

Key Stage 4 Year 10 curriculum map 2026/2027



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

English	Computer Science	Business Studies	Music (No cohort for 2026/2027)	BTEC Health & Social Care
Maths	Geography	Engineering design	Performing Arts	ICT Technical Award
Science	History	BTEC Sport	Photography	
Personal Development	MFL (French & Spanish)	Hospitality & Catering	Psychology	
R.E	Art & Design	Media studies	Sociology	

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</u> <u>(Equality and diversity,</u> <u>SMSC, cultural capital)</u>
Autumn	Macbeth and Language Paper 1 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	Students will know: • 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	Students can: • structure a speech using a range of rhetorical devices to engage their audience • select relevant quotations from an extract to support their ideas	Language • Speaking and Listening Exam • Paper 1, Question 5. Literature • 2 mid-term academic writing tasks • Full extract based assessment.	Using your own voice to create a call to action Morality The consequences of unchecked desire and greed Patriarchal concepts and how society has changed

	descriptions and short narratives as part of the requirements of English Language Paper 1. Following on from their speech writing lessons in Year 9, students also present their speeches during this term for their formal exam.	- 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	- 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

	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.	- 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	- 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	2 Paper 1 question 5 tasks Literature - Mid-term academic writing task - Full extract based assessment.	The importance of charity and social responsibility The impact of poverty
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Summer	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.	Students will know: - 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	Students can: - 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	Mock examinations: - English Literature Paper 1 (19th century and Shakespeare) - English Language Paper 1 Additional Literature: Exam style assessment on 'An Inspector Calls'	Morality The importance of social responsibility The impact of poverty The impact of the industrial revolution and wars on the class system How gender roles have changed over time
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Mathematics Yr10

<u>Term</u>	<u>Topic title(s) and overview</u> <u>Foundation and Higher</u> <u>Tier</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning</u> <u>(Equality and diversity,</u> <u>SMSC, cultural capital)</u>
Autumn	- Algebraic manipulation - Equations, inequalities and formulae - Straight line graphs	Higher Tier knowledge in bold - 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. - Move freely between numerical, algebraic, graphical and diagrammatic representations. - Plot and interpret graphs.	AO1: Use and apply standard techniques Students should be able to: - Accurately recall facts, terminology and definitions - Use and interpret notation correctly - Accurately carry out routine procedures or set tasks requiring multi-step solutions.	HT2: Past paper to be done by all students (Shadow paper 2, calculator paper)	- 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

	- Quadratic expressions and equations - Simultaneous equations	- Interpret the gradient of a straight line as a rate of change. - Use the form $y=mx +c$ to identify parallel and perpendicular lines; find the equation of the line through two given points, or through one point when the gradient is given. Find approximate solutions to two simultaneous equations in two variables linear/linear and linear/quadratic using a graph. - Know the difference between an equation and an identity. - Simplify and manipulate algebraic expressions by; factorising quadratics of the form $x^2 + bx + c$, including the difference of two squares; factorising quadratic expressions of the form $ax^2 + bx + c$ - Solve quadratic equations, including those that require rearrangement algebraically by factorising, by completing the square and by using the quadratic formula. - Identify and interpret roots algebraically and turning points by completing the square. - Solve two simultaneous equations in two variables, linear/linear and linear/quadratic algebraically and find approximate solutions using a graph.	AO2: Reason, interpret and communicate mathematically Students should be able to: - 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.	- Clear links to careers for each objective - Using and applying the concepts taught to real life scenarios as part of cultural capital awareness
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	• Trigonometry and Pythagoras • Work with fractions	• 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. • To calculate the area, sides and angles of any triangle. • To add, subtract, multiply and divide simple algebraic fractions. • To add, subtract, multiply and divide complex algebraic fractions. • To solve equations with algebraic fractions.	AO3: Solve problems within mathematics and in other contexts Students should be able to: • 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		
Spring	• Non- calculator methods	• 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.		HT4: Past paper to be completed by all students (Shadow paper 1, non-calculator)	

	• Vectors • Percentages and interest • Rounding and estimation	• Describe and continue sequences. • Deduce expressions to calculate the nth term of linear and quadratic sequences. • 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. • Express one quantity as a percentage of another, compare two quantities using percentages. • 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. • Rounding to any given multiple of ten, any decimal places and any given significant figure. • Using rounding to significant figures to answer questions on estimations. • Identify the use of a calculator. • Identify error intervals, truncating and upper and lower bounds.	have been affected by assumptions made.		
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- **Perimeter, area and volume**

- Calculate the area of triangles, rectangles, parallelograms and trapezium.
- Calculate the perimeter and area of compound shapes.
- Calculate the area and circumference of a circle and parts of a circle with and without a calculator.
- Know names of 2-D and 3-D shapes and recognise prisms.
- Accurate nets of cuboids and other 3-D shapes Sketch and recognise nets of cuboids and other 3-D shapes.
- Plans and elevations.
- Find area of 2-D shapes Surface area of cubes and cuboids including triangular prisms and cylinders.
- Volume of cubes and cuboids, other 3-D shapes – prisms, cylinders cones, pyramids and spheres.

- **Interpret and represent data**

- 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

- **Non-linear graphs**

vertical line charts (bars) for ungrouped and grouped numerical data.

- 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.**
- Recognise, sketch and interpret graphs of linear functions, quadratic functions, **simple cubic functions and reciprocal functions (exponential function $y = k^x$ for positive values of k).**
- Find approximate solutions using a graph.
- Identify and interpret roots, **intercepts of quadratic functions graphically.**
- **Recognise and use the equation of a circle with centre at the origin.**

Summer	Angles	- Understand and use basic angle rules and notation. - Investigate angles between parallel lines and the transversal. - Identify and calculate with alternate, corresponding angles, vertically opposite and co-interior angles. - Solve complex problems with parallel line angles. - Construct triangles and special quadrilaterals. - Understand and use the properties of diagonals of quadrilaterals. - Understand and use the sum of interior and exterior angles of any polygon Construct an angle bisector and a perpendicular bisector of a line segment. - 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. - Reason deductively in geometry, including constructions, number and algebra.		Full series of mock exams using an unseen set of papers (usually the last available one from November series)	

- **Graphs and diagrams**

- Construct and interpret charts, tables and diagrams including; frequency tables, bar charts, pie charts, pictograms for categorical data and vertical line charts (bars) for ungrouped and grouped numerical data.
- 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.**

- **Probability**

- 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.**

- **Factors, powers and surds**

- **Ratio and scale**

- 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**.
- 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.
- Use ratio notation and simplify ratio in its simplest form and in the form of 1:n and n:1
- 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 fractions and scales.
- Solve combined ratio problems.
- **Link ratio to similarity for area and volume problems.**

	• Work with circles	• 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.			
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Science Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	<u>Triple science</u> <u>Chemistry</u> C2.3 Properties of materials C3.1 Introducing chemical reactions <u>Physics</u> P3.1 Static and charge P3.2 Simple circuits P4.1 Magnets and magnetic fields P4.2 Using magnetism <u>Biology</u> B3.1 The nervous system B3.2 The endocrine system B3.3 Maintaining internal environments.	<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 <u>Physics</u> 3.1.1 Electrostatics 3.1.2 Electric current	- 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	End of unit test after each subject. Summative test at the end of term.	

		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" 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 <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	• 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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		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	those appropriate both for fieldwork and for experiments Carrying out experiments appropriately, having due regard to the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations		
Spring	<u>Triple science</u> <u>Chemistry</u> C3.2 Energetics C3.3 Types of chemical reaction C3.4 Electrolysis <u>Physics</u> P5.1 Waves behaviour P5.2 The EM spectrum P5.3 Wave interaction <u>Biology</u> B4.1 Ecosystems	<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	- 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	End of unit test after each subject. Summative test at the end of term.	

		<u>Physics</u> 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 <u>Biology</u> 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	• 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	- 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		
Summer	<u>Triple science</u> <u>Chemistry</u> C4.1 Predicting chemical reactions C4.2 Identifying the products of chemical reactions <u>Physics</u> P6.1 Radioactive emissions P6.2 Uses and hazards <u>Biology</u> B5.1 Inheritance B5.2 Natural selection B6.1 Monitoring and maintaining the environment	<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 <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		End of unit test after each subject. Summative test at the end of term.	

		Biology 5.1.1 Variation 5.1.2 Sexual and asexual reproduction 5.1.3 Meiosis 5.1.4 Dominant and recessive alleles 5.1.5 Genetic crosses 1 5.1.6 Genetic crosses 2 5.1.7 Mutations 5.1.8 The history of genetics HW 5.2.1 Natural selection 5.2.2 Evidence for evolution 5.2.3 The theory of evolution 5.2.4 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 6.1.6 Monitoring biodiversity	used, the findings and reasoned conclusions, using paper-based and electronic reports and presentations. • 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</u> <u>(Equality and diversity,</u> <u>SMSC, cultural capital)</u>
Autumn	<u>Combined science</u> <u>Chemistry</u> C2.3 Properties of materials C3.1 Introducing chemical reactions <u>Physics</u> P3.1 Static and charge P3.2 Simple circuits P3.3 Magnets and magnetic fields <u>Biology</u> B3.1 The nervous system B3.2 The endocrine system B3.3 Maintaining internal environments.	<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 <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	- 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	End of unit test after each subject. Summative test at the end of term.	

		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 <u>Biology</u> 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	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 those appropriate both for fieldwork and for experiments		
Spring	<u>Combined science</u> <u>Chemistry</u> C3.2 Energetics C3.3 Types of chemical reaction C3.4 Electrolysis <u>Physics</u> P4.1 Waves behaviour	<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		End of unit test after each subject. Summative test at the end of term.	

	P4.2 The EM spectrum P4.3 Radioactive emissions. <u>Biology</u> B4.1 Ecosystems	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 <u>Physics</u> 4.1.1 Waves and their properties 4.1.2 Wave velocity PAG4 Measuring waves 4.2.1 Electromagnetic waves 4.2.2 Uses and dangers of EM radiation 4.3.1 Atoms and isotopes 4.3.2 Alpha, beta, gamma 4.3.3 Nuclear equations" 4.3.4 Half life 4.3.5 Radiation in and out of atoms <u>Biology</u> 4.1.1 Ecosystems 4.1.2 Abiotic and biotic factors 4.1.3 Competition and interdependence 4.1.4 Nutrient cycling 4.1.5 The carbon cycle	• 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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Summer	<u>Combined science</u> <u>Chemistry</u> C4.1 Predicting chemical reactions <u>Biology</u> B5.1 Inheritance B5.2 Natural selection B6.1 Monitoring and maintaining the environment	<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 <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	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 • Interpreting observations and other data, including	End of unit test after each subject. Summative test at the end of term.	
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			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 used, the findings and reasoned conclusions, using		
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			paper-based and electronic reports and presentations. • Using SI units and IUPAC chemical nomenclature unless inappropriate • Using prefixes and powers of ten for orders of magnitude (e.g. tera, giga, mega, kilo, centi, milli, micro and nano) • Interconverting units • Using an appropriate number of significant figures in calculations		
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Personal Development Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge & Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Relationships (RSE)	1. Body shaming 2. Positive masculinity 3. Consent & Rape 4. Sexual health 5. Unwanted pregnancy/ Choices 6. Miscarriage/ Ectopic pregnancy		
Spring	Wider world	1. Risk taking 2. Revenge Porn 3. Online fraud 4. Gambling 5. Dark web 6. CPR - recap		
Summer	Health & Wellbeing	1. Mindfulness - Paying attention 2. Mindfulness - Taming the animal 3. Mindfulness - Worry 4. Mindfulness - Responses 5. Mindset 6. Binge drinking		

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R.E Yr10

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

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Buddhism	• 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	• 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.	• 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.	• Students will discuss and learn about religious beliefs and how these influences the behaviour of others.

Spring	Relationships and Families	• 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: • the role of parents and children • extended families and the nuclear family.	• 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.	• 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.	• 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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		• 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	• 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	• 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.	• Strive for Five • Whiteboards used for formative assessment/feedback throughout the topic. • Written peer feedback using WWW/EBI on extended writing task.	• 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

		responsibility to respect the rights of others. • 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.	• 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.		effectiveness of each element. • 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

Year 10 end of year goals:

- Students to be competent with python coding and be able to design problems to solve problems.
- Students will understand the fundamentals of data structures, look at data representation of sound, images and other sources.
- Students will understand how computer systems run, the networking infrastructure and architecture involved in making systems functional.

<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	• Fundamentals of algorithms ○ Algorithms, decomposition and abstraction ○ Searching/sorting algorithms ○ Flowcharts ○ Pseudocode • Programming skills ○ Introduce Python programming ○ Selection and sequence ○ Arrays ○ Iteration ○ Functions ○ Validation ○ Errors and testing	Students will know what decomposition is and how it relates to coding. Students will know what an array is and the different ways iteration can be used.	Students will be able to read through pseudocode and flowcharts and determine the output of an algorithm. Students will be able to understand, explain and create linear and binary searches.	In class assessment	Students develop social aspects by assisting one another in problem solving Practical approach in learning new skills which will help for future jobs in a digital world.

