

Year 10 Curriculum map 2019/2020

Subject	Objectives/End of year goals	Autumn	Spring	Summer
English	<p>READING</p> <p>AO1 Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts</p> <p>AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</p> <p>AO4 Evaluate texts critically and support this with appropriate textual references</p> <p>WRITING</p> <p>AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> <p>AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</p> <p>SPEAKING AND LISTENING</p> <p>AO7 Demonstrate presentation skills in a formal setting</p> <p>AO8 Listen and respond appropriately to spoken language, including to questions and feedback to presentations</p>	<p>19th Century Text - Dr Jekyll and Mr Hyde OR A Christmas Carol</p> <p>50-minute extended writing piece - based on an extract - task is loosely based on Literature GCSE paper 1</p> <p>Language Paper 1 - Fiction Texts</p> <p>Preparation for Paper 1 – Section A (reading) and B (writing) Exam practice</p> <p>Assessment - Full exam paper to be completed – sections A and B</p>	<p>Modern Text - An Inspector Calls (First study year 10 2019)</p> <p>(2020 study cohort - revisit text, address skills gaps and deepen understanding)</p> <p>Assessment - loosely based on lit paper 2 tasks - 50-minute extended writing piece</p> <p>Focus on themes and context</p> <p>Language focused study - Language Paper 2</p> <p>Non fiction texts - focus on language use and comparison skills</p> <p>Preparation for Paper 2 – Section A and B</p>	<p>Language Paper 1</p> <p>A Christmas Carol / J&H Romeo and Juliet</p> <p>Poetry - Power and Conflict Unseen poetry Revisiting to develop understanding, create thematic links and to close knowledge gaps.</p> <p>Assessment - Mock examinations in exam hall</p> <p>Language Paper 1</p> <p>Literature Assessment - Paper 1-2 hybrid</p> <p>SPOKEN LANGUAGE ASSESSMENT - ALL RECORDED</p>

	<p>AO9 Use spoken Standard English effectively in speeches and presentations.</p>			
Mathematics	<p>AO1: Use and apply standard techniques Students should be able to:</p> <ul style="list-style-type: none"> • Accurately recall facts, terminology and definitions • Use and interpret notation correctly • Accurately carry out routine procedures or set tasks requiring multi-step solutions. <p>AO2: Reason, interpret and communicate mathematically Students should be able to:</p> <ul style="list-style-type: none"> • Make deductions, inferences and draw conclusions from mathematical information • Construct chains of reasoning to achieve a given result • Interpret and communicate information accurately • Present arguments and proofs • Assess the validity of an argument and critically evaluate a given way of presenting information. <p>AO3: Solve problems within mathematics and in other contexts Students should be able to:</p> <ul style="list-style-type: none"> • Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes • Make and use connections between different parts of mathematics • Interpret results in the context of the given problem • Evaluate methods used and results obtained 	<p>Congruence and similarity</p> <p>Pythagoras theorem and basic trigonometry</p> <p>Simultaneous equations</p> <p>Probability</p> <p>Algebra: introduction to quadratics and rearranging formulae</p> <p>Volume</p> <p>Sketching graphs</p> <p>Linear and quadratic equations and their graphs</p>	<p>Algebra: further quadratics, rearranging formulae and identities, factorising quadratics, simultaneous equations with quadratics, use of discriminant</p> <p>Trigonometry and Pythagoras, recap and extension; exact values of trig, sine rule and cosine rule</p> <p>Growth and decay, compound interest, exponential graphs</p> <p>Equation of a circle, review area and circumference of circles, parts of a circle</p> <p>Further equations and graphs</p> <p>Direct and inverse proportion (ratio and proportion)</p> <p>Inequalities (solving linear equations, quadratic inequalities)</p>	<p>Angles</p> <p>Revision on: Simultaneous equations, Probability, Statistics, Algebra</p> <p>Vectors</p> <p>Further sketching graphs</p> <p>Sine and cosine rules, basic trigonometry review, surds review</p> <p>Transforming graphs</p> <p>Revision, gap closing and exam preparation</p>

	<ul style="list-style-type: none"> Evaluate solutions to identify how they may have been affected by assumptions made. 			
