

Year 10 Curriculum map 2020/2021

Subject	Objectives/End of year goals	Autumn	Spring	Summer
English	<p>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</p> <p>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. (This requirement must constitute 20% of the marks for each specification as a whole.)</p> <p>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 effectively in speeches and presentations.</p>	<p>Bah Humbug! 19th Century Text - A Christmas Carol Power and Conflict Poetry Language Paper 1 - Fiction Texts</p> <p>An integrated language literature unit focusing on the Nineteenth century text and English Language Paper 1</p> <p>Students will focus on key skills of analysis as well as the plot, characters, settings and themes of the focus text.</p> <p>Through focusing on the language of the text, students will learn key analysis skills which can be employed in paper 1</p> <p>Students will learn to emulate narrative writing initially in the style of Dickens, but developing their own style.</p> <p>Students will also begin their analysis of the poems in the poetry cluster, looking at the poems London, Exposure and Storm on the Island</p> <p>Assessments</p> <p>Language Preparation for Paper 1 – Section A (reading) and B (writing)</p> <p>Literature A Christmas Carol Literature Paper 1 style task (focused on family)</p>	<p>'With great power, comes great responsibility'</p> <p>Modern Text - An Inspector Calls Power and Conflict Poetry Language Paper 2 - nonfiction texts</p> <p>As in the Autumn, this is integrated language and literature unit focusing on the twentieth century text and English Language Paper 2</p> <p>Students will focus on key skills of analysis as well as the plot, characters, settings and themes of the focus text.</p> <p>Through focusing on the language of the text, students will learn key analysis skills which can be employed in paper 2</p> <p>Students will continue their analysis of poetry - this term they will look at the poems Remains and War photographer</p> <p>Assessments</p> <p>Language Paper 2 - examination tasks staggered over a two-week period.</p> <p>Literature An interim assessment followed by a full exam style task for An Inspector Calls</p>	<p>'Tragedy! When the morning cries and you don't know why'</p> <p>Shakespeare - Romeo and Juliet This unit is focused on the context of Shakespeare's work, allied to detailed analysis of characters, themes, settings and plot.</p> <p>In preparation for the year 10 mock exams, students will revisit the skills required for English language papers 1 and 2.</p> <p>Students again continue their study of the poetry unit - this term they will analyse Ozymandias, The Charge of the Light Brigade and My Last Duchess</p> <p>SPOKEN LANGUAGE NON-EXAMINED ASSESSMENT</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 • Evaluate solutions to identify how they may have been affected by assumptions made. 	<p><u>Foundation students</u></p> <p>Indices</p> <p>Pythagoras</p> <p>Trigonometry</p> <p>Simple simultaneous equations</p> <p>Probability</p> <p>Basic algebra/rearranging formula</p> <p>Volume</p> <p>Linear and quadratic graphs</p> <p>Transformations</p> <p><u>Higher students</u></p> <p>Indices</p> <p>Pythagoras</p> <p>Trigonometry</p> <p>Simultaneous equations both algebraically and graphically</p> <p>Probability</p> <p>Quadratics/rearranging formula</p> <p>Volume</p> <p>Sketching graphs</p> <p>Transformations</p>	<p><u>Foundation students</u></p> <p>Congruence and similarity</p> <p>Expanding brackets and simplifying</p> <p>Quadratics and factorising</p> <p>Percentages</p> <p>Parts of a circle/circumference and area of a circle</p> <p>Forming and solving equations including shapes</p> <p>Ratio and proportion</p> <p>Inequalities</p> <p><u>Higher Students</u></p> <p>Congruence and similarity</p> <p>Quadratics/rearranging formula and identities</p> <p>Sine and cosine rule</p> <p>Growth and decay</p> <p>Circumference and area of a circle/equation of a circle</p> <p>Further equations and graphs</p> <p>Direct and inverse proportion</p> <p>Inequalities</p>	<p><u>Foundation students</u></p> <p>Statistical measures</p> <p>Vectors</p> <p>Measures</p> <p>Rounding</p> <p>Standard form</p> <p>Angle facts and bearings</p> <p>Real life graphs</p> <p>Fraction/decimal review</p> <p>Use of calculator skills</p> <p>Constructions and loci</p> <p>Sequences</p> <p><u>Higher Students</u></p> <p>Statistical measures</p> <p>Vectors</p> <p>Measures</p> <p>Standard form</p> <p>Angle facts and bearings</p> <p>Further sketching graphs</p> <p>Surds</p> <p>Constructions and loci</p>
