

Key Stage 4 Year 10 curriculum map 2024/2025



Click a subject Title to view the detailed Curriculum information for that subject.

English	Computer Science	Business Studies	Performing Arts	ICT Technical Award
Maths	Geography	Engineering design	Photography	
Science	History	BTEC Sport	Psychology	
Personal Development	MFL (French & German)	Hospitality & Catering	Sociology	
R.E	Art & Design	Media studies	BTEC Health & Social Care	

English Yr10

During Year 10, students begin their study of both the GCSE Language and Literature courses. We structure the year chronologically, starting with 'Macbeth', giving students the maximum amount of time to feel confident with, not only the characters and plot of this Shakespearean text, but also with their own ability to analyse the form, language and methods used by Shakespeare. As we move through the study of 'Macbeth' and 'A Christmas Carol', students are also introduced to skills needed for Language Paper 1. Interweaving the Language and Literature papers during the Year allows students to develop their skills in all areas, including both academic and creative writing. Ending the year with our more modern play, 'An Inspector Calls' and an introduction to our poetry cluster, 'Worlds and Lives' allows students to see how not only Literature, but also culture, society and politics have developed over time.

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>Macbeth and Language Paper 1</p> <p>Students will view this text through the lens of not only a tragedy, but also as a didactic text that comments on the effect of power: an attribute they will experience in all facets of life. Students will gain an understanding of Shakespeare's brutal and justice driven society, in preparation for comparing this to Dickens' liberal view of redemption and forgiveness in term 2. Students will draw on Shakespeare's impressive use of imagery and structure to create their own effective</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • how to express their opinion clearly in the format of a speech • the plot of 'Macbeth' • key themes and motifs seen in 'Macbeth' • how characters develop throughout 'Macbeth' • key contextual concepts, including historical 	<p>Students can:</p> <ul style="list-style-type: none"> • structure a speech using a range of rhetorical devices to engage their audience • select relevant quotations from an extract to support their ideas 	<p>Language</p> <ul style="list-style-type: none"> • Speaking and Listening Exam • Paper 1, Question 5. <p>Literature</p> <ul style="list-style-type: none"> • 2 mid-term academic writing tasks • Full extract based assessment. 	<p>Using your own voice to create a call to action</p> <p>Morality</p> <p>The consequences of unchecked desire and greed</p> <p>Patriarchal concepts and how society has changed</p>

	<p>descriptions and short narratives as part of the requirements of English Language Paper 1.</p> <p>Following on from their speech writing lessons in Year 9, students also present their speeches during this term for their formal exam.</p>	<ul style="list-style-type: none"> ● the importance of the structure of 'Macbeth' and how to apply this to the genre of tragedy ● how to respond to an AQA extract based exam question ● how to create an effective opening in their own creative writing ● how to create mood and tone in their own writing ● how to develop their own description of setting ● how to employ structural features in their own writing 	<ul style="list-style-type: none"> ● recall relevant quotations from the wider text ● analyse language and methods using subject terminology ● explore the effects of writer's methods ● consider the importance of contextual factors ● apply Fretag's pyramid to 'Macbeth' ● describe setting and weather to create mood and tone ● develop a sense of character in their own writing ● use a flashback in their own writing 		
Spring	Throughout this unit we intend to introduce students to another of their core GCSE texts,	Students will know:	Students can:	Language	Morality

	<p>Dickens' 'A Christmas Carol', and provide them with the first opportunity to understand the demands of English Language Paper 1. Students will view Scrooge as an embodiment of the ignorant wealthy and develop their understanding of how writers continue to battle with injustice in society by using literature as a vehicle for social change and reform. By including Language Paper 1 within the same unit, students will draw on Dickens' unique style of writing as a basis for their own descriptive pieces, whilst 'ACC' will also form a basis of the analytical skills required for Section A of the Language exam.</p>	<ul style="list-style-type: none"> • the plot of 'A Christmas Carol' • key themes and motifs seen in 'A Christmas Carol' • how characters develop throughout 'A Christmas Carol' • key contextual concepts, including historical • the importance of the structure of 'A Christmas Carol' and how this is key in a didactic text • how to respond to an AQA extract based exam question • how to respond to each question in the AQA Language Paper 1 paper • what makes effective language choices in their own creative writing 	<ul style="list-style-type: none"> • explain the purpose of this didactic text • select relevant quotations from an extract to support their ideas • recall relevant quotations from the wider text • analyse language and methods using subject terminology • explore the effects of writer's methods • consider the importance of contextual factors • respond to a statement on the Language Paper • use specific nouns and verbs in their own creative writing 	<ul style="list-style-type: none"> • 2 Paper 1 question 5 tasks <p>Literature</p> <ul style="list-style-type: none"> • Mid-term academic writing task • Full extract based assessment. 	<p>The importance of charity and social responsibility</p> <p>The impact of poverty</p>
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<p>Summer</p>	<p>In the final unit of year 10, students will draw on their contextual knowledge of Victorian England through their term 2 study of 'A Christmas Carol' and apply this to Priestley's portrayal of the bourgeois Birling family. By placing this unit chronologically next to 'A Christmas Carol' we will encourage students to reflect on how the values, morals and economics of the Victorian era shaped the older generation in the Edwardian period that this play is set, whilst also encouraging them to reflect on the class impact that both World Wars had on society. Students will build on their understanding of how writers create texts with a didactic purpose and view Priestley as a writer who, like Dickens, uses art to challenge difficulties within society. With a text that is so rich with contemporary debates surrounding responsibility, politics and social class, this unit will invite students to engage with the themes in the 'Worlds and Lives' cluster of poetry.</p>	<p>Students will know:</p> <ul style="list-style-type: none"> • the plot of 'An Inspector Calls' • key themes and motifs seen in 'An Inspector Calls' • how characters develop throughout 'An Inspector Calls' • key contextual concepts, including historical • the importance of the structure of 'An Inspector Calls' and how this is key in a didactic text • how to respond to an AQA exam task • key themes and ideas in half of the 'Worlds and Lives' poems 	<p>Students can:</p> <ul style="list-style-type: none"> • explain the purpose of this didactic text • recall relevant quotations from the play • analyse language and methods using subject terminology • explore the effects of writer's methods • consider the importance of contextual factors • make links between poems in the 'World's and Lives' cluster 	<p>Mock examinations:</p> <ul style="list-style-type: none"> • English Literature Paper 1 (19th century and Shakespeare) • English Language Paper 1 <p>Additional Literature: Exam style assessment on 'An Inspector Calls'</p>	<p>Morality</p> <p>The importance of social responsibility</p> <p>The impact of poverty</p> <p>The impact of the industrial revolution and wars on the class system</p> <p>How gender roles have changed over time</p>
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Mathematics Yr10

<u>Term</u>	<u>Topic title(s) and overview</u> <u>Foundation and Higher</u> <u>Tier</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning</u> <u>(Equality and diversity,</u> <u>SMSC, cultural capital)</u>
Autumn	<p>Congruence, Similarity and enlargement</p> <p>Trigonometry and Pythagoras</p>	<p>Higher Tier knowledge in bold</p> <ul style="list-style-type: none"> Extend and formalise their knowledge of ratio and proportion in working with measures and geometry. Compare lengths, areas and volumes using ratio notation, making links to similarity. Interpret and use fractional and negative scale factors of enlargement. Apply the concepts of congruency and similarity between lengths, area and volume. Apply Pythagoras' Theorem and trigonometric ratios to find angles and lengths in right angled triangles and 3D triangles. Know the exact values for $\sin \theta$, $\cos \theta$ and $\tan \theta$ for required angles. To know and apply the sine and cosine rule. 	<p>AO1: Use and apply standard techniques Students should be able to:</p> <ul style="list-style-type: none"> Accurately recall facts, terminology and definitions Use and interpret notation correctly Accurately carry out routine procedures or set tasks requiring multi-step solutions. 	<p>HT2: Past paper to be done by all students (Shadow paper 2, calculator paper)</p>	<ul style="list-style-type: none"> Development of speaking and listening Sharing ideas through question and answering sessions Addressing misconceptions and making students aware that making mistakes is an integral part of the mathematical learning process

	<p>Representing solutions of equations and inequalities</p> <p>Simultaneous equations</p>	<ul style="list-style-type: none"> • To calculate the area, sides and angles of any triangle. • Translate situations and procedures into algebraic expressions or formulae, derive an equation, solve the equation and interpret the solution. • Recognise, sketch and interpret graphs of linear functions. • Factorising quadratic expressions. • Solve quadratic equations graphically and algebraically. • Solve inequalities in one or two variables and quadratics in one variable; represent the solution on a number line. • Translate simple situations or procedures into algebraic expressions, derive two simultaneous equations, solve the equations and interpret the two equations. • Solve two simultaneous equations in two variables linear/linear or linear/quadratic both algebraically and graphically. 	<p>AO2: Reason, interpret and communicate mathematically Students should be able to:</p> <ul style="list-style-type: none"> • Make deductions, inferences and draw conclusions from mathematical information • Construct chains of reasoning to achieve a given result • Interpret and communicate information accurately • Present arguments and proofs • Assess the validity of an argument and critically evaluate a given way of presenting information. 		<ul style="list-style-type: none"> • Clear links to careers for each objective • Using and applying the concepts taught to real life scenarios as part of cultural capital awareness
<p>Spring</p>	<p>Angles and bearings</p>	<ul style="list-style-type: none"> • Interpret and use bearings. • Compare lengths using scale factors. • Apply Pythagoras' Theorem and trigonometric ratios, sine rule and cosine rule to find missing sides and lengths. 	<ul style="list-style-type: none"> • Assess the validity of an argument and critically evaluate a given way of presenting information. 	<p>HT4: Past paper to be completed by all students (Shadow paper 1, non-calculator)</p>	

	<p>Working with circles</p> <p>Vectors</p> <p>Ratio and fractions</p> <p>Percentages and interest</p>	<ul style="list-style-type: none"> • Reason deductively in geometry, including constructions, number and algebra. • Identify and apply circle definitions and properties. • Calculate arc, lengths, angles and areas of sectors. • Calculate surface areas and volumes of spheres, pyramids, cones and composite solids. • Apply and prove the standard circle theorems. • Describe translation as 2D vectors. • Apply addition and subtraction of vectors, multiplication of vectors as a scalar, and diagrammatic and column representations of vectors. • Use vectors to construct geometric arguments and proofs. • Use ratio notation and simplify ratio in its simplest form and in the form of 1:n. • Divide a given quantity into any given parts. • Relate the language of ratios and the associated calculations to the arithmetic of fractions and to linear functions. • Use compound units to solve problems. • Link ratio to similarity for area and volume problems. • Express one quantity as a percentage of another, compare two quantities using percentages. 	<p>AO3: Solve problems within mathematics and in other contexts Students should be able to:</p> <ul style="list-style-type: none"> • Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes • Make and use connections between different parts of mathematics • Interpret results in the context of the given problem • Evaluate methods used and results obtained • Evaluate solutions to identify how they may 		
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	<p>Probability</p>	<ul style="list-style-type: none"> • Solve problems involving percentage increase/decrease, percentage change, reverse percentages, simple and compound interest. • Solve problems involving growth and decay. Work with general iterative processes. • Use a probability model to predict outcomes, understand that empirical unbiased samples tend towards theoretical probability distributions with increasing sample sizes. • Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations. • Calculate and interpret conditional probabilities through representations using expected frequencies with Venn diagrams, two-way tables and tree diagrams. • Apply systematic listing strategies, including the use of the product rule for counting. 	<p>have been affected by assumptions made.</p>		
<p>Summer</p>	<p>Calculating, representing and interpreting data</p>	<ul style="list-style-type: none"> • Use describe, interpret and compare observed distributions of a single variable through appropriate graphical representations, involving discrete, continuous and grouped data. • Construct and interpret charts, tables and diagrams including; frequency tables, bar charts, pie charts, pictograms for categorical data and 		<p>Full series of mock exams using an unseen set of papers (usually the last available one from November series)</p>	

	<p>Indices and roots</p> <p>Manipulating expressions</p>	<ul style="list-style-type: none">• Understand and use the laws of indices, including fractional and negative.• Calculate with numbers in standard form.• Calculate with roots and estimate powers and roots of any given positive number.• To simplify algebraic expressions using the like terms and the index laws.• To understand the definitions of a term, expressions, equations and identities.• To add, subtract, multiply and divide simple algebraic fractions.• To add, subtract, multiply and divide complex algebraic fractions.• To solve equations with algebraic fractions.			
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Science Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p><u>Triple science</u></p> <p><u>Chemistry</u> C2.3 Properties of materials C3.1 Introducing chemical reactions</p> <p><u>Physics</u> P3.1 Static and charge P3.2 Simple circuits P4.1 Magnets and magnetic fields P4.2 Using magnetism</p> <p><u>Biology</u> B3.1 The nervous system B3.2 The endocrine system B3.3 Maintaining internal environments.</p>	<p><u>Chemistry</u> 2.3.1 Carbon 2.3.2 Changing state 2.3.3 Bulk properties of materials 2.3.4 Nano Particles 3.1.1 Formulae of elements & molecules 3.1.2 Formule of ionic compounds" 3.1.3 Conservation of mass 3.1.4 Chemical equations 3.1.5 Half equations & Ionic equations 3.1.6 Detecting gases 3.1.7 Concentration of solution and the mole 3.1.8 Mole Calculations</p> <p><u>Physics</u> 3.1.1 Electrostatics 3.1.2 Electric current</p>	<ul style="list-style-type: none"> Using a variety of concepts and models to develop scientific explanations and understanding Evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and arguments 	<p>End of unit test after each subject.</p> <p>Summative test at the end of term.</p>	

		<p>3.2.1 Circuits and potential difference 3.2.2 Series and parallel circuits 3.2.3 Resistance 3.2.4 Graphs of p.d and current Phys triple PAG 6 Circuit components 3.2.5 LDRs and thermistors 3.2.6 Net resistance and circuit calculations 3.2.7 Sensing circuits 3.2.8 Electrical power"</p> <p>4.1.1 (comb 3.3.1) Magnets and magnetic fields 4.1.2 (comb 3.3.2) Current and fields 4.2.1 (comb 3.3.3) Currents and forces 4.2.2 (comb 3.3.4) Motors 4.2.3 Electromagnetic induction 4.2.4 Generators 4.2.5 Transformers 4.2.6 Microphones and loudspeakers</p> <p><u>Biology</u> 3.1.1 Nervous system 3.1.2 Reflexes 3.1.3 The eye 3.1.4 The brain HW 3.1.5 Nervous system damage 3.2.1 Hormones</p>	<ul style="list-style-type: none"> ● Evaluating risks both in practical science and the wider societal context, including perception of risk. ● Recognising the importance of peer review of results and of communication of results to a range of audiences. ● Using scientific theories and explanations to develop hypotheses ● Planning experiments to make observations, test hypotheses or explore phenomena ● Applying a knowledge of a range of techniques, apparatus, and materials to select 		
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		<p>3.2.2 Negative feedback 3.2.3 The menstrual cycle 3.2.4 Controlling reproduction 3.2.5 Using hormones to treat infertility 3.2.6 Plant hormones 3.2.7 Uses of plant hormones 3.3.1 Controlling body temperature 3.3.2 Controlling blood sugar 3.3.3 Maintaining water balance 3.3.4 Inside the kidney 3.3.5 Responding to osmotic challenges</p>	<p>those appropriate both for fieldwork and for experiments</p> <ul style="list-style-type: none"> Carrying out experiments appropriately, having due regard to the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations 		
Spring	<p><u>Triple science</u></p> <p><u>Chemistry</u> C3.2 Energetics C3.3 Types of chemical reaction C3.4 Electrolysis</p> <p><u>Physics</u> P5.1 Waves behaviour P5.2 The EM spectrum P5.3 Wave interaction</p> <p><u>Biology</u> B4.1 Ecosystems</p>	<p><u>Chemistry</u> 3.2.1 Exothermic and endothermic reactions 3.2.2 Reaction profiles 3.2.3 Calculating energy changes "3.3.1 Redox reactions 3.3.2 The pH scale 3.3.3 Neutralisation 3.3.4 Reactions of acids 3.3.5 Hydrogen ions and pH 3.4.1 Electrolysis of molten salts 3.4.2 Electrolysis of solutions 3.4.3 Electroplating Chem triple PAG C2 Electrolysis</p>	<ul style="list-style-type: none"> Recognising when to apply a knowledge of sampling techniques to ensure any samples collected are representative Making and recording observations and measurements using a range of apparatus and methods 	<p>End of unit test after each subject.</p> <p>Summative test at the end of term.</p>	