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Science	<p>AO1 Demonstrate knowledge and understanding of: scientific ideas and scientific techniques and procedures</p> <p>AO2 Apply knowledge and understanding of: scientific ideas, scientific enquiry, techniques and procedures</p> <p>AO3 Analyse information and ideas to: interpret and evaluate, make judgements and draw conclusions, develop and improve experimental procedures</p>	<p>Pupils studying Combined 21st Century science B will be learning 3 topics this term to include:</p> <p>Autumn 1 P3 – Electric Circuits. Pupils will be taught about common circuit symbols, electric charge and forces, series and parallel circuits with use of experimentation, LDRs, electrical power, the motor effect, how electricity is generated, magnetic fields, and transformers.</p> <p>P4 - Explaining Motion. Pupils will learn about Newton’s 3 laws, forces, friction and vectors, gravity, weight and mass, speed, acceleration practical, centripetal</p>	<p>Pupils studying Combined 21st Century science B will be learning 3 topics this term to include:</p> <p>Autumn 1 C4 - Material Science C5 - Acids and Analysis</p> <p><i>Pupils will be given a 60 minute C3,4&5 Test to assess their progress this term in <u>Chemistry</u></i></p> <p>Autumn 2 B4 - Using Food and Controlling Growth</p>	<p>Pupils studying Combined 21st Century science B will be learning 2 topics this term to include:</p> <p>Summer 1 <i>Finishing off module B4 from Autumn 2</i> B5 - The human body</p> <p>Summer 2 B3 - Living together, food and ecosystems</p> <p><i>Pupils will be given a 60 minute B3,4&5 Test to assess their progress this term in <u>Biology</u></i></p>
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	<p>Resources Link to OCR 21st century combined GCSE specification: https://ocr.org.uk/Images/234597-specification-accredited-gcse-twenty-first-century-science-suite-combined-science-b-j260.pdf</p> <p>Link to OCR 21st century GCSE Specs. Biology Specification https://www.ocr.org.uk/Images/234595-specification-accredited-gcse-twenty-first-century-science-suite-biology-b-j257.pdf</p> <p>Chemistry Specification https://www.ocr.org.uk/Images/234599-specification-accredited-gcse-twenty-first-century-science-suite-chemistry-b-j258.pdf</p> <p>Physics Specification https://www.ocr.org.uk/Images/234601-specification-accredited-gcse-twenty-first-century-science-suite-physics-b-j259.pdf</p>	<p>force, calculating speed, interpreting and drawing graphs of distance-time and velocity-time graphs, interaction pairs, momentum, mass and inertia, travelling safely, energy transfers and calculations, GPE and KE, and power.</p> <p><i>Pupils will be given a 60 minute P3&4 Test to assess their progress this term in <u>Physics</u>.</i></p> <p>Autumn 2 P3 - Chemicals of the natural environment</p> <p><u>Separate Sciences will be studying in their lessons</u></p> <p>Chemistry C4 - Material Science</p> <p>Biology B4 - Using Food and controlling growth</p> <p>Physics P4 - Explaining Motion</p>	<p><u>Separate Sciences will be studying in their lessons</u></p> <p>Chemistry C5, C6</p> <p>Biology B5, B6</p> <p>Physics P5, P6</p>	<p><u>Separate Sciences will be studying in their lessons</u></p> <p><u>Chemistry</u> PAGS recap/investigation practise write ups Recapping C1-3</p> <p><u>Biology</u> PAGS recap/investigation practise write ups Recapping B1-3</p> <p><u>Physics</u> PAGS recap/investigation practise write ups Recapping P1-3</p>
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RS	<p>Beliefs and teachings and practices in Christianity and Islam.</p> <p>AO1: Can independently Use sound knowledge and understanding of religions studied and the impact of its beliefs and teachings. ... Show awareness of the meaning and importance of the beliefs of religious people. ... Inconsistent use of specialist vocabulary.</p> <p>AO2 Can independently Use arguments which are supported by relevant evidence and can express and evaluate different responses to a variety of issues. ... Refer to different points of view and attempt to make a judgment.</p>	<p>Beliefs and teachings in Christianity.</p> <p>We will be covering: The nature of God The concept of a God as a Trinity of persons Biblical accounts of Creation</p> <p>The problems of evil and suffering and a loving and righteous God.</p>	<p>Beliefs and teachings in Islam</p> <p>Core beliefs Nature of Allah Prophethood (Risalah) Books (Kutub).</p>	<p>Practices in Christianity and Islam</p> <p>Worship Sacraments Prayer The importance of Practices Public acts of worship Private acts of worship.</p>
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Computer Science	<p>AO1: Demonstrate knowledge and understanding of the key concepts and principles of computer science.</p> <p>AO2: Apply knowledge and understanding of key concepts and principles of computer science.</p> <p>AO3: Analyse problems in computational terms:</p> <ul style="list-style-type: none"> ● to make reasoned judgements ● to design, program, evaluate and refine solutions. 	<p>To start the year, we will recap our programming skills from last year and continue to develop. We will introduce arrays and complex loops to manipulate them. We will look at programs with multiple subroutines to develop more complex functionality.</p> <p>We will then cover material from paper 1. Data Representation - Binary, Hexadecimal, Images & Sound, Compression.</p>	<p>In the spring we will cover the theory elements for paper 2. An introduction to computer systems - covering both hardware and software. An introduction to Computer Networks - looking at how the internet works and how we can connect computers together in a local area network. An introduction to cyber security, analysing the most common threats and identifying ways to combat them. We will also look into the ethical and legal issues in computer science.</p>	<p>In the summer we will revise any areas that students have struggled with in preparation for the mock exams.</p> <p>Once the mock exams have been completed we will complete the Coursework. This is 20 hours of controlled assessment which does not count to the final grade but which must be completed.</p>
