials Assessment			Maths Assessment	
25	26	27	28	29	30	31	32
Work Experience		Biomimicry – Students will learn about the past uses of biomimicry in design leading to their own design work.			NEA Preparation		
		Skills – Creativity.					
		Knowledge – Science (Biomimicry).					
		Biomimicry Assessment					
33	34	35	36	37	38	39	
Non-Examined Assessment: Section A – Identifying & investigating design possibilities (10 marks).			Non-Examined Assessment: Section B – Producing a design brief & specification (10 marks).			NEA : Section C, D, E begins Summer task set.	

Year 10 Food Preparation and Nutrition

In Year 10 in GCSE Food preparation and nutrition, you will continue with the technical skills and scientific investigations through mini 6-8 week projects. The NEA 2 MOCK PRACTICAL EXAM HAS BEEN SCHEDULED FOR: 12.05.2020- 15.05.2020

1	2	3	4	5	6	7	8		
<p>Health and safety update—Understand use of PPE. Refer to GCSE text and content.</p> <p>There are homework booklets for each project and 1 page per week is done and submitted on the 1st lesson of the week whether it is a single or double.</p>			<p>Milk and dairy project: In this project you will learn what types of milk and dairy products are available and the fat content of each. You will see what contribution dairy products make to a balanced diet and see how they fit within the eat well guide. Knowledge focus will be learning about calcium and its importance in diet. Processing and food production and food spoilage and contamination will be part of this project too. KEY ATTITUDES IN THIS PROJECT WILL BE CREATIVITY AND COMMITMENT</p> <p>N.B. THIS PROJECT IS DESIGNED FOR THE END OF Y 9, BUT DUE TO MISSED LESSONS BECAUSE OF BANK HOLS / TIMETABLE ADJUSTMENTS FOR SUPERVISING PRACTICAL EXAMS FOR ALL GCSE GROUPS, Y 10 WILL NEED TO COMPLETE IN Y10.</p>						
Milk tasting and sensory analysis	Chilled cheesecake (cream cheese)	Baked mini cheesecake (ricotta)	Panacotta (gelatine and evaporated milk)	Trifle (dried milk)	Caramel shortbread (condensed milk)				
9	10	11	12	13	14	15	16		
<p>Pastry project</p> <p>This project aims to find out what types of pastry exist and the different products that can be made from each type. To understand proportions of fat to flour in flaky pastry/short crust pastry. Be able to understand how to scale a recipe and the importance of this. To taste and evaluate different types of pastry. Understand what sensory properties make a product appealing be able to compare a variety of shop based pastry products and be able to rank in order of preference. Students will also investigate the functions and properties of flour. Knowledge will focus on the functional and chemical properties of ingredients in pastry and sensory evaluation of products made. KEY SKILLS: CREATIVITY AND COMMITMENT</p>									
			Science investigation into functions of fat	FPTCHICKEN EMPENADAS (readymade PASTRY)	FPT Bakewell tarts (short crust)	Sausage plait (flaky)	Profiteroles (choux)		
17	18	19	20	21	22	23	24		
<p>Protein project. This project will investigate the functional properties of eggs. Identify different products that can be made with eggs. Students will understand the versatility of eggs in cooking</p> <p>Knowledge: Students will learn about high risk foods in this project and will work together to see how a chain of events and poor food handling can lead to food poisoning. The function and properties of eggs: EMULSIFICATION AND GARNISHING, BINDING, COAGULATION, AERATING, ENRICHING, COATING, GLAZING is a key part of this project. KEY ATTITUDES: COOPERATION AND CURIOSITY</p>									
SAMOSAS (filo)	Group task : egg cooking methods: boiled, scrambled, poached, fried and baked.	Mayonnaise with salad (emulsification)	Roulade (aeration)	Scotch eggs (boiled and coating)	Souffle	Setting a mixture through use of heat and egg protein Mini quiches	Gluten ball science experiment FPT ginger cake (chemical)		
25	26	27	28	29	30	31	32		
<p>Bakery project: Investigations into sugar and raising agents in the baking of cakes</p> <p>Pupils will investigate the functions of raising agents in cake making. They will find out about artificial sweeteners and know the difference between bulk and intense sweeteners. Students will understand the properties of ingredients in baking and be able to develop a basic recipe to alter sensory properties. Students will work with artificial colours and flavours and see how they can change a product.</p> <p>Knowledge: Understanding of how raising agents work: physical, chemical and biological. Food fortification will also be covered. KEY ATTITUDES: CREATIVITY AND COOPERATION</p>				<p>NEA 2 PREPARATION .</p>					
FPT Black Forest Gateaux(physical)	FPT. Battenberg (chemical and food fortification)	Preparation for mock practical exam. Briefs released. Pupils will prepare themselves for the practical investigation.	Demonstration of technical skills	Mock Exams Group 1 practical	Mock Exams Group 2 practical	Feedback from practical exam	Preparing for the written exam and science investigations		

33	34	35	36	37	38	39
<u>FPT Black Forest Gateau (physical)</u>	<u>FPT. Battenberg (chemical and food fortification)</u>	<u>FPT. Enriched dough: Chelsea buns (biological)</u>	<u>FPT . Soda bread and butter (chemical)</u>	FPT To investigate the functions of RAISING AGENTS in cake making (Small cakes)	<u>BAKE OFF EVENT: WORK IN GROUPS TO PRESENT DISHES FOR AN AFTERNOON TEA PARTY TO INCLUDE A GROUP SHOW STOPPER</u>	

Year 10 Drama

Acting, directing and technical theatre skills learnt in year 9 will be brought by students into year 10 GCSE. The students are expected to apply these skills to set texts and devising work. Year 10 is a mock year; students will study all 3 GCSE Components on the Pearson/Edexcel GCSE Drama Course and be internally assessed as a mock version of the GCSE. Students will get an opportunity for 3 formal assessments where they will be awarded a grade at the end of year 10, this will help to determine predicted grades for year 11. The last half term of year 10 students will begin work on the formal GCSE and begin year 11 early to prepare for the formal qualification.

1	2	3	4	5	6	7	8
Frantic Assembly Component 1 – Exploring Performance “Students will explore a new genre of drama through the study of a Theatre Company.” Key Terms: Movement, Gesture, Directing, Audience, Push-Hands, Around-by-Through, Choral, Vocal, Physical							
<i>Frantic Assembly Who?</i>	<i>Relationships through Movement 1</i>	<i>Relationships through Movement 2</i>	<i>Using Music to Tell a Story 1</i>	<i>Using Music to Tell a Story 2</i>	<i>Chair Duets & Devising</i>	<i>Choral Music 1</i>	<i>Choral Music 2</i>
Directing Responding Analysing & Evaluation Making Acting Independence Communication	Directing Responding Analysing & Evaluation Making Acting Independence Communication	Directing Responding Analysing & Evaluation Making Acting Independence Communication	Directing Responding Analysing & Evaluation Making Acting Independence Communication	Directing Responding Analysing & Evaluation Making Acting Independence Communication	Directing Responding Analysing & Evaluation Making Acting Independence Communication	Directing Responding Analysing & Evaluation Making Acting Independence Communication	Directing Responding Analysing & Evaluation Making Acting Independence Communication
<i>HOMEWORK: Weekly Task in Log Book</i>	<i>HOMEWORK: Weekly Task in Log Book</i>	<i>HOMEWORK: Weekly Task in Log Book</i>	<i>HOMEWORK: Weekly Task in Log Book</i>	<i>HOMEWORK: Weekly Task in Log Book</i>	<i>HOMEWORK: Weekly Task in Log Book</i>	<i>HOMEWORK: Weekly Task in Log Book</i>	<i>HOMEWORK: Weekly Task in Log Book</i>
9	10	11	12	13	14	15	16
Frantic Assembly – Component 1 – Devising Performance “Using devising skills learnt in the previous half –term to create a devised assessed performance” Key Terms: Movement, Gesture, Directing, Audience, Push-Hands, Around-by-Through, Choral, Vocal, Physical						‘Blackout’ by Davey Anderson – Component 3 Working as a DIRECTOR	
<i>Devising Project Launch</i>	<i>Devising Project 1</i>	<i>Devising Project 2</i>	<i>Devising Project 3</i>	<i>Practical Assessment in lesson time.</i>		<i>Reading the Play</i>	<i>Socio-Cultural Context</i>
Directing Responding Analysing & Evaluation Making Acting Technical Theatre Independence Communication	Directing Responding Making Acting Technical Theatre Independence Communication	Directing Responding Making Acting Technical Theatre Independence Communication	Directing Responding Analysing & Evaluation Making Acting Technical Theatre Independence Communication	Analysing & Evaluation Acting Technical Theatre Independence Communication	Analysing & Evaluation Acting Technical Theatre Independence Communication	Directing Responding Analysing & Evaluation Communication	Directing Responding Analysing & Evaluation Communication
<i>HOMEWORK: Weekly Task in Log Book</i>					<i>HOMEWORK: Complete mock coursework.</i>		<i>HOMEWORK: Research on the SCHP connected with the text.</i>
<i>+ : Learn any lines or remember your props/costume for your assessment. Attend after school rehearsals for a minimum of 1 hour per week</i>							
17	18	19	20	21	22	23	24
‘Blackout’ by Davey Anderson – Component 3 Working as an DIRECTOR “Study the play text and understand how to perform as an actor in this genre; in preparation for the C3 written examination” Key Terms: Actor, Director, Characterisation, Abstract, Dialogue, Narrative, Scene, Cultural, Social, Historical, Political					‘Blackout’ by Davey Anderson – Component 3 Working as an ACTOR Use previous understanding of the text to design appropriately and fully justify in preparation for the C3 written examination” Key Terms: Actor, Director, Characterisation, Abstract, Dialogue, Narrative		
<i>Plot</i>	<i>Guilt</i>	<i>Family Life</i>	<i>Grandad</i>	<i>Social Pressure</i>	<i>Performing Blackout 1</i>	<i>Performing Blackout 2</i>	<i>Performing Blackout 3</i>
Directing Responding Analysing & Evaluation Making Acting Technical Theatre Independence Communication	Directing Responding Analysing & Evaluation Making Acting Independence Communication	Directing Responding Analysing & Evaluation Making Acting Independence Communication	Directing Responding Analysing & Evaluation Making Acting Independence Communication	Directing Responding Analysing & Evaluation Making Acting Independence Communication	Directing/Designing Responding Analysing & Evaluation Making Acting Technical Theatre Independence Communication	Directing/Designing Responding Analysing & Evaluation Making Acting Technical Theatre Independence Communication	Directing/Designing Responding Analysing & Evaluation Making Acting Technical Theatre Independence Communication
<i>HOMEWORK: Students this half term will explore and begin to prepare for approaching the C3 written examination from an ACTORS perspective.</i>					<i>HOMEWORK: Homework tasks will help students to approach the C3 written examination from ACTOR/DIRECTOR/DESIGNER perspectives.</i>		

25		26		27		28		29		30		31		32	
'Blackout' by Davey Anderson – Component 3 Mock Examination				'Monologues & Duologues' – Component 2 "Working as an actor and performing to an audience through monologues & duologues" Key Terms: Dialogue, Communication, Voice, Gestus, Characterisation, Facial Expression, Movement, Gesture											
				Prep for written mock		Prep for written mock		Willy Russell Duologue		Willy Russell Duologue		Monologue Choice		Monologue Choice	
Directing/Designing Responding Analysing & Evaluation Acting Technical Theatre Independence Communication		Directing/Designing Responding Analysing & Evaluation Acting Technical Theatre Independence Communication		Directing/Designing Responding Making Acting Technical Theatre Independence Communication		Directing/Designing Responding Analysing & Evaluation Acting Technical Theatre Independence Communication		Directing/Designing Responding Making Acting Technical Theatre Independence Communication		Directing/Designing Responding Analysing & Evaluation Acting Technical Theatre Independence Communication		Directing/Designing Responding Making Acting Technical Theatre Independence Communication		Directing/Designing Responding Analysing & Evaluation Making Acting Technical Theatre Independence Communication	
Students will sit a mock examination near this time.				HOMEWORK: <i>Learn any lines/Complete Design work & remember your props/costume for your performance. Attend after school rehearsals for a minimum of 1 hour per week</i>											