		<p>Physics 5.1.1 Waves and their properties 5.1.2 Wave velocity Phys triple PAG4 Measuring waves 5.1.3 Sound properties and uses 5.1.4 Sound in solid and the ear 5.2.1 Electromagnetic waves 5.2.2 Uses and dangers of EM radiation 5.2.3 Imaging with electromagnetic waves 5.3.1 Electromagnetic waves and matter 5.3.2 Lenses 5.3.3 Light and colour Phys triple PAG P8 Interaction of waves</p> <p>Biology 4.1.1 Ecosystems 4.1.2 Abiotic and biotic factors 4.1.3 Competition and interdependence 4.1.4 Pyramids of biomass 4.1.5 Efficiency of biomass transfer 4.1.6 Nutrient cycling</p>	<ul style="list-style-type: none"> • Evaluating methods and suggesting possible improvements and further investigations. • Applying the cycle of collecting, presenting and analysing data, including: • Presenting observations and other data using appropriate methods • Translating data from one form to another • Carrying out and representing mathematical and statistical analysis • Representing distributions of results and making estimations of uncertainty 		
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		4.1.7 The carbon cycle 4.1.8 Decomposers			
Summer	<p><u>Triple science</u></p> <p><u>Chemistry</u> C4.1 Predicting chemical reactions C4.2 Identifying the products of chemical reactions</p> <p><u>Physics</u> P6.1 Radioactive emissions P6.2 Uses and hazards</p> <p><u>Biology</u> B5.1 Inheritance B5.2 Natural selection B6.1 Monitoring and maintaining the environment</p>	<p><u>Chemistry</u> 4.1.1 Group 1 - the alkali metals 4.1.2 Group 7 - the halogens 4.1.3 Halogen displacement reactions 4.1.4 Group 0 - the noble gases 4.1.5 Reactivity of elements 4.1.6 The transition metals 4.2.1 Detecting gases 4.2.2 Detecting cations 4.2.3 Detecting anions 4.2.4 Instrumental methods of analysis Chem triple PAG 5 Identification of species: Precipitation reactions and flame tests</p> <p><u>Physics</u> 6.1.1 Atoms and isotopes 6.1.2 Alpha, beta, gamma 6.1.3 Nuclear equations 6.1.4 Half life 6.1.4 Radiation in and out of atoms 6.2.1 Radiation and the human body 6.2.2 Nuclear fission 6.2.3 Nuclear fusion</p>	<ul style="list-style-type: none"> • Interpreting observations and other data, including identifying patterns and trends, making inferences and drawing conclusions • Presenting reasoned explanations, including relating data to hypotheses • Being objective, evaluating data in terms of accuracy, precision, repeatability and reproducibility and identifying potential sources of random and systematic error • Communicating the scientific rationale for investigations, including the methods 	<p>End of unit test after each subject.</p> <p>Summative test at the end of term.</p>	

		<p>Biology</p> <p>5.1.1 Variation</p> <p>5.1.2 Sexual and asexual reproduction</p> <p>5.1.3 Meiosis</p> <p>5.1.4 Dominant and recessive alleles</p> <p>5.1.5 Genetic crosses 1</p> <p>5.1.6 Genetic crosses 2</p> <p>5.1.7 Mutations</p> <p>5.1.8 The history of genetics HW</p> <p>5.2.1 Natural selection</p> <p>5.2.2 Evidence for evolution</p> <p>5.2.3 The theory of evolution</p> <p>5.2.4 Classification systems</p> <p>6.1.1 Sampling techniques (1)</p> <p>6.1.2 Sampling techniques (2)</p> <p>6.1.3 Loss of Biodiversity</p> <p>6.1.4 Increasing Biodiversity</p> <p>6.1.5 Maintaining Biodiversity</p> <p>6.1.6 Monitoring biodiversity</p>	<p>used, the findings and reasoned conclusions, using paper-based and electronic reports and presentations.</p> <ul style="list-style-type: none"> ● Using SI units and IUPAC chemical nomenclature unless inappropriate ● Using prefixes and powers of ten for orders of magnitude (e.g. tera, giga, mega, kilo, centi, milli, micro and nano) ● Interconverting units ● Using an appropriate number of significant figures in calculations 		
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<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p><u>Combined science</u></p> <p><u>Chemistry</u> C2.3 Properties of materials C3.1 Introducing chemical reactions</p> <p><u>Physics</u> P3.1 Static and charge P3.2 Simple circuits P3.3 Magnets and magnetic fields</p> <p><u>Biology</u> B3.1 The nervous system B3.2 The endocrine system B3.3 Maintaining internal environments.</p>	<p><u>Chemistry</u> 2.3.1 Carbon 2.3.2 Changing state 2.3.3 Bulk properties of materials 3.1.1 Formulae of elements & molecules 3.1.2 Formule of ionic compounds" 3.1.3 Conservation of mass 3.1.4 Chemical equations 3.1.5 Half equations & Ionic equations 3.1.6 Detecting gases 3.1.7 Concentration of solution and the mole 3.1.8 Mole Calculations</p> <p><u>Physics</u> 3.1.1 Electrostatics 3.1.2 Electric current 3.2.1 Circuits and potential difference 3.2.2 Series and parallel circuits 3.2.3 Resistance 3.2.4 Graphs of p.d and current Phys triple PAG 6 Circuit components</p>	<ul style="list-style-type: none"> Using a variety of concepts and models to develop scientific explanations and understanding Evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and arguments Evaluating risks both in practical science and the wider societal 	<p>End of unit test after each subject.</p> <p>Summative test at the end of term.</p>	

		<p>3.2.5 LDRs and thermistors 3.2.6 Net resistance and circuit calculations 3.2.7 Sensing circuits 3.2.8 Electrical power 3.3.1 Magnets and magnetic fields 3.3.2 Current and fields 3.3.3 Currents and forces 3.3.4 Motors</p> <p>Biology 3.1.1 Nervous system 3.1.2 Reflexes 3.2.1 Hormones 3.2.2 Negative feedback 3.2.3 The menstrual cycle 3.2.4 Controlling reproduction 3.3.1 Controlling blood sugar</p>	<p>context, including perception of risk.</p> <ul style="list-style-type: none"> • Recognising the importance of peer review of results and of communication of results to a range of audiences. • Using scientific theories and explanations to develop hypotheses • Planning experiments to make observations, test hypotheses or explore phenomena • Applying a knowledge of a range of techniques, apparatus, and materials to select those appropriate both for fieldwork and for experiments 		
Spring	<p>Combined science</p> <p>Chemistry C3.2 Energetics C3.3 Types of chemical reaction C3.4 Electrolysis</p> <p>Physics P4.1 Waves behaviour</p>	<p>Chemistry 3.2.1 Exothermic and endothermic reactions 3.2.2 Reaction profiles 3.2.3 Calculating energy changes 3.3.1 Redox reactions 3.3.2 The pH scale 3.3.3 Neutralisation</p>		<p>End of unit test after each subject.</p> <p>Summative test at the end of term.</p>	

	<p>P4.2 The EM spectrum P4.3 Radioactive emissions.</p> <p><u>Biology</u> B4.1 Ecosystems</p>	<p>3.3.4 Reactions of acids 3.3.5 Hydrogen ions and pH 3.4.1 Electrolysis of molten salts 3.4.2 Electrolysis of solutions 3.4.3 Electroplating Chem PAG C1 Electrolysis</p> <p><u>Physics</u> 4.1.1 Waves and their properties 4.1.2 Wave velocity PAG4 Measuring waves 4.2.1 Electromagnetic waves 4.2.2 Uses and dangers of EM radiation 4.3.1 Atoms and isotopes 4.3.2 Alpha, beta, gamma 4.3.3 Nuclear equations" 4.3.4 Half life 4.3.5 Radiation in and out of atoms</p> <p><u>Biology</u> 4.1.1 Ecosystems 4.1.2 Abiotic and biotic factors 4.1.3 Competition and interdependence 4.1.4 Nutrient cycling 4.1.5 The carbon cycle</p>	<ul style="list-style-type: none"> • Carrying out experiments appropriately, having due regard to the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations • Recognising when to apply a knowledge of sampling techniques to ensure any samples collected are representative • Making and recording observations and measurements using a range of apparatus and methods • Evaluating methods and suggesting possible 		
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<p>Summer</p>	<p><u>Combined science</u></p> <p><u>Chemistry</u> C4.1 Predicting chemical reactions</p> <p><u>Biology</u> B5.1 Inheritance B5.2 Natural selection B6.1 Monitoring and maintaining the environment</p>	<p><u>Chemistry</u> 4.1.1 Group 1 - the alkali metals 4.1.2 Group 7 - the halogens 4.1.3 Halogen displacement reactions 4.1.4 Group 0 - the noble gases 4.1.5 Reactivity of elements PAG C5 Measuring rates of reactions</p> <p><u>Biology</u> 5.1.1 Variation 5.1.2 Meiosis 5.1.3 Dominant and recessive alleles 5.1.4 Genetic crosses 1 5.1.5 Genetic crosses 2 5.1.6 Mutations 5.2.1 Natural selection 5.2.2 Evidence for evolution 5.2.3 Classification systems 6.1.1 Sampling techniques (1) 6.1.2 Sampling techniques (2) 6.1.3 Loss of Biodiversity" 6.1.4 Increasing Biodiversity 6.1.5 Maintaining Biodiversity</p>	<p>improvements and further investigations.</p> <ul style="list-style-type: none"> ● Applying the cycle of collecting, presenting and analysing data, including: ● Presenting observations and other data using appropriate methods ● Translating data from one form to another ● Carrying out and representing mathematical and statistical analysis ● Representing distributions of results and making estimations of uncertainty ● Interpreting observations and other data, including 	<p>End of unit test after each subject.</p> <p>Summative test at the end of term.</p>	
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			<p>identifying patterns and trends, making inferences and drawing conclusions</p> <ul style="list-style-type: none">• Presenting reasoned explanations, including relating data to hypotheses• Being objective, evaluating data in terms of accuracy, precision, repeatability and reproducibility and identifying potential sources of random and systematic error• Communicating the scientific rationale for investigations, including the methods used, the findings and reasoned conclusions, using		
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			<p>paper-based and electronic reports and presentations.</p> <ul style="list-style-type: none">• Using SI units and IUPAC chemical nomenclature unless inappropriate• Using prefixes and powers of ten for orders of magnitude (e.g. tera, giga, mega, kilo, centi, milli, micro and nano)• Interconverting units• Using an appropriate number of significant figures in calculations		
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Personal Development Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge & Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Relationships (RSE)	<ol style="list-style-type: none"> 1. Body shaming 2. Positive masculinity 3. Consent & Rape 4. Sexual health 5. Unwanted pregnancy/ Choices 6. Miscarriage/ Ectopic pregnancy 		
Spring	Wider world	<ol style="list-style-type: none"> 1. Risk taking 2. Revenge Porn 3. Online fraud 4. Gambling 5. Dark web 6. CPR - recap 		
Summer	Health & Wellbeing	<ol style="list-style-type: none"> 1. Mindfulness - Paying attention 2. Mindfulness - Taming the animal 3. Mindfulness - Worry 4. Mindfulness - Responses 5. Mindset 6. Binge drinking 		

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R.E Yr10

*If you would like to find out more about R.E or withdraw your child from all or a section of the R.E curriculum, please contact RBaga@bestacademies.org.uk

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Buddhism	<ul style="list-style-type: none">• Circumstances of the Buddha's birth• Siddhartha's life of luxury• The four sights• The Buddha's ascetic life and the story of his enlightenment• The Four Noble Truths• The Eightfold Path• The three marks of existence• The five aggregates	<ul style="list-style-type: none">• Oracy skills.• Paired, group and class discussion.• Listening to and respecting the opinions of others.• Summarising and articulating different perspectives on a variety of topics.	<ul style="list-style-type: none">• Strive for Five• Assessment TBC (no current data entry point)• Whiteboards used for formative assessment/feedback throughout the topic.• Written peer feedback using WWW/EBI on extended writing task.	<ul style="list-style-type: none">• Students will discuss and learn about religious beliefs and how these influences the behaviour of others.

<p>Spring</p>	<p>Relationships and Families</p>	<ul style="list-style-type: none"> ● Sex, marriage and divorce ● Human sexuality: heterosexual and homosexual relationships. ● Sexual relationships before and outside of marriage. ● Contraception and family planning. ● The nature and purpose of marriage. ● Same-sex marriage and cohabitation. ● Divorce, including reasons for divorce, and remarrying. ● Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion. ● Families and gender equality ● The nature of families, including: <ul style="list-style-type: none"> ● the role of parents and children ● extended families and the nuclear family. 	<ul style="list-style-type: none"> ● Oracy skills. ● Paired, group and class discussion. ● Listening to and respecting the opinions of others. ● Summarising and articulating different perspectives on a variety of topics. ● Preparing for and participating in class debates. ● Reflecting on the effectiveness of arguments in light of class debates. 	<ul style="list-style-type: none"> ● Strive for Five ● Assessment TBC (no current data entry point) ● Whiteboards used for formative assessment/feedback throughout the topic. ● Written peer feedback using WWW/EBI on extended writing task. 	<ul style="list-style-type: none"> ● Students will discuss the ethical and moral issues surrounding marriage, divorce and different family and relationship structures. ● Students will consider family units that differ from their own and listen to perspectives about the purpose of marriage and families.
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		<ul style="list-style-type: none"> • The purpose of families, including: • procreation • stability and the protection of children • educating children in a faith. • same-sex parents • polygamy • The roles of men and women. • Gender equality. • Gender prejudice and discrimination, including examples. 			
Summer	Human Rights and Social Justice	<ul style="list-style-type: none"> • Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals. • Issues of equality, freedom of religion and belief including freedom of religious expression. • Human rights and the responsibilities that come with rights, including the 	<ul style="list-style-type: none"> • Oracy skills. • Paired, group and class discussion. • Listening to and respecting the opinions of others. • Summarising and articulating different perspectives on a variety of topics. • Preparing for and participating in class debates. 	<ul style="list-style-type: none"> • Strive for Five • Whiteboards used for formative assessment/feedback throughout the topic. • Written peer feedback using WWW/EBI on extended writing task. 	<ul style="list-style-type: none"> • Students will discuss the impact of prejudice and consider how it affects those around them. • Students will be introduced to The Human Rights Act 1998 and will consider the implications and

		<p>responsibility to respect the rights of others.</p> <ul style="list-style-type: none"> ● Social justice. ● Racial prejudice and discrimination. ● Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice. ● Wealth and poverty ● Attitudes to wealth ● The responsibilities of wealth, including the duty to tackle poverty and its causes. ● Exploitation of the poor including issues relating to: fair pay, excessive interest on loans, people-trafficking. ● The responsibilities of those living in poverty to help themselves overcome the difficulties they face. ● Charity, including issues related to giving money to the poor. 	<ul style="list-style-type: none"> ● Reflecting on the effectiveness of arguments in light of class debates. ● Evaluation of human rights and discussion of the importance of each element on the act. 		<p>effectiveness of each element.</p> <ul style="list-style-type: none"> ● Students will consider the moral implications of being wealthy and discuss the ethical issues surrounding poverty and exploitation.
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Computer Science Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<ul style="list-style-type: none"> ● Fundamentals of algorithms <ul style="list-style-type: none"> ○ Algorithms, decomposition and abstraction ○ Searching/sorting algorithms ○ Flowcharts ○ Pseudocode ● Programming skills <ul style="list-style-type: none"> ○ Introduce Python programming ○ Selection and sequence ○ Arrays ○ Iteration ○ Functions ○ Validation ○ Errors and testing 	<p>Students will know what decomposition is and how it relates to coding.</p> <p>Students will know what an array is and the different ways iteration can be used.</p>	<p>Students will be able to read through pseudocode and flowcharts and determine the output of an algorithm.</p> <p>Students will be able to understand, explain and create linear and binary searches.</p> <p>Students will be able to understand, explain and create bubble and merge sorting algorithms.</p>	In class assessment	<p>Students develop social aspects by assisting one another in problem solving</p> <p>Practical approach in learning new skills which will help for future jobs in a digital world.</p>

