

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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[Back to main menu at the top of the page](#)

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>Non- calculator methods</p> <p>Types of number and sequences</p>	<p>vertical line charts (bars) for ungrouped and grouped numerical data.</p> <ul style="list-style-type: none">• Describe, interpret and compare distributions using all averages.• Describe, interpret and construct scatter graphs, stem-and-leaf and time series diagrams.• Construct and interpret histograms, cumulative frequency graphs, boxplots and compare distributions of data sets including quartiles and interquartile ranges.• Simplify surds expressions involving squares and rationalise denominators.• Change recurring decimals into their corresponding fractions and vice versa.• Apply and interpret limits of accuracy when rounding and truncating, including lower and upper bounds.• Use formal mathematical knowledge to interpret and solve problems including in financial context.• Understand factors, multiples, primes, HCF and LCM.• Describe and continue sequences.• Deduce expressions to calculate the nth term of linear and quadratic sequences.• Recognise and use special sequences and their general progression, including surds and iterative processes.			
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	<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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[Back to main menu at the top of the page](#)

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 		
<p>Spring</p>	<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>Biology 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>Physics 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>Biology 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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[Back to main menu at the top of the page](#)

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 		

[Back to main menu at the top of the page](#)

R.E Yr10

* If you would like to find out more about R.E or partially remove your child from 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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[Back to main menu at the top of the page](#)

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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[Back to main menu at the top of the page](#)

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> <u>(Equality and diversity, SMSC, cultural capital)</u>
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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[Back to main menu at the top of the page](#)

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

<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 1	<p>Module 1 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>Key language:</p> <p>je télécharge / j'écoute / je parle / je partage / je cherche / j'achète / je joue (à) / je regarde / j'envoie. Je fais ça ...</p> <p>tout le temps / tous les jours / tous les soirs / tous les week-ends / souvent / parfois / de temps en temps...</p> <p>Grammar:</p> <p>Regular -er verbs in the present tense</p> <p>Verbs (otherwise regular) in which y changes to ie, e.g. <i>envoyer</i></p>	<p>Skills:</p> <p><i>C'est</i> + masculine adjective for simple opinions</p> <p>Terms for discussing contrasting points of view, e.g. <i>pourtant</i> / <i>cependant</i></p> <p>Time frequency expressions (but avoiding negatives), e.g. <i>je fais ça souvent</i></p> <p>Qualifiers, e.g. <i>vraiment</i></p> <p>Pronunciation and phonics:</p> <p>Pronouncing <i>Est-ce que</i></p>	<p>Formative assessment:</p> <p>Listening</p> <p>Reading</p> <p>Read aloud</p> <p>Summative assessment</p> <p>Writing</p> <p>Translation</p> <p>Dictation</p>	<p>To discuss events in the Francophone World</p>

Tu as une vie active?

- Saying what you do to stay active
-
- Using the present tense of irregular verbs
-
- Listening and transcribing in French

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>Autumn 2</p>		<p>-</p>			<p>Discuss the most important sport in France.</p> <p>Discuss major sports events in France</p>
<p>Spring</p>			<p>Listen to and read longer, more detailed texts for a range of purposes</p> <p>Speak with accurate pronunciation and intonation</p> <p>Ask and answer questions - formulating questions and answers</p> <p>Apply and adapt previously learned language</p>	<p>-Dictation</p> <p>Read aloud</p> <p>Summative assessment:</p> <p>Writing</p> <p>Role play</p> <p>Speaking (conversation)</p>	<p>Discuss festivals and traditions in France</p>

Write longer, more complex sentences/ short paragraphs for a variety of purposes using a range of vocabulary, verbs, structures and time frames (present and past)

Read aloud

Write/talk about ourselves and others

describe a photo

Translation from and into French

Transcribe spoken language

Pronunciation of final consonant after *-e* or *-es*
Different words for 'size'