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<p>Geography</p>	<p>A01: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>A02: Demonstrate geographic understanding of: concepts and how they are used in relation to places, environments and processes, the inter-relationships between places, environments and processes.</p> <p>A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgments.</p> <p>A04: Select, adapt and use a variety of skills and techniques to investigate questions.</p>	<p>Paper 2: Challenges in the human environment</p> <p>Section C: Resource Management</p> <p>Students study the global distribution of food, water and energy. They then look at our changing food habits in the UK and the impact this can have. They study maps to identify where the UK suffers water stress and how this can be solved. Students also study where the UK gets its energy from and geopolitical and environmental issues around our energy mix.</p> <p>Students then study water in more depth at a global scale looking at the reasons for global inequality in water supply and the consequences this can have. They investigate different ways in which these issues can be solved through studying a large scale water transfer scheme.</p> <p>(Note rivers may start towards the end of this half term)</p>	<p>Paper 1: living with the physical environment</p> <p>Section C: Rivers</p> <p>Students will study the UK relief and geology. They will look at how the hydrological cycle links into the drainage basin. Students will learn the processes and landforms of the upper, middle and lower sections of the river. Students will then move onto causes, effects and solutions to flooding.</p> <p>Paper 1: Living with the physical environment.</p> <p>Section C: Coastal Landscapes</p> <p>Students study the different types of waves. The coastal processes and their landforms. They study an example coastal area to show the different features.</p> <p>They then study the different types of coastal management and evaluate their effectiveness. this is linked into a case study.</p>	<p>Field Work (Coasts)</p> <p>Paper 3: Geographical Application</p> <p>Coastal fieldwork</p> <p>Paper 2: Challenges in the human environment</p> <p>Section A: Urban Challenge</p> <p>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 Nigeria. They then look at how we can make our urban areas more sustainable. uneven development: disparities in wealth and health, international migration.</p>
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<p>History</p>	<p>Edexcel 9-1 History</p> <p>2019/20 Students have already spent a year on GCSE history. They have studied Medicine Through Time Paper 1</p> <p>Students will be able to cover the following assessment objectives:</p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts.</p> <p>AO 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>Autumn term 1 and 2</p> <p>Paper 2 Early Elizabethan England, 1558-88</p> <p>Students will look at society and government, religion, Mary, Queen of Scots, plots, Spain and the Armada, education, leisure, poverty and discovery.</p>	<p>Spring term</p> <p>Weimar and Nazi Germany - Paper 3</p> <p>Students will cover Paper 3 knowledge and exam skills</p> <p>Students will study the Weimar Republic, Hitler's rise to power, Nazi control and dictatorship, life in Nazi Germany</p>	<p>Summer term 1 and 2</p> <p>Completion of paper 3 knowledge</p> <p>Additional focus on exam skill practice</p> <p>Develop, using gap analysis focus on Paper 1 and 2 for mock exam period.</p>
<p>French</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand a range of material ● Understand spoken language at normal speed ● Understand unfamiliar language ● Initiate and develop conversations about topical and personal interests ● Use new vocabulary and structures found in reading texts ● Produce longer pieces of writing using at least three tenses ● Edit and redraft work ● Translate to and from the TL 	<p>Theme: Local area, holiday and travel, to include:</p> <ul style="list-style-type: none"> ● Discussing where you live, weather and transport ● Describing a town and asking the way ● Describing a region ● Describing your town, village or district ● Discussing what to see and do in an area ● Making plans and discussing the weather ● Describing community projects ● Discussing what you normally do on holiday ● Talking about past, present and future holidays 	<p>Theme: Local area, holiday and travel, to include:</p> <ul style="list-style-type: none"> ● Discussing an ideal holiday ● Booking and reviewing hotels ● Ordering in a restaurant ● Talking about travelling abroad ● Talking about travels and buying souvenirs ● Talking about holiday disasters <p>Theme: School, to include:</p> <ul style="list-style-type: none"> ● Discussing school subjects and timetable ● 	<p>Theme: School, to include:</p> <ul style="list-style-type: none"> ● Describing school ● Comparing schools in the UK with those in French-speaking countries ● Discussing school rules ● Making sure that you get the best out of school ● Talking about a school exchange ●