<p>Spring</p>	<ul style="list-style-type: none"> ● Data Representation <ul style="list-style-type: none"> ○ Binary & Hexadecimal ○ Images ○ Sound ○ Compression ● Computer Systems <ul style="list-style-type: none"> ○ Logic gates ○ Systems Architecture ○ Operating systems ○ Memory and storage ○ Programming languages ● Coding practice 	<p>Students will know the different units of storage and have an understanding of binary and hexadecimal numbers.</p> <p>Students will know the difference between an input and output device.</p> <p>Continue to develop their coding skills by completing programming projects..</p>	<p>Students will be able to use AND, NOT, OR, XOR gates, drawing truth tables, writing boolean expressions and crawling a logic circuit.</p> <p>Students will understand the difference between main and secondary storage and how these are used within the fetch execute cycle.</p>	<p>In class assessment.</p>	
<p>Summer</p>	<ul style="list-style-type: none"> ● Computer networking <ul style="list-style-type: none"> ○ Wired and wireless ○ Network topologies ○ Network security ○ Protocols and layers ● Cyber Security <ul style="list-style-type: none"> ○ Threats ○ Social engineering ○ Malware ○ Detection and prevention 	<p>Students will know the difference between a wired and wireless network.</p> <p>Students will know malicious code and how to protect a network from an attack.</p>	<p>Students will understand the differences between a WAN, LAN and PAN and situations in which each network would be used. They will be about to explain the protocols of networks and the specific protocol used for each</p>	<p>Mock exams</p>	<p>Online safety and cyber security awareness.</p> <p>Understand the ethical and environmental impact technology is having.</p>

	<p>threats</p> <ul style="list-style-type: none">• Ethical, legal, environmental impact<ul style="list-style-type: none">○ Ethical impact of technology○ Environmental impact of technology○ Legislation and privacy• Coding practice		<p>Students will be able to give detailed arguments surrounding ethical issues centred on 8 key areas outlined in the specification.</p>		<p>Understand relevant laws i.e. GDPR, computer misuse act</p>
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Geography Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>Section A: Tectonic and Weather Hazards Students study the structure of the Earth and plate boundaries before investigating two cases studies; the Chile 2010 and Nepal 2015 Earthquakes. Students will then study examples of extreme weather in the UK (Somerset floods 2014) and further afield (Typhoon Haiyan 2013). Students additionally discover how to monitor and predict both tectonic and climatic hazards and consider why people choose to live in hazardous areas.</p> <p>Section A: Climate Change Students will investigate evidence for climate change and learn the causes and effects of increased greenhouse gas concentrations in the atmosphere. Students will also consider how to adapt and mitigate against future</p>	<p>Types of Hazard Primary and secondary impacts Plate boundaries Chile 2010 Nepal 2015 Prediction, Planning, Monitoring & Protection Living in Hazardous Areas Causes of tropical storms Typhoon Haiyan Extreme weather in the UK Somerset Floods Causes of climate change Evidence of climate change Effects of climate change</p>	<p>A01: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>A02: Demonstrate geographic understanding of: concepts and how they are used in relation to places, environments and processes, the inter-relationships between places, environments and processes.</p> <p>A03: Apply knowledge and understanding to</p>	<p>Exam question practice in green exam exercise book</p> <p>End of topic assessments.</p>	<p>Global Issues and challenges</p> <p>Current Affairs</p> <p>Global Development</p>

	climate change.	Mitigation and Adaptation to climate change	interpret, analyse and evaluate geographical information and issues to make judgments. AO4: Select, adapt and use a variety of skills and techniques to investigate questions.		
Spring	<p>Section B: The Living World Students will be introduced to global biomes before focusing in depth on both Tropical Rainforests and Hot Deserts. Students will study an example of a small scale deciduous woodland ecosystem in the UK before concentrating on case studies of the Thar Desert and Amazon Rainforest. Students will consider plant and animal adaptations, opportunities and challenges with each biome and management strategies for a sustainable future.</p> <p>Section C: Coastal Landscapes Students study the different types of waves. The coastal processes and their landforms. They study an example of a coastal area to show the different features.</p>	<p>Global Biomes</p> <p>UK Ecosystems - Epping Forest</p> <p>Characteristics of Rainforests</p> <p>Causes of Deforestation</p> <p>Effects of Deforestation</p> <p>Management of Deforestation</p> <p>Characteristics of the Thar Desert</p> <p>Opportunities and Challenges in the Desert</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographic understanding of: concepts and how they are used in relation to places, environments and processes, the inter-relationships between places, environments and processes.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical</p>	<p>Exam question practice in green exam exercise book</p> <p>End of topic assessments.</p>	<p>Global Issues and challenges</p> <p>Current Affairs</p> <p>Global Development</p>

	<p>They then study the different types of coastal management and evaluate their effectiveness. This is linked into a case study.</p>	<p>Causes of Desertification</p> <p>Management of Desertification</p> <p>Waves</p> <p>Erosion, Weathering, Transportation</p> <p>Erosional and Depositional Landforms</p> <p>Coastal Management</p>	<p>information and issues to make judgments.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions.</p>		
<p>Summer</p>	<p>Section C: Rivers Students will study the UK relief and geology. They will look at how the hydrological cycle links into the drainage basin. Students will learn the processes and landforms of the upper, middle and lower sections of the river. Students will then move onto causes, effects and solutions to flooding using a case study example.</p> <p>Section A: Urban Challenge Students study the global pattern of urban change and the reasons for it. They then look at</p>	<p>The water cycle</p> <p>Long and Cross profiles</p> <p>Erosion, weathering, transportation</p> <p>Erosional and Depositional Landforms</p> <p>Causes of flooding</p> <p>Flood management</p>	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographic understanding of: concepts and how they are used in relation to places, environments and processes, the inter-relationships between places, environments and</p>	<p>Exam question practice in green exam exercise book</p> <p>End of topic assessments.</p> <p>Year 10 Mock Exams</p>	<p>Geopolitics</p> <p>Current Affairs and Issues</p> <p>Equality and Diversity</p> <p>Sustainability</p> <p>Global Issues and challenges</p> <p>Global Development</p>

	<p>urban challenges through two case studies the UK and India. They then look at how we can make our urban areas more sustainable. uneven development: disparities in wealth and health, international migration.</p> <p>Paper 3: Geographical Application</p> <p>Section A: Fieldwork Students will complete both a coastal and urban investigation.</p>	<p>Urbanisation & Megacities</p> <p>Push and pull factors</p> <p>Opportunities and Challenges in Mumbai</p> <p>Housing scheme in Mumbai</p> <p>Opportunities and Challenges in London</p> <p>Sustainable cities and transport</p>	<p>processes.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgments.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions.</p>		
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History Yr10

Term	<u>Topic title(s) and overview</u> Link to syllabus with more specific detail: https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning</u> (Equality and diversity, SMSC, cultural capital)
Autumn	<p><u>Paper 2 Superpower Rivalry</u></p> <p>Students will study:</p> <p>The origins of the Cold War, 1941–58</p> <p>Cold War crises, 1958–70</p> <p>The end of the Cold War, 1970–91</p>	<ul style="list-style-type: none"> ● communism and capitalism ● situation at end of WW2 ● Germany - blockade and wall ● Hungary ● Czechoslovakia ● Cuban Missile Crisis 	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts.</p>	<p>Exam question practice in yellow exam skills book</p> <p>End of unit 1 knowledge assessment</p>	<p>Link to potential current affairs</p> <p>Global influences</p>

		<ul style="list-style-type: none"> • Attempts to reduce tension • Collapse of the USSR 	AO 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.		
Spring	<p><u>Paper 2 Early Elizabethan England, 1558-88</u></p> <p>Students will study:</p> <p>Queen, government and religion, 1558–69</p> <p>Challenges to Elizabeth at home and abroad, 1569–88</p> <p>Elizabethan society in the Age of Exploration, 1558–88</p>	<ul style="list-style-type: none"> • -society and government, • religion, • Mary, Queen of Scots • plots • Spain and the Armada • education • leisure • poverty • discovery. 	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts.</p> <p>AO 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	Exam question practice in yellow exam skills book	<p>Religion and law making</p> <p>Social responsibility</p>

<p>Summer</p>	<p>Summer term 1 - complete Elizabeth <u>Paper 1 Medicine through time - Western Front</u></p> <p>Students will study:</p> <p>The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</p> <p>Knowledge, selection and use of sources for historical enquiries</p>	<ul style="list-style-type: none"> • Development of medicine in the early 20th century • Trenches and context of Western Front • Medical treatments and injuries caused by context • New technologies in surgery 	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts.</p> <p>AO 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>Exam question practice in yellow exam skills book</p> <p>Year 10 mock exams</p>	<p>Global developments</p> <p>Cultural capital - optional trip to Belgium and France</p>
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MFL French Yr10

-Use a wide range of vocabulary and complex grammatical structures

- Understand and use spoken and written language for real and relevant purposes, including transactional language
- Initiate and sustain conversations
- Understand different spoken and written language from varying sources/media for a variety of purposes
- Transcribe spoken language with accurate spelling and punctuation
- Translate phrases and paragraphs into and from the target language
- Describe a photo
- Role play
- Read aloud
- Confidently complete a dictation task
- Write a paragraph/paragraphs from memory using a range of tenses: present, past, future, imperfect and conditional tenses
- Use complex sentence structures in both writing and speaking
- Understand and accurately apply the fundamentals of key grammar such as spelling, gender of nouns, verb conjugation and how to structure a longer, more complex sentence
- Apply and adapt previously learned language for new purposes and redraft work

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	<p>Tu as du temps à perdre?</p> <p>Ma vie en ligne</p> <ul style="list-style-type: none"> ● Talking about what you do online ● Using the present tense of regular -er verbs ● Discussing pros and cons <p>Tu as une vie active?</p> <ul style="list-style-type: none"> ● Saying what you do to stay active ● Using the present tense of irregular verbs ● Listening and transcribing in French 	<p>Key language: je télécharge / j'écoute / je parle / je partage / je cherche / j'achète / je joue (à) / je regarde / j'envoie. Je fais ça...</p> <p>Grammar: Regular -er verbs in the present tense. Verbs (otherwise regular) in which y changes to <i>ie</i>, e.g. <i>envoyer</i></p> <p>Key language: Est-ce que tu as une vie active? Qu'est-ce que tu fais? Qu'est-ce que tu fais comme activités, le jour sans écrans je fais du vélo nous faisons de la cuisine je suis membre de l'équipe de handball....</p>	<p>Skills: Pronunciation and phonics: Pronouncing Est-ce que Watching out for silent final 'e' and silent final consonants such as -s, -t and -x, e.g. chose, jeux; silent verb endings -e, -es and -ent</p> <p>Skills: Listening and transcribing in French Transcribing silent letters Predicting Faire translated as 'to go' in English, e.g. faire du vélo (to go cycling), faire de la natation (to go swimming)</p>	<p>Formative assessment: Listening Reading Read aloud</p> <p>Summative assessment Writing Translation Dictation</p>	<p>To compare the use of the internet in France and in Francophone countries in Africa</p> <p>To use language in a real context to discuss having an active lifestyle</p>

	<p>Qu'est-ce que tu regardes?</p> <ul style="list-style-type: none"> • Talking about what you watch • Forming and answering questions • Preparing a role play 	<p><u>Grammar:</u></p> <p>Present tense</p> <p>Irregular verbs in present tense: <i>aller, avoir, être, faire</i></p> <p>Irregular verbs in present tense: <i>boire, lire je bois, je lis</i></p> <p>Using <i>on</i> to mean 'we'</p> <p>Key language: Qu'est-ce que tu aimes regarder? J'aime regarder ... des séries / des comédies / des émissions de sport / un peu de tout. Quel type de vidéos est-ce que tu regardes? Je regarde des ... *clips sur une chaîne de musique / émissions de télé-réalité / vidéos de cuisine / vidéos amusantes d'animaux.</p>	<p>Skills: Preparing an exam-style role play – launch of transactional role play skill Pronunciation and phonics: qu pronounced as 'k' c pronounced as 'k' in front of letters a, o, u (combien)</p>	<p>Formative assessment: Listening Reading Read aloud</p> <p>Summative assessment Writing Translation Role play</p>	<p>Students to use language in a real context to discuss what they Watch on tv</p>
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	<p>Qu'est-ce qu'on va faire?</p> <ul style="list-style-type: none"> • Making plans to go out • Using the near future tense • Responding to invitations 	<p>Grammar : Question words and asking questions with est-ce que + subject / verb quel/quelle/quels/quelles Regular -ir verbs: finir, choisir des changes to de/d' after a negative</p> <p>Key language: aujourd'hui / ce matin / cet après-midi / ce soir / demain / demain matin / demain après-midi / demain soir puis à ... neuf heures / neuf heures dix / neuf heures et quart / neuf heures vingt-cinq....</p> <p>Grammar: Near future (aller + infinitive), including Ça va être</p>	<p>Skills: Telling the time</p>	<p>Same as above</p>	<p>Using language in a real context; students in a role play make plans to go out</p>
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Autumn 2	<p>Qu'est-ce que tu as fait?</p> <ul style="list-style-type: none"> • Saying what you did last weekend • Using the perfect tense • Pronouncing é, er, ez correctly 	<p>Key language: Un week-end ordinaire / extraordinaire Qu'est-ce que tu as fait, le week-end dernier? samedi matin / après-midi / soir dimanche matin / après-midi / soir chanter / j'ai chanté / nous avons chanté boire / j'ai bu faire / j'ai fait</p> <p>Grammar: Perfect tense: regular -er verbs, auxiliary avoir/être plus past participle and agreement for être verbs (aller, rester) Perfect tense of high-frequency irregular verbs: boire, faire Negatives in the perfect tense, e.g. je n'ai rien mangé c'est/c'était / il y a/avait (lexical imperfect).</p>	<p>Skills: Giving past-tense opinions with c'était Weekend time expressions and sequencers</p> <p>Pronunciation and phonics: Pronouncing é, er, ez correctly (mangé, manger, mangez)</p>	<p>Formative assessment: Listening Reading Read aloud</p> <p>Summative assessment: Writing Translation Dictation Role play</p>	<p>To learn and Francophone countries in Africa</p>

	<p>Zone de culture: Fêtes et jeux</p> <ul style="list-style-type: none"> Exploring events in the francophone world Using aimer + noun and aimer + infinitive <p>J'ai participé aux Jeux de la Francophonie!</p> <ul style="list-style-type: none"> Taking part in an interview 	<p>Key language: À ton avis, c'est une bonne idée ? À mon avis, c'est ... une bonne idée / amusant / intéressant / une mauvaise idée / ennuyeux / nul. Tu es d'accord? Oui, je suis d'accord. / Non, je ne suis pas d'accord. Est-ce que tu aimes ... ? J'adore ... / J'aime ... Je n'aime pas ... / Je déteste</p> <p>Grammar: Opinion verbs + a definite article + noun, e.g. j'adore le basket + a verb in the infinitive, e.g. j'aime jouer ...</p> <p>Key language: Tu es de quel pays? Je suis du *Sénégal / de *Belgique.</p>	<p>Skills</p> <p><u>Pronunciation and phonics:</u></p> <p>The letter é (<i>écran</i>)</p> <p>Final consonants <i>-d, -n, -s, -t</i> and <i>-x</i> are usually silent</p> <p>Liaison before a vowel</p> <p>Skills:</p> <p><u>Pronunciation and phonics:</u></p>	<p>Formative assessment: Listening Reading Photo card description</p> <p>Summative assessment: Translation Writing Read aloud</p> <p>Formative assessment: Listening Reading</p> <p>Summative assessment</p>	<p>To discuss key events in the Francophone world</p> <p>To discuss events in the Francophone World</p>
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	<ul style="list-style-type: none"> • Asking questions in the perfect tense • Using two tenses together (present and perfect) 	<p>Qu'est-ce que tu fais comme activité? Je joue au foot. Je fais du vélo / de la danse. Quand et où est-ce que tu fais ça? Je fais ça / mon *entraînement ... chaque jour / le (samedi) après-midi</p> <p>Grammar: Inversion of subject and verb and addition of hyphen for questions in the perfect tense, e.g. Comment as-tu *célébré ton succès?</p> <p>-</p>	<p>The letter é (<i>écran</i>)</p> <p>Final consonants <i>-d, -n, -s, -t</i> and <i>-x</i> are usually silent</p> <p>Liaison before a vowel</p>	<p>Writing and translation Role play</p>	
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Spring	<p>Mon clan, ma tribu</p> <p>Libre d'être moi</p> <ul style="list-style-type: none"> • Talking about your identity • Using emphatic pronouns <p>Un week-end en famille</p> <ul style="list-style-type: none"> • Talking about your weekend routine • Using reflexive verbs in the present tense 	<p>Key language: Qu'est-ce qui fait ton identité? Ce qui fait mon identité, c'est / ce sont ... ma religion / ma langue / mes amis / ma personnalité / mes frères et sœurs / mon *genre. pour moi/nous / avec toi / à lui/vous / sans elle/eux / avec elles</p> <p>Grammar: Possessive adjectives mon, ma, mes</p> <p>Key language: Que fais-tu le weekend, en famille? Dans ma famille, il y a ... personnes. J'habite avec ... / Je vis avec ...moi / ma mère / ma sœur ma belle-mère / ma</p>	<p>Skills Emphatic pronouns after prepositions (pour, avec, à, sans): moi, toi, lui, elle, nous, vous, eux, elles</p> <p>Skills: Using sequencers (<i>d'abord, puis, ensuite, plus tard</i>)</p>	<p>Formative assessment Listening Reading Role play</p> <p>Summative assessment: Writing Translation Dictation Conversation</p>	<p>Discuss Multilingual francophone countries and French values</p> <p>To use language in a real context and discuss personal routine</p>