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<p>Science</p>	<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>Resources <i>Link to OCR 21st century combined GCSE specification:</i> https://ocr.org.uk/Images/234597-specification-accredited-gcse-twenty-first-century-science-suite-combined-science-b-j260.pdf</p> <p><i>Link to OCR 21st century GCSE Specs. Biology Specification</i> https://www.ocr.org.uk/Images/234595-specification-accredited-gcse-twenty-first-century-science-suite-biology-b-j257.pdf</p> <p><i>Chemistry Specification</i> https://www.ocr.org.uk/Images/234599-specification-accredited-gcse-twenty-first-century-science-suite-chemistry-b-j258.pdf</p> <p><i>Physics Specification</i> https://www.ocr.org.uk/Images/234601-specification-accredited-gcse-twenty-first-century-science-suite-physics-b-j259.pdf</p>	<p>Pupils studying Combined 21st Century science B and separate sciences will be learning 3 topics this term to include:</p> <p>Autumn 1 C1 - Air and water (<i>recap of work set during lockdown last year</i>). Pupils will learn about the composition of the Earth's atmosphere, how the gases in the early atmosphere changed over time, global warming, the greenhouse effect, pollutants in our atmosphere and ways we can reduce those pollutants. Pupils will also learn about potable water too. Pupils studying separate science will learn about fuel cells too.</p> <p>C2 - Chemical Patterns (<i>recap of work set during lockdown last year</i>). Pupils will learn about the arrangement of elements in the periodic table to include groups 1 and 7. They will learn about displacement reactions, oxidation, combustion, atomic structure, and chemical/physical properties of metals and non-metals. Separate sciences will go into greater depth in these areas.</p> <p>Autumn 2 C3 - Chemicals of the Natural environment. Pupils will learn about the structure and properties of metals, extracting metals from ores, metallic bonding, electrolysis, crude oil and fractional distillation, hydrocarbons, displacement reactions and ionic equations to include half equations. <i>Pupils will be given a 60 minute C1,2,3 Test to assess their progress this term in Chemistry</i></p>	<p>Pupils studying Combined 21st Century science B and separate sciences will be learning 3 topics this term to include:</p> <p>Spring 1 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.</p> <p>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.</p> <p>Spring 2 Finishing Module B4 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.</p> <p><i>Pupils will be given a 60 minute</i></p>	<p>Pupils studying Combined 21st Century science B and separate sciences will be learning 2 topics this term to include:</p> <p>Summer 1 Finishing off module P4 from Spring 2 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.</p> <p>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.</p> <p>Summer 2 P6- Matter - Models and Explanations</p> <p><i>Pupils will be given a 60 minute P4,5,6 Test to assess their progress this term in Physics</i></p>
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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: <ul style="list-style-type: none"> • Political power in the UK: • Democracy • The institutions of the British constitutions • Local and devolved government: • The role and structure of local government • 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 	Topics covered include: <ul style="list-style-type: none"> • Taking citizenship action: • Case studies prior to the investigation • The investigation and carrying out the research • Further research continued • Taking the action planning • Taking the action • impact of the action • Evaluating the whole process 	Topics covered include: <ul style="list-style-type: none"> • Bringing about political change • how citizens can contribute to parliamentary democracy and improving voter engagement • Action to bring about political change and roles played by groups in providing a voice for society • Case study: Greenpeace