Using *chez*

			<p>Listening out for negatives</p> <p>Switching between <i>tu</i> and <i>vous</i></p> <p>Understanding figures in French</p> <p>Using <i>il y a</i></p>		
Summer	<p>International and global dimension:</p> <p>Bringing the world together;</p> <p>Environmental issues: Un oeil sur le monde</p> <ul style="list-style-type: none"> • Talking about what makes you tick • Discussing problems facing the world • Making connections between word types • Talking about protecting the environment • Using the modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional • Discussing ethical shopping 	<p>Key grammar point:</p> <p>-using modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional</p> <p>-The passive</p> <p>-Indirect object pronouns</p> <p>-Key verbs:</p> <p>-pouvoir</p> <p>-devoir</p>	<p>Listen to and read longer, more detailed texts for a range of purposes</p> <p>Speak with accurate pronunciation and intonation</p> <p>Ask and answer questions - formulating questions and answers</p> <p>Apply and adapt previously learned language</p>	<p>Formative assessment:</p> <p>-listening</p> <p>-reading</p> <p>-writing</p> <p>Summative assessment:</p> <p>-Writing</p> <p>-Speaking</p>	Discuss environmental issues

	<ul style="list-style-type: none"> • Using the passive • Talking about volunteering • Using indirect object pronouns • Discussing big events • Giving arguments for and against 	<p>-sensibiliser</p> <p>-prendre conscience de</p> <p>-soigner</p> <p>-accueillir</p> <p>-afronter</p> <p>-soutenir</p>	<p>Write longer, more complex sentences/ short paragraphs for a variety of purposes using a range of vocabulary, verbs, structures and time frames (present and past)</p> <p>Read aloud</p> <p>Write/talk about ourselves and others</p> <p>-describe a photo</p> <p>Translation from and into French</p> <p>Transcribe spoken language</p>		
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			<p>Borrowing and adapting language</p> <p>Making connections between word types</p> <p>Learning verbs in the infinitive form. Using a variety of tenses</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

<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>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 ● Sports and hobbies ● Technology ● Making arrangements 	<p>Present Tense Forming questions Comparisons Adjectival endings Modal verbs Perfect tense Imperfect tense Perfect and imperfect tenses</p> <p>Gern/lieber/am liebsten Time phrases and word order Separable verbs Forming questions</p>	<p>Grammar Definite and indefinite articles Plural of nouns Present tense Personal pronouns Word order Conjunctions Adjectival endings Modal verbs Perfect tense Imperfect tense Future tense Intensifiers and qualifiers Separable verbs Asking questions with möchten, wollen and können + infinitive</p> <p>Pronunciation u vs ü Cognates W</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>

			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		
Spring	Endlich mal Freizeit <ul style="list-style-type: none"> • TV and films • Future plans Meine Welt, deine Welt <ul style="list-style-type: none"> • Family descriptions • Relationships • Discrimination • Festivals • Parties 	Perfect and Imperfect tenses Intensifiers Future tense Time, manner, place Possessive adjectives Relative pronouns Dative case with mit Common feminine endings	Grammar Perfect tense Imperfect tense Future tense using werden Time, manner, place Possessive adjectives Relative pronouns Dative prepositions and pronouns in + accusative or dative	Formative Speaking feedback in class Written work feedback in books Summative	Learning about famous German films and TV shows Same sex marriages Fight against discrimination

		<p>Perfect tense Word order with time phrases Dual case prepositions with accusative and dative Um...zu phrases</p>	<p>Pronunciation eu ä u, ü and y v, w and z</p> <p>Skills Adjectives and intensifiers Present tense with a future time phrase Expressing opinions and justifications Qualifiers and intensifiers</p>	<p>End of topic assessments in reading, listening and writing</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 • Wellbeing • Priorities <p>Meine Ecke</p> <ul style="list-style-type: none"> • Transport • Role plays • Shopping 	<p>Seit & present tense Dative case zu & infinitives Wenn clauses & konjunktiv Accusative prepositions Forming questions Dual case prepositions with dative</p>	<p>Grammar Comparatives Irregular adjectives Using mögen with a noun vor Modal verbs in the imperfect tense: können, dürfen, müssen, wollen Forming plural nouns Perfect tense Future tense with werden Wenn</p>	<p>Formative</p> <p>Speaking feedback in class</p> <p>Written work feedback in books</p> <p>Summative</p> <p>Mock exam in speaking, reading, listening and writing</p>	<p>Discussing how to maintain a healthy lifestyle</p>

			<p>Pronunciation <i>schw</i> and <i>ski</i> Umlaut sound changes <i>-ig</i> at the end of a word</p> <p>Skills Giving your opinion in different ways Sie – the polite form of 'you' s at the beginning of a word or before a vowel</p>		
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[Back to main menu at the top of the page](#)

Art & Design Yr10 (Fine Art)


<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.