	<ul style="list-style-type: none"> Extending sentences using sequencers and connectives <p>L'amitié est la clé du bonheur:</p> <ul style="list-style-type: none"> Discussing friends and friendship Making adjectives agree Translating a passage into French 	<p>tante / ma demi-sœur / mon père / mon frère / mon beau-père / mes grands-parents / mon grand-père / ma grand-mère jumeau/jumelle / aîné(e) / petit</p> <p>je me lève / je m'entraîne / je m'amuse...</p> <p>Grammar: Reflexive verbs in present tense (se lever) on and nous meaning 'we' Possessives adjectives: mon, ma, mes; ton, ta, tes; son, sa, ses</p> <p>Key language: Tu t'entends (toujours) bien avec tes amis? Pourquoi / Pourquoi pas? La plupart du temps ... je (ne) m'entends (pas) (assez / très) bien avec mon/ma meilleur(e) ami(e) / mes amis....</p>	<p>Using connectives (<i>et, donc, car, parce que, où</i>)</p> <p>Pronunciation and phonics:</p> <p>è / ê / ai (<i>père, vêtements, j'aime</i>)</p> <p>œu / open eu (<i>sœur, heure</i>)</p> <p>Skills:</p> <p>Translating into French</p> <p>Recognising and using qualifiers / intensifiers (<i>très, assez, un peu</i>)</p>	<p>Formative assessment Reading Listening Role play</p> <p>Summative assessment Read aloud</p>	<p>To use language in a real context to discuss friendship</p>
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	<p>Couleur famille</p> <ul style="list-style-type: none"> • Talking about what people look like • Understanding the position of adjectives • Describing a photo 	<p>Grammar: Adjectival agreement for regular adjectives, e.g. patient; some different patterns (stupide, travailleur, actif, gentil); some irregular adjectives (vieux, beau); no change (sympa)</p> <p>Key language: Mon frère / Ma tante / Il/Elle est ... Mes parents / Ils/Elles sont ... grand(e)(s)/petit(e)(s) / de taille moyenne / *chauve(s) Il/Elle a ...Ils/Elles ont ...le visage long les cheveux ...longs / courts / blonds / noirs / *bruns / gris / blancs / roux / châains les yeux ...bleus / verts / marronIls/Elles ont *l'air (très) ...</p> <p>Grammar: Position of adjectives – most after the noun, e.g. elle a le visage long; some go in front of the noun, e.g. un *joli sourire, deux jeunes garçons</p>	<p>Skills: Thinking about what kind of word might be missing in a gapped text Describing a photo (preparation for photo card description) Pronunciation and phonics: ch pronounced as 'sh'</p>	<p>Translation Writing</p> <p>Formative assessment Photo card description Translation Conversation Writing</p>	<p>Students use language in a real context to talk about their own family</p>
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	<p>La place des idoles:</p> <ul style="list-style-type: none"> • Talking about positive role models • Using direct object pronouns • Using the present and perfect tenses 	<p>Incidental grammar: Present tense il/elle, ils/elles verb forms revisited</p> <p>Key language:</p> <p>Qui est-ce que tu *admires ?</p> <p>*J'admire ...Je le/la suis parce qu'il/elle est ...Je les suis parce qu'ils/elles sont ...Il/Elle est connu(e) pour ...C'est une personne / un homme / une femme qui ...Il/Elle lutte pour / contre ...C'est quoi un bon modèle, pour toi? Un bon modèle est quelqu'un qui ...aide les gens / se comporte bien / inspire les autres. Donne-moi un exemple de bon modèle. Un bon modèle est ...</p> <p>Grammar:</p> <p>Direct object pronouns, singular and plural (<i>le/la/l'</i> before a vowel, <i>les</i>) Irregular</p>	<p>Skills:</p> <p>Present and perfect tenses contrasted and used together</p>	<p>Summative assessment: Writing, photo card description, listening Reading</p>	<p>Use language in a real context and talk about personal role model</p>
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	<p>Famille, amour, gâteau:</p> <ul style="list-style-type: none"> • Talking about celebrations • Using the perfect, present and near future tenses • Recognising adverbs 	<p>past participles: <i>né, eu, écrit, devenu, reçu</i></p> <p>Key language:</p> <p>Normalement, qu'est-ce que tu fais pour fêter ton anniversaire? L'année dernière, comment est-ce que tu as fêté ton anniversaire?</p> <p>L'année prochaine, qu'est-ce que tu vas faire pour ton anniversaire? On fête / a fêté / va fêter ...la naissance du fils / de la fille de ...mon anniversaire / l'anniversaire de ...On va / est allés / va aller ...chez mon (nouveau) voisin / lui / nous / eux en ville</p> <p>Grammar:</p> <p>Using present, perfect and near future tenses</p>	<p>Skills:</p> <p><i>chez</i> to mean 'at' or 'to' someone's home</p> <p>Using tenses and time phrases to tell if someone is referring to the present, past or future</p>	<p>Same as above</p>	<p>To discuss end of year celebration in a Francophone country school</p>
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<p>Summer 1</p>	<p>Ma vie scolaire:</p> <p>Au collège chez nous</p> <ul style="list-style-type: none"> • Learning about school life in francophone countries • Describing photos <p>Quelle est ta matière préférée?</p> <ul style="list-style-type: none"> • Talking about school subjects and school life • Using comparative adjectives • Giving opinions with reasons 	<p>Key language:</p> <p>C'est comment, la vie au collège? Voici les réponses de trois jeunes de pays différents. Décris les personnes. Sur la photo, il y a ...trois / quatre / cinq personnes / enfants / jeunes.....</p> <p>Grammar:</p> <p>Definite articles (<i>le, la, l', les</i>); where use is different to English, e.g. school subjects (<i>on étudie le théâtre et l'anglais</i>)</p> <p>Key language:</p> <p>Que penses-tu de tes matières? Ma matière préférée est ...J'aime / J'adore / Je n'aime pas / Je déteste ...le/la/l'/les ...parce</p>	<p>Skills:</p> <p>Describing photos (people, location, activity)</p> <p>Using <i>-ième</i> endings to create ordinal numbers (with reference to school years)</p> <p>Skills:</p> <p>Giving opinions with reasons (including using comparatives)</p>	<p>Formative assessment:</p> <p>Writing, translation, Photo card</p> <p>Summative</p> <p>Mock exam in speaking, reading, listening and writing</p> <p>Summative assessment:</p> <p>Same as above + writing</p>	<p>Names of year groups in Francophone schools</p> <p><i>La laïcité</i> in French schools</p> <p>Comparing French schools to English schools</p> <p>Same as above +giving opinions about school subjects using language in a real context</p>

	<p>C'est injuste!</p> <ul style="list-style-type: none"> • Discussing school rules • Using impersonal verb structures followed by infinitives • Expressing opinions, agreeing and disagreeing 	<p>que/qu' ...je suis *créatif/créative / sportif/sportive...</p> <p><u>Key language:</u></p> <p>Il faut ...Il est essentiel / important de ...porter l'uniforme scolaire / faire ses devoirs / s'asseoir à sa place / respecter les profs. Il ne faut pas / jamais ...Il est interdit de/d' ...arriver en retard / manger en classe / *harceler d'autres élèves / utiliser son portable en classe. Quel est ton avis sur les règles?</p> <p><u>Grammar:</u></p> <p><i>Use of il faut + infinitive, il ne faut pas + infinitive, il est + adjective, e.g. important / interdit + de + infinitive</i></p>	<p><u>Skills:</u></p> <p>Expressing opinions, agreeing and disagreeing</p> <p>Spotting known words and structures in a text</p> <p><u>Pronunciation and phonics:</u></p> <p>-er and -é at the end of words</p>	<p>Formative assessment: Listening Reading Writing</p>	<p>To compare French schools to British schools</p>
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	<p>As-tu fait des progrès?</p> <ul style="list-style-type: none"> • Talking about making progress at school • Using irregular verbs in the perfect tense • Pronouncing <i>oi</i> and <i>oy</i> 	<p>Key language:</p> <p>j'ai / tu as / il/elle a ...appris beaucoup de choses (en ...) bu du *coca en classe écrit une histoire extraordinaire fait beaucoup de progrès (en ...)</p> <p>mis des lunettes de soleil reçu de bonnes / mauvaises notes (en ...)lu beaucoup d'articlespris des photos exceptionnelles couru dans le *couloir</p> <p>Grammar:</p> <p>Irregular past participles (<i>appris, bu, couru, écrit, fait, lu, mis, pris, reçu, ri</i>) Negatives in the perfect tense go around the part of <i>avoir / être</i>. Superlatives: <i>le/lal/les plus / moins</i> + adjective; <i>le/lal/les meilleur(e)(s) / pire(s)</i> + noun <i>en</i> + school subject (without <i>le/lal/les</i>)</p>	<p>Skills:</p> <p>Drawing from texts already seen in preparing a written text</p> <p>Pronunciation and phonics:</p> <p><i>oi</i></p> <p><i>oy</i> with 'y' sound at end (<i>*incroyable, moyenne</i>)</p>	<p>Summative assessment:</p> <p>Writing, translation, conversation, role play Photo card</p>	<p>Using language in a real context to discuss progress</p>
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	<p>Souvenirs d'école:</p> <ul style="list-style-type: none"> • Talking about what school used to be like when you were younger • Using verbs in the imperfect tense • Translating into French 	<p>Key language:</p> <p>C'était, il y avait, quand tu étais petit(e), tu étais comment? Quand j'étais petit(e), j'étais très / assez ... / je n'étais pas ...J'étais l'élève le/la plus ... de la classe..J'aimais (beaucoup / bien) l'anglais / la musique.</p> <p>Je jouais de la *clarinette dans un *orchestre. Je lisais des *magazines (en anglais).</p> <p>Je trouvais (le français) ennuyeux...</p> <p>Grammar:</p> <p>Imperfect tense: habitual or continuous actions ('I used to ...'). Whole paradigm of regular <i>-er</i> verb (<i>regarder</i>); <i>être</i> stem (<i>ét-</i>) Indirect object pronouns <i>me/m', nous</i>; position (<i>il me parlait, elle nous donnait</i>)</p>	<p>Skills:</p> <p>Asking and answering question in the imperfect tense</p> <p>Pronunciation and phonics:</p> <p>-s- between vowels in the middle of a word pronounced as 'z' (<i>faisais, maison, télévision</i>)</p>	<p>Formative assessment:</p> <p>Listening, reading Writing, conversation</p>	<p>Talking about school using language in a real context.</p>
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	<p>Les langues et l'avenir:</p> <ul style="list-style-type: none"> • Talking about learning languages • Using the imperfect, present and near future tenses • Recognising a wider range of negatives 	<p>Key language:</p> <p>À l'école *primaire, est-ce que tu apprenais une langue étrangère? Oui, j'apprenais ...</p> <p>Oui, je n'apprenais que ...l'anglais / *l'italien / *l'allemand / *l'espagnol / le français / le *mandarin / le *roumain. Non, je n'apprenais aucune langue étrangère. Au collège, tu apprends quelles langues étrangères? Au collège, je n'apprends que ...En ce moment, j'apprends ..., mais je n'apprends pas...</p> <p>Grammar:</p> <p>Imperfect, present and near future together. Negative phrases revisited and more negative phrases (ne ... aucun(e), ne ... ni ... ni, ne ... que)</p>	<p>Skills:</p> <p>Writing something for every gap</p> <p>Borrowing and adapting phrases from texts</p> <p>Pronunciation and phonics:</p> <p>-ien</p>	<p>Summative assessment:</p> <p>Writing Role play Photo card</p>	<p>To discuss the importance of speaking another language in today's world</p>
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<p>Summer 2</p>	<p>En pleine forme Sain ou malsain</p> <ul style="list-style-type: none"> • Describing and giving opinions about dishes • Understanding advice in the <i>vous</i>-form imperative 	<p>Key language:</p> <p>Ce plat / Ce dessert contient ... Ces gâteaux contiennent ... du chocolat / fromage / poisson / *poulet / riz / sucre.</p> <p>de la glace / *sauce / viande. des frites / fruits / légumes.</p> <p>À ton avis, le plat, il est sain? À mon avis, il a bon goût, mais c'est malsain. Pourquoi?</p> <p>Parce que ce plat contient ...C'est sain / malsain.</p> <p>C'est bon / mauvais pour la santé.</p> <p>Grammar:</p> <p><i>Vous</i>-form imperative</p>	<p>Skills:</p> <p>Pronouncing new vocabulary (listen and check)</p>	<p>Formative assessment</p> <p>Listening, reading, writing</p>	<p>Discuss The Manger Bouger campaign</p>
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Bon appétit!

- Talking about meals and mealtimes
- Using the partitive article (*du, de la, de l', des*) and *en*
- Spotting small words that can change meaning

Key language:

Qu'est-ce que tu manges (normalement)? le petit-déjeuner, le déjeuner, le *snack, le *dîner. Qu'est-ce que tu prends pour le petit-déjeuner? Qu'est-ce que tu manges et bois à midi? Est-ce que tu manges quelque chose après les cours? Normalement, le soir, qu'est-ce que tu manges?

Grammar:

Partitive articles: *du, de la, de l', des* meaning 'some'; contraction to *de/d'* after a negative. Pronoun *en* with present tense verbs, e.g. *j'en mange*

Perfect tense verbs revisited

Skills:

Looking at words before and after each gap and looking for grammar clues to help predict what is missing

Spotting small words that can change meaning (*sans, au lieu de, sauf*)

Pronunciation and phonics:

Nasal sounds:

en, an, em, am

ain, in, aim, im

Summative assessment:

Writing, conversation, role play, photo card

Discuss French typical dishes.
Compare French typical dishes to the English one.

	<p>Bien dans ma peau</p> <ul style="list-style-type: none"> • Talking about good mental health • Using modal verbs (<i>devoir, vouloir, pouvoir</i>) • Giving advice 	<p>Key language:</p> <p>Comment tu te sens (aujourd'hui)? / Comment ça va aujourd'hui? Ça va très bien. Ça ne va pas bien. Qu'est-ce qui ne va pas? Quel est le problème? Je me sens ...Je suis ...un peu / assez / très / vraiment heureux/heureuse / triste / en colère / *fatigué(e) / inquiet/inquiète / calme / stressé(e). Écoute un peu de musique. Fais de la cuisine. Parle avec moi.</p> <p>Grammar:</p> <p><i>Tu</i>-form imperative, including sois and negative form, e.g. <i>Ne pleure pas</i>.</p> <p>Modal verbs + infinitive (<i>devoir, pouvoir, vouloir</i>); negative, e.g. <i>il ne peut pas</i></p>	<p>Skills:</p> <p><i>Giving advice</i></p> <p>Pronunciation and phonics:</p> <p><i>-eu (deux)</i></p>	<p>Formative assessment:</p> <p>Listening, reading Writing.</p>	<p>Use language in a real context to discuss well being</p>
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Ça ne va pas?