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>In the first term we will cover:</p> <ul style="list-style-type: none"> ● Data Representation <ul style="list-style-type: none"> ○ Binary & Hexadecimal ○ Images ○ Sound ● Fundamentals of algorithms ● Programming skills <ul style="list-style-type: none"> ○ We will introduce visual basic programming 	<p>In the spring we will cover:</p> <ul style="list-style-type: none"> ● Computer Systems <ul style="list-style-type: none"> ○ Logic gates ○ Systems Architecture ○ Operating systems ● Computer networking ● Cyber Security 	<p>We will spend the summer preparing for the mock exam, looking at databases, and developing our programming skills in visual basic.</p>
Geography	<p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>AO2: Demonstrate geographic understanding of: concepts and how they are used in relation to places, environments and processes, the inter-relationships between places, environments and processes.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgments.</p> <p>AO4: 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 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.</p> <p>uneven development: disparities in wealth and health, international migration.</p> <p>Paper 1: Living with the physical environment</p> <p>Section A: Tectonic and Weather Hazards</p> <p>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</p>	<p>Paper 1: Living with the physical environment</p> <p>Section A: Climate Change</p> <p>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.</p> <p>Paper 1: Living with the physical environment</p> <p>Section B: The Living World</p> <p>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</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. They then study the different types of coastal management and evaluate their effectiveness. This is linked into a case study.</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</p>

		both tectonic and climatic hazards and consider why people choose to live in hazardous areas.	sustainable future.	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 2019/20 Students have already spent a year on GCSE history. They have studied Medicine Through Time Paper 1 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: <ul style="list-style-type: none"> ● communism and capitalism ● situation at end of WW2 ● Germany - blockade and wall ● Hungary ● Czechoslovakia ● Cuba ● Detente ● Regan ● Gorbachev ● End of cold war 	Spring term <u>Paper 2 Early Elizabethan England, 1558-88</u> Students will study: <ul style="list-style-type: none"> ● -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</u> Students will study: <ul style="list-style-type: none"> ● Medieval ● Black Death ● Renaissance ● Plague ● Industrial ● Cholera ● Modern ● Lung cancer

<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: Identity and Culture, to include:</p> <ul style="list-style-type: none"> • Le temps de loisir (free time) • Talking about sport • Talking about your life online • Talking about books and reading • Talking about television programmes • Talking about actors and films • Jours ordinaires, jours de fête • Describing your daily life • Talking about food for special occasions • Using polite language • Discussing family celebrations • Describing festivals and traditions 	<p>Theme: Local area, holiday and travel, to include:</p> <ul style="list-style-type: none"> • De la ville, à la campagne • 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 	<p>Theme: Local area, holiday and travel to include:</p> <ul style="list-style-type: none"> • Discussing what you normally do on holiday • Talking about past, present and future holidays • 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>German</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: School, to include:</p> <ul style="list-style-type: none"> • Talking about school subjects and clothes • Talking about what's in your pencil case • Talking about 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 • Talking about school exchanges and class trips • Talking about success and achievement at school <p>Theme: Identity and Culture, to include:</p> <ul style="list-style-type: none"> • Discussing leisure activities • Discussing reading habits • Discussing music • Discussing film and television 	<p>Theme: Identity and Culture, to include,</p> <ul style="list-style-type: none"> • Describing photos • Talking about what makes a good friend • Describing relationships • Discussing weekend activities • Discussing role models • Comparing your life as a child with your life now 	<p>Theme: Identity and Culture, to include:</p> <ul style="list-style-type: none"> • 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 <p>Theme: Local Area, Holiday and Travel, to include:</p>