<p>Spanish</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand a range of material • Understand spoken language at normal speed • Understand unfamiliar language • Initiate and develop conversations about topical and personal interests • Use new vocabulary and structures found in reading texts • Produce longer pieces of writing using at least three tenses • Edit and redraft work • Translate to and from the TL 	<p>Theme: Identity and Culture, to include:</p> <ul style="list-style-type: none"> • Talking about free-time activities • Discussing TV programmes and films • Describing what you usually do • Talking about different sporting activities • Discussing trends and preferences • Discussing different types of entertainment • Discussing role models and who inspires you <p>Theme: Local area, holiday and travel/Identity and Culture, to include:</p> <ul style="list-style-type: none"> • Talking about places in town and using directions • Talking about shops 	<p>Theme: Local area, holiday and travel/Identity and Culture, to include,</p> <ul style="list-style-type: none"> • Describing the feature of a region • Planning what to do on a visit • Shopping for clothes and presents and expressing preferences • Discussing problems in a town • Describing a visit in the past • Describing mealtimes • Illness and Injury • 	<p>Theme: Identity and Culture, to include:</p> <ul style="list-style-type: none"> • Discussing typical foods • Comparing different festivals • Describing a special day • Ordering in a restaurant • Describing a music festival • <p>Daily life: Describing mealtimes and typical food</p> <p>Travel and tourist transactions: Ordering in a restaurant.</p> <p>Cultural life: Comparing different festivals</p> <p>Cultural life: Describing a special day</p> <p>Cultural life: talking about a music festival</p>
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Art	<p>Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment Objective 2 Refine work by exploring ideas selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4 Present a personal and meaningful response that realises intentions</p>	<p>C/W Component 1 Coastal Environments</p> <p>Using our visit to Clacton as a starting point student will be considering the different qualities of environments at the coast.</p> <p>Using a range of 2D materials to create drawings, paintings, collages and prints that reflect both the natural and man-made aspects of the coast line.</p> <p>Students will create a series of experiments based on the work of other artists and their own gathered resources.</p>	<p>C/W Component 1 Coastal Environments C/W</p> <p>This term students will be developing their ideas and creating a final piece that reflect their explorations of the coast.</p> <p>Their work will be connected to that of other artists and their earlier experiments and collected resources.</p> <p>Their final piece will represent an aspect of manmade or natural coastline environments.</p>	<p>C/W Component 1 Food: A representation of multicultural Britain.</p> <p>Students will be starting their second project that will lead in to Year 11.</p> <p>Using sources gathered from a trip to Borough Market, London students will spend this term experimenting with ceramics hand building and finishing techniques. These will inform their ideas in year 11.</p>
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	and demonstrates understanding of visual language			
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Business Studies	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues.</p> <p>AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts.</p> <p>AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgments and draw conclusions.</p>	<p>Human resources</p> <p>Students will understand the impact of different internal organisational structures, span of control, chain of command, delayering and delegation. They will understand what is meant by centralization and decentralization. Students will also look at recruitment and selection of employees. They will understand how to motivate a workforce and the benefits of motivated employees. They will look at the methods of training and be able to explain the benefits of different types of training employees.</p>	<p>Business operations</p> <p>Students will look at what business operations involve, their role within the production of goods and the provision of services, and how they influence business activity. They will look at production processes (job and flow), the role of procurement including stock control, logistics and working with suppliers. They will also consider the concept of quality and look at the effects of customer services on businesses.</p>	<p>Marketing</p> <p>Students will look at how to identify and understand customers, how businesses use segmentation to target customers. They will also understand why businesses conduct market research and the methods businesses use. They will learn about the elements of the marketing mix, price, product, promotion and place and be aware of how they work together. Students will also be able to analyse the importance of e-commerce and m-commerce.</p>
Dance	<p>AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p>AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p>AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.</p> <p>AO4: Critically appreciate own works and professional works, through making analytical, interpretive and evaluative judgments.</p>	<p>Set phrases- Flux, Shift, Breathe, Scoop</p> <p>Developing choreography through various stimulus' and due/trio: exploring choreographic devices, approaches and expression.</p> <p>Critical appreciation through theory and practical: Emancipation of Expressionism</p> <p>Critical appreciation through theory and practical: Within Her Eyes</p>	<p>Practice and recap all the practical work from yr9</p> <p>Section A/B theory of safe practice and own/others work.</p> <p>Critical appreciation through theory and practical: A Linha Curva</p> <p>Critical appreciation through theory and practical: Artificial things</p> <p>Exam question work e.g. mocks</p>	<p>Critical appreciation through theory and practical: Infra</p> <p>Critical appreciation through theory and practical: Shadows</p> <p>Critical appreciation through theory and practical: Comparisons of all anthologies</p> <p>Practice and recap all the practical work</p>