- Describing illness and accidents
- Using the perfect tense of reflexive verbs
- Booking a doctor's appointment

Key language:

Le corps **humain**

le nez / la tête / la gorge / le ventre / le cœur / le bras / le pied / la main / la jambe / les yeux / l'oreille / la bouche / le dos. J'ai mal au dos / à la tête / aux yeux / au cœur.. avoir mal (à) / chaud / froid / faim / soif / **peur** / de la **fièvre**. Reste / Restez au lit.

Va / Allez à l'hôpital.

Grammar:

à with definite article (*au, à la, aux*) *avoir mal* (+ *au, à la, aux*). Singular and plural imperatives revisited.
Reflexive verbs in the perfect tense

Skills:

Role playing (visit to doctor)

Pronunciation and phonics:

Using knowledge of French pronunciation to predict how to say new vocabulary (parts of the body)

Summative assessment:

Role play, photo card
Conversation.

Use language in a real context to discuss a visit at the GP

	<p>Je change ma vie</p> <ul style="list-style-type: none"> • Saying what you will do to improve your life • Using the simple future tense • Using more complex sentence structures 	<p>Key language:</p> <p>À l'avenir, qu'est-ce que tu feras pour améliorer ta vie?</p> <p>Je mangerai mieux. Je mangerai / J'achèterai moins de choses sucrées / chocolat et plus de légumes / fruits.</p> <p>Je passerai moins de temps sur les réseaux sociaux. J'irai à des cours de danse / au centre sportif / des cours de cuisine. Je penserai moins à moi et j'aiderai les autres / ma mère et mes</p> <p>Grammar:</p> <p>Simple future for all persons of the verb for <i>-er</i> verbs</p> <p>Simple future for first person singular for <i>aller, avoir, être, faire</i></p>	<p>Skills:</p> <p><i>Using plus and plus de</i></p> <p><i>Using more complex sentence structures (pour / afin de / *au lieu de / avant de + infinitive)</i></p>	<p>Formative assessment:</p> <p>Listening, reading, writing</p>	<p>Use language in a real context to talk about new resolutions</p>
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	<p>Mieux vivre:</p> <ul style="list-style-type: none"> • Talking about lifestyle changes • Using the imperfect, present and simple future tenses • Distinguishing between tenses when listening 	<p>Key language:</p> <p>Quand tu étais plus jeune, ta vie était comment? Maintenant, est-ce que ta vie est meilleure? Qu'est-ce que tu feras à l'avenir? Je suis né(e) au / en (*Côte d'Ivoire / France). Quand j'étais petite(e) / jeune / *ado, j'habitais ...Ma famille était (*modeste). Je travaillais dans (un hôtel). Je jouais (au tennis / au basket). Maintenant, je suis (*politicienne / acteur)....</p> <p>Grammar:</p> <p>Negatives: <i>ne ... plus; ne ... jamais, ne ... rien, ne ... pas</i> revisited. Irregular verbs in <i>je</i> form across the three tenses (<i>avoir, être, faire</i>)</p>	<p>Skills:</p> <p><i>Using three timeframes: imperfect, present, simple future</i></p> <p><i>Listening for clues about tenses (time phrases, verb endings)</i></p> <p><i>Adapting phrases by changing details</i></p> <p><i>Questions in different time frames</i></p>	<p>Summative assessment:</p> <p>Writing, conversation, Role play, photo card</p>	<p>To use language in a real context to discuss personal lifestyle changes.</p>
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MFL German Yr10

-Use a wide range of vocabulary and complex grammatical structures

- Understand and use spoken and written language for real and relevant purposes, including transactional language
- Initiate and sustain conversations
- Understand different spoken and written language from varying sources/media for a variety of purposes
- Transcribe spoken language with accurate spelling and punctuation
- Translate phrases and paragraphs into and from the target language
- Describe a photo
- Role play
- Read aloud

- Confidently complete a dictation task
- Write a paragraph/paragraphs from memory using a range of tenses: present, past, future, imperfect and conditional tenses
- Use complex sentence structures in both writing and speaking
- Understand and accurately apply the fundamentals of key grammar such as spelling, gender of nouns, verb conjugation and how to structure a longer, more complex sentence
- Apply and adapt previously learned language for new purposes and redraft work

Term	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>Zurück zur Schule!</p> <ul style="list-style-type: none"> ● Present tense revision ● School life in UK & Germany ● Subjects & opinion phrases ● School uniform / adjectival endings / opinions ● School rules / modal verbs/ opinions ● Introduction of perfect tense ● Introduction of imperfect tense ● Past events school experiences <p>Endlich mal Freizeit</p> <ul style="list-style-type: none"> ● Music preferences 	<p>Present Tense Forming questions Comparisons Adjectival endings Modal verbs Perfect tense Imperfect tense Perfect and imperfect tenses</p> <p>Gern/lieber/am liebsten</p>	<p>Grammar</p> <p>Definite and indefinite articles Plural of nouns Present tense Personal pronouns Word order Conjunctions Adjectival endings Modal verbs Perfect tense Imperfect tense Future tense</p>	<p>Formative</p> <p>Speaking feedback in class</p> <p>Written work feedback in books</p> <p>Summative</p> <p>End of topic assessments in reading, listening and writing</p>	<p>Understanding the German school system and evaluating the positives and negatives</p> <p>Learning about German musicians</p>

- Sports and hobbies
- Technology
- Making arrangements

Time phrases and word order
 Separable verbs
 Forming questions

Intensifiers and qualifiers
 Separable verbs
 Asking questions with
 möchten, wollen and
 können + infinitive

Pronunciation

u vs ü
 Cognates
 W
 ei, ie, i
 Long a and short a
 sch, sp and st
 o and ö

Skills

Using weil to give and
 justify opinions
 Photocard practice
 Giving opinions using dass
 Using frequency
 expressions in sentences
 Using gern and lieber to
 express preferences
 Role plays
 Telling the time
 Forming questions

<p>Spring</p>	<p>Endlich mal Freizeit</p> <ul style="list-style-type: none"> • TV and films • Future plans <p>Meine Welt, deine Welt</p> <ul style="list-style-type: none"> • Family descriptions • Relationships • Discrimination • Festivals • Parties 	<p>Perfect and Imperfect tenses Intensifiers Future tense Time, manner, place</p> <p>Possessive adjectives Relative pronouns Dative case with mit Common feminine endings Perfect tense Word order with time phrases Dual case prepositions with accusative and dative Um...zu phrases</p>	<p>Grammar</p> <p>Perfect tense Imperfect tense Future tense using werden Time, manner, place Possessive adjectives Relative pronouns Dative prepositions and pronouns in + accusative or dative</p> <p>Pronunciation</p> <p>eu ä u, ü and y v, w and z</p> <p>Skills</p> <p>Adjectives and intensifiers Present tense with a future time phrase Expressing opinions and justifications Qualifiers and intensifiers</p>	<p>Formative</p> <p>Speaking feedback in class</p> <p>Written work feedback in books</p> <p>Summative</p> <p>End of topic assessments in reading, listening and writing</p>	<p>Learning about famous German films and TV shows</p> <p>Same sex marriages</p> <p>Fight against discrimination</p> <p>German cultural festivals</p>
<p>Summer</p>	<p>Bleib gesund</p> <ul style="list-style-type: none"> • Food and drink • Accidents & illnesses • Healthy habits 	<p>Seit & present tense Dative case zu & infinitives</p>	<p>Grammar</p> <p>Comparatives Irregular adjectives Using mögen with a noun</p>	<p>Formative</p>	<p>Discussing how to maintain a healthy lifestyle</p>

- Wellbeing
- Priorities

Meine Ecke

- Transport
- Role plays
- Shopping

Wenn clauses & konjunktiv
 Accusative prepositions
 Forming questions
 Dual case prepositions with dative

vor
 Modal verbs in the imperfect tense: können, dürfen, müssen, wollen
 Forming plural nouns
 Perfect tense
 Future tense with werden
 Wenn

Pronunciation

schw and *ski*
 Umlaut sound changes
-ig at the end of a word

Skills

Giving your opinion in different ways
 Sie – the polite form of ‘you’
 s at the beginning of a word or before a vowel

Speaking feedback in class

Written work feedback in books

Summative

Mock exam in speaking, reading, listening and writing

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Art & Design Yr10 (Fine Art)

<https://www.eduqas.co.uk/media/ozvli0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf>

Component 1: Portfolio 60%:

Component 1, the Portfolio, provides opportunities for students to explore and cultivate important skills, knowledge and understanding through a variety of experiences. These include using resources (such as the local environment, gallery visits, workshops or other sources) to carry out focused research which supports purposeful developments. During the course, students should be encouraged to experiment, collaborate, make informed creative decisions and innovate. Careful consideration of the selection and presentation of their work should also be encouraged. The primary purpose of this year is to develop a confident approach that will support students' creative journeys in the latter part of Component 1 and throughout Component 2 and beyond.

Term	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p><u>Component 1: Portfolio 60%- Environments</u></p> <p><i>Skills building project</i> 'Coastal Environments'</p> <p>Students will be introduced to the course and</p>	<p>Drawing Drawing techniques</p> <ul style="list-style-type: none"> • Traditional experimental drawing techniques: 	<p>Drawing Teacher led drawing workshops to develop confidence and skill in observational drawing techniques underpinned</p>	<p>Coastal drawing baseline assessment task to assess drawing skills and inform planning.</p>	<p>Southend coastal trip- developing students cultural capital and social mobility</p>

<p>complete 4 mini projects under the theme of 'coastal environments' covering <u>the 5 core specialist fine art areas: drawing, printmaking, painting and ceramics.</u></p> <p>The purpose of this is to <u>build students' skills and knowledge using a wide range of different techniques, media and processes</u> in preparation for them to be able to have the toolkit to confidently and <u>independently</u> respond to their major project brief.</p> <p>Half term 1:</p> <p>underpinned by the formal elements of art.</p> <p>Students will be taught the fundamentals about presentation and the purpose of annotation/analysis in art.</p> <p>Half term 2: Printmaking & Painting students will learn about how reproductive printmaking was revolutionary for artist and thinkers before modern inventions such as cameras, scanners and copy machines. Students will learn the skills and techniques of mono printing (one of print) and lino printing (duplicate prints).</p>	<p>(continuous line drawing, cross contour, linear, types of lines)</p> <ul style="list-style-type: none"> • Developing understanding of Mark making techniques • What techniques can we use to show accurate form using chalk and charcoal? • How can mark making be used to show texture? • What is contrast? How can it be used in art? • What is zentangle art and how do artists create this style of work? <p>Printmaking:</p> <ul style="list-style-type: none"> • What is printmaking (traditional and contemporary) 	<p>by the formal elements of art.</p> <ul style="list-style-type: none"> • Experimental drawing techniques to develop confidence and observational skills through looking often • How can we use tone to create realism? • Mark making techniques to show texture • Learning how to use the mark making technique stippling, to create tone and form. • Develop your presentation, recording and analytical skills when developing an artist research page <p>Printmaking:</p>	<p>Learners will be assessed on the following: Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment Objective 2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4 Present a personal and meaningful response that realises intentions and</p>	<p>Social - students will be encouraged to use a range of social skills in different contexts, such as problem solving in groups, debating with each other whilst having acceptance and engagement of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</p> <p>Individual Liberty</p> <p>Work within boundaries to make safe choices in art and design Make own choices within art and design projects</p>
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		<p>techniques)</p> <ul style="list-style-type: none"> • Comparing mono printing and lino printing techniques <p>Painting:</p> <p>Knowledge and understanding of new techniques and painting styles such as: oil painting, watercolour blending, acrylic paint layering, textured painting</p>	<ul style="list-style-type: none"> • Researching traditional and contemporary artists and analytical skills • Creating a clean neat monoprint using different methods • Multi cut lino printing • Evaluation and reflection of work • Sketchbook presentation skills <p>Painting:</p> <ul style="list-style-type: none"> • Advance colour mixing techniques • Experimenting with painting techniques on different surfaces from primary observation 	<p>demonstrates understanding of visual language.</p> <p><u>Formative assessment</u> throughout the term: Questioning during lesson Group critiques Peer, self and teacher assessment WOWO board responses</p> <p><u>Summative assessment</u> Feedback will be recorded using the following marksheets and against the exam board mark scheme <input type="checkbox"/> KS4 Marksheet tem...</p>	<p>Students will take part in a painting workshop from a local professional artist</p>
Spring	<p>Half term 1: Ceramics</p> <p>Students will expand on the knowledge learned in ks3, and learn more complex building and sculpting techniques and skills when using clay. Students will respond to 3D artists linking to</p>	<p>Ceramics:</p> <ul style="list-style-type: none"> • What is ceramics? 	<p>Ceramics:</p> <ul style="list-style-type: none"> • How to develop creative ideas 	<p><u>May- 5 hour mock exam</u></p> <p>Students will create their ceramics tile/s during a 5</p>	<p>Students watch blue planet earth 'coral reefs' to build a better</p>

	<p>their 'coastal environments' project. The project will be concluded with a 3D final outcome in the media of choice.</p>	<ul style="list-style-type: none"> • Advanced ceramics methods and techniques • Ceramics artists • What is a design idea? • Glazing and firing 	<p>inspired by different contextual sources</p> <ul style="list-style-type: none"> • Advanced modelling and building skills using different tools and techniques • Glazing techniques 	<p>hour mock invigilated in exam conditions.</p> <p>Internally assessed against the exam board mark scheme and AO'S.</p>	<p>understanding on ocean conservation.</p> <p>The Rule of Law Undertake safe practices, following class rules during projects and activities for the benefit of all</p> <p>Understand the consequences if rules are not followed</p>
<p>Summer</p>	<p>Half term 2:</p> <p><u>Component 1: Portfolio 60%- Major project 'Environment'</u></p> <p><u>May/June: My locality</u></p> <p>Students will produce a small project of work based around architecture of their local area. They will take primary photos, study and work in the style of an artist before producing a large scale charcoal piece of work which will be exhibited in the local community.</p>	<p>Ian Murphy contextual influence</p> <p>Learning about architecture/landscape artist Ian Murphy and his contemporary art style</p> <p>History of the local area</p>	<p>Ian Murphy contextual influence</p> <ul style="list-style-type: none"> • Analytical and critical thinking skills when writing and talking about artists • Creating textured backgrounds in the style of the artist 		<p><u>Social</u></p> <p>Students work independently and collaboratively to develop public and community artworks that express relationships between the students and local community.</p>

	<p>July: Exam specification: https://www.eduqas.co.uk/media/ozvliit0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf</p> <p>COMPONENT 1: PORTFOLIO 60%-'Environments'</p> <p>Students will use this term begin to develop a sustained personal investigation based on the overall theme 'Environments' which will lead to them producing a sustained piece of at least 10 hours that encapsulates their investigations and concludes their ideas on their chosen area of study.</p> <p>Areas of study include: Drawing, Installation, Lens and light-based media, Mixed media, Land art, Printing,</p>	<p>Firm understanding of the portfolio component in prep for Year 11 and how to begin to develop own personal ideas</p>	<ul style="list-style-type: none"> • Drawing techniques to show form and texture • Accuracy and proportion skills when scaling up to A1 size • Advanced charcoal skills <p>This specification requires students to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Develop their ideas through investigations informed by selecting and critically analysing sources • Apply an understanding of relevant practices in the creative and cultural industries to their work 		<p><u>BRITISH VALUES</u></p> <p><u>Democracy:</u> Take into account the views and ideas of others personal projects.</p> <p><u>Cultural:</u> Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary art, craft and design and other sources relevant to their selected areas of study in their own and other societies (through gallery/exhibition visits, online resources,books,</p>
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	Painting, Sculpture (Work is not limited to one area of study).				blogs,podcasts,films, magazines).
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Business Studies Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Purpose and nature of business	<ul style="list-style-type: none"> • Purpose of business • Reasons for starting a business • Basic functions and types of business • Business enterprise and entrepreneurship • Dynamic nature of business 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • understand what a business is and the reasons for starting a business (including producing goods, supplying services, distributing products, 	<p>Students will be assessed formatively and summatively throughout the term.</p> <p>Formative assessment will include:</p>	<p>Protected characteristics including: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race,</p>