		<ul style="list-style-type: none"> ● Discussing sport in Switzerland ● Learning about celebrations and festivals 		<ul style="list-style-type: none"> ● 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	<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>C/W Component 1 Toys in Art</p> <p>Term 1 Students will investigate the theme of Toys in Art and research and analyse how artist have explored the theme in the past.</p> <p>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.</p>	<p>Term 2 Once students have established their understanding of the formal elements they will develop their own ideas and studies on Toys in Art by making their project have a more personalised approach.</p> <p>The project will be concluded with a large final outcome in the media of choice.</p>	<p>C/W Component 1 Portraiture</p> <p>During the summer term students will be introduced to portraiture. They will take part in a series of teacher-led workshops in how to draw elements of the face as well as how to understand the formal elements through portraiture.</p> <p>This project will continue into year11 where students will explore portraiture in three sub themes - gender/class, groups and selfies.</p>
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</p>	<p>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.</p> <p>Unit 1: Students will consider the purpose of business activity, the role of</p>	<p>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.</p>	<p>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</p>

	information and issues to demonstrate understanding of business activity, make judgments and draw conclusions.	business enterprise and entrepreneurship, and the dynamic nature of business.		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	<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><u>Performance</u> Set phrases- Shift and Breathe~ Create, develop and synthesise a duo/trio</p> <p><u>Choreography</u> Developing choreography through various stimulus': exploring choreographic devices, approaches and intent.</p> <p><u>Theory</u> Critical appreciation through theory and practical: Emancipation of Expressionism</p> <p>Critical appreciation through theory and practical: Within Her Eyes</p>	<p><u>Performance</u> Refine set phrases and duo/trio</p> <p><u>Choreography</u> Developing choreography through various stimulus': exploring actions, space, dynamics and relationships</p> <p><u>Theory</u> 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. practice papers</p>	<p><u>Performance</u> Continue developing set phrases and duo/trio</p> <p><u>Theory</u> 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>

<p>Engineering (Cambridge national)</p>	<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.</p> <p>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 - 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>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>
<p>Hospitality & Catering</p>	<p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> • Food-related causes of ill health. • Common types of food poisoning. 	<p>Theory Unit 2: LO1 Understanding the importance of nutrition when planning meals. LO2 Understanding menu planning. Students will:</p> <ul style="list-style-type: none"> • Describe the functions of nutrients. • Compare the nutritional needs of specific groups. • Explain what happens if you don't have a balance diet. 	<p>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.</p> <ul style="list-style-type: none"> • Describe the structure of the hospitality and catering industry.