<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>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 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</p>	<p>Drawing Drawing techniques</p> <ul style="list-style-type: none"> • Traditional experimental drawing techniques: (continuous line drawing, cross contour, linear, types of lines) • Developing understanding of Mark making techniques 	<p>Drawing Teacher led drawing workshops to develop confidence and skill in observational drawing techniques underpinned by the formal elements of art.</p> <ul style="list-style-type: none"> • Experimental drawing techniques to develop confidence and observational 	<p>Coastal drawing baseline assessment task to assess drawing skills and inform planning.</p> <p>Learners will be assessed on the following: <u>Assessment Objective 1</u> Develop ideas through investigations, demonstrating</p>	<p>Southend coastal trip- developing students cultural capital and social mobility</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</p>

	<p>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>	<ul style="list-style-type: none"> • 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 techniques) • Comparing mono printing and lino printing techniques 	<p>skills through looking often</p> <ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> • Researching traditional and contemporary artists and analytical skills • Creating a clean neat monoprint using different methods 	<p>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 demonstrates understanding of visual language.</p> <p>Formative assessment throughout the term: Questioning during lesson Group critiques Peer, self and teacher</p>	<p>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>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"> • 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>assessment WOWO board responses</p> <p>Summative assessment Feedback will be recorded using the following marksheets and against the exam board mark scheme  KS4 Marksheet tem...</p>	<p>Students will take part in a painting workshop from a local professional artist</p>
<p>Spring</p>	<p>Half term 1: Ceramics 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 their 'coastal environments' project. The project will be concluded with a 3D final outcome in the media of choice.</p>	<p>Ceramics:</p> <ul style="list-style-type: none"> • What is ceramics? • Advanced ceramics methods and techniques • Ceramics artists • What is a design idea? • Glazing and firing 	<p>Ceramics:</p> <ul style="list-style-type: none"> • How to develop creative ideas inspired by different contextual sources • Advanced modelling and building skills using different 	<p>May- 5 hour mock exam</p> <p>Students will create their ceramics tile/s during a 5 hour mock invigilated in exam conditions.</p> <p>Internally assessed against the exam board mark scheme and AO'S.</p>	<p>Students watch blue planet earth 'coral reefs' to build a better 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>

			tools and techniques <ul style="list-style-type: none"> • Glazing techniques 		Understand the consequences if rules are not followed
Summer	<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 • Drawing techniques to show form and texture • Accuracy and proportion skills when scaling up to A1 size • Advanced charcoal skills 		<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.edugas.co.uk/media/ozvli0g/edugas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf</p> <p>COMPONENT 1: PORTFOLIO 60%-'Environments' 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, Painting, Sculpture (Work is not limited to one area of study).</p>	<p>Firm understanding of the portfolio component in prep for Year 11 and how to begin to develop own personal ideas</p>	<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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[Back to main menu at the top of the page](#)

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, fulfilling a business opportunity and providing a good or service to benefit others) • understand the difference between goods and services, needs and wants • understand the meaning of factors of production – 	<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 • WOWO board responses 	<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> <p>Case studies to include business leaders from different backgrounds</p>