			Students will be able to understand, explain and create bubble and merge sorting algorithms.		
Spring	• Data Representation ○ Binary & Hexadecimal ○ Images ○ Sound ○ Compression • Computer Systems ○ Logic gates ○ Systems Architecture ○ Operating systems ○ Memory and storage ○ Programming languages • Coding practice	Students will know the different units of storage and have an understanding of binary and hexadecimal numbers. Students will know the difference between an input and output device. Continue to develop their coding skills by completing programming projects..	Students will be able to use AND, NOT, OR, XOR gates, drawing truth tables, writing boolean expressions and crawling a logic circuit. Students will understand the difference between main and secondary storage and how these are used within the fetch execute cycle.	In class assessment.	
Summer	• Computer networking ○ Wired and wireless ○ Network topologies ○ Network security	Students will know the difference between a wired and wireless network.	Students will understand the differences between a WAN, LAN and PAN and	Mock exams	Online safety and cyber security awareness.

	○ Protocols and layers ● Cyber Security ○ Threats ○ Social engineering ○ Malware ○ Detection and prevention threats ● Ethical, legal, environmental impact ○ Ethical impact of technology ○ Environmental impact of technology ○ Legislation and privacy ● Coding practice	Students will know malicious code and how to protect a network from an attack.	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 Students will be able to give detailed arguments surrounding ethical issues centred on 8 key areas outlined in the specification.		Understand the ethical and environmental impact technology is having. Understand relevant laws i.e. GDPR, computer misuse act
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Geography Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Section A: Tectonic and Weather Hazards Students study the structure of the Earth and plate boundaries before investigating two case 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. 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 climate change.	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 Mitigation and Adaptation to climate change	A01: Demonstrate knowledge of locations, places, processes, environments and different scales. 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. A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to	Exam question practice in green exam exercise book End of topic assessments.	Global Issues and challenges Current Affairs Global Development

			make judgments. AO4: Select, adapt and use a variety of skills and techniques to investigate questions.		
Spring	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. 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. They then study the different types of coastal management and evaluate their effectiveness. This is linked into a case study.	Global Biomes UK Ecosystems - Epping Forest Characteristics of Rainforests Causes of Deforestation Effects of Deforestation Management of Deforestation Characteristics of the Thar Desert Opportunities and Challenges in the Desert Causes of Desertification	A01: Demonstrate knowledge of locations, places, processes, environments and different scales. 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. A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgments.	Exam question practice in green exam exercise book End of topic assessments.	Global Issues and challenges Current Affairs Global Development

		Management of Desertification Waves Erosion, Weathering, Transportation Erosional and Depositional Landforms Coastal Management	AO4: Select, adapt and use a variety of skills and techniques to investigate questions.		
Summer	Section C: Rivers Students will study 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. Section A: Urban Challenge Students study the global pattern of urban change and the reasons for it. They then look at urban challenges through two case studies, the UK and India. They then look at how we can make our urban areas more sustainable.	The water cycle Long and Cross profiles Erosion, weathering, transportation Erosional and Depositional Landforms Causes of flooding Flood management Urbanisation & Megacities	AO1: Demonstrate knowledge of locations, places, processes, environments and different scales. 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.	Exam question practice in green exam exercise book End of topic assessments. Year 10 Mock Exams	Geopolitics Current Affairs and Issues Equality and Diversity Sustainability Global Issues and challenges Global Development

	uneven development: disparities in wealth and health, international migration. Paper 3: Geographical Application Section A: Fieldwork Students will complete both a coastal and urban investigation.	Push and pull factors Opportunities and Challenges in Mumbai Housing scheme in Mumbai Opportunities and Challenges in London Sustainable cities and transport	AO3: Apply knowledge and understanding to 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.		
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History 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>
	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				
Autumn	<u>Paper 2 Superpower Rivalry</u> Students will study: The origins of the Cold War, 1941–58 Cold War crises, 1958–70 The end of the Cold War, 1970–91	• communism and capitalism • situation at end of WW2 • Germany - blockade and wall • Hungary • Czechoslovakia • Cuban Missile Crisis • Attempts to reduce tension	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second order historical concepts. AO 3: Analyse, evaluate	Exam question practice in yellow exam skills book End of unit 1 knowledge assessment	Link to potential current affairs Global influences

		• Collapse of the USSR	and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.		
Spring	<u>Paper 2 Early Elizabethan England. 1558-88</u> Students will study: Queen, government and religion, 1558–69 Challenges to Elizabeth at home and abroad, 1569–88 Elizabethan society in the Age of Exploration, 1558–88	• society and government, • religion, • Mary, Queen of Scots • plots • Spain and the Armada • education • leisure • poverty • discovery.	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second order historical concepts. AO 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	Exam question practice in yellow exam skills book	Religion and law making Social responsibility
Summer	Summer term 1 - complete Elizabeth <u>Paper 1 Medicine through time - Western Front</u>	• Development of medicine in the early 20th century	AO1: Demonstrate knowledge and understanding of the key features and	Exam question practice in yellow exam skills book	Global developments

	Students will study: The British sector of the Western Front, 1914–18: injuries, treatment and the trenches Knowledge, selection and use of sources for historical enquiries	• Trenches and context of Western Front • Medical treatments and injuries caused by context • New technologies in surgery	characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second order historical concepts. AO 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	Year 10 mock exams	Cultural capital - optional trip to Belgium and France
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MFL French Yr10

-Use a wide range of vocabulary and complex grammatical structures

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

Term	Topic title(s) and overview	Knowledge	Skills	Assessment	Wider learning (Equality and diversity, SMSC, cultural capital)
Autumn 1	Module 1: Tu as du temps à perdre? Unit 1: Ma vie en ligne - Talking about what you do online - Using the present tense of regular -er verbs - Discussing pros and cons Unit 2: Tu as une vie active? - Saying what you do to stay active - Using the present tense of irregular verbs - Listening and transcribing in French	Key language: je télécharge / j'écoute / je parle / je partage / je cherche / j'achète / je joue (à) / je regarde / j'envoie. Je fais ça... Grammar: Regular -er verbs in the present tense. Verbs (otherwise regular) in which y changes to <i>ie</i>, e.g. <i>envoyer</i> Key language: Est-ce que tu as une vie active? Qu'est-ce que tu fais? Qu'est-ce que tu fais comme activités, le jour sans écrans je fais du vélo nous faisons de la cuisine je suis membre de l'équipe de handball.... Grammar: <u>Present tense</u> Irregular verbs in present tense: <i>aller, avoir, être, faire</i>	Skills: Pronunciation and phonics: Pronouncing Est-ce que Watching out for silent final 'e' and silent final consonants such as -s, -t and -x, e.g. chose, jeux; silent verb endings -e, -es and -ent Skills: Listening and transcribing in French Transcribing silent letters Predicting Faire translated as 'to go' in English, e.g. faire du vélo (to go cycling), faire de la natation (to go swimming)	Formative assessment: Listening Reading Read aloud + follow on questions	To compare the use of the internet in France and in Francophone countries in Africa

	Irregular verbs in present tense: <i>boire, lire je bois, je lis</i> Using <i>on</i> to mean 'we' Unit 3: Qu'est-ce que tu regardes? - Talking about what you watch - Forming and answering questions - Preparing a role play Unit 4: Qu'est-ce qu'on va faire? - Making plans to go out - Using the near future tense - Responding to invitations	Key language: Qu'est-ce que tu aimes regarder? J'aime regarder ... des séries / des comédies / des émissions de sport / un peu de tout. Quel type de vidéos est-ce que tu regardes? Je regarde des ... *clips sur une chaîne de musique / émissions de télé-réalité / vidéos de cuisine / vidéos amusantes d'animaux. Grammar : Question words and asking questions with <i>est-ce que</i> + subject / verb <i>quel/quelle/quels/quelles</i> Regular -ir verbs: <i>finir, choisir</i> des changes to <i>de/d'</i> after a negative Key language: aujourd'hui / ce matin / cet après-midi / ce soir / demain / demain matin / demain après-midi / demain soir <i>puis</i> <i>à ...</i>	Skills: Preparing an exam-style role play – launch of transactional role play skill Pronunciation and phonics: <i>qu</i> pronounced as 'k' <i>c</i> pronounced as 'k' in front of letters a, o, u (combien) Skills: Telling the time	To use language in a real context to discuss having an active lifestyle Using language in a real context; students in a role play make plans to go out
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	Unit 5: Qu'est-ce que tu as fait? • Saying what you did last weekend • Using the perfect tense • Pronouncing é, er, ez correctly	Key language: Un week-end ordinaire / extraordinaire Qu'est-ce que tu as fait, le week-end dernier? samedi matin / après-midi / soir dimanche matin / après-midi / soir chanter / j'ai chanté / nous avons chanté boire / j'ai bu faire / j'ai fait Grammar: Perfect tense: regular -er verbs, auxiliary avoir/être plus past participle and agreement for être verbs (aller, rester) Perfect tense of high-frequency irregular verbs: boire, faire Negatives in the perfect tense, e.g. je n'ai rien mangé c'est/c'était / il y a/avait (lexical imperfect).	Skills: Giving past-tense opinions with c'était Weekend time expressions and sequencers Pronunciation and phonics: Pronouncing é, er, ez correctly (mangé, manger, mangez) Skills		To learn and Francophone countries in Africa
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	Zone de culture: Fêtes et jeux • Exploring events in the francophone world • Using aimer + noun and aimer + infinitive Unit 6: J'ai participé aux Jeux de la Francophonie! • Taking part in an interview • Asking questions in the perfect tense • Using two tenses together (present and perfect)	Quand et où est-ce que tu fais ça? Je fais ça / mon *entraînement ... chaque jour / le (samedi) après-midi Grammar: Inversion of subject and verb and addition of hyphen for questions in the perfect tense, e.g. Comment as-tu *célébré ton succès?	<u>Pronunciation and phonics:</u> The letter é (<i>écran</i>) Final consonants <i>-d</i>, <i>-n</i>, <i>-s</i>, <i>-t</i> and <i>-x</i> are usually silent Liaison before a vowel Skills: <u>Pronunciation and phonics:</u> The letter é (<i>écran</i>)	To discuss key events in the Francophone world To discuss events in the Francophone World
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			Final consonants <i>-d, -n, -s, -t</i> and <i>-x</i> are usually silent Liaison before a vowel		
Autumn 2	Module 2: Mon clan, ma tribu Zone de culture: Libre d'être moi - Talking about your identity - Using emphatic pronouns Unit 1: Un week-end en famille - Talking about your weekend routine - Using reflexive verbs in the present tense	Key language: Qu'est-ce qui fait ton identité? Ce qui fait mon identité, c'est / ce sont ... ma religion / ma langue / mes amis / ma personnalité / mes frères et sœurs / mon *genre. pour moi/nous / avec toi / à lui/vous / sans elle/eux / avec elles Grammar: Possessive adjectives mon, ma, mes Key language: Que fais-tu le weekend, en famille? Dans ma famille, il y a ... personnes. J'habite avec ... / Je vis avec ... moi / ma mère / ma sœur ma belle-mère / ma tante / ma demi-sœur / mon père / mon frère / mon beau-père / mes	Skills Emphatic pronouns after prepositions (pour, avec, à, sans): moi, toi, lui, elle, nous, vous, eux, elles Skills: Using sequencers (<i>d'abord, puis, ensuite, plus tard</i>)	Summative Assessment Writing Translation dictation	Discuss Multilingual francophone countries and French values To use language in a real context and discuss personal routine

	Extending sentences using sequencers and connectives	grands-parents / mon grand-père / ma grand-mère jumeau/jumelle / aîné(e) / petit je me lève / je m'entraîne / je m'amuse... Grammar: Reflexive verbs in present tense (se lever) on and nous meaning 'we' Possessives adjectives: mon, ma, mes; ton, t a, tes; son, sa, ses Key language: Tu t'entends (toujours) bien avec tes amis? Pourquoi / Pourquoi pas? La plupart du temps ... je (ne) m'entends (pas) (assez / très) bien avec mon/ma meilleur(e) ami(e) / mes amis.... Grammar: Adjectival agreement for regular adjectives, e.g. patient; some different patterns (stupide, travailleur, actif, gentil); some irregular adjectives (vieux, beau); no change (sympa)	Using connectives (<i>et, donc, car, parce que, où</i>) <u>Pronunciation and phonics:</u> è / ê / ai (<i>père, vêtements, j'aime</i>) œu / open eu (<i>sœur, heure</i>) <u>Skills:</u> Translating into French Recognising and using qualifiers / intensifiers (<i>très, assez, un peu</i>)		To use language in a real context to discuss friendship
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	Unit 3: Couleur famille - Talking about what people look like - Understanding the position of adjectives - Describing a photo	Key language: Mon frère / Ma tante / Il/Elle est ... Mes parents / Ils/Elles sont ... grand(e)(s)/petit(e)(s) / de taille moyenne / *chauve(s) Il/Elle a ...Ils/Elles ont ...le visage long les cheveux ...longs / courts / blonds / noirs / *bruns / gris / blancs / roux / châains les yeux ...bleus / verts / marronIls/Elles ont *l'air (très) ... Grammar: Position of adjectives – most after the noun, e.g. elle a le visage long; some go in front of the noun, e.g. un *joli sourire, deux jeunes garçons Incidental grammar: Present tense il/elle, ils/elles verb forms revisited.	Skills: Thinking about what kind of word might be missing in a gapped text Describing a photo (preparation for photo card description) Pronunciation and phonics: ch pronounced as 'sh'		
	Unit 4: La place des idoles: Talking about positive role models	Key language: Qui est-ce que tu *admires ?	Skills:		Students use language in a real context to talk about their own family