Engineering (Cambridge national)	<p>AO1: Identify, investigate and outline design possibilities to address needs and wants.</p> <p>AO2: Design and make prototypes that are fit for purpose.</p> <p>AO3: Analyse and evaluate: design decisions and outcomes, including for prototypes made by themselves and others wider issues in design and technology.</p> <p>AO4: Demonstrate and apply knowledge and understanding of: technical principles designing and making principles.</p>	<p>Pupils will investigate different aspects of engineering, manufacturing and production, which is best, why and how they contribute towards an end product.</p> <p>This will be done through a project based around chairs and chair design. they will learn about:</p> <ul style="list-style-type: none"> - Levels and stages of production - Methods of manufacture - Life cycle assessment - Dis assembly - Market research - Product Analysis - Design briefs - Specifications - Sketching and drawing - Rendering - Prototyping - Evaluation - 	<p>Pupils in term will look into a diagnostic route of focused practical tasks that start to support their coursework. This will include:</p> <ul style="list-style-type: none"> - Brazing - Dip Coating - Die Casting - CAD - CAM - General workshop tools - H&S - Metal work - Joinery - Casting - Moulding - Prototyping - Electronics <p>Pupils will use this work to build on their K/U of production processes and will contribute to their chairs project to develop knowledge of production plans, the production process and H&S.</p>	<p>Pupils will start their coursework based on a desktop lamp.</p> <p>This will entail a review of review of and building on work covered already through term 1&2.</p> <p>Students will aim to cover R106 (25% of the overall qualification) in the summer term to be able to cover R107 in September (25%) by Dec.</p>
Performing Arts (Drama pathway).	<p>Students will be expected to achieve learning aims across the year.</p> <p>Learning aim A and B : Learners examine professional practitioners' performance work, exploring the interrelationships between constituent features of existing performance material.</p> <p>Learning aim A: Develop skills and techniques for performance and apply skills and techniques in rehearsal and performance (learning aim B).</p> <p>Learning aim C: They will review their own development and performance and understand how to organise and</p>	<p>Component 1 - Exploring the Performing Arts (30% internally assessed)</p> <p>Students will examine professional practitioners' performance work, exploring the interrelationships between constituent features of existing performance material.</p> <p>The terms focus is on preparing students to apply three performance styles and techniques associated with each practitioner.</p> <p>Learners will access recorded and/or live examples of performance styles and disciplines. This will give them the opportunity to examine practitioners' work in order to develop their understanding of influences, outcomes and purpose. Learners will watch, discuss and take notes with reference to:</p> <ul style="list-style-type: none"> • creative intention and purpose 	<p>Component 2 - Developing Skills and Techniques in Performing Arts (30% internally assessed)</p> <p>The focus of this term will be creating a performance outcome through rehearsals. Students will study one of the set texts that they were introduced to in Component 1 and stage a drama in groups/pairs/individually.</p> <p>The students will be videoed to assess the impact of their performance outcomes. Learners will participate in workshops and classes, developing performance skills e.g. physical, vocal and musical and interpretative skills and techniques, focusing on one or more of the following disciplines: acting and musical theatre and production design skills.</p> <p>Learners will explore the styles practically; practicing and refining skills and techniques, through rehearsal. Phrases or extracts of repertoire will be practised and repeated to</p>	<p>Component 1 and 2</p> <p>Students will perform their set extract and record this refining skills and techniques ready for performance to an invited audience.</p> <p>The focus on this term will be on collating evidence for the two components studied in previous terms.</p> <p>The learners will have the opportunity to revisit their written logs and recorded presentations and collate evidence towards their assessment file worth 60% of their final grade.</p>

	<p>record their evidence of processes and performance.</p>	<p>•performance and non-performance roles and related responsibilities.</p> <p>This will contribute to their extended writing, blog demonstration or presentation.</p> <p>Students prepare a detailed log based on the study of three set texts, <i>Blood Brothers</i>, <i>Woman In Black</i> and <i>Curious Incident of The Dog In The Night Time</i>.</p> <p>Students log book will form a crucial part of the coursework and they will be taught how to capture evidence and develop praxis.</p>	<p>help develop movement memory and recall, using techniques such as blocking.</p> <p>Learners will develop teamwork skills such as cooperation and negotiation. Students will:</p> <ul style="list-style-type: none"> • Select a performance strand and associated style. • Discuss the requirements in terms of technical and interpretative skills. Focus on specific skills and techniques required. • Develop technical and interpretative skills and techniques relating to selected strand and style, through participation in workshops/classes. • Apply rehearsals skills during workshops/classes, refining phrases/extracts and exercising teamwork skills. <p>Teacher observations will form an important part of the assessment including :</p> <ul style="list-style-type: none"> • recordings of workshops/classes • peer observations. 	
