Year 10 Curriculum map 2021/2022

Subject	Objectives/End of year goals	Autumn	Spring	Summer
English	**ENGLISH LANGUAGE READING** **AO1** Identify and interpret explicit and implicit information and ideas Select and synthesise evidence from different texts **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 **AO3** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts **AO4** Evaluate texts critically and support this with appropriate textual references **ENGLISH LANGUAGE WRITING** **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 **AO6** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. **SPEAKING AND LISTENING** **AO7** Demonstrate presentation skills in a formal setting **AO8** Listen and respond appropriately to spoken language, including to questions and feedback to presentations **AO9** Use spoken Standard English	**19th century text:** 'A Christmas Carol' by Charles Dickens **English Language:** Paper 1, explorations in creative reading and writing Throughout this unit we intend to introduce students to another of their core GCSE texts, 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 exam. **Assessments** **Language** Preparation for Paper 1 – Section A (reading) and B (writing - descriptive) **Literature** Full 19th century extract question.	**Shakespeare text:** 'Macbeth' by William Shakespeare **English Language:** Paper 2, writers' viewpoints and perspectives Students will revisit their study of Shakespeare's 'Macbeth' from lockdown learning in Year 9, this time as their core Shakespeare text for GCSE. Here, we will guide students to compare the different circumstances in which the texts are set and created: Dickens' liberal view of redemption and forgiveness in comparison to Shakespeare's brutal and justice driven society. Students will explore how Shakespeare's texts draw on universal themes of humanity and use these issues as the bedrock to their own debates and discursive writing. **Assessments** **Language** Preparation for Paper 2 – Section A (reading) and B (writing - point of view/ discursive writing) **Literature** Full Shakespeare extract question.	**Core text:** 'Power and Conflict' AQA anthology **Writing**: viewpoint writing Spoken Language endorsement Here, students will draw on their work on conflict and writers with a purpose to explore a range of poetry in the 'Power and Conflict' anthology. Students will consolidate their work on how to successfully convey their own viewpoint and apply this to their Spoken Language endorsement. **Assessments** Mock examinations: ● English Literature Paper 1 (19th century and Shakespeare) ● English Language Paper 2 Spoken Language endorsement

	effectively in speeches and presentations. **ENGLISH LITERATURE** **AO1** Read, understand and respond to texts. Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations. **AO2** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. **AO3** Show understanding of the relationships between texts and the contexts in which they were written. **AO4** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.			Comparative anthology exam question
Mathematics	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. 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	**<u>Foundation students</u>** • Congruence, Similarity and enlargement • Trigonometry • Pythagoras • Representing solutions of equations and inequalities • Simultaneous equations • **<u>Higher students</u>** • Congruence, Similarity and enlargement • Trigonometry	**<u>Foundation students</u>** • Angles and bearings • Working with circles • Vectors • Ratio and fractions • Percentages and interest • Probability • **<u>Higher Students</u>** • Angles and bearings • Working with circles	**<u>Foundation students</u>** • Calculating, representing and interpreting data • Non- calculator methods • Types of number and sequences • Indices and roots • Manipulating expressions • **<u>Higher Students</u>** • SCalculating, representing and interpreting data

