

Year 10 Curriculum map 2018/2019

Subject	Objectives	Autumn	Spring	Summer
English	19th Century Novel Poetry Speaking and Listening Year 9 Review	A Christmas Carol Dr Jekyll and Mr Hyde Red Only - (Curious Incident) Jane Eyre	Power and Conflict Cluster: All Remaining Poems	Speaking and Listening Materials Revision of: Shakespeare: Much Ado or Romeo and Juliet Revision of: Animal Farm An Inspector Calls Jane Eyre
Mathematics	AO1: Use and apply standard techniques Students should be able to: <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. AO2: Reason, interpret and communicate mathematically Students should be able to: <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. AO3: Solve problems within mathematics and in other contexts Students should be able to: <ul style="list-style-type: none"> Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes 	Scale diagrams and bearings Use scale factors, scale diagrams and maps Measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings Collecting and representing data including bar charts, pie charts, line graphs, time series graphs and line graphs. How to find the suite of averages from lists, frequency tables and group frequency charts. Drawing and interpreting histograms, cumulative frequency and box plots. Being able to comment on displayed data and identify the most appropriate method of representing and analysing data Real life graphs interpreting a range of graphs including conversion graphs and speed, distance time graphs interpretation of the gradient and intercept into real life information Scatter graphs	Indices Use positive integer powers and associated real roots (square, cube and higher) Recognise powers of 2, 3, 4, 5 Estimate powers and roots of any given positive number Calculate with roots, and with integer and fractional indices Properties of Polygons Derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons) Derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus and triangles and other plane figures using appropriate language	Sketching graphs Recognise, sketch and interpret graphs of linear functions, quadratic functions, simple cubic functions and the reciprocal function Linear and quadratic equations and their graphs Solve linear equations in one unknown algebraically including those with the unknown on both sides of the equation Find approximate solutions using a graph Solve quadratic equations algebraically by factorising Find approximate solutions using a graph Translate simple situations or procedures into algebraic expressions or formulae; derive an equation and solve the equation and interpret the solution Algebra: further quadratics,

	<ul style="list-style-type: none"> • 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 have been affected by assumptions made. 	<p>being able to construct and interpret scatter graphs identify outliers use the line of best fit to make assertions about other data points and understand the implications and restrictions of interpolation.</p> <p>Transformations Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional and negative scale factors)</p> <p>Surds Calculate exactly with fractions, surds, simplify surd expressions involving squares and rationalise denominators Recognise and use simple geometric progressions (r^n where n is an integer and r is a surd)</p> <p>Statistical Measures Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through: appropriate measures of central tendency (median, mean, mode and modal class) - spread (range, including consideration of outliers, quartiles and inter-quartile range) Apply statistics to describe a population Infer properties of populations or distributions from a sample, whilst knowing the limitations of sampling</p>	<p>Congruency and similarity</p> <p>Use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS) Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs Apply the concepts of congruence and similarity, including the relationships between lengths, areas and volumes in similar figures</p> <p>Pythagoras theorem and basic trigonometry</p> <p>Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs Compare lengths using ratio notation; make links to trigonometric ratios</p> <p>Simultaneous equations</p> <p>Solve two simultaneous equations in two variables (linear / linear or quadratic/linear) algebraically</p>	<p>rearranging formulae and identities</p> <p>Simplify and manipulate algebraic expressions (including those involving surds) by: expanding products of two binomials factorising quadratic expressions of the form $ax^2 + bx + c$ including the difference of two squares simplifying expressions involving sums, products and powers, including the laws of indices Understand and use standard mathematical formulae Rearrange formulae to change the subject</p> <p>Know the difference between an equation and an identity Argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments and proofs (something that needs practise throughout the year)</p> <p>Where appropriate, interpret simple expressions as functions with inputs and outputs Interpret the reverse process as the 'inverse function' Interpret the succession of two functions as a 'composite function'</p> <p>Trigonometry extension Know the exact values of sin</p>
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Science		<p>Pupils studying Combined 21st Century science B will be learning 3 topics this term to include:</p> <p>P3 – Electric Circuits</p> <p>C3 – Chemicals of the Natural Environment</p> <p>B4 – Using Food and Controlling Growth</p>	<p>Pupils studying Combined 21st Century science B will be learning 3 topics this term to include:</p> <p>P4 - Explaining Motion</p> <p>P5 - Radioactive Materials</p> <p>C4 - Material Choices</p>	<p>Pupils studying Combined 21st Century science B will be learning 3 topics this term to include:</p> <p>C5, B3 and P5</p> <p>C5 – Chemical Analysis</p> <p>B3 – Living Together, Food and Ecosystems</p> <p>P5 – Radioactive Materials</p>
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		<p>Separate Sciences will be studying in their lessons</p> <p>B5 - The Human Body C4 - Material Choices P4 - Explaining Motion</p>	<p>Separate Sciences will be studying</p> <p>B6 - Life on Earth C5 - Chemical Analysis P5- Radioactive Materials</p>	<p>Separate Sciences will be studying</p> <p>B6 - Life on Earth C5 - Chemical Analysis P3 - Electric Circuits</p>
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>