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	<p>AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</p> <p>AO4: Analyse and evaluate their own work and the work of others.</p>	<p>documenting the devising process.</p> <p>Also teach students the techniques they need to apply when contributing effectively to a final devised duologue or group performance.</p> <p>Students must choose to be assessed as:</p> <p>A performer or lighting designer or sound designer or set designer or costume designer or puppet designer.</p> <p>For all HW tasks students will be expected to practice exam question papers for Unit 1.</p>	<p>For all HW tasks students will be expected to practice exam question papers for Unit 1.</p>	<p>Students will have time over the holiday preparing their final devised logs over the Summer holiday.</p> <p>For all HW tasks students will be expected to practice exam question papers for Unit 1 as well as complete their devised log.</p>
Food Preparation and Nutrition	<p>AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.</p> <p>AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including</p>	<p>Focusing on the food commodities: fruit and vegetables and milk, cheese and yoghurt.</p> <p>Both commodities topics will cover food provenance, how the food is grown / reared / processed, classification, nutritional values, dietary requirement and the effect of cooking through theory and practical tasks.</p> <p>This is in preparation for the written exam (100 marks) and the non-examined assessment,</p>	<p>Focusing on the food commodities: cereals and meat, fish poultry and eggs.</p> <p>Both commodities topics will cover food provenance, how the food is grown / reared / processed, classification, nutritional values, dietary requirement and the effect of cooking through theory and practical tasks.</p> <p>This is in preparation for the written exam (100 marks) and the non-examined assessment,</p>	<p>Focusing on the food commodity: butter, oils, margarine, sugar and syrup</p> <p>This topic will cover food provenance, how the food is grown / reared / processed, classification, nutritional values, dietary requirement and the effect of cooking through theory and practical tasks.</p> <p>This is in preparation for the written exam (100 marks) and the non-examined assessment, food investigation (30 marks)</p>

	food made by themselves and others.	food investigation (30 marks) and food preparation assessment. (70 marks) Students will be introduced to the non – examined assessment through practical and scientific tasks in group work.	food investigation (30 marks) and food preparation assessment. (70 marks) Students will be set a mini NEA 1 and 2 tasks in this term to complete individually.	and food preparation assessment. (70 marks) Students will be set a variety of mini NEA 1 and 2 tasks in this term to complete individually.