	presenting information. 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 have been affected by assumptions made.	• Pythagoras • Representing solutions of equations and inequalities • Simultaneous equations	• Vectors • Ratio and fractions • Percentages and interest • Probability	• Non- calculator methods • Types of number and sequences • Indices and roots • Manipulating expressions
Science	AO1 Demonstrate knowledge and understanding of: scientific ideas and scientific techniques and procedures AO2 Apply knowledge and understanding of: scientific ideas, scientific enquiry, techniques and procedures AO3 Analyse information and ideas to: interpret and evaluate, make judgements and draw conclusions, develop and improve experimental procedures 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	Pupils studying Combined 21st Century science B and separate sciences will be learning 3 topics this term to include: Autumn 1 B4 – Using Food and controlling growth Pupils will learn about aerobic and anaerobic respiration, cells and subcellular structures, cell cycle, mitosis and meiosis, cancer, stem cells in plants and animals, and microscopes. Pupils studying separate sciences will learn about phototropism which explores plants in greater depth. B3 – Living together, food and ecosystems. Pupils will learn about enzymes, reactions involving enzymes, ecosystems, testing for biological molecules, Osmosis, active transport, diffusion, xylem and phloem, carbon and water cycles, potometers and pupils will also sample the school field using quadrats.	Pupils studying Combined 21st Century science B and separate sciences will be learning 3 topics this term to include: Spring 1 P4 - Explaining Motion: Pupils will learn about Newton's 3 laws, forces, friction and vectors, gravity, weight and mass, speed, acceleration practical, centripetal 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. Spring 2 P5 - Radioactive Materials - Pupils will be taught how radiation is formed: alpha, beta and gamma particles, half-life, isotopes, ionising radiation and early models of the atom.	Summer 1 C5 – Chemical Analysis. In this module pupils will learn about the process of chromatography, identifying ion species, understand what moles are and to calculate them including concentration, titrations, acids and alkalis, neutralisation, properties of acids and how to make a soluble salt. Summer 2 P2&3 review from year 9 – to supplement their learning from work set over lockdown. Pupils will be given a 60 minute P4,5,6 test to assess their progress this term in Physics.

	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 Chemistry Specification https://www.ocr.org.uk/Images/234599-specification-accredited-gcse-twenty-first-century-science-suite-chemistry-b-j258.pdf Physics Specification https://www.ocr.org.uk/Images/234601-specification-accredited-gcse-twenty-first-century-science-suite-physics-b-j259.pdf	Autumn 2 B5 – The Human Body, staying alive. Pupils will learn about the nervous system, brain, hormones and their different roles in the body, homeostasis, ADH and the kidney, circulatory system and the heart, arteries, veins, capillaries, and the exchange system (surface area: volume ratio). Pupils will be given a 60 minute B3,4,5 Test to assess their progress this term in Biology	Pupils will be given a 60 minute P4&P5 Test to assess their progress this term in Physics Pupils will start to learn the topic C4 – Material choices this term. Pupils will learn about alloys, testing material properties, polymers, structure and bonding in materials, diamond, graphite, ionic compounds, simple molecules, nanoparticles to include their benefits and risks, fullerenes, graphene, corrosion, oxidation and reduction equations, the life cycle of a product and recycling.	
PSHCE	PSHCE helps students to develop the knowledge, skills and characteristics they need to manage their lives, now and in the future. Preparing them for life and work in modern Britain.	**Personal Development (Form time):** Transition to KS4 Mental health Questioning identities Living in the wider world	**Personal Development (Form time):** Families Relationships Mock exams	**Personal Development (Form time):** Relationship & Sex Education (RSE) Role models Drug education The working World
Careers	Students will develop knowledge, skills and attitudes through a planned program of activities which will assist all students to make informed decisions about their study and/or work options and enable effective participation in their working life	**Careers (Form time):** Exploring possibilities World of work Application skills Work experience Managing money	**Careers (Form time):** Post 16 options Different qualifications Qualities & skills Employability skills Hobbies & interests	**Careers (Form time):** Work experience CV writing Career choices Labour market information Routes to University Visualising the future
Citizenship	Students will gain knowledge of democracy, government and law, and develop the ability to create sustained, well balanced arguments. From this, students will begin to better their communication skills and improve their writing and speaking styles.	Topics covered include: ● Political power in the UK: ● Democracy ● The institutions of the British constitutions ● Local and devolved government: ● The role and structure of local government	Topics covered include: ● Taking citizenship action: ● Case studies prior to the investigation ● The investigation and carrying out the research ● Further research continued ● Taking the action planning	Topics covered include: ● Bringing about political change ● how citizens can contribute to parliamentary democracy and improving voter engagement

		● Local and general elections ● How does a government raise funds? ● Where does political power reside? ● Voting systems used in the UK elections ● The major political parties in the UK	● Taking the action ● impact of the action ● Evaluating the whole process	● Action to bring about political change and roles played by groups in providing a voice for society ● Case study: Greenpeace