Computer Science	<p>Continue to develop computer programming ability, looking at more advanced techniques. Larger projects to prepare for coursework element as well as algorithm design for the exam.</p> <p>Theory for paper 2: Networking, cyber security, computer architecture, and ethical impacts.</p> <p>Coursework Preparation.</p>	<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>In the spring we will cover the theory elements for paper 2. An introduction to computer networks, covering both hardware and software. 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 run a complete mock coursework project where students will have to create a computer program to satisfy a given specification. They will have to document the project as we go.</p>
Geography	<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>Living World: Hot deserts</p> <p>Students will study their location and reasons for their location. Study how the plants and animals are adapted to the environment. Study a case study looking at the opportunities and challenges of living in a desert. Look at causes, effects and solutions of desertification.</p> <p>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>The emergence of megacities.</p>	<p>The challenge of natural hazards</p> <p>Students study the ideas of what a natural hazard is and the ideas of risk.</p> <p>Tectonic hazards</p> <p>Students study the structure of the earth and the different plate margins. They look at the different processes and landforms at the plate margins. They then look at the causes, effects and responses to a tectonic hazard example for a LIC and HIC. Students also study the causes, effects and responses to tsunamis including an example.</p> <p>Weather hazards</p> <p>Global atmospheric circulation helps to determine patterns of weather and climate. Referring to the General atmospheric circulation model: pressure belts and surface winds. Students will try to show an understanding of the relationship between tropical storms and general atmospheric circulation.</p> <p>Climate change.</p> <p>Climate change is the result of natural and human factors and has a range of affects.</p> <p>Overview of the effects of climate change on people and the 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>