	- Using direct object pronouns - Using the present and perfect tenses	*J'admire ...Je le/la suis parce qu'il/elle est ...Je les suis parce qu'ils/elles sont ...Il/Elle est connu(e) pour ...C'est une personne / un homme / une femme qui ...Il/Elle lutte pour / contre ...C'est quoi un bon modèle, pour toi? Un bon modèle est quelqu'un qui ...aide les gens / se comporte bien / inspire les autres. Donne-moi un exemple de bon modèle. Un bon modèle est ... <u>Grammar:</u> Direct object pronouns, singular and plural (<i>le/la/l'</i> before a vowel, <i>les</i>) Irregular past participles: <i>né, eu, écrit, devenu, reçu</i> Key language: Normalement, qu'est-ce que tu fais pour fêter ton anniversaire? L'année dernière, comment est-ce que tu as fêté ton anniversaire? L'année prochaine, qu'est-ce que tu vas faire pour ton anniversaire? On fête / a	Present and perfect tenses contrasted and used together <u>Skills:</u> <i>chez</i> to mean 'at' or 'to' someone's home Using tenses and time phrases to tell if someone is referring to the present, past or future	Use language in a real context and talk about personal role model To discuss end of year celebration in a Francophone country school
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		fêté / va fêter ...la naissance du fils / de la fille de ...mon anniversaire / l'anniversaire de ...On va / est allés / va aller ...chez mon (nouveau) voisin / lui / nous / eux en ville <u>Grammar:</u> Using present, perfect and near future tenses			
Spring 1	Module 3: Ma vie scolaire: Zone de culture: Au collège chez nous • Learning about school life in francophone countries • Describing photos	Key language: C'est comment, la vie au collège? Voici les réponses de trois jeunes de pays différents. Décris les personnes. Sur la photo, il y a ...trois / quatre / cinq personnes / enfants / jeunes..... <u>Grammar:</u> Definite articles (<i>le, la, l', les</i>); where use is different to English, e.g. school subjects (<i>on étudie le théâtre et l'anglais</i>)	<u>Skills:</u> Describing photos (people, location, activity) Using <i>-ième</i> endings to create ordinal numbers (with reference to school years)	Formative assessment Listening Reading Role play	

	Unit 1: Quelle est ta matière préférée? - Talking about school subjects and school life - Using comparative adjectives - Giving opinions with reasons Unit 2: C'est injuste! - Discussing school rules - Using impersonal verb structures followed by infinitives - Expressing opinions, agreeing and disagreeing	Key language: Que penses-tu de tes matières? Ma matière préférée est ...J'aime / J'adore / Je n'aime pas / Je déteste ...le/la/l'/les ...parce que/qu' ...je suis *créatif/créative / sportif/sportive... Key language: Il faut ...Il est essentiel / important de ...porter l'uniforme scolaire / faire ses devoirs / s'asseoir à sa place / respecter les profs. Il ne faut pas / jamais ...Il est interdit de/d' ...arriver en retard / manger en classe / *harcéler d'autres élèves / utiliser son portable en classe. Quel est ton avis sur les règles? Grammar:	Skills: Giving opinions with reasons (including using comparatives) Skills: Expressing opinions, agreeing and disagreeing Spotting known words and structures in a text Pronunciation and phonics: -er and -é at the end of words		Comparing school rules in France and in England
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	Unit 3: As-tu fait des progrès? - Talking about making progress at school - Using irregular verbs in the perfect tense - Pronouncing <i>oi</i> and <i>oy</i> Unit 4: Souvenirs d'école: - Talking about what school used to be like when you were younger - Using verbs in the imperfect tense - Translating into French Unit 5: Les langues et l'avenir:	<i>Use of il faut + infinitive, il ne faut pas + infinitive, il est + adjective, e.g. important / interdit + de + infinitive</i> Key language: j'ai / tu as / il/elle a ...appris beaucoup de choses (en ...) bu du *coca en classe écrit une histoire extraordinaire fait beaucoup de progrès (en ...) mis des lunettes de soleil reçu de bonnes / mauvaises notes (en ...)lu beaucoup d'articles pris des photos exceptionnelles couru dans le *couloir Grammar: Irregular past participles (<i>appris, bu, couru, écrit, fait, lu, mis, pris, reçu, ri</i>) Negatives in the perfect tense go around the part of <i>avoir / être</i>. Superlatives: <i>le/lal/les plus / moins</i> + adjective; le/lal/les meilleur(e)(s) / pire(s) + noun <i>en</i> + school subject (without <i>le/lal/les</i>) Key language:	Skills: Drawing from texts already seen in preparing a written text Pronunciation and phonics: <i>oi</i> <i>oy</i> with 'y' sound at end (<i>*incroyable, moyenne</i>) Skills:		
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Spring 2	- Talking about learning languages - Using the imperfect, present and near future tenses - Recognising a wider range of negatives Module 8: Mes projets d'avenir Unité 1: Mes passions et mon avenir. - Talking about future plans and hopes	C'était, il y avait, quand tu étais petit(e), tu étais comment? Quand j'étais petit(e), j'étais très / assez ... / je n'étais pas ...J'étais l'élève le/la plus ... de la classe..J'aimais (beaucoup / bien) l'anglais / la musique. Je jouais de la *clarinette dans un *orchestre. Je lisais des *magazines (en anglais). Je trouvais (le français) ennuyeux... <u>Grammar:</u> Imperfect tense: habitual or continuous actions ('I used to ...'). Whole paradigm of regular <i>-er</i> verb (<i>regarder</i>); <i>être</i> stem (<i>ét-</i>) Indirect object pronouns <i>me/m'</i>, <i>nous</i>; position (<i>il me parlait, elle nous donnait</i>) Key language: À l'école *primaire, est-ce que tu apprenais une langue étrangère? Oui, j'apprenais ...	Asking and answering question in the imperfect tense <u>Pronunciation and phonics:</u> -s- between vowels in the middle of a word pronounced as 'z' (<i>faisais, maison, télévision</i>) <u>Skills:</u>	Summative assessment: End of module assessment in all four skills	Discussing future plans after school.
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	- Using <i>après avoir</i> + a past participle - Expressing future plans using a range of structures	Oui, je n'apprenais que ...l'anglais / *l'italien / *l'allemand / *l'espagnol / le français / le *mandarin / le *roumain. Non, je n'apprenais aucune langue étrangère. Au collège, tu apprends quelles langues étrangères? Au collège, je n'apprends que ...En ce moment, j'apprends ..., mais je n'apprends pas... <u>Grammar:</u> Imperfect, present and near future together. Negative phrases revisited and more negative phrases (<i>ne ... aucun(e), ne ... ni ... ni, ne ... que</i>) <u>Key language</u> Qu'est-ce que tu veux faire à l'avenir? Et toi? Avant de/d' ... me marier, / trouver un bon travail, / avoir des enfants, ... Après avoir ... réussi mes examens, / fini mes études, / voyagé à l'étranger, ... j'aimerais ... / j'espère ... / j'ai envie de/d' ... / j'ai l'intention de/d' ... / mon	Writing something for every gap Borrowing and adapting phrases from texts <u>Pronunciation and phonics:</u> -ien <u>Skills:</u> Using verbal phrases plus infinitive to talk about		
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	Unit 3: Quelles sont tes compétences? - Talking about possible future career paths - Using infinitives as nouns - Looking up words for possible future jobs	but est de/d' ... / mon ambition est de ... [+ infinitive] sans aller à l'université. Grammar: <i>avant de/d'</i> + infinitive <i>après + avoir / être</i> + infinitive <i>sans</i> + infinitive. Key language: Ils sont partis le lundi à (10) heures (du matin). D'abord, ils/elles ont voyagé en voiture / train / bus. Ils/Elles sont restés/restées une nuit à (*Winnipeg) dans un terrain de camping / hôtel. Puis ils/elles ont pris le bus / le train / la voiture. Ils/Elles ont dormi pendant le voyage. ils/elles sont restés/restées une nuit dans un hôtel / terrain de camping. Ils/Elles ont travaillé dans un supermarché / café / magasin / une	future plans and wishes, e.g. <i>j'aimerais, j'ai envie de</i> Saying 'to know': <i>connaître</i> + noun (person or place); <i>savoir</i> (fact), e.g. <i>je sais qu'il faut</i> Skills: Using a range of structures (depuis + present tense, <i>venir de</i> + infinitive, ne ... pas encore, si + present tense + simple future) Doing a role play about buying train tickets		
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	Unit 4: Bien payé, mais fatigant! • Talking about different jobs • Using verbs followed by à or de • Translating more complex structures	boulangerie, où ils/elles ont gagné (11) euros de l'heure. Finalement, ils/elles ont pris le train / bus et ils/elles sont arrivés/arrivées à *Québec le (vendredi) à (14h00). Le voyage a duré (quatre) jours et (quatre) heures. <u>Grammar:</u> Verbs that take <i>être</i> in the perfect tense revisited <u>Key language:</u> Ma passion, c'est ... Je suis *passionné(e) par ... Ce qui m'intéresse le plus, c'est ... Aider les autres, c'est ma passion. Je suis travailleur/travailleuse et très organisé(e) / fidèle et ... Je voudrais / j'aimerais travailler seul(e) / avec des ... Avoir des responsabilités, c'est important pour moi. Faire quelque chose d'intéressant, c'est *l'essentiel. Je voudrais faire un métier où je pourrais être actif/active.	<u>Skills:</u> <i>Looking up new job words in a dictionary</i>		
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	Module 4: En pleine forme Zone de culture: Sain ou malsain • Describing and giving opinions about dishes • Understanding advice in the vous-form imperative	Mon point fort, c'est la communication. Je m'entends bien avec toutes sortes de personnes. <u>Grammar:</u> Infinitives as nouns, e.g. aider les autres, c'est ... Nouns for jobs change according to gender, e.g. influenceur, influenceuse Je voudrais être ... parce que ..., c'est ma passion. Je suis ... médecin / directeur/directrice / joueur/joueuse de foot / chef/cheffe / chanteur/chanteuse Je voudrais être joueuse de basket. Alors, quels sont les avantages du métier de ... À mon avis, un avantage, c'est qu'on a beaucoup de responsabilités. En plus, le travail est *varié. Un inconvenient, c'est que ça peut être dangereux. En plus, les heures sont longues. Après avoir réussi mes examens, j'ai travaillé ...	<u>Skills:</u> <i>Recognising two uses of depuis (depuis X ans, depuis l'âge de X ans)</i> <u>Skills:</u> Pronouncing new vocabulary (listen and check)		
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Summer 1	Unit 2: Bien dans ma peau - Talking about good mental health - Using modal verbs (<i>devoir, vouloir, pouvoir</i>) - Giving advice Unit 3: Ça ne va pas? - Describing illness and accidents - Using the perfect tense of reflexive verbs - Booking a doctor's appointment	Avant de commencer à l'université, j'ai ... Un jour, je rêve d'être riche. malgré cela pour l'instant Grammar: Verbs followed by à or de + infinitive Key language: Ce plat / Ce dessert contient ...Ces gâteaux contiennent ...du chocolat / fromage / poisson / *poulet / riz / sucre.de la glace / *sauce / viande.des frites / fruits / légumes. À ton avis, le plat, il est sain?À mon avis, il a bon goût, mais c'est malsain. Pourquoi?Parce que ce plat contient ...C'est sain / malsain.C'est bon / mauvais pour la santé. Grammar: Vous-form impérative	Skills: Looking at words before and after each gap and looking for grammar clues to help predict what is missing Spotting small words that can change meaning (<i>sans, au lieu de, sauf</i>) Pronunciation and phonics: Nasal sounds:<i>en, an, em, am, ain, in, aim, im</i> Skills: Giving advice Pronunciation and phonics: -eu (<i>deux</i>)	Formative assessment: Writing Translation Photo card	Compare French typical dishes to the English one.
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	Unit 4: Je change ma vie - Saying what you will do to improve your life - Using the simple future tense - Using more complex sentence structures Unit 5: Mieux vivre: - Talking about lifestyle changes - Using the imperfect, present and simple future tenses	<u>Key language:</u> Comment tu te sens (aujourd'hui)? / Comment ça va aujourd'hui? Ça va très bien. Ça ne va pas bien. Qu'est-ce qui ne va pas? Quel est le problème? Je me sens ...Je suis ...un peu / assez / très / vraiment heureux/heureuse / triste / en colère / *fatigué(e) / inquiet/inquiète / calme / stressé(e). Écoute un peu de musique. Fais de la cuisine. Parle avec moi. Grammar: <i>Tu</i>-form imperative, including <i>sois</i> and negative form, e.g. <i>Ne pleure pas</i>. Modal verbs + infinitive (<i>devoir, pouvoir, vouloir</i>); negative, e.g. <i>il ne peut pas</i>	<u>Skills:</u> <i>Role playing (visit to doctor)</i> <u>Pronunciation and phonics:</u> <i>Using knowledge of French pronunciation to predict how to say new vocabulary (parts of the body)</i> <u>Skills:</u> <i>Using plus and plus de</i> <i>Using more complex sentence structures (pour / afin de / *au lieu de / avant de + infinitive)</i>	formative assessment: Writing translation Photo card	Discussing healthy eating and mental health issues
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Revision of modules 1, 2,3 and 4	Distinguishing between tenses when listening	Key language: Le corps humain le nez / la tête / la gorge / le ventre / le cœur / le bras / le pied / la main / la jambe / les yeux / l'oreille / la bouche / le dos. J'ai mal au dos / à la tête / aux yeux / au cœur.. avoir mal (à) / chaud / froid / faim / soif / peur / de la fièvre. Reste / Restez au lit. Va / Allez à l'hôpital. Grammar: à with definite article (<i>au, à la, aux</i>) <i>avoir mal</i> (+ <i>au, à la, aux</i>). Singular and plural imperatives revisited. Reflexive verbs in the perfect tense Key language: À l'avenir, qu'est-ce que tu feras pour améliorer ta vie? Je mangerai mieux. Je mangerai / J'achèterai moins de choses sucrées / chocolat et plus de légumes / fruits. Je passerai moins de temps sur les	<u>Skills:</u> <i>Using three timeframes: imperfect, present, simple future</i> <i>Listening for clues about tenses (time phrases, verb endings)</i> <i>Adapting phrases by changing details</i> <i>Questions in different time frames</i> More practice on speaking and writing from memory.	Summative assessment: Mock exam in all four skills.	
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		réseaux sociaux. J'irai à des cours de danse / au centre sportif / des cours de cuisine. Je penserai moins à moi et j'aiderai les autres / ma mère et mes <u>Grammar:</u> Simple future for all persons of the verb for <i>-er</i> verbs Simple future for first person singular for <i>aller, avoir, être, faire</i> Key language: Quand tu étais plus jeune, ta vie était comment? Maintenant, est-ce que ta vie est meilleure? Qu'est-ce que tu feras à l'avenir? Je suis né(e) au / en (*Côte d'Ivoire / France). Quand j'étais petite(e) / jeune / *ado, j'habitais ...Ma famille était (*modeste). Je travaillais dans (un hôtel). Je jouais (au tennis / au basket). Maintenant, je suis (*politicienne / acteur).... <u>Grammar:</u> Negatives: <i>ne ... plus; ne ... jamais, ne ... rien, ne ... pas</i> revisited. Irregular			
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Summer 2		verbs in <i>je</i> form across the three tenses (<i>avoir, être, faire</i>) Revisit key vocabulary for module 1, 2, 3 and 4. Revisit the present , past and future tenses of verbs		Complete past papers on all 4 skills. Revision of module 1,	
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MFL Spanish 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</u> <u>(Equality and diversity,</u> <u>SMSC, cultural capital)</u>
Autumn 1	Módulo 1: ¡Diviértete! El mundo hispanohablante - Talking about Spanish-speaking sports stars - Using adjectives in Spanish Mi vida digital - Talking about life online - Revising the present tense - Using expressions of frequency	Key language ¿Cómo eres? Me llamo ... / Mi nombre es ... Soy como ... Creo que ... / Pienso que ... Soy / Es una persona bueno/a / divertido/a / interesante / optimista / práctico/a / responsable / social / *tímido/a / trabajador(a) / *creativo/a Grammar Adjectival agreements Key language ¿Qué haces con tu móvil? ¿Qué haces con tu ordenador / portátil? Escucho música Mando/recibo mensajes Leo las noticias	Years in Spanish are said like a normal number <u>Pronunciation and phonics</u> Vowels: <i>a, e, i, o, u</i> Expressions of frequency: <i>siempre</i> <i>a menudo</i> <i>de vez en cuando</i> <i>casi nunca</i> <i>nunca</i> Using phonics knowledge	Formative assessment Listening Reading Read aloud + follow on question	Explore Spanish speaking world To learn more about Spanish speaking sports stars and compare their lifestyle to English sports stars Discuss the danger of internet