33		Year 11 GCSE Drama Begins	34		35		36		37		38		39	
'Monologues & Duologues Component 2			Year 11 Preparation – Set Text Study "Begin to study 'The Crucible' by Arthur Miller as part of the C3 Written examination" Key Terms: McCarthyism, Salem, Status, Religion, Salem, Arthur Miller, Cultural, Social, Historical, Political											
			Showcase		The Crucible ACT 1		The Crucible ACT 2		The Crucible ACT 3		The Crucible ACT 4		The Crucible Plot	
Analysing & Evaluation Acting Technical Theatre Independence Communication			Responding Analysing & Evaluation Making Acting Independence Communication		Responding Analysing & Evaluation Making Acting Independence Communication		Responding Analysing & Evaluation Making Acting Independence Communication		Responding Analysing & Evaluation Making Acting Independence Communication		Responding Analysing & Evaluation Making Acting Independence Communication		Responding Analysing & Evaluation Making Acting Independence Communication	
		HOMEWORK: Weekly Task set in lesson.		HOMEWORK: Weekly Task set in lesson.		HOMEWORK: Weekly Task set in lesson.		HOMEWORK: Weekly Task set in lesson.		HOMEWORK: Weekly Task set in lesson.		HOMEWORK: Exploring the exam paper.		

Year 10 English

Curriculum aims: In Year 9 you began developing the skills for GCSE English Language and Literature. In Year 10 you will continue to develop these skills. You will learn about GCSE English Language Paper 2 and you will study key texts for GCSE English Literature: the AQA Poetry Anthology; Romeo and Juliet; An Inspector Calls. You will also complete the Spoken Language Endorsement, a formal part of your GCSE English Language qualification.

1	2	3	4	5	6	7	8
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Autumn 1: Writers' Viewpoints and Perspectives – themed unit (e.g. crime and punishment)

Keywords: viewpoint / perspective / attitude / discursive / rhetoric

Attitudes and Skills: Enquiry, Literacy and Expression

Key Assessment 1: English Language Paper 2 questions 1-5

9	10	11	12	13	14	15	16
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Autumn 2: AQA Poetry Anthology – Power and Conflict

Keywords: Poetic voice / perspective / attitude / form / structure / language / compare

Attitudes and Skills: Enquiry, Literacy and Expression

Key Assessment 2: Reading task - GCSE English Literature Paper 2 Section B

Spring 1

17	18	19	20	21	22	23	24
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Shakespeare's Romeo and Juliet

Keywords: Elizabethan / Renaissance / stagecraft / dramatic irony / foreshadowing

Attitudes and Skills: Enquiry, Literacy and Expression

Spring 2: Romeo and Juliet cont.

Key Assessment 3: GCSE English Literature Paper 1 Section A

25	26	27	28	29	30	31	32
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EXPERIENCE OF WORK

Summer 1: Modern Text – An Inspector Calls

Keywords: Character / setting / linguistic features / symbolism / narrative structure / context

Attitudes and skills: Enquiry, Literacy, Expression

33	34	35	36	37	38	39
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Summer 2: Modern Text cont.

Spoken Language Endorsement

Keywords: Speech / rhetoric / audience / pace / tone

Attitudes and skills: Enquiry and Expression

Key Assessment 4: GCSE English Literature Paper 2 Section A

Key Assessment 5: Formal speech presentation

Year 10 Film

What you will learn: How to analyse a range of films genres and movements using technical elements of film form for your component 2 exam.

What you will achieve: You will complete your NEA / coursework producing either a screenplay or short film.

Preparation for next year: You will continue to develop your skills analysing key areas of film form, context and audiences as well as completing the study of half of the films you will use in your year 11 exams and your NEA.

1	2	3	4	5	6	7	8
Autumn 1: British Film (Either Submarine or Attack the Block)							
Vocabulary: Aesthetics, Cinematography (camera and lighting), Mise-en-scène, Editing, Sound.							
Assessment: SAMs Component 1, Section C							
Attitudes and Skills: Curiosity, Creativity, Expression, Enquiry, Independence.							
9	10	11	12	13	14	15	16
Autumn 2: Production 1 (Researching and planning)							
Vocabulary: Cinematography, Mise-en-scène, Editing. Scene heading / slugline, action / scene description, dialogue, parentheticals, extensions.							
Assessment: Initial stages of your production of either a screenplay or short film validated and signed off by your teacher.							
Attitudes and Skills: Curiosity, Creativity, Commitment, Expression, Teamwork, Solving Problems.							
17	18	19	20	21	22	23	24
Spring 1: Global English Language Film (Slumdog Millionaire or District 9)							
Vocabulary: Narrative, Cinematography (camera and lighting), Mise-en-scène, Editing, Sound.							
Assessment: SAMs Component 2, Section A.							
Attitude and Skills: Curiosity, Creativity, Expression, Enquiry, Independence.							
25	26	27	28	29	30	31	32
Spring 2: Production 2 (Writing / filming)				Summer 1: Global Non English Language Film (Tsotsi or Let the Right One In)			
Vocabulary: Cinematography (camera and lighting), Mise-en-scène, Editing, Sound.				Vocabulary: Representation, Cinematography (camera and lighting), Mise-en-scène, Editing, Sound.			
Assessment: Production of screenplay Length = 800 – 1000 words and accompanying shooting script of roughly 1 min of screen time. OR Production of a film extract. Length = 2 mins to 2 mins 30 secs.				Assessment: Component 2 Section B exam style question.			
Attitudes and Skills: Curiosity, Creativity, Commitment, Expression, Independence, Solving Problems.				Attitude and Skills: Curiosity, Creativity, Expression, Enquiry, Independence.			
33	34	35	36	37	38	39	
Summer 2: Production 3 (Editing, improvements and evaluation)							
Vocabulary: Cinematography (camera and lighting), Mise-en-scène, Editing, Sound.							
Assessment: Evaluative analysis of production. Length = 750 – 850 words.							
Attitudes and Skills: Curiosity, Creativity, Expression, Independence.							

Year 10 Media

What you will learn: How to analyse language and representation in print and audio-visual products set by the exam board. For some products you will learn about how industries produce them and audiences consume them.

What you will achieve: You will complete your NEA Coursework by designing a product according to the brief set by the exam board.

Preparation for next year: You will be introduced to over half of the exam board set products. You will begin to become familiar with exam requirements and how to write an effective analysis for media.

1	2	3	4	5	6	7	8
Autumn 1: Print texts. Exam Topic: Component 1, Section A (Language and Representation).							
Set products studied: Quality Street and This Girl Can adverts, GQ and Pride Magazine front covers, The Man With The Golden Gun and Spectre film posters, The Guardian and The Sun newspaper front covers.							
Vocabulary: Image, text, layout, conventions.							
Assessment: Component 1 Section A questions (SAMs)							
Home learning: Completing annotations of each set product and creating revision notes.							
Attitudes and Skills: Commitment, Curiosity, Creativity, Expression, Independence.							
9	10	11	12	13	14	15	16
Autumn 2: Film, News, Video Games and Radio. Exam topic: Component 1, Section B (Industry and Audiences)							
Set products studied: Spectre, The Sun, Fortnite and The Archers.							
Vocabulary: Ownership, regulation, integration, convergence, demographics, psychographics.							
Assessment: Component 1 Section B questions (SAMs)							
Home learning: Researching the set products and completing revision notes.							
Attitudes and Skills: Commitment, Curiosity, Creativity, Expression, Independence.							
17	18	19	20	21	22	23	24
Spring Term 1: Crime Drama TV. Exam Topic: Component 2, Section A (Language, Representation, Industry and Audiences)					Spring Term 2: Crime drama (cont).		
Set texts studied: Luther S1 Ep1 (2010) and The Sweeney S1 Ep1 (1975).							
Vocabulary: Camera shot types, editing techniques, diegetic / non-diegetic sound, mise en scène.							
Assessment: Component 2, Section A exam questions (SAMs)							
Home learning: Researching examples of crime drama and completing revision notes on the set product.							
Attitude and Skills: Commitment, Curiosity, Enquiry, Expression, Independence.							
25	26	27	28	29	30	31	32
Summer 1: Coursework Research and Planning (Component 3 NEA)							
Vocabulary: Brief, statement of aims, conventions, representations.							
Assessment: To be set by the exam board. Briefs released March of each academic year.							
Home learning: Researching, drafting, taking photos for and editing their product.							
Attitudes and Skills: Curiosity, Creativity, Expression, Independence. Teamwork.							
33	34	35	36	37	38	39	
Summer 2: Coursework Production (Component 3 NEA)							

Year 10 Geography

In Year 9 you will have learnt how to... interpret the physical landscapes of the UK and recognise the features. You will also have learnt about Urban environments and how they differ from Newly Emerging Economies to High Income Countries. You will also have consolidated some map skills and learnt how to make different types of graph. In year 10 we continue to build on this knowledge and further develop your geographical skills, this will include at the end of the year fieldwork, which is vital for your paper 3 in your GCSE. The topics we cover this year include Natural Hazards, the Changing Economic World and Fieldwork.

1	2	3	4	5	6	7	8	9
<p>Knowledge: Unit 1: Challenge of Natural Hazards To develop an understanding of the terms hazard and risk. Tectonic Hazards- plate tectonic theory, plate boundaries, earthquakes, volcanoes and including examples of recent events. The management and response to these hazards.</p>								
<p>Key Vocabulary: volcano, earthquake, tropical storm, climate change, enhanced, mitigation, planning, preparation, prediction</p>								
<p>Skills: Numeracy- Map reading skills (Grid references, scale, measuring distance and OS Map analysis), Graph skills (Making various types of graphs, describing various types of graphs), Literacy- Exam skills (Exam command words, describing, explaining, mark schemes and revision) Team work in Presentations.</p>								
<p>Attitudes: Curiosity, commitment, consistency, cooperation</p>								
<p>Assessment: Knowledge Check 1 on Lesson 9 – Week 4, testing knowledge from lessons 1-8 (Peer assessment and reference to ASK Tracker: Knowledge Section) Knowledge check on Week 9- 9 mark exam question</p>								
<p>Homework: SENECA, moodle booklet practising a new revision technique for each Knowledge Check.</p>								
10	11	12	13	14	15	16	17	18
<p>Knowledge: Unit 1: Natural Hazards continued. In this second half we look at Climatic Hazards- tropical storms including examples, global atmospheric circulation, climate change natural and human related, responses to this, extreme weather events in the UK</p>								
<p>Skills: Numeracy- Map reading skills (Grid references, scale, measuring distance and OS Map analysis), Graph skills (Making various types of graphs, describing various types of graphs), Literacy- Exam skills (Exam command words, describing, explaining, mark schemes and revision) Team work in Presentations.</p>								
<p>Attitudes: Curiosity, commitment, consistency, cooperation</p>								
<p>Assessment: Knowledge Check 1 Week 12, testing knowledge with an exam question mini assessment (Peer assessment and reference to ASK Tracker: Knowledge Section) Knowledge check on Week 18</p>								
<p>Homework: SENECA, moodle booklet practising a new revision technique for each Knowledge Check.</p>								