	<p>Business Ownership</p>	<ul style="list-style-type: none"> • Sole traders • Partnerships • Private limited companies (Ltd) • Public limited companies (plc) • Not-for-profit organisations 	<p>land, labour, capital, enterprise</p> <ul style="list-style-type: none"> • 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 • outline the objectives of an entrepreneur, including to be their own boss, flexible working hours, to pursue an interest, earn more money, identify a gap in the market and dissatisfaction with current job • understand that businesses face a 	<ul style="list-style-type: none"> • 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>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 business theory to creative business ideas.</p> <p>Moral - students will have a clear understanding on business ethics and the consequences of business decisions.</p>
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	<p>Setting aims and objectives</p>	<ul style="list-style-type: none"> • What are business aims and objectives • Purpose of setting objectives • Role of objectives in running a business • Changing objectives • Use of objectives in judging success 	<p>constantly changing business environment due to changes in technology, economic situation, legislation and environmental expectations.</p> <ul style="list-style-type: none"> • understand the different legal structures that businesses adopt • analyse the benefits and drawbacks of each legal structure (including issues such as management and control, sources of finance available, liability and distribution of profits) • understand the concept of limited liability and which legal structures benefit from this • 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 		<p>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 those with different faiths and beliefs</p>
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	Stakeholders	<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 	businesses: survival, profit maximisation, growth (domestic and international), market share, customer satisfaction, social and ethical objectives and shareholder value		
	Business location		<ul style="list-style-type: none"> • 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 (not-for-profit organisations)) • 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 		
	Business planning	Factors influencing the location decision of a business			<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>

	Expanding a business	<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 <ul style="list-style-type: none"> • Methods of expansion • Benefits and drawbacks of expansion 	<p>the dominant business in the market, international expansion, increasing shareholder value and ethical and environmental considerations</p> <ul style="list-style-type: none"> • 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 • 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 		
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	<p>Environmental Considerations</p> <p>Economic Climate</p>	<p>Ethical considerations</p> <p>Environmental considerations:</p> <ul style="list-style-type: none"> • impact on traffic congestion • recycling • disposing of waste • noise and air pollution. <p>Sustainability:</p> <ul style="list-style-type: none"> • global warming • using scarce resources. <p>• Interest rates:</p>	<p>variable costs, fixed costs and total costs</p> <ul style="list-style-type: none"> • understand the concept of revenue, costs, profit and loss. • discuss the advantages and disadvantages of methods of growth • understand the methods used by businesses when expanding (organic growth through franchising, opening new stores and expanding through e-commerce, outsourcing and external growth through mergers and takeovers) • 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 		
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		<ul style="list-style-type: none"> • 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 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> <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>		
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			<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 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</p>		
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			<p>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 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>		
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	<p>Recruitment and Selection of employees</p>	<ul style="list-style-type: none"> • Organisational structures • Appropriateness of organisational structures • Centralisation and decentralisation • The need for recruitment • Methods of recruitment and selection of employees 	<ul style="list-style-type: none"> • 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>Students should be able to understand:</p> <ul style="list-style-type: none"> • internal organisational structures, span of control, chain of command, layering and delegation • why businesses have internal organisational structures, including an understanding of different job roles and 		<p>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 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</p>
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		<ul style="list-style-type: none">• Importance of training the workforce • Types of training undertaken by businesses	<ul style="list-style-type: none">• 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. <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		
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			<p>including salary, wage, commission and profit sharing)</p> <ul style="list-style-type: none">• 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> <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		
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			<p>induction training, on the job training and off the job training</p> <ul style="list-style-type: none">• 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"> • <i>additional sales</i> • <i>image/reputation</i> • <i>higher price</i> • <i>inspection costs</i> • <i>staff training</i> • <i>product recalls</i> • <i>the provision of services</i> <p><i>Methods of good service:</i></p> <ul style="list-style-type: none"> • <i>product knowledge</i> • <i>customer engagement (creating a positive experience for the customer)</i> • <i>post sales services (eg user training, help lines, servicing).</i> <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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[Back to main menu at the top of the page](#)

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

[Back to main menu at the top of the page](#)

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			

[Back to main menu at the top of the page](#)

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>A02: 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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[Back to main menu at the top of the page](#)

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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[Back to main menu at the top of the page](#)

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 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 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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[Back to main menu at the top of the page](#)

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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[Back to main menu at the top of the page](#)

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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[Back to main menu at the top of the page](#)

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>

[Back to main menu at the top of the page](#)

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 - - Learners will explore the most common injuries that occur during</p>	<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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[Back to main menu at the top of the page](#)