	¡Disfrutamos al máximo! Talking about sports and free-time activities Revising irregular present tense verbs Using opinion verbs and expressions	*Envío correos electrónicos *Saco fotos Chateo en línea / con mis amigos Hago compras / *llamadas Soy *adicto/a a ... <u>Grammar</u> Regular present tense verbs (all three types) Full paradigm: <i>usar, leer, subir</i> Examples of irregulars in 'I' form (<i>hacer and ver</i>) Stem-changing verbs: <i>jugar, preferir</i> <u>Key language</u> ¿Qué actividades te gusta hacer? ¿Qué deportes haces? Juego al/a la ... Practico / Hago ... (el) deporte / (el) atletismo / (el) fútbol / (el) baloncesto / (el) baile / (la) natación / (el) tenis /	to spell words correctly in dictation tasks <u>Skills</u> Cognates in Spanish (with focus on sports vocabulary)		
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		(el) *hockey / (el) ciclismo / (el) *rugby <u>Grammar</u> Using <i>gustar, encantar</i> and <i>interesar</i> to express an opinion (focus on the changing pronouns) Opinion verbs + infinitive to talk about activities <u>Grammar</u> Irregular verbs in the present tense: <i>ir, ser, tener</i>			
	Nos juntamos Arranging to go out Using the near future tense Planning a cinema visit	<u>Key language</u> ¿Qué vas / vamos a hacer este fin de semana? Primero, / Luego, / *Por la mañana / *Por la tarde / *Por la noche ...	<u>Skills</u> <i>tener que</i> + infinitive <u>Skills</u> Contractions: <i>a + el (al)</i> <i>de + el (del)</i>		Using language in a real context

	El fin de semana pasado Saying what you did at the weekend Using the preterite tense Pronouncing the letter 'c' correctly	Mis amigos y yo vamos a ... / Voy a ... descansar en casa hacer deporte / los deberes <u>Grammar</u> Near future tense <u>Grammar</u> Stem-changing verbs: <i>poder</i> and <i>querer</i> in the present tense <u>Key language</u> ¿Qué hiciste el fin de semana pasado / ayer / el viernes/sábado/domingo pasado / la semana pasada / el mes pasado / hace ... días / hace ... una semana? Primero, ... / Luego, ... / Finalmente, ... comí ... / bebí ...	<u>Skills</u> Telling the time <u>Skills</u> Past time phrases: <i>ayer</i> <i>la semana pasada</i> <i>el fin de semana pasado</i> <i>el mes pasado</i> <i>hace</i> + time = ago <u>Pronunciation and phonics</u>		
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	¡Un día fatal! Talking about days that went wrong Using direct object pronouns Recognising and using three tenses	<u>Grammar</u> Preterite tense: Regular <i>-ar</i>, <i>-er</i> and <i>-ir</i> verbs: <i>hablar</i>, <i>comer</i> and <i>salir</i> Irregular verbs: <i>ir</i> and <i>ser</i> (full paradigm) <i>hice</i>, <i>tuve</i>, <i>vi</i>, <i>jugué</i>, <i>llegué</i>, <i>saqué</i> <u>Key language</u> ¿Qué pasó el fin de semana pasado? Tuve un día ... *fatal / malo / difícil / terrible / *estresante porque ... comí / (no) comí (nada) llegué muy tarde no hice los deberes pasé todo el día enfrente de la televisión me caí no encontré la llave del coche perdí el móvil / la *trompeta / el perro (en el parque)	Soft <i>c</i>: <i>cine</i>, <i>natación</i>, <i>centro</i>, <i>hice</i> Hard <i>c</i>: <i>canté</i>, <i>música</i>, <i>comí</i>, <i>cuatro</i>, <i>crimen</i> <i>ch</i>: <i>chico/a</i>, <i>escuché</i> Two tongue twisters using the letter 'c' <u>Skills</u> Time expressions: <i>normalmente</i> <i>esta tarde</i> <i>mañana</i> <u>Skills</u> Negatives: <i>no</i> and <i>nada</i>		Diss students' feeling when they have a ba day
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		no compré nada en el centro comercial <u>Grammar</u> Direct object pronouns: Introduction + use with the near future tense			
Autumn 2	Módulo 3: Mi gente, mi mundo ¡No hay dos familias iguales! Reading about different families Using possessive adjectives	<u>Key language</u> mi(s), tu(s), su(s), nuestro/a(s), vuestro/a(s)	<u>Skills</u> .Translating English use of apostrophes into Spanish	Summative assessment Writing, translation, dictation	Discuss the importance of family and family values

	Esta es mi gente Describing people Using the present continuous to describe a picture Using <i>ser</i> for physical descriptions and <i>estar</i> for location	¿Quién es mi familia? el padre, el *padraastro, la madre, la *madrastra, el hermano, los hermanos (pequeños), la hermana, el *hermanastro, la *hermanastra, el bebé, los gemelos, el abuelo, la abuela, el primo, la prima, el tío, la tía, los miembros de (mi) familia, el/la hijo/a único/a, la familia famosa / numerosa / multicultural / *homoparental <u>Grammar</u> Possessive adjectives <u>Key language</u> ¿Quién está en la foto? Aquí hay una foto de ... mi padre / mi(s) madre(s) / mis padres / mis abuelos / mi abuelo/a / mi hermano/a (menor) / mis	<u>Pronunciation and phonics</u> [h] [v/b] [j/ge/gi] <u>Skills (review)</u> Adjectival agreement		Discuss advantages and disadvantages of big and small families
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	hermanos/as (menores) / mi <u>Grammar</u> The present continuous tense: <i>estar</i> + present participle Irregular present participles: <i>leyendo</i> <i>sonriendo</i> <u>Grammar</u> <i>estar</i> for location <i>ser</i> for physical descriptions <u>Key language</u> ¿A quién sigues en las *redes sociales? Soy aficionado/a de ... y *por eso sigo a artistas / a cantantes latinos como ... Además sigo *vlogs de (*rutinas / estilo de vida / moda) / (muchos) canales de cocina/*videojuegos / mis *deportistas favoritos / *videotutoriales de dibujo y arte			
	¿A quién sigues? Talking about who you admire Saying how long you have been doing something Using the personal <i>a</i>	<u>Skills (review)</u> Using the preterite tense to talk about completed actions in the past and accents on third person singular to stress the last syllable <u>Skills (review)</u> Direct object pronouns	Summative assessment Writing Translation Dictation Role play	

	¡Amigos para siempre! Talking about friendships and relationships Using reflexive verbs Using the pronouns <i>me</i> and <i>te</i> before a verb	<u>Grammar</u> <i>desde hace</i> + period of time Stem-changing verb <i>seguir</i> (<i>sigo, sigues</i> etc.) <u>Grammar</u> _The personal <i>a</i> <u>Key language</u> ¿Cómo es tu relación con tus amigos? ¿Te llevas bien con tus amigos? Me llevo (muy) bien con ... Me divierto mucho con mi mejor amigo/a Mi mejor amigo/a y yo ... / Mis amigos y yo ... nos llevamos *superbién / *genial porque ... hacemos muchas cosas juntos/as me hace(n) reír	<u>Skills</u> _Using the pronouns <i>me</i> and <i>te</i> before the conjugated verb		Discuss feeling when friendship breaks down
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	Así soy yo Talking about your identity and what matters to you Using <i>para</i> + infinitive Listening for gist	me conoce(n) bien puedo confiar en él/ella totalmente <u>Grammar</u> Reflexive verbs: <i>llevarse</i> (full paradigm) <i>pelearse</i> <i>sentirse</i> <i>divertirse</i> <i>Reírse</i> <u>Key language</u> <i>¿Cómo eres?</i> <i>¿Cómo te identificas?</i> <i>Mi identidad es única</i> <i>Soy abierto/a / divertido/a / listo/a / trabajador(a) / responsable / optimista / social / activo/a / tranquilo/a</i> <i>¿Qué *pronombre usas?</i> <i>Uso el *pronombre...</i> <i>él/ella/elle/*ellx</i>	<u>Skills</u> Listening for gist		Discuss personal value
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	Necesito ayuda, ¿qué puedo hacer? Talking about problems and giving advice Using <i>estar</i> to express moods Using <i>podrías</i> and <i>deberías</i> + infinitive	<i>¿Qué es lo más importante para ti?</i> <u>Grammar</u> <i>para + infinitive</i> <u>Grammar</u> <i>Verbs of opinion interesar / preocupar</i> <u>Key language</u> <i>¿Qué hago? ¿Qué puedo hacer?</i> <i>Mi problema es que ...</i> <i>me siento diferente / triste / solo/a / muy mal</i> <i>no me relaciono con nadie</i> <i>me peleo mucho con él/ella</i> <i>se ríen de mí</i> <i>siempre me critica</i> <i>solo me relajo cuando ...</i> <i>no me llevo bien con mi</i> <i>*padrastra y tampoco me apoya</i>	<u>Skills</u> Using negatives: <i>No ... nada / nadie</i> <i>Nunca ...</i> <i>Tampoco</i>		
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		<u>Grammar</u> Using estar for feelings, emotions and Mood <u>Grammar</u> deberías / podrías + infinitive to give advice			
Spring 1	Módulo 4: Mi estilo de vida ¡Qué rico! Learning about typical foods in Spanish-speaking countries Using adjectives of nationality	<u>Key language</u> Para el desayuno, la comida, la merienda, la cena después de comer A las ... [ocho] de la mañana / [dos] de la tarde / [cinco] y media de la tarde / [nueve] de la noche una comida típica / un plato popular ¿De qué país es cada plato? El/La ... es de ... Los/Las ... son de ... *México / España / *Perú / *Chile / *Argentina / *Cuba	<u>Pronunciation and phonics</u> [ch] [r] [rr] [ce/ci] [ca/co/cu]	Formative assessment Listening Reading Role play	Compare typical English food to foods in Spanish speaking countries

¿Llevas una vida sana?