17	18	19	20	21	22	23	24
Knowledge: Unit 2: The Changing Economic World Development and how we measure it, Population pyramids and the Demographic Transition Model, Causes for the differences in development across the world, Reducing the development gap, Tourism in a LIC- Jamaica, NEE example: Nigeria (using booklet or lessons) This will include the industrial change, quality of life and TNC involvement as well as environmental problems and Nigeria's influence in the Global community.							
Key Vocabulary: development, trade, globalisation, TNCs, deindustrialisation, economic, urban decline, quality of life, population pyramid							
Skills: ASK Numeracy in graph presentation and interpretation, literacy through extended writing, independence and enquiry through research tasks, problem solving with sources.							
Attitudes: Creativity, co-operation, consistency, commitment.							
Assessment: Knowledge Check 5 on Week 20, testing knowledge from lessons 1-5 (Peer assessment and reference to ASK Tracker) Knowledge Check 6 on Week 24 testing knowledge from lessons 15 to 21 (Peer assessment and reference to ASK Tracker: Knowledge Section)							
Homework: Exam Question Planning, Article reading and analysis as examples, watching documentaries to supplement knowledge, SENECA							
25	26	27	28	29	30	31	32
Knowledge: Unit 2: Changing Economic World Continued- year 10 mocks will occur during this time so a couple of lessons will be given for revision of GCSE content so far UK economic change, environmental problems of industry in the UK, Cranfield Business Park- quaternary industry, the Changing rural landscapes in the UK, North South divide in the UK, Transport changes and the UK in the wider world.							
Keywords: development, trade, globalisation, TNCs, deindustrialisation, economic, urban decline, quality of life, population pyramid							
Skills: ASK Numeracy in graph presentation and interpretation, literacy through extended writing, independence and enquiry through research tasks, problem solving with sources.							
Attitudes: Creativity, co-operation, consistency, commitment.							
Assessment: Knowledge Check on Week 27, testing knowledge from prior lessons (Peer assessment and reference to ASK Tracker) End of year / mock final knowledge check on term.							
Homework: Exam Question Planning, Article reading and analysis as examples, watching documentaries to supplement knowledge, SENECA							
33	34	35	36	37	38	39	
Knowledge: Unit 3: Fieldwork Preparation for the compulsory fieldwork element of Paper 3, Risk assessments, location of fieldwork, purpose of fieldwork, Fieldwork should be in week 34-35, once back the write up / summary of findings to take place.							
Keywords: Field Sketch, Survey, Environmental Quality, secondary, primary, quantitative, qualitative, fieldwork, evaluation, enquiry							
Skills: Numeracy in graph presentation and interpretation, literacy through extended explanations, independence and enquiry through research/ secondary data collection, teamwork through group work.							
Attitudes: Co-operation, creativity, consistency, commitment							
Assessment: Students to collect data to answer enquiry-based questions at the end of the term based on previous exam papers.							
Homework: Complete fieldwork write up- booklet/ A3 question sheet							

Year 10 History

Developing your GCSE skills through depth studies

In Year 9 you will have learnt how to...answer a range of GCSE questions on Britain, health and the people 1066-present day

1	2	3	4	5	6	7	8	
GCSE Content Paper 2 Section A: <u>Britain: Health & the People</u>	ASK sheet: Britain: Health and the People Part Four: Modern Medicine – public health Assessment: GCSE practice questions; End of Unit Knowledge Test Homework: completing tasks in work booklet and revision for assessments TENSILE: Literacy ASK: Commitment, source evaluation, significance, comparing events, factors			ASK sheet: Britain: Health and the People Assessment Assessment: GCSE practice questions Homework: completing tasks in work booklet and revision for assessment TENSILE: Literacy ASK: Commitment, source evaluation, significance, comparing events, factors		GCSE Content Paper 2 Section B: <u>Norman England</u> <u>1066-1100</u>		
	9	10	11	12	13	14	15	16
	ASK Sheet: Yr10 History S and K Tracker 1- Part One: Conquest and Control – Hastings, Consolidation, Castles Assessment: GCSE Practice Questions; End of Unit Knowledge Test Homework: completing tasks in work booklet & revision for assessments TENSILE: Literacy ASK: Commitment/Literacy/Writing an account/explanation/interpretations				ASK Sheet: Yr10 History S and K Tracker 1- Part Two: Life & Religion - Conquest and Feudalism, Domesday, Everyday life, the Norman Church and Monasticism Assessment: GCSE Practice Questions; End of Unit Knowledge Test Homework: completing tasks in work booklet & revision for assessments TENSILE: Literacy ASK: Commitment/Literacy/Writing an account/explanation/interpretations			
17	18	19	20	21	22	23	24	
ASK Sheet: Yr10 History S and K Tracker 1 -Part 3: The Historical Environment Assessment: Historical Environment Question & End of Unit Knowledge Test Homework: completing tasks in work booklet & revision for assessments TENSILE: Literacy ASK: Commitment/Literacy/Historical environment			<u>Paper 1 Section A:</u> <u>Germany, 1890-1945: Democracy and Dictatorship</u>	ASK Sheet: Yr10 History S and K Tracker 2 - Part One: Germany and the growth of Democracy – Wilhelm II, naval, WW1, Weimar Assessment: GCSE Practice Questions; End of Unit Knowledge Test Homework: completing tasks in work booklet & revision for assessments TENSILE: Literacy ASK: Commitment/Literacy/Interpretations/explanation/describing and evaluating factors				
25	26	27		28	29	30	31	32
ASK Sheet: Yr10 History S and K Tracker 2 -Part Two: Germany and the Depression – Wall Street Crash, rise of Hitler Assessment: GCSE Practice Questions; End of Unit Knowledge Test and Mock Exam (Report 3) Homework: completing tasks in work booklet & revision for assessments TENSILE: Literacy ASK: Commitment/Literacy/Interpretations/explanation/describing and evaluating factors					ASK Sheet: Yr10 History S and K Tracker 2 -Part Three: The experiences of Germans under the Nazis Assessment: GCSE Practice Questions; End of Unit Knowledge Test Homework: completing tasks in work booklet & revision for assessments TENSILE: Literacy ASK: Commitment/Literacy/Interpretations/explanation/describing and evaluating factors			
33	34	35	36	37	38	39	40	

Year 10 Horizons

Students will build on skills learnt last year and will be working towards more units within the Princes Trust qualification. The overall goals are still to help develop student's different skills and needs of the students and will help students take skills learnt into different curriculum areas. Students will also be given support in the work experience process that they will take part in during year 10 this will enable them to access different unit as well as support this process.

1	2	3	4	5	6	7	8
Individual progress and reflection week. Goal setting, behaviour tracking, catch up. Teacher 1-2-1s.	Princes Trust Undertaking an Enterprise Project Level 1- Planning and Carrying out and Enterprise Project- Understanding aspects of an Enterprise project, customer service market research, profit and loss selecting and project, calculating costs, identifying customers Assessment: Princes Trust UEP1.1 1.2 1.3 1.4 1.5 1.6 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 3.1 3.2 Attitude: Curiosity and Co-Operation Skill: Teamwork and Solving Problems						Half term 2 reflection. Goal setting and teacher 1-2-1s on progress etc (Mindfulness, etc)

9	10	11	12	13	14	15	16
Individual progress and reflection week. Goal setting, behaviour tracking, catch up. Teacher 1-2-1s.	Skills: Homework- Choose an entrepreneur to look or watch (Dragon Den/The Apprentice)	Princes Trust Undertaking an Enterprise Project Level 1- Being able to review project and own performance- self-reflection, self-assessment, calculating profit, skill development Assessment- Princes Trust UEP- 4:1 4.2 4.3 5.1 Attitude- Creativity and Communication Skills- Numeracy and Independence				Team Building and Self Reflection Week	

17	18	19	20	21	22	23	24
Individual progress and reflection week. Goal setting, behaviour tracking, catch up. Teacher 1-2-1s.	Princes Trust Work Experience Level 2- Planning and preparation for work experience, including identifying advantages and disadvantages, planning a journey, applying work a work experience placement. Assessment- Princes Trust WE 1.1 1.2 2.1. 2.2 2.3 2.4 Attitude- Consistency and Communication Skills- Preparation and Independence				Princes Trust Practising Leadership Skills Level 2 Understand the skills and qualities needed for leadership Assessment Princes Trust LS 1.1 1.2 1.3 1.4 2.1 2.2 2.3 3.1 3.2 Attitude- Co-Operation and Communication Skills- Teamwork and Solving Problems		

25	26	27	28	29	30	31	32
Work Experience		Individual progress and reflection week. Goal setting, behaviour tracking, catch up. Teacher 1-2-1s.	Princes Trust Work Experience Level 2 Reviewing and reflecting on your Work Experience Assessment- Princes Trust WE 3.1 3.2 3.3 3.4 3.5 3.6 4.1 4.2 .43 4.4 Attitude- Curiosity and Consistency Skills- Literacy and Expression	Princes Trust Practising Leadership Skills Level 2 Leading a group activity and reflecting on leadership skills Assessment Princes Trust LS 3.3 3.44.1 4.2 4.3 Attitude- Consistency and Creativity Skills- Resilience and Solving Problems			
33	34	35	36	37	38	39	
Princes Trust Participating in Exercise Level 2- Understanding the benefits to exercise and how you can exercise safely and effectively. You will also be able to take part in and reflect on your own participation in exercise. Assessment Princes Trust PE 1.1 1.2 2.1 2.2 3.1 3.2 3.3 4.1 4.2 Attitude – Communication and Curiosity Skills- Teamwork and Enquiry				Individual progress and reflection week. Goal setting, behaviour tracking, catch up. Teacher 1-2-1s.	Participation in Exercise Level 2 Mop Up	PRACTICAL OPTIONS	

Year 10 Computing

In Year 9 you will have learnt how to program using Python including: functions, arrays, user inputs, data types, string slicing and basic encryption. This year you will build upon the practical side of programming and extend your theory knowledge to help support the external examinations at the end of year 11. During the year, we will look at encryption of data, sorting and searching, extending your knowledge of binary to include addition, subtraction, multiplication and division. We will also cover networking and how data is transmitted from one network to another. Your programming knowledge and skill will be extended using text files, functions and error trapping.

1	2	3	4	5	6	7	8
Python Revision and Greenfly review	Spy School: String handling and slicing. Ord() and Char()				Functions and Text Files	Robustness and Try and Except File handling	Text files Casting Data Types
9	10	11	12	13	14	15	16
Assessment		Bubble and Merge Sort	Searching	Assessment Exercise	Binary Arithmetic	Lists, random and saving to text files	Binary
Assessment – Lists and exception handling					Manipulating binary values	Assessment Text Files	
17	18	19	20	21	22	23	24
Binary	Networking	Networking	Networking	Theory Test	Logic Gates	Cyber Security	Cyber Security and Securing Networks
Binary Assessment				Binary and networking			
25	26	27	28	29	30	31	32
Cyber Security Assessment		Memory and CPU	Classification of Programming Languages	Lists Revision	Bryte Sun Travel Project		Database
33	34	35	36	37	38	39	
Database	Programming Project		Year 10 Exams	Year 10 Exams	Programming Project		

Year 10 iMedia

In Year 9 you will have learnt how to...