			<p>fulfilling a business opportunity and providing a good or service to benefit others)</p> <ul style="list-style-type: none"> • understand the difference between goods and services, needs and wants • understand the meaning of factors of production – land, labour, capital, enterprise • define opportunity cost • define the three sectors of primary, secondary and tertiary and give examples of types of business that operate in each sector • understand the term enterprise and what is meant by an entrepreneur • outline the characteristics of an entrepreneur, such as hard working, innovative, organised and willingness to take a risk 	<ul style="list-style-type: none"> • Low stake retrieval quizzes • Multiple choice questions • Questioning during lesson • WOWO board responses • Short answer responses and definition tests. • Seneca learning <p>Summative assessment will include:</p> <ul style="list-style-type: none"> • Case study responses • Data response • Synoptic assessment • Mock exams 	<p>religion or belief, sex, and sexual orientation. Are covered throughout using the following methods:</p> <p>Case studies to include business leaders from different backgrounds</p> <p>Discussions on business decisions and how they affect minority groups and those with protected characteristics.</p> <p>SMSC</p> <p>Spiritual - reflecting on and having a clear understanding of how a business actions and purpose can be inclusive and how that is promoted, students use their imagination to apply</p>
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	<p>Stakeholders</p>	<ul style="list-style-type: none"> • Main stakeholders of businesses • Objectives of stakeholders • Impact of business activity on stakeholders • Impact and influence stakeholders have on businesses 	<p>which legal structures benefit from this</p> <ul style="list-style-type: none"> • evaluate which legal structure would be most appropriate for a variety of business examples, including new start-up business • understand the main aims and objectives for businesses: survival, profit maximisation, growth (domestic and international), market share, customer satisfaction, social and ethical objectives and shareholder value • understand the role of objectives in running a business • understand how and why the objectives set will differ between businesses (reasons include the size of the business, level of competition faced and type of business) 		<p>fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</p> <p>Cultural - In addition to the above students will develop their culture capital and social mobility through trips and experiences such as talks from Business leaders. Overseas trips will be available during the course as well as UK based visits.</p>
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	<p>Business location</p> <p>Business planning</p> <p>Expanding a business</p>	<p>Factors influencing the location decision of a business</p> <ul style="list-style-type: none"> • The purpose of business planning • The main sections within a business plan <ul style="list-style-type: none"> • Basic financial terms • Basic financial calculations 	<p>(not-for-profit organisations))</p> <ul style="list-style-type: none"> • understand how and why the objectives set may change as businesses evolve. Students should consider how the objectives of larger more established businesses might differ from smaller start-up businesses, eg becoming the dominant business in the market, international expansion, increasing shareholder value and ethical and environmental considerations • understand the success of a business can be measured in other ways than profit. • understand what is meant by a stakeholder and who the main stakeholders of a business are, including owners, employees, customers, local community and suppliers 		
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	<p>Technology</p>	<ul style="list-style-type: none"> • Methods of expansion • Benefits and drawbacks of expansion • Economies of scale • Diseconomies of scale • E-commerce • Digital communication 	<ul style="list-style-type: none"> • understand stakeholders' main objectives including maximising pay for workers, minimising environmental impact on local community and high dividend payments for owners • understand the impact and influence stakeholders have on businesses and their objectives and how businesses may face conflict between stakeholders. <p>Students should be able to understand the factors that influence where a business is located, including proximity to the market, availability of raw materials, labour, competition and costs.</p> <ul style="list-style-type: none"> • understand the reasons why businesses create plans, including importance in setting up a new business, raising finance, setting objectives and detailing how 		
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		<p>Sustainability:</p> <ul style="list-style-type: none"> • global warming • using scarce resources. <ul style="list-style-type: none"> • Interest rates: • how fluctuating interest rates can affect businesses that rely on overdrafts and loans for finance • how fluctuating interest rates can affect consumer and business spending. • Level of employment • Consumer spending 	<ul style="list-style-type: none"> • understand the benefits of growth in terms of unit cost advantages due to economies of scale and the drawbacks of growth due to diseconomies of scale • understand the meaning of purchasing and technical economies of scale • understand that with growth businesses increase the risk of diseconomies of scale occurring due to poor communication, coordination issues and reduced staff motivation • calculate and interpret average unit costs. <p>Students should understand the impact of the changing use of ICT and how it influences business activity.</p>		
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			<p>E-commerce to access wider markets.</p> <p>Digital communication changing the way businesses communicate with stakeholders.</p> <p>Students are expected to know relevant examples of digital technology/communication .</p> <p>Students should be able to identify and analyse where there may be a possible trade off between ethics and profit.</p> <p>Ethical behaviour requires businesses to act in ways that stakeholders consider to be both fair and honest.</p> <p>Students are expected to know relevant examples of ways in which a business can behave ethically and the benefits and</p>		
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			<p>drawbacks of ethical behaviour.</p> <p>Students should be able to demonstrate knowledge and understanding of how business and consumers accept greater environmental responsibility in their decision making and the costs and benefits of businesses behaving this way.</p> <p>Students should be able to identify and analyse where there may be a possible trade-off between sustainability and profit.</p> <p>Students should be able to demonstrate and understand how businesses might be affected by changes in the rate of interest.</p> <p>Students should be able to identify how and why</p>		
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			<p>businesses might be affected by changes in levels of employment.</p> <p>Students should be able to discuss how demand for products and services may change as incomes fluctuate.</p> <p>Economic theory relating to how/why interest rates change is not required.</p>		
Spring	<p>Globalisation</p> <p>Legislation</p>	<p>How UK businesses compete internationally, offering:</p> <ul style="list-style-type: none"> • better designs • higher quality products at lower prices. <p>Exchange rates</p> <ul style="list-style-type: none"> • Employment law 	<p>Students should be able to demonstrate knowledge and understanding of globalisation and the benefits and drawbacks that it offers UK businesses.</p> <p>Students should understand the impact of exchange rates on the profit and sales of those businesses that import and/or export. They will not be asked to calculate exchange rate conversions.</p>	<p>Students will be assessed formatively and summatively throughout the term.</p> <p>Formative assessment will include:</p> <ul style="list-style-type: none"> • Low stake retrieval quizzes • Multiple choice questions • Questioning during lesson 	<p>Protected characteristics including: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Are covered throughout using the following methods:</p>

	Competitive Environment	<ul style="list-style-type: none"> • Health and Safety law • Consumer law • Impact on businesses of operating in competitive markets 	<p>Students should be able to assess the impact of legislation on businesses, for example cost, training needs, recruitment and the consequences of failure to follow legislation for the business.</p> <p>Students should be aware of the benefits for providing a safe working environment. Employment law including:</p> <ul style="list-style-type: none"> • national minimum wage/living wage • the Equality Act (2010). <p>Health and safety law including: the Health and Safety at Work Act (1974).</p> <p>Consumer law including trade descriptions.</p> <p>Only brief knowledge of each law is needed. More emphasis should be placed on the effects of</p>	<ul style="list-style-type: none"> • WOWO board responses • Short answer responses and definition tests. • Seneca learning <p>Summative assessment will include:</p> <ul style="list-style-type: none"> • Case study responses • Data response • Synoptic assessment • Mock exams 	<p>Case studies to include business leaders from different backgrounds</p> <p>Discussions on business decisions and how they affect minority groups and those with protected characteristics.</p> <p><u>SMSC</u></p> <p>Spiritual - reflecting on and having a clear understanding of how a business actions and purpose can be inclusive and how that is promoted, students use their imagination to apply business theory to creative business ideas.</p> <p>Moral - students will have a clear</p>
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	<p>Organisational structures</p> <p>Recruitment and Selection of employees</p>	<ul style="list-style-type: none"> • Uncertainty and risks businesses face • Organisational structures • Appropriateness of organisational structures • Centralisation and decentralisation 	<p>the legislation on businesses.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • understand the meaning of a market and competition • analyse potential impacts of competition on businesses and identify situations when businesses face minimal or no competition • understand the risks businesses face and the reasons why all businesses face uncertainty • understand the reason why entrepreneurs embark on running businesses and the activities businesses can undertake to minimise risks. 		<p>understanding on business ethics and the consequences of business decisions. Students will challenge the idea of autocratic leadership, capitalism and exploitation through a range of different case studies and scenarios. As well as keeping up to date with world business news.</p> <p>Social - students will be encouraged to use a range of social skills in different contexts, such as problem solving in groups, debating with each other whilst having acceptance and engagement of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of</p>
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	<p>Motivating employees</p>	<ul style="list-style-type: none"> • The need for recruitment • Methods of recruitment and selection of employees • Contracts of employment • Importance of motivation in the workforce 	<p>Students should be able to understand:</p> <ul style="list-style-type: none"> • internal organisational structures, span of control, chain of command, delayering and delegation • why businesses have internal organisational structures, including an understanding of different job roles and responsibilities throughout the business • the impact that having a tall or flat organisational structure has on how a business is managed • how organisational structure may affect the different ways of communication. <p>Students should be able to:</p> <ul style="list-style-type: none"> • understand the difference between internal and external recruitment and the 		<p>those with different faiths and beliefs</p> <p>Cultural - In addition to the above students will develop their culture capital and social mobility through trips and experiences such as talks from Business leaders. Overseas trips will be available during the course as well as UK based visits.</p>
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	Training	<ul style="list-style-type: none">• Methods to motivate staff• Importance of training the workforce• Types of training undertaken by businesses	<p>benefits and drawbacks of each approach</p> <ul style="list-style-type: none">• outline the main stages in the recruitment and selection process, including an understanding of job analysis, job description, person specification, and selection methods• analyse the benefits of having an effective recruitment and selection process for a business, including high productivity, high quality output or customer service and staff retention• understand the difference between part time and full time contracts, job share and zero hour contracts• understand the benefits of full and part time employment.		
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			<p>Students should be able to:</p> <ul style="list-style-type: none">• understand the benefits of a motivated workforce, such as staff retention and high productivity• understand the use of financial methods of motivation (including an understanding of the main methods of payment including salary, wage, commission and profit sharing)• understand the use of non-financial methods of motivation, including styles of management, importance of training and greater responsibility, fringe benefits. Specific motivational theories (such as Maslow) will not be examined. <p>Students should be able to:</p>		
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			<ul style="list-style-type: none">• explain the benefits of training employees for a business, including increased productivity, ability to deal with changes in technology, increased motivation, staff retention, production of high quality goods and good customer service• understand the methods of training undertaken by businesses, including induction training, on the job training and off the job training• explain the benefits of induction training• analyse the benefits and drawbacks of on the job and off the job training and evaluate which would be the most appropriate method for a variety of businesses.		
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	<p>The concept of quality</p>	<ul style="list-style-type: none"> • price • quality • reliability <p><i>The effects of procurement and logistics on a business, including:</i></p> <ul style="list-style-type: none"> • efficiency • lower unit costs. <p><i>The value of effective supply chain management, including:</i></p> <ul style="list-style-type: none"> • working with suppliers to ensure that key processes are running efficiently and cost effectively • getting goods and services for the best price and value • cutting any waste and unnecessary costs to create a streamlined process and fast production times. <p><i>Consequences of quality issues</i></p>	<p><i>Students will not be asked to draw or interpret stock control charts.</i></p> <p><i>Students should be able to analyse the factors that affect the choice of supplier for a given business.</i></p> <p><i>Students should understand what procurement and logistics are and their effect on a business.</i></p> <p><i>Students should recognise that the benefits of reduced costs must be balanced against the quality of service.</i></p> <p><i>Students should understand what a supply chain is and recognise the</i></p>	<ul style="list-style-type: none"> • Synoptic assessment • Mock exams 	<p>Spiritual - reflecting on and having a clear understanding of how a business actions and purpose can be inclusive and how that is promoted, students use their imagination to apply business theory to creative business ideas.</p> <p>Moral - students will have a clear understanding on business ethics and the consequences of business decisions. Students will challenge the idea of autocratic leadership, capitalism and exploitation through a range of different case studies and scenarios. As well as keeping up to date with world business news.</p>
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	<p>Good customer service</p>	<p><i>Methods of maintaining consistent quality: Total quality management (TQM)</i></p> <p><i>Costs and benefits of maintaining quality:</i></p> <ul style="list-style-type: none"> • additional sales • image/reputation • higher price • inspection costs • staff training • product recalls • the provision of services <p><i>Methods of good service:</i></p> <ul style="list-style-type: none"> • product knowledge • customer engagement (creating a positive experience for the customer) • post sales services (eg user training, help lines, servicing). <p><i>Benefits of good customer service, including:</i></p>	<p><i>benefits of managing an effective supply chain.</i></p> <p><i>Students should have an understanding of customer expectations of quality in terms of production of goods and the provision of services.</i></p> <p><i>How businesses identify quality problems and how businesses measure quality and the consequences of these issues.</i></p> <p><i>Students should be aware of the methods of maintaining consistent quality and be able to identify the advantages to a business of using TQM.</i></p> <p><i>Students should be aware of the possible quality issues as businesses</i></p>		<p>Social - students will be encouraged to use a range of social skills in different contexts, such as problem solving in groups, debating with each other whilst having acceptance and engagement of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</p> <p>Cultural - In addition to the above students will develop their culture capital and social mobility through trips and experiences such as talks from Business leaders. Overseas trips will be available during</p>
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		<ul style="list-style-type: none"> • <i>increase in customer satisfaction</i> • <i>customer loyalty</i> • <i>increased spend</i> • <i>profitability. Dangers of poor customer service, including:</i> • <i>dissatisfied customers</i> • <i>poor reputation via word of mouth</i> • <i>reduction in revenue.</i> <p><i>The ways in which advances in ICT have allowed customer services to develop:</i></p> <ul style="list-style-type: none"> • <i>websites</i> • <i>e-commerce</i> • <i>social media</i> 	<p><i>grow, particularly if outsourcing and franchising is used.</i></p> <p><i>Students should understand the sales process.</i></p> <p><i>Students should be able to understand the importance of providing good service to customers and analyse the techniques businesses use to provide good customer service.</i></p>		<p>the course as well as UK based visits.</p>
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Engineering Design Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Design and CAD Torch Project; Understanding the design Brief Freehand drawing Oblique drawing Isometric drawing Orthographic Drawing 2D CAD 3D CAD Block modelling with card/ blue foam	-Design Strategies - Iterative design processes -Types of Engineering Drawings	Freehand Drawing Oblique Drawing Isometric Drawing Orthographic Drawing Cross sectional drawing Exploded drawings Block Modelling Workshop skills H&S CAD	Pupils are assessed on their coursework using exam board mark sheets. Pupils will sit a mock theory exam around half term & Xmas.	Users needs/UCD Inclusive design Sustainability Ergonomics & injury prevention Making the world a better place through design
Spring	Research & Modelling a Speaker Dock Project: Research Diss assembly and component analysis 3D CAD Production Planning	-Spec criteria and user needs -Iterative design processes	Research methods Block Modelling Workshop skills H&S CAD Electronics	Pupils are assessed on their coursework using exam board mark sheets.	H&S Working responsibly Users needs/UCD

	Physical Modelling Evaluation	-Methods of evaluating designs -Types of Engineering Drawings	Heat Bending	Pupils will sit a mock theory exam around half term & Easter.	Inclusive design Sustainability Ergonomics & injury prevention
Summer	Focussed Practical tasks to support theory: CAD/CAM Various Focussed Practical Tasks depending on pupil assessment and needs.	-Modelling methods -Types of Engineering Drawings -Influences on product design	3D Printing Laser Cutting Completing a production plan Evaluation	Pupils self and peer assess based on individual tasks.	Developing new products and solving user problems Legislation and H&S law Quality and safety standards Ethics / planned obsolescence Circular economy

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Hospitality & Catering Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Unit 1 (40%) The Hospitality and Catering Industry. (Written paper)	1-1 Section overview Hospitality & Catering provision	Practical skills lessons Covering all the basics/medium/high skill dishes	Practicals- verbally assessed Theory mini assessment Mini mock papers	Unit 1 (40%) The Hospitality and Catering Industry. (Written paper)
Spring		1-2 How hospitality & Catering provision operate	Pastry making Piping De-boneing Frying etc.	Spring mock papers	

		1-3 Health and Safety in Hospitality and Catering			
Summer		1-4 food safety in Hospitality and Catering			