	<p>Unit 2 LO1 Understand the importance of nutrition when planning menus. LO2 Understand menu planning. LO3 Be able to cook dishes.</p>	<ul style="list-style-type: none"> • Symptoms of food induced ill health. • Food safety hazards in different situations. • Risks to food safety. • Control measures. • Food safety regulations. <p>Practical Unit 2: LO3 Be able to cook dishes. Developing and improving skills learnt at KS3. Students will develop a range of skills and techniques using different pieces of equipment.</p> <ul style="list-style-type: none"> - Knife skills e.g. soups, salads, vegetable cuts. - Methods of cake making. - Yeast doughs. - Pastry making. - Sauces. <p>With emphasis on food safety and hygiene. Students will prepare and cook a range of high risk dishes and follow the principles they have learnt in the theory lessons. Students will develop skills by planning and preparing a range of dishes e.g. a starter one week, then a main course, then a dessert.</p>	<ul style="list-style-type: none"> • 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. <p>Practical Unit 2: LO3 Be able to cook dishes. Use of commodities. Producing dishes using a range of commodities:</p> <ul style="list-style-type: none"> • Meat • Fish • Poultry • Eggs • Dairy • Vegetarian alternatives <p>Links will be made to specific groups, including special dietary needs and allergies.</p>	<ul style="list-style-type: none"> • Be aware of and be able to describe the job roles and working conditions. • Explain the factors affecting the success of providers. <p>LO5 Be able to propose hospitality and catering provision to meet specific requirements. Introduce students to this type of activity.</p> <p>Practical Unit 2: LO3 Produce dishes to be served on a range of different menus. Focus on presentation techniques and accompaniments for a range of dishes including:</p> <ul style="list-style-type: none"> • Vegetarian/Vegan dishes • Dairy Free • Gluten Free • Low fat diets • Healthy school meals.
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<p>Performing Arts (Production pathway).</p>	<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 record their evidence of processes and performance.</p>	<p><u>Component 1 - Exploring the Performing Arts (30% internally assessed)</u></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 3 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 • performance and non-performance roles and related responsibilities. <p>Students will examine the rehearsal techniques used by each practitioner to create repertoire.</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, looking at process and product <i>Blood Brothers</i>, <i>Woman In Black</i> and <i>Curious Incident of The Dog In The Night Time</i>.</p>	<p><u>Component 1 - Exploring the Performing Arts (30% internally assessed)</u></p> <p>Students will focus on written coursework and logging and complete their final set text <i>Curious Incident</i>. Students will examine the rehearsal techniques used by Mark Haddon in <i>Curious</i> to create repertoire.</p> <p>Students will have time to update their portfolio records.</p>	<p><u>Developing Skills and Techniques in Performing Arts (30% internally assessed)</u></p> <p>The focus of this term will be creating a performance outcome through rehearsals. Students will study a monologue.</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, design, 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 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.
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		Students log book will form a crucial part of the coursework and they will be taught how to capture evidence and develop praxis. They will evidence using google docs log book.		<ul style="list-style-type: none"> • Develop technical and interpretative skills and techniques relating to selected strand and style, through participation in workshops/classes. • Apply rehearsals skills in workshops/classes, refining phrases/extracts and exercising teamwork skills. Teacher observations will form an important part of the assessment including: <ul style="list-style-type: none"> • recordings of workshops/classes • peer observations. <p>Students will perform their set extract and record this refining skills and techniques ready for performance to an invited audience.</p> <p>The learners will have the opportunity to revisit their written logs and recorded presentations and collate evidence towards their assessment file worth 30% of their final grade over the summer before year 11.</p>
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</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>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,</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>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>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>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>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>
Music	<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 classmates 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 	<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>*COVID guidance dependant</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 at different genres of music to prepare for the 'free composition' coursework.</p>

	<p>technique using subject specific vocabulary.</p> <ul style="list-style-type: none"> ● Use ideas identified in analysis and apply them in a compositional setting. <p>AO4 - Use <i>appraising skills to make evaluative and critical judgements about music.</i> 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>Component 1:</p> <p>Topic 1: Applied anatomy and physiology</p> <p>1.1 The structure and functions of the musculoskeletal system</p> <p>1.2 The structure and functions of the cardiorespiratory system</p> <p>1.3 Anaerobic and aerobic exercise</p> <p>1.4 The short- and long- term effects of exercise</p>	<p>Component 1:</p> <p>Topic 2: Movement analysis</p> <p>2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</p> <p>2.2 Planes and axes of movement</p> <p>Topic 3: Physical training</p> <p>3.1 The relationship between health and fitness and the role that exercise plays in both</p> <p>3.2 The components of fitness, benefits for sport and how fitness is measured and improved</p>	<p>Component 1:</p> <p>Topic 4: Use of data</p> <p>4.1 Use of data</p> <p>Component 4: The aim of the PEP is for students to develop their ability to analyse and evaluate their personal fitness to improve/optimize performance in physical activity and sport.</p> <p>The areas of content covered are:</p> <ul style="list-style-type: none"> - Aim and planning