Identify a target audience and their needs for a project. How to use planning tools such as visualisation diagrams and scripts. Learnt about file formats for images, video and audio. How to budget for a project and how to use Excel to help with this. You will also have created and planned a website

This year students will focus on the iMedia course – this year they will complete R081 and R082. At the end of the year they will work on R084

1	2	3	4	5	6	7	8
R081 Theory Learning							
Intro	File handling and naming	Use of Graphics	Layout and design	File Formats	Graphic Properties	Scenario and Client Requirements	Mind maps
9	10	11	12	13	14	15	16
R082 Graphics							
Work plans	Resource Lists	Visualisation Diagrams	Asset Lists	Preparing Assets	Creating Graphics	Evaluations	Intro to Coursework
17	18	19	20	21	22	23	24
R082 Graphics							
Independent coursework – must be completed in school in supervised conditions							
25	26	27	28	29	30	31	32
R082	R081						
Deadline for R082	Revision for Exam						
33	34	35	36	37	38	39	
R081		R084					
Revision	R081 Exam	Preparation work for R084					

Year 10 Lifeskills

Key themes of health and wellbeing, living in the wider world and relationships are covered in more depth and detail. Students explore the qualities, attitudes and skills needed for employability, which they utilize during the Experience of work in the spring term. With increased emphasis on wellbeing, students are engaged in self-reflection in 'Who Am I' and begin to evaluate how these might inform future choices in learning and work. Students develop their understanding of citizenship, of democracy, law and order. Physical health and wellbeing is delivered in topics covering relationships, bereavement, transitioning to a new school, exam pressure, online safety etc. Students are encouraged to develop strategies for maintaining positive mental health including managing stress and anxiety as they progress through their KS4 courses.

EMOTIONAL ME help you to maintain physical, mental and emotional health and wellbeing. Opportunity to learn about the characteristics of mental health, the causes symptoms of some disorders and strategies to manage Assessment: Research mental health AS (not K): Curiosity, commitment			FINANCES students will be encouraged to develop their financial planning ability Assessment: Holiday Research Budget AS (not K): Numeracy, Curiosity, Commitment				
Stress	Meditating Retreat	Mental Health Research	Money Personality	Bank Statements	Who Spends My Money	Money Marathon	Values

PERSONAL DEVELOPMENT develop career progression and interview practice Assessment: AS (not K): Problem Solving, Expression, Independence, Curiosity, Commitment					WHOSE MY VOICE		
Self Awareness	CVs x2	Letters of Application	Interview		Democracy	Election Process x2	Get Elected Part 1

<p>WHOSE MY VOICE develops understanding of democracy and the political system in the UK culminating in researching the various forms of taking responsibly informed action to contribute positively to communities</p> <p>Assessment: Essay / Extended Prose</p> <p>AS (not K): Expression, Enquiry, Teamwork, Numeracy, Consistency</p>						<p>Relationships & Health Education.</p>	
<p>Get Elected Part 2</p>	<p>Voter Apathy</p>	<p>Laws</p>	<p>Pressure Groups</p>	<p>Understand Prevent Extrem</p>	<p>Extremist Groups</p>	<p>RnR Tampax Video</p>	<p>STIs</p>

<p>builds on physical, moral and emotional development, understanding of family life, of stable relationships, respect, love and care. It is also about sexuality and sexual health including cancer and HIV. Students will be encouraged to develop a healthy, mature and responsible attitude towards sexual behaviour and human relationships through the knowledge gained and skill progression</p> <p>Assessment: Staying Safe</p> <p>AS (not K): Expression, Enquiry, Teamwork, Numeracy, Curiosity, Co-operation</p>							
<p>Contraception</p>	<p>Your Health Condoms</p>	<p>Sexting</p>	<p>Bringing Up Baby</p>	<p>Testical/Breast Cancer</p>	<p>HIV AIDS</p>	<p>Sexual Orientation</p>	<p>Valuing Diversity</p>

Year 10 Maths (Foundation)

In Year 9 you will have learnt how to develop problem solving skills using algebra and work on questions in context.

1	2	3	4	5	6	7	8
ASK Sheet: Yr. 10 Maths Foundation– Unit 1: 1) Quadratic Inequalities 2) Sampling 3) Averages							
End of topic Assessment to be completed once content covered							
Key focus of units							
1) Confidently solve a single linear inequality and represent on a number line. 2) Recognise and use some sampling methods. 3) Confidently find averages from data displayed in a variety of forms							

9	10	11	12	13	14	15	16
ASK Sheet: Yr. 10 Maths Foundation– Unit 2: 1) Plot and interpret graphs 2) Trigonometry							
End of topic Assessment to be completed once content covered						Test Content:	
Key focus of units						GCSE Paper 1	
1) Confidently plot linear and quadratic graphs. 2) Confidently use trigonometry to find missing lengths and angles in triangles							

17	18	19	20	21	22	23	24
ASK Sheet: Yr. 10 Maths Foundation– Unit 3: 1) Statistical Graphs				ASK Sheet: Yr. 10 Maths Foundation– Unit 4: Investigations & functional maths (Entry Level Qualification for selected students)			
End of topic Assessment to be completed once content covered				End of topic Assessment to be completed once content covered			
Key focus of units				Key focus of units			
1) Confidently plot and analyse different statistical diagrams.				1) Confidently find a pattern to a set of results and describe it in words			

25	26	27	28	29	30	31	32
EXPERIENCE OF WORK		ASK Sheet: Yr. 10 Maths Foundation– Unit 5: 1) Number recap 2) AO2 Number					
		Key focus of units		Mock Exams:		End of topic assessment to be completed once content covered	
		1) Confidently calculate percentages of amounts. Confidently complete fraction calculations. Confidently solve direct proportion problems		GCSE papers			

33	34	35	36	37	38	39
ASK Sheet: Yr. 10 Maths Foundation– Unit 6: 1) Number recap						
End of topic Assessment to be completed once content covered						
Key focus of units						
1) Confidently calculate percentages of amounts. Confidently complete fraction calculations. Confidently solve direct proportion problems						

Year 10 Maths (Higher)

In Year 9 you will have learnt how to develop problem solving skills using algebra and work on questions in context.

1	2	3	4	5	6	7	8
ASK Sheet: Yr. 10 Maths Higher– Unit 1: 1) Quadratic Inequalities 2) Trigonometry							
End of topic Assessment to be completed once content covered							
Key focus of units							
2) Solve linear inequality and represent on a number line. 2) Confidently find angles and side from a right-angled triangle							

9	10	11	12	13	14	15	16
ASK Sheet: Yr. 10 Maths Higher– Unit 2: 1) Analysing Data							
End of topic Assessment to be completed once content covered						Test Content:	
Key focus of units						GCSE Paper 1	
Confidently find averages from data displayed in a variety of forms							

17	18	19	20	21	22	23	24
ASK Sheet: Yr. 10 Maths Higher– Unit 3: 1) Direct and Inverse Proportion				ASK Sheet: Yr. 10 Maths Higher - Unit 4: 1) Histograms 2) Kinematics 3) Functions			
2) 3D Shapes 3) Statistical graphs 4) Similar Shapes							
End of topic Assessment to be completed once content covered				End of topic Assessment to be completed once content covered			
Key focus of units				Key focus of units			
1) Solve direct & inverse proportion problems using an algebraic method 2) confidently apply the formula for the volume and surface area of a pyramid, cone and sphere 3) Draw and analyse a wide variety of statistical diagrams 4) Solve problems in 2D or 3D similar shapes in context.				2) Confidently plot and analyse histograms 2) To use graphs and formulas involving speed, distance and time 3) To use and find composite and inverse functions.			

25	26	27	28	29	30	31	32
EXPERIENCE OF WORK		ASK Sheet: Yr. 10 Maths Higher– Unit 5:					
		2) Ratio problem solving 2) Surds 3) Geometric Sequences					
		Key focus of units			Mock Exams:		End of topic assessment to be completed
		1) To use ratio to solve multi-step problems			GCSE papers		once content covered
		2) To simplify surds and rationalise denominators					
		3) Find the nth term of a geometric sequence					

33	34	35	36	37	38	39
ASK Sheet: Yr. 10 Maths Higher – Unit 6: 1) Circle Theorems 2) Coordinate geometry						
End of topic Assessment to be completed once content covered						
Key focus of units						
1) Apply standard circle theorems to find missing angles 2) To use parallel and perpendicular properties to solve problems involving equations of straight lines.						

Year 10 French

In Year 10 you will learn new tenses and add to your vocabulary knowledge.

You will develop your skills in how to approach comprehension tasks and prepare for speaking and writing tasks.

You will be more confident in linking the vocabulary and structures from Year 9 to the work you meet in Year 10 and be very confident in your knowledge of key tenses.

You will prepare for the GCSE examinations in Year 11 through intensive practice in exam skills and learning to manipulate language in simple ways to create your own answers more confidently.

1

2

3

4

5

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8

Autumn Term 1 – Theme: Local Area, Holiday and Travel Module 4: Where I live

Topics studied: describing a town and region, asking the way, transport, discussing what to see and do, weather, community projects

Key vocabulary for the topic: available on Moodle

Assessment: end of module test (exam skills as on GCSE paper)

Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Enquiry, Numeracy, Solving Problems, Independence, Literacy, Expression

Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning

Online Learning Opportunities:

<https://classroom.thenational.academy/lessons/describing-a-region-part-15-65h64d>

<https://classroom.thenational.academy/lessons/describing-a-region-part-25-cdhkce>

<https://classroom.thenational.academy/lessons/describing-a-region-part-35-cmv3gr>

<https://classroom.thenational.academy/lessons/describing-a-region-part-45-65hkac>

<https://classroom.thenational.academy/lessons/describing-a-region-part-55-c8rkgc>

<https://classroom.thenational.academy/lessons/describing-a-town-part-13-64vk8d>

<https://classroom.thenational.academy/lessons/describing-a-town-part-23-74t3jr>

<https://classroom.thenational.academy/lessons/describing-a-town-part-33-6muk0t>

<https://classroom.thenational.academy/lessons/discussing-what-to-see-and-do-part-12-c9j6cr>

<https://classroom.thenational.academy/lessons/discussing-what-to-see-and-do-part-22-cnh34d>

<https://classroom.thenational.academy/lessons/understanding-directions-ctgket>

<https://classroom.thenational.academy/lessons/weather-part-12-c9j3gt>

<https://classroom.thenational.academy/lessons/weather-part-22-70rp2t>

<https://www.bbc.co.uk/bitesize/guides/zdxpkmn/revision/1>

9	10	11	12	13	14	15	16
Autumn Term 2 – Theme: Local area, holiday and travel Module 5: Holidays Topics studied: holidays (past, present and future), ideal holidays, booking and reviewing hotels, ordering at a restaurant, travel, shopping for souvenirs, describing holiday disasters Key vocabulary for the topic: available on Moodle							
Assessment: end of module test (exam skills as on GCSE paper)							
Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Enquiry, Numeracy, Solving Problems, Independence, Literacy, Expression							
Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning							
Online Learning Opportunities: https://classroom.thenational.academy/lessons/saying-what-you-do-and-did-on-holiday-part-14-6wuk6t https://classroom.thenational.academy/lessons/saying-what-you-do-and-did-on-holiday-part-24-69h3gc https://classroom.thenational.academy/lessons/saying-what-you-do-and-did-on-holiday-part-34-68u6cr https://classroom.thenational.academy/lessons/saying-what-you-do-and-did-on-holiday-part-44-6dgpcc https://classroom.thenational.academy/lessons/booking-hotels-part-12-6rwpcr https://classroom.thenational.academy/lessons/booking-hotels-part-22-6gr62c https://classroom.thenational.academy/lessons/at-the-train-station-chh6ae https://classroom.thenational.academy/lessons/talking-about-an-ideal-holiday-part-12-crr3cr https://classroom.thenational.academy/lessons/talking-about-an-ideal-holiday-part-22-60u3ec https://classroom.thenational.academy/lessons/ordering-in-a-restaurant-part-12-cmv34t https://classroom.thenational.academy/lessons/ordering-in-a-restaurant-part-22-70w66r https://classroom.thenational.academy/lessons/reviewing-a-restaurant-75jk6r https://classroom.thenational.academy/lessons/talking-about-a-disastrous-holiday-part-13-cnkh0e https://classroom.thenational.academy/lessons/talking-about-a-disastrous-holiday-part-23-c4wk0c https://classroom.thenational.academy/lessons/talking-about-a-disastrous-holiday-part-33-75k6ct https://www.bbc.co.uk/bitesize/guides/zms37nb/revision/1 https://www.bbc.co.uk/bitesize/guides/zh3c6v4/revision/1							