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Media Studies Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>Component 1 Section A Advertising and magazines</p> <p>.Focus on media language and representation. Looking at the set texts from Quality Street, This Girl Can, Bond posters and magazine front covers of GQ and Vogue.</p> <p>This is in preparation for section A of the exam (45 marks) 55 minutes advised time including 10 minutes to study the print-based resource.</p>	<p>Understanding and applying media theories to media texts , Mulvey, Propp.</p> <p>Introduction to Media Language & specific media vocabulary</p> <p>Introduction to industry issues, synergy, how media texts are promoted and institutional issues such as financing in the industry</p> <p>Introduction to Representations in media texts</p>	<p>A01: Demonstrate knowledge and understanding of: the theoretical framework of media and contexts of media and their influence on media products and processes. Students are able to apply media theories to each of the texts taught</p> <p>AO2: Analyse media products using the theoretical framework of media, including in relation to their contexts to make judgements and draw conclusions.</p>	<p>End of unit tests and mock exam style questions embedded throughout the units</p> <p>Mock examinations - November</p>	<p>Awareness of Feminist theories, stereotypes, how more modern media texts break down and subvert those stereotypes.</p> <p>Awareness of texts and representations of a wide variety of social groups including gender. Ethnicity, age, sexuality, ability/disability, social class ,</p>

Spring	<p>Component 1 - Section A & B Section A - Newspapers.</p> <p>Section B. Radio (The Archers) Video Games (Fortnite) Film (No Time to Die) Newspapers (The Sun)</p> <p>Focus on media language, representation, audience and industry when looking at newspapers.</p> <p>For section B (35 minutes, 35 marks) Students will focus on audience and industry when analysing The Archers, Fortnite, The Sun and No Time to Die(12).</p>	<p>Understanding why there are different representations in newspapers & industry issues such as patterns of ownership, synergy and convergence, examination of how conglomerates operate</p> <p>Introduction and understanding of different audience types and how they are targeted by media texts</p> <p>Introduction to longer writing skills required in exam questions</p>	<p>AO1: Demonstrate knowledge and understanding of: the theoretical framework of media and contexts of media and their influence on media products and processes.</p> <p>AO2: Analyse media products using the theoretical framework of media, including in relation to their contexts to make judgements and draw conclusions.</p>	<p>End of unit tests and mock exam style questions embedded throughout the units</p> <p>Verbal feedback offered in lessons as per feedback policy.</p> <p>Mock examinations April</p> <p>Full Component 1 past paper</p>	<p><u>Understanding of patterns of ownership in the media industry</u></p> <p><u>Examination of political ideologies in newspaper unit</u></p> <p><u>Links to feminist theory and breakdown of stereotypes in the movie industry in No Time to Die.</u></p>

<p>Summer</p>	<p>Component 3 - Coursework. (AO3)</p> <p>Students will work on a brief set by the Eduqas exam board to create o a moving image or print task. (Usually print and usually a magazine cover plus at least 1 additional print based task, comprising of 3 pages in total.) Students will be working individually and need to complete a short-written piece. (Statement of aims 250 words)</p> <p>Students will complete a short introduction linking their piece to the brief, target audience and genre of production. They will then use Adobe Photoshop or Premiere to complete the tasks in the Summer term</p>	<p>Desktop publishing skills are acquired through use of photoshop to create productions</p> <p>Students will also put into practice skills learnt about targeting audiences through their previous learning and analysis of existing media texts to directly target an intended audience through choices they make</p>	<p>A03: Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning</p>	<p>Work is assessed in stages throughout completion and verbal feedback is given individually throughout for students to respond to.</p> <p>Final production is marked and moderated in the Autumn term of Year 11. Submission to exam board in May of the following year.</p>	<p>Directly targeting a particular social group through choice made in chosen images and style of text</p>
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Performing Arts Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>Devising Drama and scripted exploration through an Introduction to Performing Arts. This unit will prepare students to examine a minimum of 3 professional works in relation to stylistic qualities, features, and influences. This term will give students a broad understanding of performance work and influences in both scripted and devising techniques.</p> <p>This component will help students to understand the requirements of being a performer (in acting and/or design) across a range of performances and performance styles. Set texts studied:</p> <p>Everyone Is Talking About Jamie “<i>Woman In Black</i>”, <i>Two, Breath</i>.</p>	<p>Elements such as roles, responsibilities and the application of relevant skills and techniques for each play will be explored.</p> <p>Students will broaden their knowledge through observing existing repertoire and by learning about the approaches of these professional works, and how these professionals create and influence performance material</p>	<p>Devising Exploring and developing skills and techniques in performance and rehearsal Presentation skills - speaking and listening Evaluating</p>	<p>A messy log book charting progress and outcomes.</p>	<p>Cultural Capital Trip - MK theatre tour and careers talk on backstage</p> <p>Performance of ‘Every Body Is Talking About Jamie’ (diversity).</p> <p>PPT slides using digital theatre compilation on a range of shows to build up theatre knowledge.</p>

<p>Spring</p>	<p>The Pearson Set Brief is released and students will prepare their coursework.</p> <p>Students will prepare to respond to the brief sent by the exam board based on a theme. Students will then complete the Pearson Set brief under 12 hours supervised conditions where there will be a theme that they will need to consider in presenting their portfolios. These can include pictures, annotated drawings, vlogs, audio, video written and or a mixture of these. Students may take in to supervised time all their notes from previous work to support them in their response (under the supervised conditions)</p> <p>It is expected to be completed in response to the Pearson Set Brief and students must show their knowledge of Performing Arts gained in term 1 and 2. .</p>	<p>For this component, learners are required to produce a professional knowledge portfolio of work which covers both learning outcomes. The portfolio of work may include a range of evidence, such as video, written and/or audio commentary, presentations, scrap books, research journals, Blog or vLog. Evidence can be digital, or paper based.</p>	<p>Evaluation and presentation Research</p>	<p>Messy log book charting progress and a digital portfolio.</p>	
<p>Summer</p>	<p>Component 1 coursework is finalised and prepared for moderation. Detailed feedback is provided and students then begin to explore a range of set texts that may be suitable for their role, skills and group needs.</p> <p>Students will then move to introducing them to the expectations of the component 2 in year 11.</p> <p>Students will choose a potential range of</p>		<p>Evaluation Skills audit</p>	<p>Messy log book and digital portfolio.</p> <p>In July students perform their work in progress extracts to a small invited</p>	<p>Students are encouraged to support backstage in annual school production to gain additional experience to compliment their studies.</p>

	<p>scripted pieces that may be suitable. Students will explore and experiment with short extracts of set texts and devise off the script to gain appreciation of how both scripted and devising can work. Students will perform work in progress extracts to a small invited audience to get feedback and complete a skills audit.</p> <p>Over the summer students are provided with example briefs for component 2 for revision and have time to organise their professional portfolio/messy log books ready for year 11.</p>			<p>audience and get feedback on their skills.</p> <p>Video performance and evaluation.</p>	
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Photography Yr10


<https://www.eduqas.co.uk/media/ozvliit0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf>

Component 1: Portfolio 60%:

Component 1, the Portfolio, provides opportunities for students to explore and cultivate important skills, knowledge and understanding through a variety of experiences. These include using resources (such as the local environment, gallery visits, workshops or other sources) to carry out focused research which supports purposeful developments. During the course, students should be encouraged to experiment, collaborate, make informed creative decisions and innovate. Careful consideration of the selection and presentation of their work should also be encouraged. The primary purpose of this year is to develop a confident approach that will support students' creative journeys in the latter part of Component 1 and throughout Component 2 and beyond.

Term	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p><u>Component 1: Portfolio 60%- Light, shadows and reflections</u></p> <p>Part 1: Fundamental of photography Students will develop their knowledge, understanding and skills of the fundamentals of photography and digital editing.</p>	<p>What is photography?</p> <p>Camera basics:</p> <ul style="list-style-type: none"> • Camera types • DLSR camera parts • Mode dial settings and their uses <p>Exposure:</p> <ul style="list-style-type: none"> • What is exposure in photography? 	<p>How to shoot using a DSLR</p> <p>Presentation of work</p> <p>Application of knowledge when taking photos</p>	<p>Learners will be assessed on the following:</p> <p><u>Assessment Objective 1</u> Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p><u>Assessment Objective 2</u> Refine work by exploring ideas, selecting and experimenting with</p>	<p><u>Careers:</u></p> <p>Practical approach in learning new skills which will help for future jobs in the creative industry.</p> <p>Southend coastal trip-</p> <p>developing students cultural capital and social mobility</p>

		<ul style="list-style-type: none"> • 3 elements of exposure (exposure triangle) • Slow and fast shutter speed • Aperture • ISO <p>What is a contact sheet?</p> <p>Digital editing/enhancing:</p> <ul style="list-style-type: none"> • Introduction to photoshop basics • Photoshop tools <p>What is composition?</p> <ul style="list-style-type: none"> • Photography composition rules <p>What are the formal elements?</p>	<p>Creativity and imagination when directing photoshoots</p> <p>Planning and development of ideas generation through writing and sketching</p> <p>How to make a contact sheet</p> <p>Evaluation skills in how to select and RAG rate successful photos from a photoshoot</p> <p>Digital editing/enhancing:</p> <p>Selecting and use of tools to enhance work</p>	<p>appropriate media, materials, techniques and processes.</p> <p><u>Assessment Objective 3</u> Record ideas, observations and insights relevant to intentions as work progresses.</p> <p><u>Assessment Objective 4</u> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p><u>Formative assessment</u> throughout the term: Questioning during lesson Group critiques Peer, self and teacher assessment WOWO board responses</p> <p><u>Summative assessment</u> Feedback will be recorded using the following</p>	
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		<ul style="list-style-type: none"> Formal elements of photography <p>Different types of angles and viewpoints</p>	<p>How to use the composition rules in photography</p> <p>How to use the formal elements in photography</p> <p>How to use angles and viewpoints to create effects/impact</p>	<p>marksheets and against the exam board mark scheme</p> <p> KS4 Marksheet tem...</p>	
Spring		<p>Portrait photography:</p> <ul style="list-style-type: none"> What techniques make a successful portrait? Portrait studio lighting techniques Lighting equipment and uses <p>Reflections in nature:</p> <ul style="list-style-type: none"> Who is Sebastian Magnani? What is a reflection? 	<p>Portrait photography:</p> <p>How can studio lighting techniques be used in portraiture to create interest?</p> <p>How to create professional portrait lighting set ups and shots.</p> <p>Reflections in nature:</p>		<p>Social:</p> <p>Students develop social skills by assisting one another in problem solving through independent group work projects</p>

		<p>Catch light:</p> <ul style="list-style-type: none"> • What is catch light? • Catch light in natural lighting settings techniques <p>Photography styles and advertisement</p>	<p>How to create reflections in nature</p> <p>How to analyse the work of an artist and respond in the style of an artist</p> <p>How to use layer masks and more advanced editing/manipulation tools on photoshop</p> <p>Catch light:</p> <ul style="list-style-type: none"> • Application of all of the fundamentals of photography learnt <p>Research skills</p> <p>Mock exam: Development of creative ideas in prep for mock</p> <p>Selecting, refining and editing skills when creating own advertisement</p>	<p><u>May- 5 hour mock exam</u></p> <p>Students will be given a brief to develop their catch light photography into an advert during a 5 hour mock which will be invigilated in exam conditions.</p> <p>Internally assessed against the exam board mark scheme and AO'S.</p>	<p>Careers: Building students understanding of creative industries where photography is used (media/advertisement)</p>
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			Time management skills		
Summer	<p>June: <u>Component 1: Portfolio 60%- Light, shadows and reflections</u></p> <p>Part 2: Traditional photography approaches</p>	<p>Cyanotypes:</p> <ul style="list-style-type: none"> • What is a cyanotype? • What is the chemical reaction? <p>Exhibition: Pop up exhibition of work</p> <p>What is an exhibition and why do artists create them?</p> <p><u>Aim higher club:</u></p> <p>Dark room practice:</p> <ul style="list-style-type: none"> • What is a dark room? • Film photography intro 	<p>Cyanotypes:</p> <ul style="list-style-type: none"> • Arrangement and creativity when developing print composition • Skill in time management when developing print <p>Exhibition: Pop up exhibition of work</p> <p>How to curate an exhibition and present own work to industry standard</p> <p>Dark room practice:</p> <ul style="list-style-type: none"> • How to take photos on a film 		<p><u>Cultural:</u> learn to appreciate a wide range of cultural influences, history and values.</p> <p>Entrepreneurial skills</p> <p><u>Social:</u> Develop collaborative, cooperative and teamwork skills.</p>

	<p>July: Exam specification: https://www.eduqas.co.uk/media/ozvli0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf</p> <p>COMPONENT 1: PORTFOLIO 60%- Light, shadows and reflections</p> <p>Students will use this term begin to develop a sustained personal investigation based on the overall theme 'Light, shadows and reflections' which will lead to them producing a sustained piece of at least 10 hours that encapsulates their investigations and concludes their ideas on their chosen area of study.</p> <p>Areas of study include: Documentary photography, Photo-journalism, Studio photography, Location photography, Experimental imagery, Installation, Moving image: film, video and animation (work is not limited to one area of study).</p>	<ul style="list-style-type: none"> • Equipment and materials • Historical/traditional artists <p>Firm understanding of the portfolio component in prep for Year 11 and how to begin to develop own personal ideas</p>	<p>camera using manual settings</p> <ul style="list-style-type: none"> • How to develop film in the dark room <p>This specification requires students to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Develop their ideas through investigations informed by selecting and critically analysing sources • Apply an understanding of relevant practices in the creative and cultural industries to their work 		<p>BRITISH VALUES</p> <p>Democracy: Take into account the views and ideas of others personal projects.</p> <p>Cultural: Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary art, craft and design and other sources relevant to their selected areas of study in their own and other societies (through gallery/exhibition visits, online resources, books, blogs, podcasts, films, magazines).</p>
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Psychology Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>Research Methods. Students will learn the different methods psychologists can use to investigate the human brain and behaviour. They will spend some time working in small groups to design and conduct their own mini-research study. They will also learn how to analyse data in psychology to assess the results of key studies.</p>	<ul style="list-style-type: none"> ● Aims, hypotheses and variables ● Experiment types and experiment design ● Populations and sampling ● Ethical Issues ● Self-report methods: interviews and questionnaires ● Observations ● Case studies ● Correlations ● Types of data ● Descriptive statistics ● Plotting data 	<p>AO1: Knowledge & understanding of psychological ideas, processes and procedures</p> <p>AO2: Apply knowledge & understanding of psychological ideas, processes and procedures</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions</p>	<p>Regular revision quizzes for homework and set in class</p> <p>Formal end of topic tests based on past exam papers to give realistic assessment and experience of exams.</p>	<p>Appreciation of sources of bias, including gender and cultural bias</p> <p>Understanding of ethical issues, including how to avoid causing harm or distress</p>

		<ul style="list-style-type: none"> Reliability, validity and bias 			
Spring	<p>Criminal Psychology Students will examine environmental and biological influences on criminal behaviour and key research in this area of study.</p> <p>Development Students will learn how children learn, including biological factors mean we learn in the same</p>	<ul style="list-style-type: none"> Social norms around crime Types of crime Measuring crime Social Learning Theory of criminality The brain and nervous system Cooper & Mackie's study of aggression Eysenck's theory of criminal personality Heaven's study of personality and delinquency Punishment and rehabilitation Stages of brain development Piaget's theory of cognitive development 	<p>AO1: Knowledge & understanding of psychological ideas, processes and procedures</p> <p>AO2: Apply knowledge & understanding of psychological ideas, processes and procedures</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions</p>	<p>Regular revision quizzes for homework and set in class</p> <p>Formal end of topic tests based on past exam papers to give realistic assessment and experience of exams.</p>	<p>Appreciation of different social norms and how they vary by culture</p> <p>Understanding of personality types and how they can help us to understand people who think differently to us</p> <p>Discussion of how cultural variations in treatment of criminals</p> <p>Discussion of different mindsets applied to their own learning to develop</p>

	ways, and how environmental factors can mean we learn differently.	<p>and study into conservation of number</p> <ul style="list-style-type: none"> • Schemas, assimilation & accommodation • Dweck and Willingham's learning theories • Blackwell <i>et al's</i> studies into mindset and learning 			resilience and perseverance
Summer	<p>Memory Students will understand different approaches to the study of memory, including the view that it is like a computer and similar for all, and why our memory is fallible and inaccurate. They will learn why our brains forget and some ways that memory can be improved.</p>	<ul style="list-style-type: none"> • Computer model of memory • Multi-store model of memory • Wilson <i>et al's</i> case study into Clive Wearing • Theory of Reconstructive Memory • Braun <i>et al's</i> study into false memories • Advertising and memory 	<p>AO1: Knowledge & understanding of psychological ideas, processes and procedures</p> <p>AO2: Apply knowledge & understanding of psychological ideas, processes and procedures</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions</p>	<p>Regular revision quizzes for homework and set in class</p> <p>Formal end of topic tests based on past exam papers to give realistic assessment and experience of exams.</p> <p>Mock exams and revision</p>	<p>Understanding of the fallibility of memory, and therefore tolerance of people who disagree with our interpretation and memory of events.</p> <p>Appreciation of how the influence of the media and advertising can distort our memories.</p>