Computer Science	AO1: Demonstrate knowledge and understanding of the key concepts and principles of computer science. AO2: Apply knowledge and understanding of key concepts and principles of computer science. AO3: Analyse problems in computational terms: ● to make reasoned judgements ● to design, program, evaluate and refine solutions.	In the first term we will cover: ● Data Representation ○ Binary & Hexadecimal ○ Images ○ Sound ● Fundamentals of algorithms ● Programming skills ○ We will introduce visual basic programming	In the spring we will cover: ● Computer Systems ○ Logic gates ○ Systems Architecture ○ Operating systems ● Computer networking ● Cyber Security	We will spend the summer preparing for the mock exam, looking at databases, and developing our programming skills in visual basic.
Geography	A01: 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. AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.	Paper 1: Living with the physical environment **Section A: Tectonic and Weather Hazards** Students study the structure of the Earth and plate boundaries before investigating two cases studies; the Chile 2010 and Nepal 2015 Earthquakes. Students will then study examples of extreme weather in the UK (Somerset floods 2014) and further afield (Typhoon Haiyan 2013). Students additionally discover how to monitor and predict both tectonic and climatic hazards and consider why people choose to live in	Paper 2: Challenges in the human environment **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. uneven development: disparities in wealth and health, international migration. Paper 1: Living with the physical	Paper 1: Living with the physical environment. **Section C: Coastal Landscapes** Students study the different types of waves. The coastal processes and their landforms. They study an example 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.

	AO4: Select, adapt and use a variety of skills and techniques to investigate questions.	hazardous areas. Paper 1: Living with the physical environment **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.	environment **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.	Paper 1: Living with the physical environment **Section C: Rivers** Students will study the UK relief and geology. They will look at how the hydrological cycle links into the drainage basin. Students will learn the processes and landforms of the upper, middle and lower sections of the river. Students will then move onto causes, effects and solutions to flooding using a case study example. Paper 3: Geographical Application **Section A: Fieldwork** Students will complete both a coastal and urban investigation.
History	Edexcel 9-1 History Students will be able to cover the following assessment objectives: 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.	Autumn term 1 and 2 <u>Paper 2 Superpower Rivalry</u> Students will study: ● communism and capitalism ● situation at end of WW2 ● Germany - blockade and wall ● Hungary ● Czechoslovakia ● Cuban Missile Crisis ● Attempts to reduce tension ● Collapse of the USSR	Spring term 1 and 2 <u>Paper 2 Early Elizabethan England, 1558-88</u> Students will study: ● society and government, ● religion, ● Mary, Queen of Scots ● plots ● Spain and the Armada ● education ● leisure ● poverty ● discovery.	Summer term 1 and 2 <u>Paper 1 Medicine through time - Western Front</u> Students will study: ● Trenches ● Medical treatment ● New technologies <u>Revision for end of year exams</u>

German	Students will be able to: ● 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	Theme: Auf in die Schule! (Off to School) Including: ● School subjects and clothes ● What's in your pencil case ● What you are and are not looking forward to at school this year ● Describing a school day ● Discussing school rules ● Learning about different types of German schools ● School exchanges and class trips ● Success and achievements at school Theme: Zeit für Freizeit (Free time) Including: ● Reading habits ● Music ● FIlm and Television	Theme: Zeit für Freizeit (Free time) Including: ● Celebrations and Festivals Theme: Menschliche Beziehungen (relationships) Including: ● What makes a good friend ● Describing relationships ● Weekend activities ● Role models ● Comparing your life as a child with your life now Theme: WIllkommen bei mir! (House and home) Including: ● Describing house and home ● Describing food and drink	Theme: Willkommen bir mir! (House and Home) Including: ● Describing your house and home ● Describing food and drink items ● Meeting and greeting an exchange partner ● Describing your home ● Talking about what you do on a typical day ● Discussing traditional German meals ● Discussing how and when you use social media and technology ● Discussing advantages and disadvantages of social media and technology Theme: Ich liebe WIen! (I love Vienna) Local Area, Holiday and Travel including: ● Describing forms of transport and making a hotel booking ● Discussing ways of travelling and buying train tickets ● Describing accommodation and associated problems ● Asking for and understanding directions to sights in Vienna ● Ordering at a restaurant ● Shopping for souvenirs ● Describing problems