17	18	19	20	21	22	23	24
Spring Term 1 – Theme: School Module 6: School Topics studied: describing your school, comparing school in the UK and in French-speaking countries, school rules, getting the best out of school, school exchange Key vocabulary for the topic: available on Moodle					Spring Term 2 – Theme: School Module 6: School Topics studied: describing your school, comparing school in the UK and in French-speaking countries, school rules, getting the best out of school, school exchange Key vocabulary for the topic: available on Moodle		
Assessment: speaking assessment					Assessment: end of module test (exam skills as on GCSE paper)		
Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Enquiry, Numeracy, Solving Problems, Independence, Literacy, Expression					Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Enquiry, Numeracy, Solving Problems, Independence, Literacy, Expression		
Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning					Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning		
Online Learning Opportunities: https://www.bbc.co.uk/bitesize/guides/zng9hbk/revision/1 https://www.bbc.co.uk/bitesize/guides/zfc8nrd/revision/1					Online Learning Opportunities: As Spring Term 1		

25	26	27	28	29	30	31	32
			Summer Term 1 Examinations, feedback and exam skills Topics studied: vocabulary learning, approaches to comprehension, preparing for speaking and writing				
			Assessment: mock examination				
			Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Enquiry, Numeracy, Solving Problems, Independence, Literacy, Expression				
			Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning				
			Online Learning Opportunities: ActiveLearn – all modules				

33	34	35	36	37	38	39
Summer Term 2 – Theme: Future aspirations, study and work Module 7: The world of work Topics studied: jobs and work preferences, career choices, plans, hopes and wishes for work, discussing the importance of languages, applying for jobs, understanding case studies Key vocabulary for the topic: available on Moodle						
Assessment: end of module test (exam skills as on GCSE paper)						
Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Enquiry, Numeracy, Solving Problems, Independence, Literacy, Expression						
Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning						
Online Learning Opportunities: https://www.bbc.co.uk/bitesize/guides/z476cqt/revision/1 https://www.bbc.co.uk/bitesize/guides/zkmh92p/revision/1						

Year 10 German

In Year 10 you will learn new tenses and add to your vocabulary knowledge.

You will develop your skills in how to approach comprehension tasks and prepare for speaking and writing tasks.

You will be more confident in linking the vocabulary and structures from Year 9 to the work you meet in Year 10 and be very confident in your knowledge of key tenses.

You will prepare for the GCSE examinations in Year 11 through intensive practice in exam skills and learning to manipulate language in simple ways to create your own answers more confidently.

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Autumn Term 1 – Theme: Identity and Culture Module 4: Daily Life at Home

Topics studied: house and home, food and drink, meeting an exchange partner, describing your home, daily routine, traditional German meals, use of social media and technology, advantages and disadvantages of social media and technology

Key vocabulary for the topic: available on Moodle

Assessment: end of module test (exam skills as on GCSE paper)

Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Enquiry, Numeracy, Solving Problems, Independence, Literacy, Expression

Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning

Online Learning Opportunities:

<https://classroom.thenational.academy/lessons/where-i-live-part-12-71k38t>

<https://classroom.thenational.academy/lessons/where-i-live-part-23-69j3ec>

<https://classroom.thenational.academy/lessons/where-i-live-part-33-cgtpar>

<https://classroom.thenational.academy/lessons/describing-meals-at-home-and-on-an-exchange-visit-part-12-ctgk6c>

<https://classroom.thenational.academy/lessons/describing-meals-at-home-and-on-an-exchange-visit-part-22-6djkad>

<https://classroom.thenational.academy/lessons/talking-about-typical-foods-part-12-68w30t>

<https://classroom.thenational.academy/lessons/talking-about-typical-foods-part-22-6ctp8r>

<https://classroom.thenational.academy/lessons/talking-about-your-daily-routine-part-13-6tj3ed>

<https://classroom.thenational.academy/lessons/talking-about-your-daily-routine-part-23-ccu66r>

<https://classroom.thenational.academy/lessons/talking-about-your-daily-routine-part-33-6nh34c>

<https://classroom.thenational.academy/lessons/how-and-when-you-use-social-media-and-technology-part-13-75j32c>

<https://classroom.thenational.academy/lessons/how-and-when-you-use-social-media-and-technology-part-23-70r66t>

<https://classroom.thenational.academy/lessons/how-and-when-you-use-social-media-and-technology-part-33-6hh3cd>

<https://classroom.thenational.academy/lessons/discuss-advantages-and-disadvantages-of-social-media-and-technology-part-13-6dgpae>

<https://classroom.thenational.academy/lessons/discuss-advantages-and-disadvantages-of-social-media-and-technology-part-23-using-weil-and-da-65k3gc>

<https://classroom.thenational.academy/lessons/discuss-advantages-and-disadvantages-of-social-media-and-technology-part-23-6cu3ge>

<https://www.bbc.co.uk/bitesize/guides/zxb76fr/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zqfd7hv/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zqs8qty/revision/1>

9	10	11	12	13	14	15	16
Autumn Term 2 – Theme: Local area, holiday and travel Module 5: Planning a trip Topics studied: transport and hotel bookings, buying train tickets, accommodation and associated problems, asking for and understanding directions, ordering at a restaurant, shopping for souvenirs, describing problems Key vocabulary for the topic: available on Moodle							
Assessment: end of module test (exam skills as on GCSE paper)							
Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Enquiry, Numeracy, Solving Problems, Independence, Literacy, Expression							
Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning							
Online learning Opportunities: https://classroom.thenational.academy/lessons/understanding-directions-part-13-cgr3gt https://classroom.thenational.academy/lessons/understanding-directions-part-23-60vp4d https://classroom.thenational.academy/lessons/understanding-directions-part-33-6tjkjr https://classroom.thenational.academy/lessons/eating-out-ordering-at-a-restaurant-problems-part-12-74w6cd https://classroom.thenational.academy/lessons/eating-out-ordering-at-a-restaurant-problems-part-22-6mw6cc https://classroom.thenational.academy/lessons/shopping-for-clothes-and-souvenirspart-13-6gtk8t https://classroom.thenational.academy/lessons/shopping-for-clothes-and-souvenirspart-23-6ru3ar https://classroom.thenational.academy/lessons/shopping-for-clothes-and-souvenirs-part-33-chh3ed https://classroom.thenational.academy/lessons/problems-in-the-town-12-illness-chj3cc https://classroom.thenational.academy/lessons/problems-in-the-town-22-moving-beyond-illness-to-include-lost-property-and-theft-6muk4r https://classroom.thenational.academy/lessons/describing-where-you-live-13-6rv66e https://classroom.thenational.academy/lessons/describing-where-you-live-part-23-cth38d https://classroom.thenational.academy/lessons/describing-where-you-live-part-33-6ngkec							

17	18	19	20	21	22	23	24
Spring Term 1 – Theme: Local area, holiday and travel Module 6: Holidays Topics studied: holiday destinations, weather, different types of holiday, holiday experiences, holiday plans, describing where people live, advantages and disadvantages of where you live Key vocabulary for the topic: available on Moodle					Spring Term 2 – Theme: Local area, holiday and travel Module 6: Holidays Topics studied: holiday destinations, weather, different types of holiday, holiday experiences, holiday plans, describing where people live, advantages and disadvantages of where you live Key vocabulary for the topic: available on Moodle		
Assessment: speaking assessment					Assessment: end of module test (exam skills as on GCSE paper)		
Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Enquiry, Numeracy, Solving Problems, Independence, Literacy, Expression					Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Enquiry, Numeracy, Solving Problems, Independence, Literacy, Expression		
Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning					Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning		
Online Learning Opportunities: https://www.bbc.co.uk/bitesize/guides/z8h4dmn/revision/1 https://www.bbc.co.uk/bitesize/guides/zqfd7hv/revision/1 https://www.bbc.co.uk/bitesize/guides/z3jfbk7/revision/1 https://www.bbc.co.uk/bitesize/guides/z8tc82p/revision/1 https://www.bbc.co.uk/bitesize/guides/zqs8qty/revision/1					Online Learning Opportunities: As Spring Term 1		
25	26	27	28	29	30	31	32
			Summer Term 1 Examinations, feedback and exam skills Topics studied: vocabulary learning, approaches to comprehension, preparing for speaking and writing				
			Assessment: mock examination				
			Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Enquiry, Numeracy, Solving Problems, Independence, Literacy, Expression				
			Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning				
			Online Learning Opportunities: ActiveLearn – all modules				

Summer Term 2 – Theme: Future aspirations, study and work Module 7: The world of work

Topics studied: jobs and places of work, asking and answering questions about a job, job descriptions, job applications, dream jobs, discussing reasons for learning languages, using German beyond school

Key vocabulary for the topic: available on Moodle

Assessment: end of module test (exam skills as on GCSE paper)

Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Enquiry, Numeracy, Solving Problems, Independence, Literacy, Expression

Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning

Online Learning Opportunities:

<https://classroom.thenational.academy/lessons/talking-about-jobs-and-places-of-work-part-13-74wkad>

<https://classroom.thenational.academy/lessons/talking-about-jobs-and-places-of-work-part-23-6gwkec>

<https://classroom.thenational.academy/lessons/talking-about-jobs-and-places-of-work-part-33-6hjk2t>

<https://classroom.thenational.academy/lessons/describing-work-experience-part-13-74v36c>

<https://classroom.thenational.academy/lessons/describing-work-experience-part-23-c4t32e>

<https://classroom.thenational.academy/lessons/describing-work-experience-part-33-cnh64e>

<https://classroom.thenational.academy/lessons/understanding-job-descriptions-part-13-6gt3ar>

<https://classroom.thenational.academy/lessons/understanding-job-descriptions-part-23-6nhk0c>

<https://classroom.thenational.academy/lessons/understanding-job-descriptions-part-33-chk3ee>

<https://classroom.thenational.academy/lessons/preparing-for-a-job-application-part-13-6hjp4t>

<https://classroom.thenational.academy/lessons/preparing-for-a-job-application-part-23-cguk2d>

<https://classroom.thenational.academy/lessons/preparing-for-a-job-application-part-33-cthp8r>

<https://classroom.thenational.academy/lessons/talking-about-your-dream-job-part-13-c4tkgd>

<https://classroom.thenational.academy/lessons/talking-about-your-dream-job-part-33-6nk3er>

<https://classroom.thenational.academy/lessons/discussing-the-importance-of-learning-languages-part-12-ctjk4e>

<https://classroom.thenational.academy/lessons/discussing-the-importance-of-learning-languages-part-22-6wtk0r>

<https://www.bbc.co.uk/bitesize/guides/zp46nbk/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zwnkj6f/revision/1>

<https://www.bbc.co.uk/bitesize/guides/ztg2tyc/revision/1>

Year 10 Spanish

In Year 10 you will learn new tenses and add to your vocabulary knowledge.

You will develop your skills in how to approach comprehension tasks and prepare for speaking and writing tasks.

You will be more confident in linking the vocabulary and structures from Year 9 to the work you meet in Year 10 and be very confident in your knowledge of key tenses.

