

Year 10 Programmes of Study 2025/26

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Year End Points
Art	Component 1 – Portfolio Introduction Unit. “Erosion & Decay” - Focus on AO3 & AO1- recording observations and experimenting with media and image manipulation to create literal and developed images, inspired by critical studies references.	Component 1 – Portfolio Introduction Unit. “Erosion & Decay” Development - Focus on AO2 - experimenting with materials from the same starting point title but with 2 separate foci - ceramics & textile routes.	Component 1 – Main Portfolio Unit - Select a project title & focusing on AO1 & AO3 - initial investigations & observations. Demonstrating understanding of critical studies sources.	Component 1 – Portfolio Unit - Strengthening observations at AO3 & exploring media options, choices and effects for AO2.	Component 1 – Portfolio Unit - Strengthening observations at AO3 & exploring media options, choices and effects for AO2, linking to AO1 studies.	Component 1 – Portfolio Unit - Develop ideas, combining critical studies references, observations & media experiences to start designing potential final resolution(s) ideas- AO4.	Students will have worked on projects related to GCSE art, developing skills that are used in producing a portfolio of work as part of the AQA course requirements. They will have developed skills of analysing and planning their practical work, writing brief critical analyses and evaluations of their work, using a wide range of appropriate technical language especially regarding their artist research and practical work. They will have been encouraged to reflect on their skills and media , and to have taken opportunities to experiment with materials and techniques .
Business Studies Edexcel	Module 1 1.1 Enterprise and entrepreneurship Dynamic nature of business; risk and reward; The role of business enterprise and purpose of business activity;	Module 1 1.3 Putting a business idea into practice Business aims and objectives; why business aims and objectives differ between	Module 1 1.4 Making the business effective Concept of limited liability; the types of business ownership for	Module 1 1.5 Understanding external influences on business Business Stakeholders; different types of technology used by	Module 1 Revision of 1.1- 1.5 Extended Project e.g. “Business in sport”, “Business of a festival” - Year 10 Exam	Module 2 2.1 Growing a Business – methods of how businesses start to grow. Business growth; changes in	To be able to do/show: Creative thinking, research skills, extended enquiry into a business of students’ choice Create a questionnaire and write a report on their findings. Interpret market research data. Create a market map Introduction to context Break even calculations Drawing break even graphs Calculating MoS Calculating profit Calculating costs (TC, VC, FC) Calculate cash flow Calculating