Describing healthy daily routines

Using indefinite adjectives

Using *tener* + noun

el **plato** / la bebida / la
costumbre / la comida / el
bocadillo

los mexicanos / chilenos /
españoles / argentinos /
peruanos / cubanos

Grammar

Adjectives of nationality

Key language

tener sed / sueño / hambre /
frío / calor / razón

¿Cómo es tu *rutina?

Siempre / A veces / Nunca ...

Todos los días / Algunos fines
de semana ...

Todos las tardes / Algunas
tardes ...

Primero, / Luego, /

Finalmente, ...

Grammar

después de + infinitive

antes de + infinitive

Skills

a + la/las + time

tomar el desayuno / el

almuerzo / la cena

Skills

Expressions with *tener*:

tener sed / hambre / razón

/ cuidado

Skills (review)

Irregular present tense

verbs

Reflexive verbs

Possessive adjectives

Discuss the dangers of
fast food

	(including with reflexive verbs in the infinitive) <u>Grammar</u> Indefinite adjectives: <i>algunos/as, mismos/as, otros/as, muchos/as, demasiados/as, todos/as os/las), cada</i> <u>Key language</u> <i>¿De qué nacionalidad eres? Soy de España / *Chile ¿A qué hora tomas el desayuno / el almuerzo / la merienda / la cena? Normalmente / Generalmente lo/la tomo a las ... / entre las ... y las ...</i> <u>Grammar</u> Direct object pronouns: <i>me, te, lo/la, nos, os, los/las</i> <u>Grammar</u>				<u>Skills</u> Identifying correct statements	Discuss obesity among teenagers
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¿Somos lo que comemos?

Talking about mealtimes and food trends
Using direct object pronouns
Practising listening skills

	¡Los tiempos cambian! Comparing old and new habits Using the imperfect tense to say what you used to do Using <i>ya no</i> + verb	<i>Impersonal verbs:</i> <i>hay que + infinitive</i> <i>se necesita + infinitive</i> <i>hace falta + infinitive</i> <u>Key language</u> Cuando tenía [ocho] años, nunca veía la televisión *por la noche porque me acostaba temprano todas las noches, salvo / *excepto los viernes *Sin embargo, ahora me acuesto más tarde, ya que tengo un (teléfono) móvil para ver las series españolas que me gustan Cuando era más joven... <u>Grammar</u> Imperfect tense for describing things in the past. Full paradigms of <i>jugar, comer, salir</i> Irregular verbs in the imperfect: <i>ser, ir, ver</i>	<u>Skills:</u> <i>ya no</i> + verb		Discuss trendy habits among teenagers now and before
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¡Qué mal estoy!

Talking about illnesses and injuries

Using reflexive verbs in the preterite tense

Giving advice using *debes*, *tienes que* and *necesitas*

Key language

¿Qué te pasa?

Me/te/le duele(n) (mucho)...

la cabeza / los ojos / la boca /

los dientes / los dedos / el

estómago / la rodilla /

la nariz / los *oídos / la

garganta / la espalda / el brazo

/ la mano / la pierna /

el pie / (todo) el cuerpo

Estoy (muy) enfermo/a / **Me**

siento (muy) mal / No **me**

siento bien porque

tengo ...

Grammar

Using reflexive verbs in the

preterite tense to say what

happened to you:

romperse, *quemarse*, *cortarse*

(etc.) reflexive pronoun +

definite article

caerse + preposition

Pronunciation and phonics

[ca, co, cu]

[cu] + vowel

	Mi salud, de la cabeza a los pies Future plans for health and wellbeing Using the simple future tense Using 'if' clauses	<u>Grammar</u> How to use <i>doler</i> The expression <i>tengo dolor de</i> <u>Key language</u> <u>Key language</u> ¿Cómo cambiarás tu estilo de vida? ¿Y cómo cuidarás tu salud mental? Si hago más deporte, tendré más energía Si no uso el móvil *por la noche, dormiré mejor Si practico la *meditación, cuidaré mi salud mental Si dejo de comer comida rápida, tendré una dieta más equilibrada <u>Grammar</u> The simple future tense: Full paradigm of <i>evitar</i> Irregular stems verbs in the 'I' form: <i>tender, pondré, vendré, haré, diré, podré, saldré, sabré, querré</i>	<u>Skills</u> <i>Si</i> + present tense + future <u>Skills (review)</u> The present tense The imperfect tense The preterite tense The simple future tense		
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Spring 2	Módulo 2: Viajes ¡Descubre Andalucía! Using <i>me gusta(n)</i> / <i>me gustaría</i> + infinitive Describing a photo	<u>Key language</u> Describe la foto Hace sol / calor / frío / viento / buen (mal) tiempo Llueve / Nieva En la foto... a la izquierda / a la derecha / en el centro / al fondo hay... un bosque / un río / un barco / una *torre / una playa / agua / vistas bonitas / muchos árboles / animales / edificios / muchas casas / montañas / personas. Está / Están en ... el campo / el pueblo / la costa / la ciudad / la montaña <u>Grammar</u> <i>Me gusta(n)</i> + el/la/los/las + noun <i>Me gusta</i> + infinitive <i>Me gustaría</i> + infinitive	<u>Skills</u> Expressions with <i>hacer</i> which translate as 'to go' in English (<i>hacer ciclismo / esquí / natación / turismo</i>) <u>Skills</u> <i>hay / es / está</i> (for describing a photo)	Summative assessment End of module assessment in all 4 skills	To explore Andalucía's landmarks and compare them to landmarks in Britain
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	En ruta Discussing travel plans Using comparatives Using <i>se puede(n)</i> + infinitive	<u>Key language</u> ¿Adónde te gustaría ir de vacaciones? Me gustaría ir de vacaciones a África / Asia / Europa / Latinoamérica ¿Cuándo te gustaría ir de vacaciones? Me gustaría ir de vacaciones en primavera / verano / otoño / invierno ¿Con quién te gustaría ir (de vacaciones)? <u>Grammar</u> Impersonal verb phrases: <i>se puede(n)</i> + infinitive <u>Grammar</u> Comparatives: <i>más/menos ... que ...</i> <i>tan ... como ...</i>	<u>Skills</u> <i>ir / viajar <u>en</u> (avión)</i> <i>coger <u>el</u> (avión)</i> <i>ir <u>a</u> pie</i>		
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	<i>La cultura en la calle</i> Talking about festivals in the Spanish-speaking world Using the superlative Using 'if' clauses with the present tense	Irregular comparatives: <i>mejor/peor que ...</i> <i>mayor/menor que ...</i> <u>Key language</u> Si te gusta / interesa ... hay que ver las Fallas / ir a la Tomatina la Fiesta del Sol / la Feria de Abril / los *Sanfermines / el Carnaval las costumbres, los (mejores) desfiles, las (mejores) fiestas / los festivales, las tradiciones, los *fuegos artificiales, los *toros, el plato (más típico / rico), el espectáculo (especial), el festival (*inca), la cultura, los turistas, el ruido, los *participantes, la (peor) opción, la calle <u>Grammar</u> Superlatives: <i>el/la/los/las + noun + más/menos + adjective</i>	<u>Skills</u> <i>hay que</i> ('you must') + infinitive <i>si</i> ('if') clauses <u>Pronunciation and phonics</u> [ll] <i>llevan, las Fallas, orgulloso/a</i>		Compare festivals in the Spanish speaking world and festivals in Britain
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	Mis últimas vacaciones Saying what you did on holiday Using <i>acabar de</i> + infinitive Using a range of structures to give opinions in the past	Irregular superlatives: <i>el/la/los/las mejor(es) / peor(es) / mayor(es) / menor(es)</i> <u>Key language</u> ¿Qué tal tus últimas vacaciones? Acabo de / Mi familia y yo acabamos de volver / regresar de visitar ... donde pasamos ... el fin de semana / una semana / quince días / la Nochevieja (no) me/nos gustó me/nos encantó fue *genial / increíble / aburrido / largo / *estupendo *¡Lo pasé bien / mal / *fatal! ¡Qué *desastre / suerte / horror! <u>Grammar</u> <i>acabar de</i> + infinitive <u>Grammar</u> <i>lo</i> + adjective <i>lo mejor/peor</i>	<u>Skills</u> Opinions in the past <u>Skills</u> Time phrases and sequencers: <i>por la mañana</i> <i>por la tarde</i> <i>por la noche</i> <i>primero</i> <i>luego</i> <i>más tarde</i> <i>finalmente</i> <u>Pronunciation and phonics</u> [j] [ge] [gi] silent [h]		
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	¿Dónde te quedaste? Describing where you stayed Using the imperfect tense Giving and spotting positive/negative opinions	<i>lo bueno/malo</i> <u>Key language</u> ¿Dónde te quedaste / alojaste? Me alojé / Nos alojamos en ... Me quedé / Nos quedamos en... Alquilé / alquilamos ... un *apartamento / una casa / una habitación / un camping Era (muy / bastante) moderno/a / antiguo/a / pequeño/a / grande / barato/a / caro/a / económico/a / viejo/a / decepcionante / agradable / limpio/a / sucio/a <u>Grammar</u> Imperfect tense: Full paradigm of <i>estar</i> and <i>tener</i> <i>había</i> / <i>había</i>	<u>Skills</u> Use of <i>era</i> and <i>estaba</i> <i>No ... ni ... ni ...</i> <i>Tampoco</i> <u>Skills</u> Giving positive and negative opinions <i>Lo bueno / Lo malo era</i> <i>que ...</i> <i>Por un lado, ... Por otro</i> <i>lado, ...</i> Avoiding jumping to conclusions: <i>No ... / Tampoco ... / ...</i> <i>demasiado ...</i> <u>Skills</u> Question words: <i>¿Qué? ¿Cuándo?</i> <i>¿Cuánto? ¿Dónde?</i> <i>¿Cómo? ¿Cuál? ¿Quién?</i> <i>¿Por qué?</i>		
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	Mi aventura por Latinoamérica Talking about holidays using different tenses Using <i>suelo</i> + infinitive Using strategies to work out meaning	<u>Key language</u> ¿Qué sueles hacer en verano? En las vacaciones / verano ... suelo / solemos ... jugar ... / hacer ... / ver ... normalmente juego ... / hago ... / voy ... ¿Adónde fuiste de vacaciones el año pasado? El verano pasado ... / Hace [dos] años ... fui de vacaciones a ... / a un parque *temático / al mercado / a la playa ¿Qué hiciste el primer/último día? <u>Grammar</u> <i>soler</i> + infinitive <u>Grammar</u>	¿A qué hora? <u>Pronunciation and phonics</u> [que] [qui] <u>Skills</u> Using the four Cs (clues, cognates, context, common sense) to work out the meaning		
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Summer 1	Módulo 5: ¡A clase! La vida escolar en España Learning about schools in Spain Using absolute superlatives Un día en el insti Talking about a typical day at school	Using a range of tenses (present / preterite / imperfect for descriptions / near future) Key language los alumnos, la escuela *primaria, la escuela pública/privada, los estudios, el *bachillerato, un *ciclo de Formación Profesional, el *curso / día escolar, el instituto, un colegio (*concertado), la *Educación Secundaria Obligatoria, las opciones, las vacaciones, los adulto, los mayores [de dieciséis años] Grammar Forming absolute superlative by adding the suffix -ísimo/a/os/as Key language ¿Cómo vas al insti(tuto) *por la mañana?	Skills Making adjectives agree (except when followed by <i>claro / oscuro</i>) Pronunciation and phonics [ce] [ci] [z] Skills Irregular present tense 'I' form verbs:	Formative assessment Writing Translation Photo card description Summative assessment Mock exam in all four skills	Discuss and compare the Spanish educational system to the British educational system Discuss differences between school in Spain and Britain
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	Using the relative pronouns <i>que, donde, cuando</i> Translating into English effectively	<i>Normalmente voy al *insti ... a pie / en bici / coche / tren porque ...*Sin embargo, cuando llueve / hace frío, tomo el autobús</i> <u>Grammar</u> Relative pronouns: <i>que, cuando, donde</i> <u>Grammar</u> <i>Llevar</i> + time period + present participle (Compare to <i>desde hace</i>, introduced in Module 3 Unit 2)	<i>hago / vengo / pongo / tengo / salgo / conozco</i> <u>Skills</u> Phrases that don't translate word-for-word from Spanish to English: <i>la hora <u>de</u> comer</i> <i>el equipo <u>de</u> natación</i> <i>el club <u>de</u> teatro</i>		
	¿Qué tal tus estudios? Talking about your studies Using <i>lo que</i> Talking about the opinions of others	<u>Key language</u> ¿Cuál es tu asignatura favorita? Prefiero ... / Me gusta(n) ... / Me encanta(n) ... / Me interesa(n) ... / Mi asignatura favorita es ... / Mi pasión es ...	<u>Skills</u> CaRoLiNa spelling rule <u>Pronunciation and phonics</u> [r] [rr]	End of module 5 listening and reading paper	