You will prepare for the GCSE examinations in Year 11 through intensive practice in exam skills and learning to manipulate language in simple ways to create your own answers more confidently.

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Autumn Term 1 – Theme: Identity and Culture Module 4: Free Time

Topics studied: free-time activities, television programmes and films, talking about what you usually do, sports, what's trending, discussing different types of entertainment, talking about who inspires you

Key vocabulary for the topic: available on Moodle

Assessment: end of module test (exam skills as on GCSE paper)

Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry

Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning

Home learning opportunities:

<https://classroom.thenational.academy/lessons/talking-about-what-you-usually-do-part-13-65gk6e>

<https://classroom.thenational.academy/lessons/talking-about-what-you-usually-do-part-23-6gwk2d>

<https://classroom.thenational.academy/lessons/talking-about-what-you-usually-do-part-33-cn32t>

<https://classroom.thenational.academy/lessons/talking-about-sports-part-13-ccw6cr>

<https://classroom.thenational.academy/lessons/talking-about-sports-part-23-cru3jr>

<https://classroom.thenational.academy/lessons/talking-about-sports-part-33-68r3jc>

<https://classroom.thenational.academy/lessons/talking-about-what-is-trending-part-13-75h30r>

<https://classroom.thenational.academy/lessons/talking-about-what-is-trending-part-23-c8r66d>

<https://classroom.thenational.academy/lessons/talking-about-what-is-trending-part-33-chj68r>

<https://classroom.thenational.academy/lessons/talking-about-different-forms-of-entertainment-part-13-6nj38d>

<https://classroom.thenational.academy/lessons/talking-about-different-forms-of-entertainment-part-23-c4v6ar>

<https://classroom.thenational.academy/lessons/talking-about-different-forms-of-entertainment-part-33-6gw68d>

<https://classroom.thenational.academy/lessons/talking-about-who-you-admire-part-13-68w3ac>

<https://classroom.thenational.academy/lessons/talking-about-who-you-admire-part-23-65h62d>

<https://classroom.thenational.academy/lessons/talking-about-who-you-admire-part-33-cmv64c>

9	10	11	12	13	14	15	16
Autumn Term 2 – Theme: Local area, holiday and travel Module 5: Town and Region							
Topics studied: places in a town, asking for and understanding directions, shops, shopping for souvenirs, describing the features of a region, planning what to do in town, shopping for clothes and presents, talking about problems in a town, describing a visit in the past							
Key vocabulary for the topic: available on Moodle							
Assessment: end of module test (exam skills as on GCSE paper)							
Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry							
Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning							
Home learning opportunities:							
https://classroom.thenational.academy/lessons/talking-about-places-part-13-6rupar							
https://classroom.thenational.academy/lessons/talking-about-places-part-23-71k3ct							
https://classroom.thenational.academy/lessons/talking-about-places-in-the-town-and-giving-directions-part-33-chj64c							
https://classroom.thenational.academy/lessons/describing-features-of-a-region-part-13-6rrk6t							
https://classroom.thenational.academy/lessons/describing-features-of-a-region-part-23-68tk6c							
https://classroom.thenational.academy/lessons/describing-features-of-a-region-part-33-c8w6ad							
https://classroom.thenational.academy/lessons/planning-what-to-do-part-13-cru6ad							
https://classroom.thenational.academy/lessons/planning-what-to-do-part-23-6tj38d							
https://classroom.thenational.academy/lessons/planning-what-to-do-part-33-70vpcd							
https://classroom.thenational.academy/lessons/shopping-for-clothes-and-presents-part-13-6gr3gc							
https://classroom.thenational.academy/lessons/shopping-for-clothes-and-presents-part-23-chk62t							
https://classroom.thenational.academy/lessons/shopping-for-clothes-and-presents-part-33-6tjk0t							
https://classroom.thenational.academy/lessons/talking-about-pros-and-cons-of-where-you-live-part-13-60rkad							
https://classroom.thenational.academy/lessons/talking-about-pros-and-cons-of-where-you-live-part-23-6cr36t							
https://classroom.thenational.academy/lessons/talking-about-pros-and-cons-of-where-you-live-part-33-74r3ac							
https://classroom.thenational.academy/lessons/describing-a-visit-in-the-past-part-13-6mvk0c							
https://classroom.thenational.academy/lessons/describing-a-visit-in-the-past-part-23-75j30e							
https://classroom.thenational.academy/lessons/describing-a-visit-in-the-past-part-33-crt62c							
https://classroom.thenational.academy/lessons/guided-writing-higher-part-22-crt30t							

17	18	19	20	21	22	23	24
Spring Term 1 – Theme: Identity and Culture Module 6: Daily Life Topics studied: describing mealtimes, daily routine, illnesses and injuries, using the pharmacy, talking about typical foods, comparing different festivals, describing a special day, ordering in a restaurant, talking about a music festival Key vocabulary for the topic: available on Moodle					Spring Term 2 – Identity and Culture Module 6: Daily Life Topics studied: describing mealtimes, daily routine, illnesses and injuries, using the pharmacy, talking about typical foods, comparing different festivals, describing a special day, ordering in a restaurant, talking about a music festival Key vocabulary for the topic: available on Moodle		
Assessment: speaking assessment					Assessment: end of module test (exam skills as on GCSE paper)		
Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry					Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry		
Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning					Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning		
Home learning opportunities: https://classroom.thenational.academy/lessons/talking-about-typical-foods-part-13-70r68t https://classroom.thenational.academy/lessons/talking-about-typical-foods-part-23-69k36c https://classroom.thenational.academy/lessons/talking-about-typical-foods-part-33-c4wp6t https://classroom.thenational.academy/lessons/comparing-different-festivals-part-13-70r38d https://classroom.thenational.academy/lessons/describe-a-special-day-part-13-c5hkce https://classroom.thenational.academy/lessons/describe-a-special-day-part-13-c5hkce https://classroom.thenational.academy/lessons/describing-a-special-day-part-23-cdjp6t https://classroom.thenational.academy/lessons/order-in-a-restaurant-part-23-cgwkjc https://classroom.thenational.academy/lessons/order-in-a-restaurant-part-33-cmv3ed https://classroom.thenational.academy/lessons/talking-about-illness-and-injury-part-23-61hp6t https://classroom.thenational.academy/lessons/talking-about-illness-and-injury-part-33-60tkcd https://classroom.thenational.academy/lessons/talk-about-a-music-festival-part-13-70u3jt https://classroom.thenational.academy/lessons/talk-about-a-music-festival-part-23-65h32d https://classroom.thenational.academy/lessons/talk-about-a-music-festival-part-33-74t3gd							

25	26	27	28	29	30	31	32
			Summer Term 1 Examinations, feedback and exam skills Topics studied: vocabulary learning, approaches to comprehension, preparing for speaking and writing				
			Assessment: mock examination				
			Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Enquiry, Numeracy, Solving Problems, Independence, Literacy, Expression				
			Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning				

33	34	35	36	37	38	39
Summer Term 2 – Theme: Future aspirations, study and work Module 7: The world of work						
Topics studied: jobs and job preferences, talking about how you earn money, work experience, the importance of learning languages, applying for a summer job, discussing gap years, discussing plans for the future						
Key vocabulary for the topic: available on Moodle						
Assessment: end of module test (exam skills as on GCSE paper)						
Key AS: Listening, Speaking, Reading, Writing plus Teamwork, Expression, Numeracy, Solving Problems, Independence, Literacy and Enquiry						
Homework: vocabulary learning (weekly), comprehension, grammar, translation, writing, speaking preparation, online learning						
Home learning opportunities: https://classroom.thenational.academy/lessons/talking-about-different-jobs-part-13-cmu3ad https://classroom.thenational.academy/lessons/talking-about-different-jobs-part-23-6ww66t https://classroom.thenational.academy/lessons/talking-about-different-jobs-part-33-c8up4r https://classroom.thenational.academy/lessons/talking-about-work-experience-part-13-6cr64d https://classroom.thenational.academy/lessons/talking-about-work-experience-part-23-6gu32c https://classroom.thenational.academy/lessons/talking-about-work-experience-part-33-6dh3jd https://classroom.thenational.academy/lessons/talking-about-the-importance-of-learning-languages-part-13-64tk4t https://classroom.thenational.academy/lessons/talking-about-the-importance-of-learning-languages-part-23-c8w3et https://classroom.thenational.academy/lessons/talking-about-the-importance-of-learning-languages-part-33-6ruk4d https://classroom.thenational.academy/lessons/applying-for-a-summer-job-part-13-61jp4e https://classroom.thenational.academy/lessons/applying-for-a-summer-job-part-23-74tk6d https://classroom.thenational.academy/lessons/applying-for-a-summer-job-part-23-74tk6d https://classroom.thenational.academy/lessons/talking-about-gap-years-part-13-6mrk8t https://classroom.thenational.academy/lessons/talking-about-gap-years-part-23-6hgkae https://classroom.thenational.academy/lessons/talking-about-gap-years-part-33-c9jpac https://classroom.thenational.academy/lessons/discussing-plans-for-the-future-part-13-cdj6ae https://classroom.thenational.academy/lessons/discussing-plans-for-the-future-part-23-64w66r https://classroom.thenational.academy/lessons/discussing-plans-for-the-future-part-33-6xj6cd						

Year 10 Music

In Year 9 you will have learnt how to compose using formal structures, chords and cadences. You will have learnt about keys and the features of a range of styles of music. You will have developed a deeper understanding of music theory, elements and terminology. You will have looked at a variety of types of music and developed your composing and performing skills.

1	2	3	4	5	6	7	8
AoS1 Forms and Devices – begin GCSE free composition , continue analysis and appraising from Y9. Performing - Prepare 1 st solo performance Study of set work – Africa by Toto, begin thorough analysis							
KEY VOCABULARY: see GCSE vocab booklet/knowledge skills tracker							
ASSESSMENT: Listening and Appraising tests related to the set work, ensembles and different musical periods							
ATTITUDES AND SKILLS: creativity, attention to detail, confidence, perseverance, communication, appraising skills, IT skills							
HOMEWORK: To listen to Africa, analyse the score, practise solo and ensemble skills, attend an extra-curricular music activity							
9	10	11	12	13	14	15	16
AoS2 Music for Ensemble <i>Sonarity and Texture</i> in ensemble music, musical vocabulary, describe different textures and sounds used in a variety of musical genres.							
KEY VOCABULARY: see GCSE vocab booklet/knowledge skills tracker							
ASSESSMENT: Listening and Appraising tests related to the set work, ensembles and different musical periods							
ATTITUDES AND SKILLS: creativity, attention to detail, confidence, perseverance, communication, appraising skills, IT skills							
HOMEWORK: revision of key words, practise solo and ensemble skills, attend an extra-curricular music activity							
17	18	19	20	21	22	23	24
AoS4 Popular Music Rock and pop, Bhangra and Fusion music. ‘Since you’ve been gone’ by Rainbow. Typical structures used in pop music, how technology is used creatively, use of chord progressions, rhythms, melody and other musical features.				AoS3 Film Music How timbre, tone colour and dynamics are used for effect in Film music preparation for exam, finalising free composition and log book			
KEY VOCABULARY: see GCSE vocab booklet/knowledge skills tracker				KEY VOCABULARY: see GCSE vocab booklet/knowledge skills tracker			
ASSESSMENT: Listening and Appraising tests related to the set work, ensembles and musical periods				ASSESSMENT: Listening and Appraising tests related to the set work, ensembles and different musical periods			
ATTITUDES AND SKILLS: creativity, attention to detail, confidence, perseverance, communication, appraising skills, IT skills, performing skills, ensemble skills				ATTITUDES AND SKILLS: creativity, attention to detail, confidence, perseverance, communication, appraising skills, IT skills, performing skills, ensemble skills			
HOMEWORK: key words, practise solo and ensemble skills, attend an extra-curricular music activity				HOMEWORK: revision of key words, practise solo and ensemble skills, attend an extra-curricular music activity			
25	26	27	28	29	30	31	32
AoS3 Film Music How timbre, tone colour and dynamics are used for effect in Film music preparation for exam, finalising free composition and log book			Composition coursework. Completion of the free composition, minimum length 2 minute, we will continue to develop listening and appraising skills in preparation for the Y10 exam				
KEY VOCABULARY: see GCSE vocab booklet/knowledge skills tracker			KEY VOCABULARY: see GCSE vocab booklet/knowledge skills tracker				
ASSESSMENT: Listening and Appraising tests related to the set work, ensembles and different musical periods			ASSESSMENT: listening and appraising, composition skills related to log book and free brief				
ATTITUDES AND SKILLS: creativity, attention to detail, confidence, perseverance, communication, appraising skills, IT skills, performing skills, ensemble skills			ATTITUDES AND SKILLS: creativity, attention to detail, confidence, perseverance, communication, appraising skills, IT skills, performing skills, ensemble skills				
HOMEWORK: revision of key words, practise solo and ensemble skills, attend an extra-curricular music activity			HOMEWORK: key words, practise solo and ensemble skills, attend an extra-curricular music activity				
33	34	35	36	37	38	39	
Solo performance. Students will prepare their solo and ensemble performance for recording in October							
KEY VOCABULARY: see GCSE vocab booklet/knowledge skills tracker							
ASSESSMENT: listening and appraising, performing mock – solo and ensemble pieces totalling between 4 and 6 minutes							
ATTITUDES AND SKILLS: creativity, attention to detail, confidence, perseverance, communication, appraising skills, IT skills, performing skills, ensemble skills							
HOMEWORK: key words, practise solo and ensemble skills, attend an extra-curricular music activity							