			And how we can manage the effects.	
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Psychology	<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>Language, thought and communication:</p> <p>Non-verbal communication - eye contact, body language and personal space</p> <p>Explanations of non-verbal communication; evidence of nature versus nurture.</p> <p>Research methods: Students will design and conduct their own psychological investigation, in the process learning how to formulate hypotheses and control variables, consider ethical issues, and understand the strengths and weaknesses of different methods of investigation. They will also learn how to interpret and display the resulting data.</p>	<p>Social Influence:</p> <p>Studies into, and social and dispositional explanations for - Conformity, Obedience, Pro-social (helping) behaviour, crowd and collective behaviour.</p>	<p>The brain and neuropsychology</p> <p>The structure and function of the nervous system and the James-Lange theory of emotion</p> <p>Neuron structure and function</p> <p>Structure and function in the brain</p> <p>An introduction to neuropsychology, including cognitive neuroscience and neurological damage.</p>
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History	<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>Paper 1: Thematic study and historic environment</p> <p>Medicine in Britain, c1250–present</p> <p>Students will look at ideas about the cause of disease and illness, and approaches to prevention and treatment from the medieval through to the modern period.</p> <p>They will also investigate a case study for each of the time periods.</p>	<p>Paper 1: Thematic study and historic environment</p> <p>The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.</p> <p>Student will look at how the historical environment influenced the development of medicine.</p> <p>For the second half of the term, the majority of students will start the paper 2 topic of Early Elizabethan England, 1558-88.</p> <p>The exception is class 103 who will be studying Weimar and Nazi Germany, 1918-39</p>	<p>Early Elizabethan England, 1558-88</p> <p>103 Weimar and Nazi Germany, 1918-39</p>
French	<p>AO1: To listen and understand French.</p> <p>AO2: To speak French</p> <p>AO3: To read and understand French</p> <p>AO4: To write French</p>	<p>Theme: Identity and Culture, to include:</p> <p>Family celebrations</p> <p>Describing festivals and traditions</p>	<p>Theme: Local area, holiday and travel, to include:</p> <p>Describing a region</p> <p>Talking about your town</p> <p>Discussing what to visit</p> <p>Discussing plans for future visits</p> <p>Describing community projects</p>	<p>Theme: Local area, holiday and travel, to include:</p> <p>Dream holidays</p> <p>Booking and making reservations in a hotel</p> <p>Ordering in a restaurant</p> <p>Talking about travel</p> <p>Buying souvenirs</p> <p>Talking about disastrous holidays</p>

Spanish	<p>AO1: To listen and understand Spanish.</p> <p>AO2: To speak in Spanish.</p>	<p>Theme: Identity and Culture, to include:</p> <p>Cultural life: Talking about TV</p>	<p>Theme: Local Area, Holiday and Travel, to include:</p> <p>Travel and tourist transactions: Talking about places in a town.</p>	<p>Theme: Identity and Culture, to include:</p> <p>Daily life: Describing mealtimes and typical food</p>
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		programmes, films and music.		
AO3: To read and understand Spanish.		Who am I? Talking about what I usually do	Travel and tourist transactions: Talking about shops	Travel and tourist transactions: Ordering in a restaurant.
AO4: To write in Spanish.		Cultural life: Talking about sports	Town, region and country: Describing the features of a region	Cultural life: Comparing different festivals
		Daily life: Talking about what's trending	Town, region and country: Planning what to do	Cultural life: Describing a special day
		Cultural life: Talking about role models and celebrities	Travel and tourist transactions: Shopping for clothes and presents	Cultural life: talking about a music festival
			Home, town, neighbourhood and region: Talking about the problems in a town.	

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>There 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			
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>Business in the real-world Students will learn about the purpose and nature of businesses. Business ownership, setting aims and objectives, the role of stakeholders, business location and business planning. They will also look at the methods of expanding a business. The benefits and drawbacks of growth – economies and diseconomies of scale.</p>	<p>Influences on business Students look at the impact of external influences on businesses. This includes technology, E-commerce and digital communication. They also look at how a business can behave ethical and environmentally. They will look at the effect of the economic climate on businesses, how businesses compete internationally (globalisation). Students will also assess the impact of legislation on businesses and understand the risks businesses face.</p>	<p>Human resources Students will understand the impact of different internal organisational structures, span of control, chain of command, layering 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>
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>

Design Technology	<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>Focus on designing and making in style of existing designers.</p> <p>This in preparation for the skills needed for the non-exam assessment and for section C designing and making principals (50 marks) of the written exam.</p>	<p>Focus on new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices and materials and their working properties.</p> <p>This is in preparation for core technical principals for section A (20 marks) of the written exam.</p> <p>Focus on papers and boards, timber-based materials, metal-based materials, polymers, textile-based materials, electronic and mechanical systems.</p> <p>This is in preparation for specialist technical principles for section B (30 marks) of the written exam.</p>	<p>Focus on investigation, primary and secondary data, environmental, social and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, specialist tools and equipment, specialist techniques and processes</p> <p>This is in preparation for section C designing and making (50 marks) of the written exam and the non-exam assessment.</p> <p>Non-exam assessment –the contextual theme will be released and students will start a design and make project based around this. (50% of the final marks)</p>
Drama	<p>AO1: Create and develop ideas to communicate meaning for theatrical performance.</p> <p>AO2: Apply theatrical skills to realise artistic intentions in live performance.</p>	<p>Component 2 Devised Drama (30%)</p> <p>Focus on creating an original piece of drama from a given stimulus provided.</p> <p>Focus on how to produce an individual Devising log</p>	<p>Component 2 Devised log</p> <p>The focus of this term will be on writing and evaluating drama and how to structure the devised log book.</p> <p>Students will also continue their practical outcome exploration through the rehearsal process.</p>	<p>Performance of Devised Drama Component 2</p> <p>The focus will be on performing their original devised pieces created to an invited audience.</p> <p>Students work will be recorded for AQA examination, ready to send off.</p>