	the role of entrepreneurship 1.2 Spotting a business opportunity Customer needs; market research; types of market research; market segmentation; market mapping; the competitive environment; the impact of competition on business decision making. t - Topic Assessment (1.1) - Topic Assessment (1.2)	businesses; business revenues, costs and profits; break even analysis; interpretation of break even analysis; importance of cash to a business; cash flow; internal and external sources of finance. - Topic Assessment (1.3)	start-ups; the option of starting up and running a franchise operation; business location; impact of the internet on business location; marketing mix; marketing mix & competitive environment; marketing mix & changing consumer needs; marketing mix & technology; the role and importance of a business plan; the purpose of planning business activity. - Year 10 Mid-Year Assessment (1.1-1.3)	business; how technology influences business activity; principles of employment and consumer law; impact of legislation on business; economic climate and external influences. - Topic Assessment (1.5)	(Paper 1)	aims and objectives; business and globalisation; ethics; the environment and business	revenue Create a business plan Evaluate choice of technology Identify stakeholders
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Computer Science	Module: System Architecture. Memory and Storage Topics: The purpose of the CPU, Von Neumann architecture. Primary and Secondary Storage Key Skills: The ability to explain the process that a CPU goes through executing an instruction, the stored program concept and factors that affect CPU performance. Explain the difference between RAM and ROM, identify appropriate secondary storage from optical, magnetic and solid state. Explain virtual memory.	Module: Wired and Wireless Networks Topics: Types of Networks, Client Server, Peer to Peer networks, Network hardware and the internet as a worldwide collection of computer networks Key Skills: Factors that affect the performance of computers, the different roles of computers in a client server network and peer to peer networks. What hardware a network consists of and the concept of virtual networks. MP1: End of Unit Assessment	Module: Network Topologies and Layers Topics: Star and Mesh Network Topologies, Protocols, Concept of Layers and Packet Switching Key Skills: Explain the difference between star and mesh network topologies, discuss encryption and frequencies. The uses of IP addressing, MAC addressing and protocols. Explain the process of layers when transmitting data including	Module: System Security Topics: Identify Forms of Attack, Threats Posed to Networks, Identifying and Preventing Vulnerabilities Key Skills: Explain and identify threats posed to networks including malware, phishing, social engineering, brute force attacks, DDOS attacks, SQL injection and poor network policy. Identify and prevent vulnerabilities such as penetration testing, network forensics, network policies, anti-malware software,	Module: Data Representation, Translators and Facilities of Languages Topics: Units, Number Systems, Characters, Images, Sound and Compression Key Skills: How data needs to be converted into a binary format to be processed by a computer. Binary to denary conversion, deal with overflow errors and check digits. Explain the relationship between the bits per character in a character set, ASCII, extended ASCII and Unicode. How an image is represented as a series of pixels	Module: Programming Project, Data Representation (cont) Topics: Analysis, Design, Development, Testing and Evaluation Key Skills: Analyse and identify the requirements for a solution to the problem. Set clear measurable objectives. Design suitable algorithms to represent the solution to a problem. Develop a solution using a suitable programming language. Test and evaluate their solution producing a report that covers all	Understand the purpose of the CPU and explain the role and operation of the following CPU registers used in Von Neumann architecture. Be able to describe how common characteristics of CPUs affect their performance: clock speed, cache size and number of cores. Understand the purpose RAM and ROM in a computer system. The ability to evaluate suitable storage devices and storage media for a given application using the following characteristics: capacity, speed, portability, durability, reliability, cost. Understand the advantages of networking stand-alone computers into a local area network, explain the difference between a client-server and a peer-to-peer network. Describe the differences between a local area network and a wide area network such as the Internet. List some of the threats posed to networks, including malware and phishing and precautions which can be taken to keep data safe from hackers. Be able to explain the functions of an operating system. Understand the term 'character set', calculate file sizes and explain why all data needs to be converted to binary before the computer can process it, including the need for other number systems and their use in computer science. Follow through pseudocode solutions to simple problems involving sequence, selection and iteration

	MP1: End of Unit Assessment MP2: Past Paper Questions	MP2: Past Paper Questions	what packets of data consist of. MP1: End of Unit Assessment MP2: Past Paper Questions	firewalls, user access levels, passwords and encryption. MP1: End of Unit assessment MP2: Past Paper Questions	represented in binary. How sound can be sampled and stored in digital form. The need for lossy and lossless compression. MP1: End of Unit Assessment MP2: Computer Science Math Assessment	aspects of the solution. MP1: Coded Project Submission MP2: Design and Analysis Document	
Drama	<u>Eduqas GCSE Drama and Theatre</u> Specification - https://www.edugas.co.uk/qualifications/drama-and-theatre/gcse/WJEC-Eduqas-GCSE-Drama-specification.pdf?language_id=1 C1 Theatre Workshop (Prep Devising	<u>C1 - Devising Theatre</u> C1 Devising Theatre Exploring practitioners and their techniques and how to apply in performance. Written work – looking at reflecting on	<u>C1 Devising Theatre and C3 Interpreting Theatre</u> C1 Devising Theatre Research and stimulus for final C1. Development of Portfolio of Evidence (POE) C3 Interpreting Theatre:	<u>C3 Interpreting Theatre</u> C1 Devising Theatre Rehearsal and realisation of final C1. Development of Portfolio of Evidence (POE) C3 Interpreting Theatre: •Study DNA by Dennis Kelly	<u>C1 performances of Devising Theatre and C3 Interpreting Theatre</u> C1 Devising Theatre Final Performance and assessment of Devised Theatre piece (Dates TBC by centre) Submission of POE	<u>C1 performance, POE & Evaluation Recording</u> C1 Performance (recorded and paper work all ready to send) C1 POE – process report (750-900 words) completed.	1.To complete C1 performance, portfolio of evidence and evaluation. 2.To have explored and studied set text for C3 DNA by Dennis Kelly. 3.To have a good understanding of C3 exam and of next year's arrangements. 4. To experience professional live theatre (and recorded allowed) in preparation for C3.