Art	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	C/W Component 1 **Term 1** Students will investigate the theme of Growth and Decay and research and analyse how artist have explored the theme in the past. Using photographs, they have taken themselves, students will take part in a series of teacher lead workshops that introduce them to various drawing and painting techniques and materials. These will be specifically linked to the formal elements of art which provide a specific focus.	C/W Component 1 **Term 2** Once students have established their understanding of the formal elements they will develop their own ideas and studies on Growth and Decay by making their project have a more personalised approach. The project will be concluded with a large final outcome in the media of choice.	C/W Component 1 **Term 3** During the summer term students will be introduced to a new theme. they will now be able to apply their understanding of techniques to their own ideas. This project will continue into year11 where students will continue to develop their own personalised projects in more depth.
Business Studies	AO1: Demonstrate knowledge and understanding of business concepts and issues. AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts. AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgments and draw conclusions.	Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. **Unit 1:** Students will consider the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. They will also look at stakeholders in a business, the factors affecting a business' choice of location as well as the importance of business planning. Finally students will learn how a business can expand.	**Unit 2:** Students will learn about the importance of external influences on business and how businesses change in response to these influences. They will consider the effect of technology, ethics, and the state of the economy on businesses as well as the effect of globalisation, legislation and competition on business.	**Unit 4: Human resources** 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.

Dance	AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. AO2: Create dance, including movement material and aural setting, to communicate choreographic intention. AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills. AO4: Critically appreciate own works and professional works, through making analytical, interpretive and evaluative judgments.	**Performance** Set phrases- Shift and Breathe~ Create, develop and synthesise a duo/trio **Choreography** Developing choreography through various stimulus': exploring choreographic devices, approaches and intent. **Theory** Critical appreciation through theory and practical: Emancipation of Expressionism Critical appreciation through theory and practical: Within Her Eyes	**Performance** Refine set phrases and duo/trio **Choreography** Developing choreography through various stimulus': exploring actions, space, dynamics and relationships **Theory** Section A/B theory of safe practice and own/others work. Critical appreciation through theory and practical: A Linha Curva Critical appreciation through theory and practical: Artificial things Exam question work e.g. practice papers	**Performance** Continue developing set phrases and duo/trio **Theory** Critical appreciation through theory and practical: Infra Critical appreciation through theory and practical: Shadows Critical appreciation through theory and practical: Comparisons of all anthologies Practice and recap all the practical work
Engineering (Cambridge national)	AO1: Identify, investigate and outline design possibilities to address needs and wants. AO2: Design and make prototypes that are fit for purpose. AO3: Analyse and evaluate: design decisions and outcomes, including for prototypes made by themselves and others wider issues in design and technology. AO4: Demonstrate and apply knowledge and understanding of: technical principles designing and making principles.	Pupils will investigate different aspects of engineering, manufacturing and production, which is best, why and how they contribute towards an end product. This will be done through a project based around chairs and chair design. they will learn about: - Levels and stages of production - Methods of manufacture - Life cycle assessment - Dis assembly - Market research - Product Analysis - Design briefs - Specifications - Sketching and drawing - Rendering	Pupils in term will look into a diagnostic route of focused practical tasks that start to support their coursework. This will include: - Brazing - Dip Coating - Die Casting - CAD - CAM - General workshop tools - H&S - Metal work - Joinery - Casting - Moulding - Prototyping - Electronics - Pupils will use this work to	Pupils will start their coursework based on a desktop lamp. This will entail a review of and building on work covered already through term 1&2. 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.