	<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>
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</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 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>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>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 develop knowledge and understanding on components of fitness, methods of training and principles of training.</p>	<ul style="list-style-type: none"> • How to optimise training and prevent injuries • The use of warming up and cooling down 	
Photography	<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 and demonstrates understanding of visual language.</p>	<p>Portraiture</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>Portraiture</p> <p>Students will consider their early experimentations and start to refine their ideas further to develop a final piece.</p> <p>Imagery created will be inspired by a range of artists and photographers that have been independently sourced and link directly to early experiments.</p>	<p>Landscape</p> <p>Students will start their final project, which will be completed in the first term of year 11.</p> <p>Again, investigating a range of starting points to start the experimental phase of this project. Considering mixed media photography as well as location shots.</p>
Psychology	<p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures. AO2: Apply knowledge and understanding of psychological ideas, processes and procedures. AO3: Analyse and evaluate psychological information, ideas,</p>	<p>Memory:</p> <ul style="list-style-type: none"> - Processes of memory: encoding (input) storage and retrieval (output). - Structures of memory - Memory as an active process <p>Social influence:</p> <ul style="list-style-type: none"> - Conformity 	<p>Perception:</p> <ul style="list-style-type: none"> - Sensation and perception. - Visual cues and constancies. - Gibson's direct theory of perception – the influence of nature. - Visual illusions. 	<p>Psychological problems:</p> <ul style="list-style-type: none"> - An introduction to mental health. How the incidence of significant mental health problems changes over time. - Effects of significant mental health problems on individuals and society.

	processes and procedures to make judgments and draw conclusions.	<ul style="list-style-type: none"> - Obedience - Prosocial behaviour - Crowd and collective behaviour 	<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
Sociology	<p>Assessment objectives (AOs) and final exams will measure how students have achieved the following assessment objectives. AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p>	<p>Paper 1: The sociology of education: Roles and functions of education. The relationship between education and capitalism. Educational achievement. Processes within schools.</p>	<p>Paper 2: The sociology of crime and deviance: The social construction of crime and deviance. Social control. Criminal and deviant behaviour. Data on crime.</p>	<p>Paper 2: The sociology of social stratification: Functionalist theory of stratification Socio-economic class. Life chances Poverty as a social issue. Power and authority. Power relationships.</p>
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	Unit 3 – Animal Welfare Understand the different roles of animals and animal-related organisations in society.	<p>Understand the responsibilities involved in caring for animals.</p> <p>Internal Assessment</p>	<p>Prepare and maintain animal accommodation. Be able to clean out animal accommodation</p>

	<p>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>	<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>Unit 4 – Animal Housing and Accommodation 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>Understand the need for biosecurity. Internal Assessment</p>
BTEC Childcare	<p>Unit 3: The principles of early years practice: internally assessed portfolio unit LAA: Understand the importance of inclusive practice in early years LAB: Explore ways in which early years settings implement inclusive practice LAC: Understand how children are empowered in early years settings LAD: 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 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>Students will learn about the ways in which early years settings implement inclusive practice: 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>Understand how children are empowered in early years settings and how adults enable this. They will also understand the importance of the key person approach in early years settings.</p>