			<p>3.3 The principles of training and their application to personal exercise/ training programmes</p> <p>3.4 The long-term effects of exercise</p> <p>3.5 How to optimise training and prevent injury</p> <p>3.6 Effective use of warm up and cool down</p>	<p>analysis</p> <ul style="list-style-type: none"> - Carrying out and monitoring their PEP - Evaluation of data and programme. <p>Students must carry out their chosen method(s) of training over six to eight weeks, using appropriate principles of training to improve/optmise their performance.</p> <p>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/optimisati on to their performance.</p>
BTEC Sport	<p>Assessment objectives</p> <p>AO1 Demonstrate knowledge of the principles of training to improve fitness, nutrition and psychological influences</p> <p>AO2 Demonstrate understanding of training to improve fitness, nutrition and psychological influences when applying to sport and activity</p> <p>AO3 Analyse and evaluate data and information in relation to fitness, nutrition and psychological influences</p>	<p>Students will focus on Learning Aim A:</p> <p>A1 -</p> <ul style="list-style-type: none"> - Learners will investigate the body systems and how their structures provide functionality for sport and activity <p>A2 -</p> <ul style="list-style-type: none"> - Learners will explore how the body systems work together and the benefits of regular participation in sport and activity on 	<p>Students will focus on Learning Aim B:</p> <p>B1 -</p> <ul style="list-style-type: none"> - 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. <p>B2 -</p> <ul style="list-style-type: none"> - Learners will understand 	<p>Students will focus on Learning Aim C:</p> <p>C1 -</p> <ul style="list-style-type: none"> - Learners will understand the advances in equipment, the physical benefits of sportswear and the technology used to improve fitness for sport and activity. They will investigate

	when applying to sport and activity	each system Students to complete coursework for all of the components in Learning Aim A.	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.	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	<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</p>	<p>C/W - Component 1 Studio photography 'Light and Shadow'</p> <p>Students will be introduced to the fundamental elements of photography through exploring Light and Shadow.</p> <p>They will learn the basics of how to set up a camera and studio photography as well as how to make simple but effective edits in photoshop.</p> <p>The students will experiment with cyanotypes, painting with light, splitting light and casting shadows. Their portfolio project will be presented as a digital sketchbook.</p>	<p>C/W - Component 1 Portrait: '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 consider the impact composition has on the message of a piece and they will develop their own project that makes a link to the overall title 'Where is My Mind'. Their work will be presented as a collaborative piece that will be presented to a Spoken Word</p>	<p>C/W - Component 1 Landscape</p> <p>Students Will start their year 11 project this term exploring landscape photography and developing their skills in a new field.</p> <p>They will develop their understanding on how to capture images on location before moving back to the photography suite to edit their initial photographs.</p>

	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.		performance.	
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>Introduction to psychology: What it is, course overview, types of psychologist.</p> <p>Research methods - planning research Types of study; reliability, validity, independent, dependent and extraneous variables; writing hypotheses, strengths and weaknesses of psychological methods and experiment design, Code of Ethics</p> <p>Group research project</p> <p>Research methods: Analysing research Types of data; measures of central tendency, plotting results, drawing conclusions, evaluating results.</p> <p>Criminal psychology; cultural definitions of crime; situational explanations for criminal behaviour, dispositional explanations (e.g. the 'criminal personality'); punishment and rehabilitation.</p>	<p>Brain and neuropsychology Nervous system structure and function Neurons and synapses Brain development Structure and function of the brain Effects of brain damage Neuropsychology definition, methods and benefits</p> <p>Development and learning; brain structure and function; Piaget's stages of cognitive development; Dweck's Growth Mindset theory; Willingham's learning theory and criticisms of learning styles; application to education</p>	<p>Psychological problems – effects on individual and society; schizophrenia and depression – biological and psychological explanations for; treatments and therapies</p> <p>Social influence - conformity, obedience, crowd and collective, pro and anti-social behaviour. Situational and dispositional explanations.</p>
BTEC Childcare	<p>Unit 3: The principles of early years practice: Internally assessed portfolio unit - 50% of the total course grade</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</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</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</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</p>

	<p>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>outcomes for children may be affected by non-inclusive practice.</p> <p>Case studies of children will be used to demonstrate deeper understanding and application of knowledge to a context.</p>	<p>inclusive practice they have seen and identify areas for improvement</p>	<p>examples.</p> <p>Evaluations of the impact of the contribution made by the key worker will be completed.</p>
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