Year 10 Cambridge National (Sport Science)

This is the second year of the student's qualification. They have previously started one unit out of four for this qualification. Students will complete the two units and start a third unit. In Year 11 students will complete the third and fourth unit of their qualification. Theoretical content will continue to be taught through a mixture of practical and classroom based lessons.

1	2	3	4	5	6	7	8
Technology in Sport - Evaluate the impact of technology in sport							
Assessment: Learning Outcome 4. Internal assessment of word processed coursework.							
Attitudes: Curiosity, creativity; Skills: Enquiry, Independence & Literacy							
Homework: Elements of the coursework for Learning Outcome 4.							

9	10	11	12	13	14	15	16
Reducing the Risk of Sports Injuries: - Understanding factors influencing the risk of injury; Appropriate warmup & cooldown routines to prevent injury.							Learning Outcome 3
Assessment: Regular mock tests in class to assess progress							
Attitudes: Curiosity, creativity, consistency; Skills: Enquiry, Independence & Literacy							
Homework: - May be to create revision aids for Learning Outcome 1 and 2.							

17	18	19	20	21	22	23	24
Reducing the Risk of Sports Injuries:- How to respond to injuries within a sporting context					Reducing the Risk of Sports Injuries:-		
Assessment: Regular mock tests in class to assess progress					Assessment: Regular mock tests in class to assess progress		
Attitudes: Curiosity, commitment, consistency; Skills: Enquiry, Independence & Literacy					Attitudes: Curiosity, commitment, consistency;		
Homework:- May be to create revision aids for Learning Outcome 3					Homework: - Create revision aids for Learning Outcome 4.		

25	26	27	28	29	30	31	32
How to respond to common medical conditions.			Applying Principles of Training: - Knowledge of principles of training in a sporting context.				
Assessment: External Exam to take place in Summer Series			Assessment: Learning Outcome 1. Internal assessment of word processed coursework.				
Skills: Enquiry, Independence & Literacy			Attitudes: Curiosity, creativity, consistency; Skills: Enquiry, Independence & Literacy				
Homework: - Create revision aids for Learning Outcome 4.			Homework: Elements of the coursework for Learning Outcome 1.				

33	34	35	36	37	38	39
Applying Principles of Training:- How do training methods target different fitness components; Conducting fitness tests						
Assessment: Learning Outcomes 2 & 3. Internal assessment of word processed coursework.						
Attitudes: Curiosity, commitment, creativity; Skills: Enquiry, Independence & Literacy						
Homework: Elements of the coursework for Learning Outcomes 2 & 3						

Year 10 Cambridge National (Sport Studies)

This is the second year of the student's qualification. They have previously started one unit out of four for this qualification. Students will complete the two units and start a third unit. In Year 11 students will complete the third and fourth unit of their qualification. Theoretical content will continue to be taught through a mixture of practical and classroom based lessons.

1	2	3	4	5	6	7	8
Sports Leadership: - Evaluate their planning and delivery of their sports coaching session.							
Assessment: Learning Outcome 4. Internal assessment of word-processed coursework.							
Attitudes: Curiosity, creativity; Skills: Enquiry, Independence & Literacy							
Homework: Elements of the coursework for Learning Outcome 4.							

9	10	11	12	13	14	15	16
Contemporary Issues in Sport: - Understand issues that affect participation in sport and know about the role of sport in promoting values.							Learning Outcome 3
Assessment: Regular mock tests in class to assess progress							
Attitudes: Curiosity, creativity, consistency; Skills: Enquiry, Independence & Literacy							
Homework: - May be to create revision aids for Learning Outcome 1 and 2							

17	18	19	20	21	22	23	24
Contemporary Issues in Sport: - Understand the importance of hosting major sporting events.					Contemporary Issues in Sport:-		
Assessment: Regular mock tests in class to assess progress					Assessment: Regular mock tests in class to assess progress		
Attitudes: Curiosity, commitment, consistency; Skills: Enquiry, Independence & Literacy					Attitudes: Curiosity, commitment, consistency;		
Homework: - May be to create revision aids for Learning Outcome 3					Homework: - Create revision aids for Learning Outcome 4.		

25	26	27	28	29	30	31	32
Know about the role of national governing bodies in sport.			Developing Sports Skills: - Use skills, techniques and tactics in an individual sport.				
Assessment: External Exam to take place in Summer Series			Assessment:- Practical assessment on performance, creativity and decision making				
Skills: Enquiry, Independence & Literacy			Attitudes: Curiosity, commitment, consistency; Skills: Expression, Independence & Literacy				
Homework: - Create revision aids for Learning Outcome 4.			Homework: - May be to complete elements of the coursework for Learning Outcome 1.				

33	34	35	36	37	38	39
Developing Sports Skills: - Use skills, techniques and tactics in a team sport; Apply methods to improve performance from a sport from Learning Outcome 1 or 2.						
Assessment: - LO2: Practical assessment on performance, creativity and decision making; LO4: Internal assessment of word-processed coursework.						
Attitudes: Curiosity, commitment, cooperation; Skills: Expression, Teamwork & Literacy						
Homework: - Elements of the coursework for Learning Outcome 2 and 4.						

Year 10 Leadership Diploma

Students will build on the fundamental skills required for sports coaching and officiating developed in Year 9. They will complete a Sports Leaders Level 2 qualification which will be completed through planning and delivering a sporting event for KS3 students and leading a minimum of three consecutive PE lessons within a primary school setting. Students will continue to mix leadership skills with practical sporting performance in lesson and will be challenged to persist in meeting the demands of being prepared, acting as a successful team member and developing confidence.

1	2	3	4	5	6	7	8
NGB Leaders Award: RFU Tag Rugby Award							
Assessment: Sports Leaders Task 1.1 – 1.3							
Attitude: Creativity; Skill: Teamwork							
Homework: Decide on new rules each week. Any written element of 1.1 – 1.3 that is incomplete							
9	10	11	12	13	14	15	16
It all Starts with a Ball: Skills, Qualities, Responsibilities, Ideas, Progressions, Engagement					Primary School Festival (if possible)	Inclusive Sport: Disability, Sensory, Barriers, Equality	
Assessment: Sports Leaders Task 1.1 – 1.3						Assessment: Practical observation	
Attitude: Creativity; Skill: Teamwork						Attitude: Curiosity; Skill: Independence	
Homework: Decide on new rules each week. Any written element of 1.1 – 1.3 that is incomplete						Homework: None	
17	18	19	20	21	22	23	24
Inclusive Sport: Disability, Sensory, Barriers, Equality		Event Management: Competition, Organisation, Fairness					Event (House Competitions if possible, within class if not)
Assessment: Practical observation		Assessment: Sports Leaders Tasks 3.1 & 3.2 – Practical assessment					
Attitude: Curiosity; Skill: Independence		Attitude: Commitment; Skill: Teamwork					
Homework: None		Homework: Planning documents for 3.1 & 3.2 – Written tasks					
25	26	27	28	29	30	31	32
Primary School Placements: Confidence, Motivation, Planning, the Coaching Process							
Assessment: Sports Leaders Tasks 2.1 & 2.2 – Practical assessment							
Attitude: Consistency; Skill: Expression							
Homework: Completion of scheme of work and weekly evaluations of sessions							
33	34	35	36	37	38	39	
Primary School Placements (if possible)		YMCA Fitness and Physical Activity Award:- Exercise & Fitness Knowledge; Anatomy & Physiology					PRACTICAL OPTIONS
Assessment: SLUK – 2.1 & 2.2		Assessment: e-Learning Internally Assessed workbook					
Attitude: Consistency; Skill: Expression		Attitude: Curiosity; Skill: Enquiry					
Homework: SoW & Session Plans		Homework:- Students to be set tasks and deadlines to meet internal assessment criteria					

Year 10 RE GCSE

At Key stage 3 students learn about the six main world religions. They also learnt about what it means to think philosophically and ethically. For the GCSE Religious Studies course students will continue to build upon this knowledge and understanding with a wider and deeper view of these topics. For the two religions they must study, they will learn about the teaching, beliefs and practices so they understand why these beliefs impact the daily lives of those who follow them. They will also apply this knowledge and understanding to philosophical and ethical themes.

By studying the range of these topics students will develop their critical thinking skills and practice being evaluative and analytical, which will help them in their future studies at A Level. The following topics will be taught during year 10, if there is more than one teacher then the themes will be taught alongside the main topic of Christianity.

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Christianity: Teachings and beliefs

This is the first part of the Christianity topic where students will learn about the key beliefs in Christianity. They will learn about a range of things that allow students to understand some of the key beliefs in Christianity such as: the nature of God, the Trinity, the crucifixion, and sin and atonement. Throughout this first part students will undertake assessment tasks to allow them to learn how to answer the different question types at GCSE.

Attitude: Curiosity, consistency, commitment

Skills: Teamwork, expression, analyse, evaluate

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Christianity: Practices

Once students have gained an understanding of the key beliefs, then they will learn about some of the main practices of the Christian church and the different ways that denominations practice these. This will include looking at worship, prayer, and the sacraments.

Attitude: Curiosity, consistency, cooperation, commitment

Skills: Teamwork, expression, analyse, evaluate

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Theme E: Crime and punishment

Students have to learn about different themes as they study this GCSE. This theme allows students to learn about the different issues around crime and punishment. They will look at the different ethical views and arguments for dealing with crime, and also consider what different religions think about this.

Attitude: Curiosity, consistency, cooperation, commitment

Skills: Teamwork, expression, analyse, evaluate

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Theme D: Religion peace and conflict

This next theme looks at what we mean by peace and conflict and how this relates to religious and non-religious views. They will learn about what war, peace and conflict mean. They will also learn about the different views to conflict and the ethics of going to war.