Media Studies	<p>A01: Demonstrate knowledge and understanding of: the theoretical framework of media and contexts of media and their influence on media products and processes.</p> <p>A02: Analyse media products using the theoretical framework of media, including in relation to their contexts to make judgements and draw conclusions.</p> <p>A03: Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.</p>	<p>Component 1 - Section A. Advertising and Magazines.</p> <p>Focus on media language and representation. Looking at the set texts from Quality Street, This Girl Can, Bond posters and magazine front covers of GQ and Pride.</p> <p>This is in preparation for section A of the exam (45 marks) 55 minutes advised time including 10 minutes to study the print-based resource.</p>	<p>Component 1 - Section A & B Section A - Newspapers.</p> <p>Section B. Radio (The Archers) Video Games (Pokémon) Film (Spectre) Newspapers (The Sun)</p> <p>Focus on media language, representation, audience and industry when looking at newspapers.</p> <p>For section B (35 minutes, 35 marks) Students will focus on audience and industry when analysing The Archers, Pokémon, The Sun and Spectre (12).</p>	<p>Component 3 - Coursework. (AO3)</p> <p>Students will complete a set brief based upon the creation of a moving image or print task. Students will be working individually and need to complete a short-written piece. (Statement of aims 250 words)</p> <p>Students will complete a short introduction linking their piece to the brief, target audience and genre of production. They will then use Adobe Photoshop or Premiere to complete the task in the summer term.</p>

<p>Music</p>	<p>AO1 - Perform with technical control, expression and interpretation. Students will;</p> <ul style="list-style-type: none"> ● Complete an assessed performance as a soloist. ● Work as an ensemble to perform with classmate which will culminate in a public performance. <p>AO2 - Compose and develop musical ideas with technical control and coherence. Students will;</p> <ul style="list-style-type: none"> ● Evaluate the compositions of successful composers and learn to apply techniques including use of building a balanced phrase, using melodic devices, using cadence points and modulating. ● Students will produce mini compositions exploring a variety of styles and choose one to complete as a full length assessed piece. <p>AO3 - Demonstrate and apply musical knowledge. Students will;</p> <ul style="list-style-type: none"> ● Take part in the analysis of specific set works and related repertoire. ● Complete exercises that work on identifying and applying musical technique using subject specific vocabulary. ● Use ideas identified in analysis and apply them in a compositional setting. <p>AO4 - Use appraising skills to make evaluative and critical judgements about music.</p>	<p>Main assessment - Performance</p> <p>During term 1 students will complete an assessed solo performance.</p> <p>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.</p> <p>The students will start looking at Purcell and exploring the main features and context of this set work.</p> <p>Students will also work as a class to complete a group performance that will be publicly exhibited at the Christmas concert.</p>	<p>Main assessment - Composition</p> <p>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.</p> <p>Alongside the composition they will also study the set works Queen and Wicked building skills in analysis.</p>	<p>Main assessment - Analysis and written exam</p> <p>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.</p> <p>During this term students will have a number of composition workshop style sessions looking and different genres of music to prepare for the ‘free composition’ coursework.</p>
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	<p>Students will;</p> <ul style="list-style-type: none"> • Listen to a wide variety of musical genres. • Identify the use of musical elements. • Be able to describe how the musical elements have been used. • Be able to discuss the context in which music has been created. 			
GCSE P. E	<p>AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p> <p>AO2 - Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p> <p>AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport</p>	<p>Students will focus on the Personal Exercise Programme (PEP).</p> <p>They will look at; analysing data, carrying out fitness test, designing a PEP, evaluating PEP.</p> <p>Students will develop knowledge and understanding on components of fitness, methods of training and principles of training.</p>	<p>Students will complete the topic on Physical Training.</p> <p>They will look at;</p> <ul style="list-style-type: none"> • The relationship between health and fitness • The long-term effects of exercise <p>How to optimise training and prevent injuries The use of warming up and cooling down</p>	<p>Students will complete the topic on movement analysis.</p> <p>They will look at;</p> <ul style="list-style-type: none"> • Lever systems • Planes and axes of movement

<p>Photography</p>	<p>Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2 Refine work by exploring ideas selecting and experimenting with appropriate media, materials, techniques and processes. Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>C/W - Component 1 Portraiture: 'Where is my mind'</p> <p>Students will be investigating a variety of starting points to build on and develop a range of skills and techniques.</p> <p>This will include digital editing, working with lighting, considering locations, costume and make-up.</p> <p>Students will develop their own project that makes link to the overall title 'Where is My Mind' as we consider the impact composition has on the message of a piece.</p>	<p>C/W - Component 1 Still Life: 'Artist Alphabet'</p> <p>Students will investigate a specific figure or artist and what they represent. Using objects they will create an alphabet as part of a 'commission' piece.</p> <p>Students will learn to work to a brief, create a digital sketchbook and a final outcome that makes connections to specifics of the brief.</p> <p>Students will work with the camera to produce up close and distance shots using appropriate settings.</p> <p>Students will also learn more about presentation and composition in terms of creating an outcome.</p>	<p>C/W - Component 1 Landscape 'The City'</p> <p>During the first half term students will have time to respond to teacher feedback to refine and develop coursework up to this point.</p> <p>In the second part of the term students will start their final project, which will be completed in the first term of year 11.</p> <p>Students will visit London and the Tate Modern in order to gather imagery for their project and then start to respond to other artists' work by working with mixed media to create their location outcomes.</p>