		- Prototyping - Evaluation	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.	
Hospitality & Catering	Unit 1 LO1 Understand the environment in which hospitality and catering providers operate. LO2 Understand how hospitality and catering provisions operate. LO3 Understand how hospitality and catering provision meets health and safety requirements. LO4 Know how food can cause ill health. LO5 Be able to propose hospitality and catering provision to meet specific requirements. Unit 1: The Hospitality and Catering Industry Externally assessed examination 40% There are no changes to the assessment of this unit.	Theory Unit 1: LO4 Know how food can cause ill health. Students should be aware of prior to cooking is food safety. Students will be aware of and be able to analyse, identify, explain or describe: • Food-related causes of ill health. • Common types of food poisoning. • Symptoms of food induced ill health. • Food safety hazards in different situations. • Risks to food safety. • Control measures. • Food safety regulations.	Theory Unit 2: LO1 Understanding the importance of nutrition when planning meals. LO2 Understanding menu planning. Students will: • Describe the functions of nutrients. • Compare the nutritional needs of specific groups. • Explain what happens if you don't have a balance diet. • Know how the different cooking methods impact on the nutritional value of foods. • Know the factors to consider when planning menus. • Be aware of environmental issues when cooking. • Explain how the dishes meet the customer needs. • Produce time plans for practical outcomes. • Be aware of how to check ingredients are of good quality.	Theory Unit 1: LO1 Understand the environment in which hospitality and catering providers operate. Students will gain an understanding of the different types of establishments and the types of foods that the produce for customers. • Describe the structure of the hospitality and catering industry. • Be aware of and be able to describe the job roles and working conditions. • Explain the factors affecting the success of providers. • LO5 Be able to propose hospitality and catering provision to meet specific requirements. Introduce students to this type of activity.

Media Studies	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 products using the theoretical framework of media, including in relation to their contexts to make judgements and draw conclusions. A03: Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.	Component 1 - Section A. Advertising and Magazines. 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. 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.	Component 1 - Section A & B Section A - Newspapers. Section B. Radio (The Archers) Video Games (Pokémon) Film (Spectre) Newspapers (The Sun) Focus on media language, representation, audience and industry when looking at newspapers. For section B (35 minutes, 35 marks) Students will focus on audience and industry when analysing The Archers, Pokémon, The Sun and Spectre (12).	Component 3 - Coursework. (AO3) 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) 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.
Music	**AO1 - Perform *with technical control, expression and interpretation.*** **Students will;** ● Complete an assessed performance as a soloist. ● Work as an ensemble to perform with classmates which will culminate in a public performance. **AO2 - Compose *and develop musical ideas with technical control and coherence.*** Students will; ● 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.	**Main assessment - Performance** 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.	**Main assessment - Composition** 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 in analysis.	**Main assessment - Analysis and written exam** 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.

	● Students will produce mini compositions exploring a variety of styles and choose one to complete as a full length assessed piece. **AO3 - Demonstrate *and apply musical knowledge.*** Students will; ● 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. **AO4 - Use *appraising skills to make evaluative and critical judgements about music.*** Students will; ● 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.	Students will also work as a class to complete a group performance that will be publicly exhibited at the Christmas concert. * *COVID guidance dependant		
GCSE P. E	AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport AO2 - Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	**Component 1:** Topic 1: Applied anatomy and physiology 1.1 The structure and functions of the musculoskeletal system 1.2 The structure and functions of the cardiorespiratory system	**Component 1:** Topic 2: Movement analysis 2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement 2.2 Planes and axes of movement	**Component 1:** Topic 4: Use of data 4.1 Use of data **Component 4:** The aim of the PEP is for

	AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport	1.3 Anaerobic and aerobic exercise 1.4 The short- and long- term effects of exercise	Topic 3: Physical training 3.1 The relationship between health and fitness and the role that exercise plays in both 3.2 The components of fitness, benefits for sport and how fitness is measured and improved 3.3 The principles of training and their application to personal exercise/ training programmes 3.4 The long-term effects of exercise 3.5 How to optimise training and prevent injury 3.6 Effective use of warm up and cool down	students to develop their ability to analyse and evaluate their personal fitness to improve/optimise performance in physical activity and sport. The areas of content covered are: - Aim and planning analysis - Carrying out and monitoring their PEP - Evaluation of data and programme. Students must carry out their chosen method(s) of training over six to eight weeks, using appropriate principles of training to improve/optimise their performance. Students will be required to analyse the data gathered during their PEP, and evaluate it to show how their performance in their chosen activity has improved, as well as to make recommendations for further improvements/optimisation to their performance.
BTEC Sport	Assessment objectives **AO1** Demonstrate knowledge of the	Students will focus on Learning Aim A: A1 -	Students will focus on Learning Aim B: B1 -	Students will focus on Learning Aim C:

	principles of training to improve fitness, nutrition and psychological influences **AO2** Demonstrate understanding of training to improve fitness, nutrition and psychological influences when applying to sport and activity **AO3** Analyse and evaluate data and information in relation to fitness, nutrition and psychological influences when applying to sport and activity	- Learners will investigate the body systems and how their structures provide functionality for sport and activity A2 - - Learners will explore how the body systems work together and the benefits of regular participation in sport and activity on each system Students to complete coursework for all of the components in Learning Aim A.	- Learners will explore the most common injuries that occur during sport and activity. They will consider the symptoms of these and how they may present for participants. B2 - - Learners will understand some of the causes of injury in sport and activity and how they could be prevented B3 - - Learners must understand how to manage common sporting injuries and their basic treatments, through the rehabilitation process to recovery. They will explore how technology can support the rehabilitation process. Students will complete coursework for all of the components in Learning Aim B.	C1 - - Learners will understand the advances in equipment, the physical benefits of sportswear and the technology used to improve fitness for sport and activity. They will investigate the impact of technology on participation. C2 - - Learners will develop an understanding of the benefits that technology can have on specific body systems. C3 - - Learners will develop an understanding of the limitations of technology Students will complete coursework for all of the components in Learning Aim C
Photography	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	C/W Students will learn about viewpoints working through a range of ideas to understand how best to capture an image depending on the angle of the camera and the intended outcome. Students will experiment with a range of subject matter and then use photo editing software to manipulate their shots.	Students will build on their understanding of composition, lighting and location developing a range of responses. They will work through a range of tasks and develop their own personal theme within the overarching title of 'Manipulation' Students will experiment with digital and practical outcomes in photography.	Students will work towards and plan a personal response to their theme by practising and experimenting with suitable materials and techniques based on their previous work. Student work will culminate in a personal response created as part of the Year 10 mock exam series.

	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.		Students will start to experiment with some of the manual settings on the camera such as focus and shutter speed.	
Psychology	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, processes and procedures to make judgements and draw conclusions.	Introduction to psychology: What it is, course overview, types of psychologist. Students will learn how we research people in psychology. and plan and conduct their own group research projects. Content includes: Research methods - planning research independent, dependent and extraneous variables; writing hypotheses, strengths and weaknesses of psychological methods and experiment design, sampling methods, Code of Ethics, sources of bias Research methods: Analysing research Types of data; measures of central tendency, plotting results, drawing conclusions, evaluating results. Students will then be studying Criminal Psychology and examining evidence for whether criminal behaviour is innate or learned. Content includes: cultural definitions of crime; situational explanations for criminal behaviour, dispositional explanations (e.g. the 'criminal personality'); punishment and rehabilitation. As part of this they will start to look at the application of neuropsychology,	Students will be looking at the cognitive development of children and how they learn. Content includes: the development of the brain, Piaget's theory of cognitive development; Dweck's Growth Mindset theory; Willingham's learning theory and criticisms of learning styles; how this knowledge has been applied to education. Students will then move on to study memory. Content includes: encoding, storage, & retrieval of information, and the multi-store model of memory. Different types of memory and why we forget; techniques to improve our memory. Reconstructive memory and how memory can be incomplete or false. The effect of brain damage on memory. The application of memory to advertising.	Students will spend some time revising, refining exam technique and taking their first mock exams. Following this, they will be starting the sleep and dreaming topic. Content includes: the functions of sleep and benefits of sleep; circadian rhythms and regulating sleep. Types of insomnia and treatments; Freud, the unconscious mind and his interpretation of dreaming; the activation synthesis theory of dreams and brain activity during REM sleep.

		including: Nervous system structure and function Neurons and synapses Brain development Structure and function of the brain Effects of brain damage		