	¿Cómo cambiarías tu instituto? Talking about how you would change your school Using the conditional tense Using impersonal verbs with an infinitive	<u>Grammar</u> Relative pronoun <i>lo que</i> <u>Grammar</u> Talking about the opinions of others (<i>gustar, encantar, interesar</i>) <u>Key language</u> ¿Qué es lo malo de tu instituto? Lo malo de mi instituto es que ... tenemos que gastar mucho dinero en la chaqueta / corbata – son carísimas las instalaciones deportivas son viejas y están en mal estado los bocadillos son malísimos y hay pocas opciones para los vegetarianos no hay muchas oportunidades deportivas / artísticas después del *insti	Speaking from memory confidently		
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	La gente de mi insti Talking about students and teachers at school Using negatives Forming questions	<u>Grammar</u> Forming and using the conditional <u>Grammar</u> Impersonal verbs + infinitive: <i>hay que</i> <i>(no) se debe</i> <i>(no) se permite</i> <i>está prohibido</i> <u>Key language</u> ¿Qué tipo de alumno eres? (No) Soy ... <i>muy / bastante / demasiado ...</i> <i>responsable / trabajador(a) /</i> <i>independiente / un(a) buen(a)</i> <i>estudiante, *perezoso(a) /</i> <i>importante / aburrido/a</i> <i>Tengo ganas de tener éxito</i> (No) Quiero / (No) Me gusta ... <i>aprender / aprobar / escuchar /</i> <i>estudiar / hablar / *repasar</i>	<u>Skills</u> Question words ‘Yes/No’ questions <u>Skills</u> Conditional for saying what you would do <u>Pronunciation and phonics</u> [ñ] [u]	Complete past papers on all 4 skills	
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	: El viaje de fin de curso Describing a school trip in the past Using adjectives and adverbs Identifying false friends	<u>Grammar</u> Negatives: (no) nada (no) nadie (no) ni ... ni ... (no) ... ninguno/a (no) nunca / *jamás Tampoco <u>Key language</u> (des)*afortunadamente, actualmente, normalmente, generalmente, rápidamente, especialmente, recientemente, *históricamente, completamente, *fácilmente, *frecuentemente, verdaderamente, inmediatamente, seguramente ¿Adónde fuiste? Fuimos a ... El viaje a ... fue ...	<u>Skills:</u> Spotting false friends <u>Skills:</u> When to use the preterite and imperfect tenses		
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Summer 2	Revision of module 1,2, 3 and 4	<i>Hicimos un viaje de *fin de curso a ...</i> <u>Grammar</u> Forming adverbs by adding -mente to the feminine form of the adjective <u>Grammar</u> Agreement of adjectives: Adjectives that shorten before masculine singular nouns (buen, mal, primer, tercer, algún, ningún) Position of adjectives: Adjectives that change meaning depending on position (único) When to use gran / grande Re-visit key vocab of modules 1, 2, 3 & 4 Re-visit the present past and future tenses of verbs	More practice on speaking and writing from memory		
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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	Component 1: Portfolio 60%- Environments <i>Skills building project</i> 'Coastal Environments' 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> 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	Drawing Drawing techniques Traditional experimental drawing techniques: (continuous line drawing, cross contour, linear, types of lines) - Developing understanding of Mark making techniques	Drawing Teacher led drawing workshops to develop confidence and skill in observational drawing techniques underpinned by the formal elements of art. Experimental drawing techniques to develop confidence and observational	Coastal drawing baseline assessment task to assess drawing skills and inform planning. Learners will be assessed on the following: <u>Assessment Objective 1</u> Develop ideas through investigations, demonstrating	Southend coastal trip- developing students cultural capital and social mobility 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

	confidently and <u>independently</u> respond to their major project brief. Half term 1: underpinned by the formal elements of art. Students will be taught the fundamentals about presentation and the purpose of annotation/analysis in art. 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).	• 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? Printmaking: • What is printmaking (traditional and contemporary techniques) • Comparing mono printing and lino printing techniques	skills through looking often • How can we use tone to create realism? • Mark making techniques to show texture • Learning how to use the mark making technique stippling, to create tone and form. • Develop your presentation, recording and analytical skills when developing an artist research page Printmaking: • Researching traditional and contemporary artists and analytical skills • Creating a clean neat monoprint using different methods	critical understanding of sources. <u>Assessment Objective 2</u> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <u>Assessment Objective 3</u> Record ideas, observations and insights relevant to intentions as work progresses. <u>Assessment Objective 4</u> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. <u>Formative assessment</u> throughout the term: Questioning during lesson Group critiques Peer, self and teacher	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 Individual Liberty Work within boundaries to make safe choices in art and design Make own choices within art and design projects
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		Painting: Knowledge and understanding of new techniques and painting styles such as: oil painting, watercolour blending, acrylic paint layering, textured painting	- Multi cut lino printing - Evaluation and reflection of work - Sketchbook presentation skills Painting: - Advance colour mixing techniques - Experimenting with painting techniques on different surfaces from primary observation	assessment WOWO board responses Summative assessment Feedback will be recorded using the following marksheets and against the exam board mark scheme  KS4 Marksheet tem...	Students will take part in a painting workshop from a local professional artist
Spring	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.	Ceramics: - What is ceramics? - Advanced ceramics methods and techniques - Ceramics artists - What is a design idea? - Glazing and firing	Ceramics: - How to develop creative ideas inspired by different contextual sources - Advanced modelling and building skills using different	May- 5 hour mock exam Students will create their ceramics tile/s during a 5 hour mock invigilated in exam conditions. Internally assessed against the exam board mark scheme and AO'S.	Students watch blue planet earth 'coral reefs' to build a better understanding on ocean conservation . The Rule of Law Undertake safe practices, following class rules during projects and activities for the benefit of all

			tools and techniques • Glazing techniques		Understand the consequences if rules are not followed
Summer	Half term 2: <u>Component 1: Portfolio 60%- Major project 'Environment'</u> <u>May/June: My locality</u> 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.	Ian Murphy contextual influence Learning about architecture/landscape artist Ian Murphy and his contemporary art style History of the local area	Ian Murphy contextual influence • 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		<u>Social</u> Students work independently and collaboratively to develop public and community artworks that express relationships between the students and local community.

	July: Exam specification: https://www.edugas.co.uk/media/ozvliit0g/edugas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf 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. 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).	Firm understanding of the portfolio component in prep for Year 11 and how to begin to develop own personal ideas	This specification requires students to demonstrate the ability to: • 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		BRITISH VALUES Democracy: Take into account the views and ideas of others personal projects. 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).
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Business Studies Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Purpose and nature of business	• Purpose of business • Reasons for starting a business • Basic functions and types of business • Business enterprise and entrepreneurship • Dynamic nature of business	Students should be able to: • 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 –	Students will be assessed formatively and summatively throughout the term. Formative assessment will include: • Low stake retrieval quizzes • Multiple choice questions • Questioning during lesson • WOWO board responses	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: Case studies to include business leaders from different backgrounds

	Business Ownership	• Sole traders • Partnerships • Private limited companies (Ltd) • Public limited companies (plc) • Not-for-profit organisations	land, labour, capital, enterprise • define opportunity cost • define the three sectors of primary, secondary and tertiary and give examples of types of business that operate in each sector • understand the term enterprise and what is meant by an entrepreneur • outline the characteristics of an entrepreneur, such as hard working, innovative, organised and willingness to take a risk • 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	• Short answer responses and definition tests. • Seneca learning Summative assessment will include: • Case study responses • Data response • Synoptic assessment • Mock exams	Discussions on business decisions and how they affect minority groups and those with protected characteristics. SMSC 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. Moral - students will have a clear understanding on business ethics and the consequences of business decisions.
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	Setting aims and objectives	• 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	constantly changing business environment due to changes in technology, economic situation, legislation and environmental expectations. • 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	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. 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
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	Stakeholders	• 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 • 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		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.
	Business location				
	Business planning	Factors influencing the location decision of a business			

	Expanding a business	• The purpose of business planning • The main sections within a business plan • Basic financial terms • Basic financial calculations • Methods of expansion • Benefits and drawbacks of expansion	the dominant business in the market, international expansion, increasing shareholder value and ethical and environmental considerations • understand the success of a business can be measured in other ways than profit. • understand what is meant by a stakeholder and who the main stakeholders of a business are, including owners, employees, customers, local community and suppliers • 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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	Technology	• Economies of scale • Diseconomies of scale	businesses may face conflict between stakeholders. Students should be able to understand the factors that influence where a business is located, including proximity to the market, availability of raw materials, labour, competition and costs. • understand the reasons why businesses create plans, including importance in setting up a new business, raising finance, setting objectives and detailing how functions of a business will be organised		
	Ethical Considerations	• E-commerce • Digital communication	• understand the main sections of a business plan • analyse the benefits and drawbacks of business planning • understand the difference between		

	Environmental Considerations		variable costs, fixed costs and total costs		
		Ethical considerations	• 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)		
	Economic Climate	Environmental considerations: • impact on traffic congestion • recycling • disposing of waste • noise and air pollution. Sustainability: • global warming • using scarce resources. • Interest rates:	• 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		

		• 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	• 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. Students should understand the impact of the changing use of ICT and how it influences business activity. E-commerce to access wider markets. Digital communication changing the way businesses communicate with stakeholders. Students are expected to know relevant examples of digital technology/communication		
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			Students should be able to identify and analyse where there may be a possible trade off between ethics and profit. Ethical behaviour requires businesses to act in ways that stakeholders consider to be both fair and honest. Students are expected to know relevant examples of ways in which a business can behave ethically and the benefits and drawbacks of ethical behaviour. 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		
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			businesses behaving this way. Students should be able to identify and analyse where there may be a possible trade-off between sustainability and profit. Students should be able to demonstrate and understand how businesses might be affected by changes in the rate of interest. Students should be able to identify how and why businesses might be affected by changes in levels of employment. Students should be able to discuss how demand for products and services may change as incomes fluctuate.		
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			Economic theory relating to how/why interest rates change is not required.		
Spring	Globalisation Legislation	How UK businesses compete internationally, offering: • better designs • higher quality products at lower prices. Exchange rates • Employment law • Health and Safety law	Students should be able to demonstrate knowledge and understanding of globalisation and the benefits and drawbacks that it offers UK businesses. Students should understand the impact of exchange rates on the profit and sales of those businesses that import and/or export. They will not be asked to calculate exchange rate conversions. Students should be able to assess the impact of legislation on businesses, for example cost, training needs, recruitment and the consequences of failure to follow legislation for the business.	Students will be assessed formatively and summatively throughout the term. Formative assessment will include: • Low stake retrieval quizzes • Multiple choice questions • Questioning during lesson • WOWO board responses • Short answer responses and definition tests. • Seneca learning Summative assessment will include:	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: Case studies to include business leaders from different backgrounds Discussions on business decisions and how they affect minority groups and those with protected characteristics.

	Competitive Environment	• Consumer law • Impact on businesses of operating in competitive markets • Uncertainty and risks businesses face	Students should be aware of the benefits for providing a safe working environment. Employment law including: • national minimum wage/living wage • the Equality Act (2010). Health and safety law including: the Health and Safety at Work Act (1974). Consumer law including trade descriptions. Only brief knowledge of each law is needed. More emphasis should be placed on the effects of the legislation on businesses. Students should be able to: • understand the meaning of a market and competition	• Case study responses • Data response • Synoptic assessment • Mock exams	<u>SMSC</u> 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. 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.
	Organisational structures				

	Recruitment and Selection of employees	• Organisational structures • Appropriateness of organisational structures • Centralisation and decentralisation • The need for recruitment • Methods of recruitment and selection of employees	• 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. Students should be able to understand: • 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	As well as keeping up to date with world business news. 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 Cultural - In addition to the above students will develop their culture capital and social mobility through trips and experiences such as talks from Business
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	Motivating employees	• Contracts of employment	responsibilities throughout the business • the impact that having a tall or flat organisational structure has on how a business is managed • how organisational structure may affect the different ways of communication.		leaders. Overseas trips will be available during the course as well as UK based visits.
	Training	• Importance of motivation in the workforce • Methods to motivate staff	Students should be able to: • understand the difference between internal and external recruitment and the benefits and drawbacks of each approach • outline the main stages in the recruitment and selection process, including an understanding of job analysis, job description, person specification, and selection methods		

		• Importance of training the workforce • Types of training undertaken by businesses	• 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. Students should be able to: • 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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			including salary, wage, commission and profit sharing) • understand the use of non-financial methods of motivation, including styles of management, importance of training and greater responsibility, fringe benefits. Specific motivational theories (such as Maslow) will not be examined. Students should be able to: • 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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			induction training, on the job training and off the job training • explain the benefits of induction training • analyse the benefits and drawbacks of on the job and off the job training and evaluate which would be the most appropriate method for a variety of businesses.		
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	The concept of quality	• price • quality • reliability <i>The effects of procurement and logistics on a business, including:</i> • efficiency • lower unit costs. <i>The value of effective supply chain management, including:</i> • 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. <i>Consequences of quality issues</i>	<i>Students will not be asked to draw or interpret stock control charts.</i> <i>Students should be able to analyse the factors that affect the choice of supplier for a given business.</i> <i>Students should understand what procurement and logistics are and their effect on a business.</i> <i>Students should recognise that the benefits of reduced costs must be balanced against the quality of service.</i> <i>Students should understand what a supply chain is and recognise the</i>	• Synoptic assessment • Mock exams	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. 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.
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	Good customer service	<i>Methods of maintaining consistent quality: Total quality management (TQM)</i> <i>Costs and benefits of maintaining quality:</i> • additional sales • image/reputation • higher price • inspection costs • staff training • product recalls • the provision of services <i>Methods of good service:</i> • product knowledge • customer engagement (creating a positive experience for the customer) • post sales services (eg user training, help lines, servicing). <i>Benefits of good customer service, including:</i>	<i>benefits of managing an effective supply chain.</i> <i>Students should have an understanding of customer expectations of quality in terms of production of goods and the provision of services.</i> <i>How businesses identify quality problems and how businesses measure quality and the consequences of these issues.</i> <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> <i>Students should be aware of the possible quality issues as businesses</i>	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 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
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		• <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> <i>The ways in which advances in ICT have allowed customer services to develop:</i> • <i>websites</i> • <i>e-commerce</i> • <i>social media</i>	<i>grow, particularly if outsourcing and franchising is used.</i> <i>Students should understand the sales process.</i> <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>		the course as well as UK based visits.
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Engineering Design Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Research & Modelling R040 Project: Research Diss assembly and component analysis 3D CAD Production Planning Physical Modelling Evaluation	-Spec criteria and user needs -Different types of research -Dis assembly - Risk assessments - Working with tools - Components -CAD advantages/disadvantages -Production planning -Workshop practice -Types of Engineering Drawings -Spec vs Evaluation - General R038 theory	Research methods Block Modelling Workshop skills H&S CAD skills	Pupils are assessed on their coursework using exam board mark sheets. Pupils will sit a mock theory exam around half term & Easter.	H&S Working responsibly Users needs/UCD Inclusive design Sustainability Ergonomics & injury prevention
Spring	Physical Modelling Evaluation Understanding the design Brief	As above	As above Freehand Drawing Oblique Drawing	As above	As above