	<p>Sleep and dreaming Students will learn the function of sleep and the impact on our bodies and brains of sleep deprivation. They will debate whether dreams have meaningful relevance to our lives or if they are meaningless brain activity. They will learn how to prevent and help insomnia.</p>	<ul style="list-style-type: none">• Sleep/wake cycle• Functions and benefits of sleep• Freudian theory of dreams and Freud's 'Wolfman' study• Activation Synthesis theory of dreaming• Williams <i>et al's</i> study into bizarreness and dreams• Types and treatment of insomnia			<p>Understanding of how vital healthy sleep habits are for our brains and bodies and how to develop those habits</p>
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Sociology Yr10

Term	Topic title(s) and overview Link to syllabus with more specific detail: https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn	Unit: Sociological Perspectives	Discuss debates within sociology including conflict versus consensus How have sociological ideas change over time?	AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct	In class assessments and end of unit assessments	Throughout the whole course: Equality and diversity - gender, racial, social SMSC: patriarchy, social class, different perspectives

			arguments, make judgements and draw conclusions.		Reaching conclusions
Spring	Unit: Families and Households	<p>How do family forms differ in the UK and within a global context?</p> <p>Why theorists disagree about the role of the family?</p> <p>How do the Rapoport's explain family diversity?</p> <p>How do conjugal roles within the family differ over social class and culture?</p> <p>How have relationships changed within families?</p> <p>How can we evidence criticisms of families?</p> <p>What are the key changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p>	<p>In class assessments and end of unit assessments</p> <p>Mock exams</p>	

		family members and structure?			
Summer	Unit : Education	<p>What are the different views of the role and functions of education?</p> <p>How does education transmit societies norms and values?</p> <p>Is the education really meritocratic, or does it allow exploitation of the working classes</p> <p>What factors have the most significant effect on educational achievement?</p> <p>How has legal reform led to the marketisation of schools?</p> <p>What is the influence of internal factors on academic outcome for different demographics?</p> <p>How does Willis evidence the existence of anti-school</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p>	In class assessments and end of unit assessments	

		subcultures?			
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BTEC Health and Social Care Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>R033: Supporting individuals through life events</p> <p>In this unit learners will learn about growth and development through the life stages. They will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.</p> <ul style="list-style-type: none"> o Topic Area 1 Life stages o Topic Area 2 Impacts of life events 	<p>1.1 Life stages and development</p> <ul style="list-style-type: none"> □ Life stages and key milestones of growth and development for age groups □ PIES development across the life stages <p>Physical – fine and gross motor skills, mobility, characteristic body changes, sexual characteristics, puberty, menopause, ageing characteristics</p> <p>Intellectual – language development, sentence construction, logical thinking, problem solving, decision making, deterioration of mental abilities</p> <p>Emotional – bonding, different attachments, independence, self-confidence, self-image, self-</p>	<ul style="list-style-type: none"> • recall, select and apply detailed knowledge and understanding of health and social care • present information clearly and accurately, using a wide range of terminology • apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively, reviewing their solutions, and demonstrating effective communication skills • analyse and evaluate the evidence available, reviewing and adapting 	<p>This unit is assessed by a Set Assignment to be submitted in May.</p> <p>The assignment tasks and success criteria are set by OCR on the June 2024 released set assignment.</p>	<p>Social and cultural factors that influence health and well-being</p> <p>The importance of positive health and well-being, and how this can be promoted.</p> <p>The needs and rights of individuals with disabilities</p>

		<p>esteem, love, affection Social – relationships, social skills, responsibilities</p> <p>□ Factors affecting growth and development across the life stages Examples of factors may include:</p> <ul style="list-style-type: none"> • Physical factors – diet and nutrition, activities, lifestyle choices (alcohol, smoking), genetics, physical and mental health, disability, sensory impairment. • Social factors – positive and negative relationships, social inclusion/exclusion, opportunities, discrimination, bullying. 	<p>their methods where appropriate</p> <ul style="list-style-type: none"> • make reasoned judgements and substantiated conclusions • create material which reflects effective planning, skilled development and perceptive evaluation as well as demonstrating practical skills at a high level. 		
Spring	<p>R033: Supporting individuals through life events In this unit students will learn about life stages and the factors that affect them. They will understand expected and unexpected life events and the impact they will have on physical, social/emotional and socio-economic aspects in an individual's life. Learners will research the service providers and practitioners that can support</p>	<p>2.1 Life events and their impacts on individuals</p> <ul style="list-style-type: none"> □ Expected and unexpected life events to consider; Physical events; Relationship changes; Life circumstances □ Impacts that life events have on individuals on all areas of PIES 	<ul style="list-style-type: none"> • recall, select and apply detailed knowledge and understanding of health and social care • present information clearly and accurately, using a wide range of terminology • apply relevant knowledge, understanding and 	<p>This unit is assessed by a Set Assignment. Set Assignment to be submitted in May.</p> <p>The assignment tasks and success criteria are set by OCR on the June 2024 released set assignment.</p>	<p>The importance of resilience and support</p> <p>Legal rights to statutory support within the UK</p>

	<p>individuals, recommend support and justify how this will meet the needs of a specific individual.</p> <ul style="list-style-type: none"> o Topic Area 2 Impacts of life events o Topic Area 3 Sources of support 	<ul style="list-style-type: none"> □ Identifying individual's needs based on the impacts of life event <p>3.1 Sources of support that meet individual needs</p> <ul style="list-style-type: none"> □ Sources of support to include; formal; informal and charities. □ The roles of practitioners in providing support □ The roles of informal care givers in providing support □ How practitioners meet individual needs enable/promote independence, including; medical/mental health support; care support; respite care; financial support; advice and guidance □ Research and recommend personalised support based on individual needs <p>Match support provision to specific individual needs and offer coordinated care and treatment</p>	<p>skills in a range of situations to plan and carry out investigations and tasks effectively, reviewing their solutions, and demonstrating effective communication skills</p> <ul style="list-style-type: none"> • analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate • make reasoned judgements and substantiated conclusions • create material which reflects effective planning, skilled development and perceptive evaluation as well as demonstrating practical skills at a high level. 		
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Summer	<p>R034: Creative and therapeutic activities</p> <p>Creative and therapeutic activities are used in both health and social care settings because of the many benefits to individuals. Completing this unit will give learners the opportunity to explore the different types of creative and therapeutic activities that are available and understand how those involved enjoy the experience and benefit from taking part. This unit will enable them to develop work-related skills that are essential for working with adults or children.</p> <p>o Topic Area 1 Therapies and their benefits o Topic Area 2 Creative activities and their benefits</p> <p>This unit will be continued into November of Year 11, covering the final two areas;</p> <p>o Topic Area 3 Plan a creative activity for individuals or groups in a health or social care setting o Topic Area 4 Deliver a creative activity and evaluate your own performance</p>	<p>1.1 Types of therapies used in health and social care</p> <ul style="list-style-type: none"> • Examples of the different types of therapies. • The benefits of therapies to individuals in different settings. <p>Examples of types of therapies may include; Sensory: aromatherapy, reflexology, massage; Cognitive: hypnotherapy, speech and language, mind-body healing by using the power of positive thinking, reminiscence therapy; Expressive: art therapy, play therapy, express thoughts and emotions; Physical: yoga, Tai Chi, reiki.</p> <p>2.1 Types of creative activities and their benefits</p> <ul style="list-style-type: none"> • Examples of the different types of creative activities. 	<ul style="list-style-type: none"> • recall, select and apply detailed knowledge and understanding of health and social care • present information clearly and accurately, using a wide range of terminology • apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively, reviewing their solutions, and demonstrating effective communication skills • analyse and evaluate the evidence available, reviewing and adapting their methods where appropriate • make reasoned judgements and substantiated conclusions 	<p>This unit is assessed by a Set Assignment. Set Assignment to be submitted in January of year 11.</p> <p>The assignment tasks and success criteria are set by OCR on the June 2025 released set assignment.</p>	<p>Alternative approaches to contemporary medicine.</p>

		<ul style="list-style-type: none">• The benefits of participating in creative activities to individuals in different health and social care settings. <p>Examples of types of creative activities may include:</p> <ul style="list-style-type: none">• Physical activities: painting, dancing, drawing, sewing, knitting, embroidery, crochet, arm chair exercise, sports, physical education, walking, music and movement, bead and jewellery making.• Intellectual/cognitive activities: ICT, reading, quizzes, radio, poetry, writing, Pictionary, Jigsaw puzzles, reminiscence.• Emotional activities: storytelling, painting, craft work, photography, mime.• Social activities: singing, quizzes, dancing, role-play, bingo, card games, board games.	<ul style="list-style-type: none">• create material which reflects effective planning, skilled development and perceptive evaluation as well as demonstrating practical skills at a high level.• Researching topic areas and recording research sources and using them to interpret findings and present evidence.		
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		<ul style="list-style-type: none">• Sensory activities: gardening, painting, clay, sand and water, cookery.			
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ICT Technical Award Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<p>Planning, creating, modifying and using databases</p> <p>2.1.1 Planning and designing a database 2.1.2 Creating and modifying a database 2.1.3 Interrogating a database 2.1.4 Creating user interfaces 2.1.5 Testing and evaluating a database</p> <p>Planning, creating, modifying and using spreadsheets</p> <p>2.2.1 Planning and designing a spreadsheet 2.2.2 Creating and formatting a spreadsheet 2.2.3 Use of appropriate data formatting and adding suitable validation rules 2.2.4 Use of appropriate formulae and functions to meet set outcomes 2.2.5 Arranging, reducing and outputting data to help make decisions</p>	<p>Students will know what a database is and understand the basic layout of a database.</p> <p>Students will know what a database is and understand the basic layout of a spreadsheet. They will be able to create basic formulas and use a spreadsheet to calculate simple arithmetic sums.</p>	<p>Students will be able to create a user-friendly database using Microsoft Access.</p> <p>Students will be able to complete a structured query language search and output accurate results.</p> <p>Students will be able to create complex formulas, validate data and make decisions after analysing data.</p>	In class assessment	Fundamental IT skills which will be used in later life within a personal and professional environment

	<p>2.2.6 Modifying data and formulae to model 'what if' scenarios</p> <p>2.2.7 Testing and evaluating spreadsheets</p>				
Spring	<p>Planning, creating and modifying an automated document</p> <p>2.3.1 Planning and designing an automated document</p> <p>2.3.2 Creating an effectively structured data source and linking this to a standard document</p> <p>2.3.3 Appropriately structuring the content of the standard document and inserting fields as required</p> <p>2.3.4 Merging and outputting final documents</p> <p>Planning, creating, manipulating and storing images</p> <p>2.4.1 Planning and designing an image</p> <p>2.4.2 Creating and modifying an image using appropriate tools and techniques</p> <p>2.4.3 Storing the image appropriately and outputting the final image in a format that is fit for purpose</p>	<p>Students will have basic knowledge of creating a word processing document.</p> <p>Students have an understanding of layout of documents and how a student can create the layout using the relevant tools.</p> <p>Students have a basic understanding of photoshop. They will understand basic tools and techniques within Adobe Photoshop</p>	<p>Students will be able to merge a word processor document and a spreadsheet document pulling relevant data to display on a letter or document.</p> <p>Students will be able to create an image to meet the requirements specified in the brief.</p>	In class assessment	Fundamental IT skills which will be used in later life within a personal and professional environment

Summer	<p>Mock coursework</p> <ul style="list-style-type: none"> ● assignment brief will be provided by WJEC which will include a scenario and several tasks including: <ul style="list-style-type: none"> ○ Automatic doc ○ Database ○ Spreadsheet ○ Photo editing 	<p>Students will have the understanding of all aspects of the coursework and will be able to complete the required tasks.</p>	<p>Students will be able to showcase and extend their abilities by</p>	<p>Mock coursework</p>	<p>Scenario based task which students will need to detect the IT skills needed and problem solve.</p>

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BTEC Sport Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Students to complete coursework for all of the components in Learning Aim A.	<p>Students will focus on Learning Aim A:</p> <p>A1 -</p> <ul style="list-style-type: none"> - Learners will investigate the body systems and how their structures provide functionality for sport and activity <p>A2 -</p> <ul style="list-style-type: none"> - Learners will explore how the body systems work together and the benefits of regular participation in sport and activity 	<p>Body systems and structures</p> <p>Speaking and listening skills.</p> <p>Paired, group and class discussion.</p> <p>Listening to and respecting the opinions of others.</p> <p>Summarising and articulating different perspectives on a variety of topics.</p>	<p>Assessment objectives</p> <p>AO1 Demonstrate knowledge of the principles of training to improve fitness, nutrition and psychological influences</p> <p>AO2 Demonstrate understanding of training to improve fitness, nutrition and psychological influences when applying to sport and activity</p> <p>AO3 Analyse and evaluate data and</p>	<p>Students develop social aspects by assisting one another in problem solving</p> <p>Practical approach in learning new skills which will help for future jobs in a sports careers</p>

		<p>on each system</p> <p>Students to complete coursework for all of the components in Learning Aim A.</p>		<p>information in relation to fitness, nutrition and psychological influences when applying to sport and activity</p> <p>Component 3 - Applying the principles of sport and activity</p> <p>AO1 - Understand the fundamentals of sport and activity leadership</p> <p>AO2 - planning sessions for target groups</p> <p>AO3 - Delivering and reviewing sessions for target groups</p>	
Spring	Students to complete coursework for all of the components in Learning Aim B.	<p>Students will focus on Learning Aim B:</p> <p>B1 -</p> <ul style="list-style-type: none"> - Learners will explore the most common injuries that occur during 	<p>Injuries in Sport</p> <p>Speaking and listening skills.</p> <p>Paired, group and class discussion.</p>	<p>Regular coursework and homework set in class</p> <p>Formal end of topic tests based on exam papers to</p>	Students develop social aspects by assisting one another in problem solving

		<p>sport and activity. They will consider the symptoms of these and how they may present for participants.</p> <p>B2 - - Learners will understand some of the causes of injury in sport and activity and how they could be prevented</p> <p>B3 - - Learners must understand how to manage common sporting injuries and their basic treatments, through the rehabilitation process to recovery. They will explore how technology can support the rehabilitation</p>	<p>Listening to and respecting the opinions of others.</p> <p>Summarising and articulating different perspectives on a variety of topics.</p>	<p>give realistic assessment and experience of exams.</p>	<p>Practical approach in learning new skills which will help for future jobs in a sports careers</p>
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		process.			
Summer	Students will complete coursework for all of the components in Learning Aim C	<p>Students will focus on Learning Aim</p> <p>C1 -</p> <ul style="list-style-type: none"> - Learners will understand the advances in equipment, the physical benefits of sportswear and the technology used to improve fitness for sport and activity. They will investigate the impact of technology on participation. <p>C2 -</p> <ul style="list-style-type: none"> - Learners will develop an understanding of the benefits that 	<p>Equipment in Sport</p> <p>Speaking and listening skills.</p> <p>Paired, group and class discussion.</p> <p>Listening to and respecting the opinions of others.</p> <p>Summarising and articulating different perspectives on a variety of topics.</p>	<p>Regular coursework and homework set in class</p> <p>Formal end of topic tests based on exam papers to give realistic assessment and experience of exams.</p>	<p>Students develop social aspects by assisting one another in problem solving</p> <p>Practical approach in learning new skills which will help for future jobs in a sports careers</p>

		<p>technology can have on specific body systems.</p> <p>C3 -</p> <ul style="list-style-type: none">- Learners will develop an understanding of the limitations of technology <p>Students will complete coursework for all of the components in Learning Aim C</p>			
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