<p>Psychology</p>	<p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p>	<p>Development :</p> <ul style="list-style-type: none"> ● stages of development ● brain structure and function ● IQ testing ● Piaget's theory of cognitive development ● Dweck's growth mindset theory ● Willingham's criticisms of learning styles ● Application to education <p>Criminal Psychology:</p> <ul style="list-style-type: none"> ● Different types of crime ● Measuring crime ● Social learning theory as an explanation for criminal behaviour 	<p>Psychological problems</p> <ul style="list-style-type: none"> ● Definitions of mental health ● Effects of mental health problems on individuals and society ● Biological and psychological explanations for schizophrenia ● Biological and psychological explanations for depression ● Treatments for schizophrenia and depression <p>Social influence</p> <ul style="list-style-type: none"> ● Conformity ● Collective and crowd behaviour ● Obedience ● Situational (social) factors 	<p>Memory</p> <ul style="list-style-type: none"> ● stages of information processing ● types of forgetting ● how different parts of the brain work in forming memories ● Multi-store model of memory ● Reconstructive memory ● Techniques used for recall <p>Sleep and dreaming</p> <ul style="list-style-type: none"> ● Benefits of sleep ● Sleep disorders

		<ul style="list-style-type: none">● Eysenck's theory of the 'criminal personality'● The role of the central nervous system in regulating behaviour● Punishment and rehabilitation	<p>affecting the above</p> <ul style="list-style-type: none">● Dispositional (individual) factors affecting the above● How social influence affects attitudes towards mental health	<ul style="list-style-type: none">● Freud's theory of dreaming● Activation synthesis theory of dreaming● Treatments for insomnia● Impact of neurological damage on sleep
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			<ul style="list-style-type: none"> -Gregory's constructivist theory of perception – the influence of nurture. -Factors affecting perception. <p>Research Methods:</p> <ul style="list-style-type: none"> -Quantitative and qualitative data -Primary and secondary data -Computation -Descriptive statistics -Interpretation and display of quantitative data -Normal distributions 	<ul style="list-style-type: none"> -Characteristics of clinical depression. -Theories of depression. Interventions or therapies for depression. -Characteristics of addiction -Theories of addiction Interventions or therapies for addiction
BTEC Animal Care	In this unit 3 & 4, students will gain an understanding of animal welfare, the purposes of working with animals and the responsibilities of animal owners. Students will also learn how animal-related organisations promote good animal welfare and responsible animal ownership. Students will explore how to select and prepare animal accommodation in line with different animals' needs.	<p>Unit 3 – Animal Welfare Understand the different roles of animals and animal-related organisations in society.</p> <p>Understand animal welfare and legislation. Animal welfare is protected by law, and this unit will also give students an insight into relevant animal welfare legislation in the UK. Students will learn about the five-animal welfare needs which are used to assess an animal's welfare, and the consequences of irresponsible animal ownership.</p>	<p>Understand the responsibilities involved in caring for animals.</p> <p>Internal Assessment</p> <p>Unit 4 – Animal Housing and Accommodation</p> <p>Understand how to select animal accommodation. Selecting animal housing, fixtures and fittings, and bedding according to the specific needs of a particular type of animal and according to the five animal welfare needs.</p>	<p>Prepare and maintain animal accommodation.</p> <p>Be able to clean out animal accommodation</p> <p>Understand the need for biosecurity.</p> <p>Internal Assessment</p>

<p>BTEC Childcare</p>	<p>Unit 3: The principles of early years practice: internally assessed portfolio unit</p> <p>Learning Aim A: Understand the importance of inclusive practice in early years</p> <p>Learning Aim B: Explore ways in which early years settings implement inclusive practice</p> <p>Learning Aim C: Understand how children are empowered in early years settings</p> <p>Learning Aim D: Understand the importance of the key person approach in supporting children’s development.</p>	<p>Inclusive practice is the way in which children and their families are valued and support is given regardless of age, disability, race, background, gender or lifestyle in order that children and their families can benefit from the services and opportunities available</p> <p>Students will understand the importance of inclusive practice in early years. They will know how children benefit from good practice and how outcomes for children may be affected by non-inclusive practice.</p> <p>Case studies of children will be used to support demonstrate deeper understanding and application of knowledge to a context.</p>	<p>Students will learn about the ways in which early years settings implement inclusive practice.</p> <p>Students will understand how early years settings ensure that children and their families are respected and valued and how children’s unique needs can be met, allowing all children to be included and supported</p> <p>Students will be asked to assess the inclusive practice they have seen and identify areas for improvement</p>	<p>Understand how children are empowered in early years settings and how adults enable this to ensure all areas of a child’s development is covered</p> <p>They will also understand the importance of the key person approach in early years settings. How key workers support the development of a child and give examples.</p> <p>Evaluations of the impact of the contribution made by the key worker will be completed.</p>
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