	Freehand drawing Oblique drawing Isometric drawing		Isometric Drawing Orthographic Drawing		
Summer	Orthographic Drawing 2D CAD 3D CAD Block modelling with card/ blue foam	Design Strategies - Iterative design processes -Types of Engineering Drawings	Cross sectional drawing Exploded drawings Block Modelling Workshop skills H&S CAD	Pupils self and peer assess based on individual tasks.	Developing new products and solving user problems Legislation and H&S law Quality and safety standards Ethics / planned obsolescence Circular economy

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Hospitality & Catering Yr10

[illegible]

	Employment roles & responsibilities within the industry Personal attributes ----- <u>1.1.3 Working conditions in H&C</u> Types of employment, contracts, working hours Renumreation & Benefits	Front of house staff Housekeeping Kitchen Brigade Management & marketing Qualifactions & experience an employer would look for to fill the roles Apprenticeships, part time/summer jobs, university qualifcations ----- Casual, full time, part time, seasonal, zero hours Salary, wages, holiday pay, pension, mat/pat leave, sick pay, rates of pay, tips, bonuses & rewards Supply & demand, Basic costs			
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Year 11	<u>Unit 2 60%</u> <u>Hospitality & Catering in Action (coursework)</u> <u>2.1.1 The Importance of nutrition</u> <u>2.1.2 How cooking methods impact on nutritional value</u> ----- =====	The function of nutrients - macronutrients/micronutrients Food sources The effects of too much or too little Different life stages - nutrients required Special dietary needs - health, religion, allergen, intolerant, choice Different cooking methods- boiling, frying, baking, stir fry etc., -----	Practical - practise for practical exam - skills based dishes Revision for unit 1 mock paper -----	Mock Paper -----	
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Spring Year 10	<u>1.2 Unit 1 How H&C provisions operate</u> <u>1.2.1 The operation of the front & back of house</u>	Workflow front of house Reception Seating Bar Workflow of back of house Kitchen Delivery Storage Cooking areas Serving	Lemon meringue Potfiteroles Biscotti Vegetable lasagne Chicken strips & mayonnaise Eggs benedict Morning Coffee treats Sausage Plait		
	Equipment & materials required, used & managed in the industry	Large equipment, industrial ovens, fryers, bain marie, walkin fridges/freezers Small equipment Utensils First aid/cleaning/safety equipment			
	Documentation & administration requirements	Stock control, ordering, delivery notes, invoices			

Year 11	Dress code requirments in H&C	Food safety documentation Health & safety documentation			
	<u>1.2.2 customer requirements in H&C</u> How H&C provision meets the requirements	Front of house Back of house Kitchen Customer needs (catering, equipment, accommodation) Customer rights & inclusion (disability) Equality -----			
	----- Unit 2 <u>2.2 Menu Planning</u> 2.2.1 Factors affecting menu planning	Cost, portion control,balanced diets, customer nutritional advice, time of the day, clients/customers, time of year, organoleptic qualities Dovetailed, detailed time plan	-----		

	2.2.2 How to plan a production <u>2.3 Demonstrat. Prepare & Present chosen Dishes</u> <u>2.4.1 Evaluating cooking skills</u> <u>2.4.2 Reviewing own performance</u> =====	Practical exam Dish production Dish selection Health, safety & hygiene Improvements Organoleptic qualities Decision making Oragisation Planning Time management -----		2.3.1 -2.3.4 Demonstrate, pepare & present 3 ½ hour practical assessment internally assessed	
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Summer Y10	Unit 1 <u>1.3 Health and Safety in H&C</u> 1.3.1 Health & safety in H&C, provision of responsibilities for personal safety in the workplace Employers responsibility for health & safety training needs for all staff	COSHH, Health & safety at work act , MHOR, RIDDOR,, PPER, Health & Safety Executive Documentation H&S training	Burgers in buns Creme brulee Tea cake challenge Mini quiche Cherry pie Chicken & ham pie Chicken Chassure	Mini mock practical (meal for teachers)	

	<u>1.3.2 Food Safety Principals of HACCP</u> <u>1.4 Food Safety in H&C</u> 1.4.1. Food related causes of ill health Food posioning causes Food related causes of ill health <u>1.4.2 Symptoms & signs of food-induced ill health</u>	Identify critical controls points and ensure that risks are removed or reduced to safe levels Decide on actions HACCP documents, complete records Allergies, bacteria, chemicals, intolerances Food posoing bacteria Food allergies Food intolerances Food lablling, safety legislation, food hygiene Visible/non-visible signs			
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Y11	<u>1.4.3 Preventative control measures of food induced ill health</u>	Cross contamination, storage temperatures , physical contamination			
	<u>1.4.4 The EHO</u>	The role of the EHO Evidence, samples, testing Enforcing, laws, complaints, out breaks of food poisoning, submitting reports			
	----- <u>Unit 1 - recap & revision</u>	----- Revsion of the y10 work covered for summer exam	----- 40% written paper		

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	Component 1 Section A Advertising and magazines .Focus on media language and representation. Looking at the set texts from Quality Street, NHS 111 adverts , Bond film posters and magazine front covers of GQ and Vogue.	Understanding and applying media theories to media texts , Mulvey, Propp. Introduction to Media Language & specific media vocabulary Introduction to industry issues, synergy, how media texts are promoted and	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	End of unit tests and mock exam style questions embedded throughout the units	Awareness of Feminist theories, stereotypes, how more modern media texts break down and subvert those stereotypes.

	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.	institutional issues such as financing in the industry Introduction to Representations in media texts	each of the texts taught AO2: Analyse media products using the theoretical framework of media, including in relation to their contexts to make judgements and draw conclusions.	Mock examinations - November	Awareness of texts and representations of a wide variety of social groups including gender. Ethnicity, age, sexuality, ability/disability, social class ,
Spring	Component 1 - Section A & B Section A - Newspapers. Section B. Radio (Desert Island Discs) Video Games (Fortnite) Film (No Time to Die) Newspapers (The Sun) Focus on media language, representation, audience and industry when looking at newspapers.	Understanding why there are different representations in newspapers & industry issues such as patterns of ownership, synergy and convergence, examination of how conglomerates operate	A01: Demonstrate knowledge and understanding of: the theoretical framework of media and contexts of media and their influence on media products and processes. AO2: Analyse media	End of unit tests and mock exam style questions embedded throughout the units Verbal feedback offered in lessons as per feedback policy.	<u>Understanding of patterns of ownership in the media industry</u> <u>Examination of political ideologies in newspaper unit</u>

	For section B (35 minutes, 35 marks) Students will focus on audience and industry when analysing Desert Island discs, Fortnite, The Sun and No Time to Die(12).	Introduction and understanding of different audience types and how they are targeted by media texts Introduction to longer writing skills required in exam questions	products using the theoretical framework of media, including in relation to their contexts to make judgements and draw conclusions.	Mock examinations April Full Component 1 past paper	<u>Links to feminist theory and breakdown of stereotypes in the movie industry in No Time to Die.</u>
Summer	Component 3 - Coursework. (AO3) 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) 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	Desktop publishing skills are acquired through use of photoshop to create productions 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	A03: Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning	Work is assessed in stages throughout completion and verbal feedback is given individually throughout for students to respond to. Final production is marked and moderated in the Autumn term of Year 11. Submission to exam board in May of the following year.	Directly targeting a particular social group through choice made in chosen images and style of text

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Performing Arts Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	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.	Elements such as roles, responsibilities and the application of relevant skills and techniques for each play will be explored. Students will broaden their knowledge through observing	Devising Exploring and developing skills and techniques in performance and rehearsal Presentation skills - speaking and listening	A messy log book charting progress and outcomes.	Cultural Capital Trip - MK theatre tour and careers talk on backstage Performance of Peter Pan.

	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: Everyone Is Talking About Jamie, <i>Peter Pan</i>, <i>Breath</i>. .	existing repertoire and by learning about the approaches of these professional works, and how these professionals create and influence performance material	Evaluating	Best work is taken for the Christmas showcase from Peter Pan.	PPT slides using digital theatre compilation on a range of shows to build up theatre knowledge. NATIONAL THEATRE PETER PAN.
Spring	The Pearson Set Brief is released and students will prepare their coursework. 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) It is expected to be completed in response to the Pearson Set Brief and students must show their knowledge of Performing Arts gained in	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.	Evaluation and presentation Research	Messy log book charting progress and a digital portfolio set up and started.	

	term 1 and 2. .				
Summer	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. Students will then move to introducing them to the expectations of the component 2 in year 11. Students will choose a potential range of 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. 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. They will choose a set text that they will learn over the summer holidays and prepare using SENECA to support them.		Evaluation Skills audit	Messy log book and digital portfolio. In July students perform their work in progress extracts to a small invited audience and get feedback on their skills. Video performance and evaluation.	Students are encouraged to support backstage in annual school production to gain additional experience to compliment their studies.

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Photography Yr10

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

Component 1: Portfolio 60%:

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

<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	<u>Component 1: Portfolio 60%- Light, shadows and reflections</u> Part 1: Fundamental of photography Students will develop their knowledge, understanding and skills of the fundamentals of photography and digital editing.	What is photography? Camera basics: • Camera types • DSLR camera parts • Mode dial settings and their uses Exposure: • What is exposure in photography? • 3 elements of exposure (exposure triangle) • Slow and fast shutter speed • Aperture • ISO What is a contact sheet?	How to shoot using a DSLR Presentation of work Application of knowledge when taking photos Creativity and imagination when directing photoshoots Planning and development of ideas generation through writing and sketching How to make a contact sheet Evaluation skills in how to select and RAG rate	Learners will be assessed on the following: <u>Assessment Objective 1</u> Develop ideas through investigations, demonstrating critical understanding of sources. <u>Assessment Objective 2</u> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <u>Assessment Objective 3</u> Record ideas, observations and insights relevant to intentions as work progresses. <u>Assessment Objective 4</u> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<u>Careers:</u> Practical approach in learning new skills which will help for future jobs in the creative industry. Southend coastal trip- developing students cultural capital and social mobility
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		Digital editing/enhancing: • Introduction to photoshop basics • Photoshop tools What is composition? • Photography composition rules What are the formal elements? • Formal elements of photography Different types of angles and viewpoints	successful photos from a photoshoot Digital editing/enhancing: Selecting and use of tools to enhance work How to use the composition rules in photography How to use the formal elements in photography How to use angles and viewpoints to create effects/impact	<u>Formative assessment</u> throughout the term: Questioning during lesson Group critiques Peer, self and teacher assessment WOWO board responses <u>Summative assessment</u> Feedback will be recorded using the following marksheets and against the exam board mark scheme  KS4 Marksheet tem...	
Spring		Portrait photography:	Portrait photography:		<u>Social:</u>

		• What techniques make a successful portrait? • Portrait studio lighting techniques • Lighting equipment and uses Reflections in nature: • Who is Sebastian Magnani? • What is a reflection? Catch light: • What is catch light?	How can studio lighting techniques be used in portraiture to create interest? How to create professional portrait lighting set ups and shots. Reflections in nature: How to create reflections in nature How to analyse the work of an artist and respond in the style of an artist How to use layer masks and more advanced editing/manipulation tools on photoshop Catch light: • Application of all of the fundamentals of	<u>May- 5 hour mock exam</u> Students will be given a brief to develop their catch light photography into an advert during a 5	Students develop social skills by assisting one another in problem solving through independent group work projects Careers: Building students understanding of creative industries where photography is used (media/advertisement)
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		Catch light in natural lighting settings techniques Photography styles and advertisement	photography learnt Research skills Mock exam: Development of creative ideas in prep for mock Selecting, refining and editing skills when creating own advertisement Time management skills	hour mock which will be invigilated in exam conditions. Internally assessed against the exam board mark scheme and AO'S.	
Summer	June: <u>Component 1: Portfolio 60%- Light, shadows and reflections</u> Part 2: Traditional photography approaches	Cyanotypes: - What is a cyanotype? - What is the chemical reaction? Exhibition: Pop up exhibition of work What is an exhibition and why do artists create them?	Cyanotypes: - Arrangement and creativity when developing print composition - Skill in time management when developing print		<u>Cultural:</u> learn to appreciate a wide range of cultural influences, history and values. Entrepreneurial skills <u>Social:</u> Develop collaborative, cooperative and teamwork skills.