Attitude: Curiosity, consistency, cooperation, commitment, creativity

Skills: Teamwork, expression, analyse, evaluate

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Theme A: Relationships and the family

The final theme for year 10 will look at a range of issues surrounding relationships and family. This will include topics such as: sexuality, marriage, contraception and divorce. They will consider a range of views both religious and non-religious to these topics and learn about the different ethical views that people take.

Attitude: Curiosity, consistency, cooperation, commitment, creativity

Skills: Teamwork, expression, analyse, evaluate

Year 10 RPE

In Year 10 you will continue to build on the skills and knowledge learnt in year 9. Some of the topics in year 10 will be a continuation of year 9 units, while others will introduce different philosophical and ethical themes. These topics will aim to give a range of skills that will be useful in helping develop a student's thinking and writing ability.

1	2	3	4	5	6	7	8
Understanding Religion – Belief in a multi faith society Christianity and Islam are two of the biggest faiths in the world and in Great Britain. For this topic students will look at several key ideas about what people believe about life, death, sin and faith. They will consider the views from both of these religions as well as their own and other student's views. They will learn to consider how these topics influence the lives of people. Key words: life, death, salvation, sin, faith							
						Assessment	
<i>Attitude: Curiosity, commitment</i> <i>Skills: Literacy, relate</i> Students will be given Homework tasks to help them learn about the topics being studied in school. These tasks will be placed on the VLE.							
9	10	11	12	13	14	15	16
Matters of life and death This topic will allow students to learn about a range of different issues that will teach them about life and death. The focus is to help students to consider the philosophical and ethical aspects of a range of topics including: religious and non-religious views about life and death and ethical questions about abortion and euthanasia. This will teach them how to think and consider different views and how to develop arguments to support or reject the different views put forward.							
						Assessment	
<i>Attitude: Curiosity, cooperation</i> <i>Skills: Literacy, enquiry, evaluation</i> Homework will be given to students and a copy on the VLE.							
17	18	19	20	21	22	23	24
		Marriage and the Family This topic will teach students about the changing nature of family in the UK. They will learn about how the changes have changed views and perceptions about topics such as marriage and the changing attitudes towards sexuality. They will look at a range of views both religious and non-religious.					
		<i>Attitude: Curiosity</i> <i>Skills: Literacy, enquiry</i>					
25	26	27	28	29	30	31	32
			Careers		Human Rights, wealth and poverty		
					<i>Attitude: Curiosity</i> <i>Skills: Literacy, enquiry</i>		
33	34	35	36	37	38	39	
Human Rights, wealth and poverty Human rights and the responsibilities that come with those are important to living successfully in modern society. This topic will allow students to explore a range of different topics to understand what right we have and the importance of living responsibly. We will also learn about the differences between wealth and poverty and how it can affect the lives of people in the UK.							
				Assessment			

Year 10 Trilogy

In year 10 you will learn: **BIOLOGY:** How plant structures and adaptations help them survive, photosynthesise and get all they need from the environment; How conditions in the body, processes and organs systems are coordinated and controlled. How organisms respond to stimuli, how they interact within a community and the factors that affect their habitat. This builds upon plant and environmental topics in KS3. **CHEMISTRY:** How mass is conserved in chemical reactions and how we can calculate and measure amounts of substances and yields; About energy changes in reactions and how we represent and explain these; How we can calculate and measure rates of reactions, what factors affect the rate of a reaction and equilibrium; About structure, properties and reactions of organic molecules. How we can test and analyse substances to assess structure, identity and purity. How the Earth's atmosphere has changed over time, the effects and consequences of human activity on the atmosphere and how we can reduce our impact. **PHYSICS:** Key concepts in electricity and the characteristics of some components; What the connection is between energy transfer and power; energy changes and temperature changes and look at how we can monitor the transfer of energy and examine the environmental impact of energy resources. This builds upon the electricity topic and types of energy and energy transfers covered in KS3.

1	2	3	4	5	6	7	8	HALF TERM	
Topic B2 Photosynthesis					Topic B5 Coordination and Control				
Weekly Homework Tasks		Mid Topic Assessment		End of Topic B2 Test					
Numeracy = surface area to volume ratio		Required Practical = effect of light on photosynthesis			Numeracy = spread of data	Required Practical = Reaction times			
Topic P1 Energy							C5 Energy		
		Mid Topic Assessment				End of Topic P1 Test			
			Required Practical = Specific heat capacity						
9	10	11	12	13	14	15	16	XMAS	
Topic B5 Continued					Topic P2 Electricity				
Mid Topic Assessment				End of Topic B5 Test					
					Numeracy = Using formulae				
C5 Energy Changes		C3 Quantitative Chemistry							C6 Rates
Mid Topic Assessment	End of Topic C5 Test			Mid Topic Assessment		End of Topic C3 Test			
Required Practical = variables that affect temperature change		Numeracy = Manipulate equations					Numeracy = Slope of a tangent		

17	18	19	20	21	22	23	24		
P2 Continued					HALF TERM	Topic B8 Ecology		National Science Week	
Mid Topic Assessment				End of topic P2 Test		Weekly Homework Tasks			
Required Practical = Circuit characteristics		Required Practical = Resistance				Numeracy = Graph relationships			
C6 Rates of reaction and equilibria Continued									
		Mid Topic Assessment					End of Topic C6 Test		
Required Practical = Effect of concentration on rate of reaction									
25	26	27	28	29	30	31	32		
B8 Continued			B8 Continued				P3 PARTICLE MODEL OF MATTER		
			Mid Topic Assessment				End of Topic B8 Test		
Required practical = Population size								Key knowledge concept = particle model and changes of state Numeracy = Graphing	
C7 Hydrocarbons			C7 Continued				Topic C9 Atmosphere		
				Mid Topic Assessment			End of Topic C7 Test		
Numeracy = 3D models									
33	34	35	36	37	38	39			
P3 Cont...		P3 Cont....	Year 10 End of Year Exams			Consolidation of Yr10 Content, Numeracy and Literacy skill Development Consolidation of Year 9 B4 and C4 work completed during Covid 19 Lockdown			
Mid Topic Assessment		End of Topic P3 Test							
Required practical = Density									
C9 Cont...		C9 Cont....							
Mid Topic Assessment									End of Topic C9 Test

Year 10 Biology

In year 10 you will learn: How plant structures and adaptations help them survive, and get all they need from the environment photosynthesis; How conditions in the body, processes and organs systems are coordinated and controlled. How organisms respond to stimuli, how they interact within a community and the factors that affect their habitat. This builds upon plant and environmental topics in KS3

1	2	3	4	5	6	7	8	HALF TERM	
Topic B2 Photosynthesis									
Weekly Homework Tasks			Mid Topic Assessment				End of Topic B2 Test		
Maths skill = surface area to volume ratio Key Concept = Diffusion			Required Practical = effect of light on photosynthesis						
9	10	11	12	13	14	15	16	XMAS	
Topic B5 Coordination and Control									
Weekly Homework Tasks						Mid Topic Assessment			
Maths skill= spread of data		Required Practical = Reaction times							
17	18	19	20	21	HALF TERM	22	23	24	
B5 Continued						End of Topic B5 Test	Topic B8 Ecology		National Science Week
						Required Practical = Effect of light and gravity on seed growth	Weekly Homework Tasks		
						Maths skill = Graph relationships Key Concept = Learning about ecosystems			
25	26	27	28	29	30	31	32		
B8 Cont....			B8 Cont....				B4 Health Matters		
Mid Topic Assessment						End of Topic B8 Test	Consolidation of topic covered during Covid 19 lockdown		
Required practical = Population size		Required Practical = rate of decay							
33	34	35	36	37	38	39			
B4 cont..		Revision for Year 10 Mock exams		Year 10 Mock Exams		Consolidation of Yr10 Biology Content , Numeracy and Literacy skill Development			

Year 10 Chemistry

In year 10 you will learn: How mass is conserved in chemical reactions and how we can calculate and measure amounts of substances and yields; About energy changes in reactions and how we represent and explain these; How we can calculate and measure rates of reactions, what factors affect the rate of a reaction and equilibrium; How we can use Earth's resources sustainably and how we can ensure clean water and sufficient food for a growing population.

For further detail please refer to the AQA Chemistry specification <https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

1	2	3	4	5	6	7	8	HALF TERM
Topic C3 Quantitative Chemistry 4.3.1.1 Conservation of mass and balanced chemical equations 4.3.1.2 Relative formula mass 4.3.1.3 Mass changes when a reactant or product is a gas 4.3.1.4 Chemical measurements 4.3.2.1 Moles (HT only) 4.3.2.2 Amounts of substances in equations (HT only) 4.3.2.3 Using moles to balance equations (HT only) 4.3.2.4 Limiting reactants (HT only) 4.3.2.5 Concentration of solutions 4.3.3.1 Percentage yield 4.3.3.2 Atom economy 4.3.4 Using concentrations of solutions in mol/dm ³ (HT only) 4.3.5 Use of amount of substance in relation to volumes of gases (HT only)								
Weekly Homework Tasks			Mid Topic Assessment					
Key Knowledge concept = conservation of mass, percentage yield and amounts in Chemistry Attitude and Skills TENSILE: Numeracy Numeracy = manipulating equations								

9	10	11	12	13	14	15	XMAS	16	
	Topic C5 Energy Changes 4.5.1.1 Energy transfer during exothermic and endothermic reactions 4.5.1.2 Reaction profiles 4.5.1.3 The energy change of reactions (HT only) 4.5.2.1 Cells and batteries 4.5.2.2 Fuel cells								Topic C6 Rates
End of Topic C3 Test	Weekly Homework Tasks			Mid Topic Assessment		End of Topic C5 Test			
	Key Knowledge concept = Exothermic and Endothermic reactions Attitude and Skills TENSILE: Numeracy, Enquiry Numeracy = decimal form			Required Practical = variables that affect temperature change					

Year 10 Psychology

In this second year of our psychology course we will focus on the topics that appear on exam paper 2, these include social influence, memory and sleep. Underpinning this will be work on research, theories and application to help you in evidencing your knowledge and considering psychology in the real world. This year will give you the development of context and terminology to support you in your studies going into year 11. The aim is to build your application skill as a more experienced psychologist!

1	2	3	4	5	6	7	8
Key Attitude: Curiosity & Cooperation Key Knowledge: <i>Social Influence Unit</i> ; Key Terms, Situational factors, Dispositional factors, Bickman, NatCen, Changing attitudes application. Key Skills: Independence & Teamwork Homework: Choice of two tasks from a list of six research / refinement tasks.							
9	10	11	12	13	14	15	16
Key Attitude: Commitment & Creativity Key Knowledge: <i>Memory unit</i> ; Key Terms, MSM of memory, Clive Wearing, Cognitive Memory, Braun, Ellis and Loftus, Recall application. Key Skills: Solving problems & Literacy Homework: Choice of two tasks from a list of six research / refinement tasks .							
17	18	19	20	21	22	23	24
Key Attitude: Consistency & Curiosity Key Knowledge: <i>Sleep and Dreaming Unit</i> ; Key Terms, Freud, Wolfman, Activation Synthesis Theory, Williams et al. Treatments. Key Skills: Teamwork & Expression Homework: Choice of two tasks from a list of six research / refinement tasks.							
25	26	27	28	29	30	31	32
			Key Attitude: Cooperation & Commitment Key Knowledge: <i>Research Methods Unit</i> ; Planning research, Ethics, Doing Research, Statistics. Key Skills: Numeracy & Enquiry Homework: Choice of two tasks from a list of six research / refinement tasks.				
33	34	35	36	37	38	39	