	July: <u>Exam specification:</u> https://www.eduqas.co.uk/media/ozvli0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf COMPONENT 1: <u>PORTFOLIO 60%- Light, shadows and reflections</u> Students will use this term begin to develop a sustained personal investigation based on the	<u>Aim higher club:</u> Dark room practice: • What is a dark room? • Film photography intro • Equipment and materials • Historical/traditional artists Firm understanding of the portfolio component in prep for Year 11 and how to begin to develop own personal ideas	Exhibition: Pop up exhibition of work How to curate an exhibition and present own work to industry standard Dark room practice: • How to take photos on a film camera using manual settings • How to develop film in the dark room This specification requires students to demonstrate the ability to: • Develop their ideas through investigations informed by selecting and		<u>BRITISH VALUES</u> <u>Democracy:</u> Take into account the views and ideas of others personal projects. <u>Cultural:</u> Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary art, craft and design and other
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	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. 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).		critically analysing sources • Apply an understanding of relevant practices in the creative and cultural industries to their work		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).
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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	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.	• 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 • Reliability, validity and bias	AO1: Knowledge & understanding of psychological ideas, processes and procedures AO2: Apply knowledge & understanding of psychological ideas, processes and procedures AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions	Regular revision quizzes for homework and set in class Formal end of topic tests based on past exam papers to give realistic assessment and experience of exams.	Appreciation of sources of bias, including gender and cultural bias Understanding of ethical issues, including how to avoid causing harm or distress
Spring	Criminal Psychology Students will examine environmental and biological influences on criminal behaviour and key research in this area of study.	• Social norms around crime • Types of crime • Measuring crime • Social Learning • Theory of criminality • The brain and nervous system	AO1: Knowledge & understanding of psychological ideas, processes and procedures AO2: Apply knowledge & understanding of psychological ideas, processes and procedures	Regular revision quizzes for homework and set in class Formal end of topic tests based on past exam papers to give realistic	Appreciation of different social norms and how they vary by culture Understanding of personality types and how they can help us to

	Development Students will learn how children learn, including biological factors mean we learn in the same ways, and how environmental factors can mean we learn differently.	• 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 and study into conservation of number • Schemas, assimilation & accommodation • Dweck and Willingham's learning theories • Blackwell <i>et al</i>'s studies into mindset and learning	AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions	assessment and experience of exams.	understand people who think differently to us Discussion of how cultural variations in treatment of criminals Discussion of different mindsets applied to their own learning to develop resilience and perseverance
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Summer	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. 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.	• Computer model of memory • Multi-store model of memory • Wilson <i>et al</i>'s case study into Clive Wearing • Theory of Reconstructive Memory • Braun <i>et al</i>'s study into false memories • Advertising and memory • Sleep/wake cycle • Functions and benefits of sleep • Freudian theory of dreams and Freud's 'Wolfman' study • Activation Synthesis theory of dreaming	AO1: Knowledge & understanding of psychological ideas, processes and procedures AO2: Apply knowledge & understanding of psychological ideas, processes and procedures AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions	Regular revision quizzes for homework and set in class Formal end of topic tests based on past exam papers to give realistic assessment and experience of exams. Mock exams and revision	Understanding of the fallibility of memory, and therefore tolerance of people who disagree with our interpretation and memory of events. Appreciation of how the influence of the media and advertising can distort our memories. Understanding of how vital healthy sleep habits are for our brains and bodies and how to develop those habits
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		- Williams <i>et al</i>'s study into bizarreness and dreams - Types and treatment of insomnia			
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Sociology 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>
	Link to syllabus with more specific detail: https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF				

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 arguments, make judgements and draw conclusions.	In class assessments and end of unit assessments	Throughout the whole course: Equality and diversity - gender, racial, social SMSC: patriarchy, social class, different perspectives Reaching conclusions
Spring	Unit: Families and Households	How do family forms differ in the UK and within a global context? Why theorists disagree about the role of the family?	AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge	In class assessments and end of unit assessments Mock exams	

		How do the Rapoport explain family diversity? How do conjugal roles within the family differ over social class and culture? How have relationships changed within families? How can we evidence criticisms of families? What are the key changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structure?	and understanding of sociological theories, concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.		
Summer	Unit : Education	What are the different views of the role and functions of education? How does education transmit societies norms and values? Is the education really meritocratic, or does it allow	AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. AO2: Apply knowledge and understanding of sociological theories,	In class assessments and end of unit assessments	

		exploitation of the working classes What factors have the most significant effect on educational achievement? How has legal reform led to the marketisation of schools? What is the influence of internal factors on academic outcome for different demographics? How does Willis evidence the existence of anti-school subcultures?	concepts, evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.		
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BTEC Health and Social Care Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning</u> <u>(Equality and diversity,</u> <u>SMSC, cultural capital)</u>
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Autumn	R033: Supporting individuals through life events 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. o Topic Area 1 Life stages o Topic Area 2 Impacts of life events	1.1 Life stages and development □ Life stages and key milestones of growth and development for age groups □ PIES development across the life stages Physical – fine and gross motor skills, mobility, characteristic body changes, sexual characteristics, puberty, menopause, ageing characteristics Intellectual – language development, sentence construction, logical thinking, problem solving, decision making, deterioration of mental abilities Emotional – bonding, different attachments, independence, self-confidence, self-image, self-esteem, love, affection Social – relationships, social skills, responsibilities □ Factors affecting growth and development across the life stages Examples of factors may include:	• 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 • create material which reflects effective planning, skilled development and perceptive evaluation as well as demonstrating	This unit is assessed by a Set Assignment to be submitted in May. The assignment tasks and success criteria are set by OCR on the June 2024 released set assignment.	Social and cultural factors that influence health and well-being The importance of positive health and well-being, and how this can be promoted. The needs and rights of individuals with disabilities
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		• 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.	practical skills at a high level.		
Spring	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 individuals, recommend support and justify how this will meet the needs of a specific individual. - o Topic Area 2 Impacts of life events - o Topic Area 3 Sources of support	2.1 Life events and their impacts on individuals □ 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 □ Identifying individual's needs based on the impacts of life event 3.1 Sources of support that meet individual needs □ Sources of support to include; formal; informal and charities.	• 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	This unit is assessed by a Set Assignment. Set Assignment to be submitted in May. The assignment tasks and success criteria are set by OCR on the June 2024 released set assignment.	The importance of resilience and support Legal rights to statutory support within the UK

		□ 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 Match support provision to specific individual needs and offer coordinated care and treatment	• 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.		
Summer	R034: Creative and therapeutic activities 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	1.1 Types of therapies used in health and social care • Examples of the different types of therapies.	• recall, select and apply detailed knowledge and understanding of health and social care • present information clearly and accurately, using a wide range of	This unit is assessed by a Set Assignment. Set Assignment to be submitted in January of year 11.	Alternative approaches to contemporary medicine.

	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. o Topic Area 1 Therapies and their benefits o Topic Area 2 Creative activities and their benefits This unit will be continued into November of Year 11, covering the final two areas; 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	• The benefits of therapies to individuals in different settings. 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. 2.1 Types of creative activities and their benefits • Examples of the different types of creative activities. • The benefits of participating in creative activities to individuals in different health and social care settings. Examples of types of creative activities may include:	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 • create material which reflects effective planning, skilled development and perceptive evaluation as well as demonstrating practical skills at a high level. • Researching topic areas	The assignment tasks and success criteria are set by OCR on the June 2025 released set assignment.	
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		• 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. • Sensory activities: gardening, painting, clay, sand and water, cookery.	and recording research sources and using them to interpret findings and present evidence.		
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ICT Technical Award Yr10

Year 10 end of year goals:

- Students are competent with image tools, spreadsheets, databases and mail merge.
- Students will understand the fundamentals of service provided by it..
- Students will understand data and its importance, how we keep it safe from cyber attacks.

<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	Planning, creating, modifying and using databases 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 Planning, creating, modifying and using spreadsheets 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 2.2.6 Modifying data and formulae to model 'what if' scenarios 2.2.7 Testing and evaluating spreadsheets	Students will know what a database is and understand the basic layout of a database. 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.	Students will be able to create a user-friendly database using Microsoft Access. Students will be able to complete a structured query language search and output accurate results. Students will be able to create complex formulas, validate data and make decisions after analysing data.	In class assessment	Fundamental IT skills which will be used in later life within a personal and professional environment

Spring	Planning, creating and modifying an automated document 2.3.1 Planning and designing an automated document 2.3.2 Creating an effectively structured data source and linking this to a standard document 2.3.3 Appropriately structuring the content of the standard document and inserting fields as required 2.3.4 Merging and outputting final documents Planning, creating, manipulating and storing images 2.4.1 Planning and designing an image 2.4.2 Creating and modifying an image using appropriate tools and techniques 2.4.3 Storing the image appropriately and outputting the final image in a format that is fit for purpose	Students will have basic knowledge of creating a word processing document. Students have an understanding of layout of documents and how a student can create the layout using the relevant tools. Students have a basic understanding of photoshop. They will understand basic tools and techniques within Adobe Photoshop	Students will be able to merge a word processor document and a spreadsheet document pulling relevant data to display on a letter or document. Students will be able to create an image to meet the requirements specified in the brief.	In class assessment	Fundamental IT skills which will be used in later life within a personal and professional environment
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Summer	Mock coursework - assignment brief will be provided by WJEC which will include a scenario and several tasks including: - Automatic doc - Database - Spreadsheet - Photo editing	Students will have the understanding of all aspects of the coursework and will be able to complete the required tasks.	Students will be able to showcase and extend their abilities by	Mock coursework	Scenario based task which students will need to detect the IT skills needed and problem solve.
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BTEC Sport Yr10

<u>Term</u>	<u>Topic title(s) and overview</u>	<u>Knowledge</u>	<u>Skills</u>	<u>Assessment</u>	<u>Wider learning (Equality and diversity, SMSC, cultural capital)</u>
Autumn	Component 1: Preparing Participants to Take Part in Sport and Physical Activity	Learning outcome A: Explore types and provision of sport and physical activity for different types of participant A1 Types and providers of sport and physical activities A2 Types and needs of sport and physical activity participants A3 Barriers to participation in sport and physical activity for different types of participant A4 Methods to address barriers to participation in sport and physical activity for different types of participant	Body systems and structures Speaking and listening skills. Paired, group and class discussion. Listening to and respecting the opinions of others. Summarising and articulating different perspectives on a variety of topics.	Assessment objectives A Explore types and provision of sport and physical activity for different types of participant B Examine equipment and technology required for participants to use when taking part in sport and physical activity C Be able to prepare participants to take part in sport and physical activity. Coursework based End of unit tests	Students develop social aspects by assisting one another in problem solving Practical approach in learning new skills which will help for future jobs in a sports careers

Spring	Students to complete coursework for all of the components in Learning Aim B.	Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity B1 Different types of sports clothing and equipment required for participation in sport and physical activity B2 Different types of technology and their benefits to improve sport and physical activity participation and performance B3 The limitations of using technology in sport and physical activity	Injuries in Sport Speaking and listening skills. Paired, group and class discussion. Listening to and respecting the opinions of others. Summarising and articulating different perspectives on a variety of topics.	Regular coursework and homework set in class Formal end of topic tests based on exam papers to give realistic assessment and experience of exams Coursework based .	Students develop social aspects by assisting one another in problem solving Practical approach in learning new skills which will help for future jobs in a sports careers
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Summer	Students will complete coursework for all of the components in Learning Aim C	Learning outcome C: Be able to prepare participants to take part in physical activity C1 Planning a warm-up C2 Adapting a warm-up for different categories of participants and different types of physical activities C3 Delivering a warm-up to prepare participants for physical activity	Equipment in Sport Speaking and listening skills. Paired, group and class discussion. Listening to and respecting the opinions of others. Summarising and articulating different perspectives on a variety of topics.	Regular coursework and homework set in class Formal end of topic tests based on exam papers to give realistic assessment and experience of exams. Coursework based	Students develop social aspects by assisting one another in problem solving Practical approach in learning new skills which will help for future jobs in a sports careers
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Music

<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	During term 1 students will complete an assessed solo performance. They will study the elements of music ensuring a basic understanding of a range of musical elements including how they can be manipulated and the language associated with them. They will complete short composition exercises linked to the elements to apply the knowledge they have acquired. The students will start looking at Purcell and exploring the main features and context of this set work. Students will also work as a class to complete a group performance that will be publicly exhibited at the Christmas concert.			Main assessment - Performance	
Spring	During term two students will complete a 'theme and variation' style composition where they will apply the knowledge of element manipulation that they explored in term one. Alongside the composition they will also study the set works Queen and Wicked building skills			Main assessment - Composition	

	in analysis.				
Summer	Students will continue to study the set works with the main focus being John Williams and Bach. During this they will focus on how to write longer answers, specifically using the AOS3 and AOS4 structure. During this term students will have a number of composition workshop style sessions looking at different genres of music to prepare for the 'free composition' coursework.			Main assessment - Analysis and written exam	

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