	– How to devise a piece of theatre effectively) Stimuli – newspapers, articles, songs, objects etc. Questioning stimuli & exploring how to create theatre from an image for example. Working together in groups Transferable skills – decision making, communication, reflective learning, directing, leading others etc. Acting and directing skills Assessment: x 2 (one practical based on practitioner in performance,	work (Mock POE) Assessment: x 2 (one practical assessment serving as a mock-up of final C1 also one written assessment based on aspect of POE). AO1 Create and develop ideas to communicate meaning for theatrical performance AO2 Apply theatrical skills to realise artistic intentions in live performance AO4 Analyse and evaluate their own work	Read DNA by Dennis Kelly To explore the text practically To look at how to approach exam-style questions <i>Opportunities for Live Theatre (ongoing)</i> Assessment: x 2 (one practical based on performing DNA extracts, one written on exam-style questions). AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 Analyse and evaluate their own work and the work of others.	•To explore the text practically •To look at how to approach exam-style questions <i>Opportunities for Live Theatre (ongoing)</i> Assessment: x 2 (one practical based on performing DNA extracts, one written on exam-style questions). AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 Analyse and evaluate their own work and the work of others.	C3 Interpreting Theatre: •Revision of DNA by Dennis Kelly in prep for mock exam •To explore the text practically •To look at how to approach exam-style questions <i>Opportunities for Live Theatre (ongoing)</i> Assessment: x 2 (one practical based on given extracts) one written based on evaluating work from practical assessment. AO1 Create and develop ideas to communicate meaning for theatrical performance AO2 Apply theatrical skills to realise artistic intentions in live performance AO4 Analyse and evaluate their own work and the work of others	C1 Evaluation – 1 hour 30 mins invigilated assessment (2 sides of A4 notes allowed in exam). *computer room. Assessment X 3 = 40% of GCSE Coursework AO1 Create and develop ideas to communicate meaning for theatrical performance AO2 Apply theatrical skills to realise artistic intentions in live performance AO4 Analyse and evaluate their own work and the work of others	
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	one written based on POE). AO1 Create and develop ideas to communicate meaning for theatrical performance AO2 Apply theatrical skills to realise artistic intentions in live performance AO4 Analyse and evaluate their own work		and performed AO4 Analyse and evaluate their own work and the work of others.		artistic intentions in live performance AO4 Analyse and evaluate their own work and the work of others <i>Mock Exam Paper</i>	Final recording of performance, evaluation & POE = 40% of GCSE.	
Reasons for SOW	To explore influential theatre practitioners and companies To explore acting techniques and methods Collaboration and working as a group	To explore practitioners and companies in more detail and build upon last term To start to write and evaluate strengths and outline improvements which need to be made.	To read the text and explore in conjunction with the text to ensure depth and breadth of study. Allow for live theatre opportunities and experience theatre through recorded	To start to explore exam-style questions and answering exam questions effectively - preparation for mocks. Allow for live theatre opportunities and experience theatre through recorded performances.	To ensure thorough completion of work and submission of POE written responses. Allow for live theatre opportunities and experience theatre through recorded performances. To revise C3 text and ensure	Complete C1 before end of Y10 to ensure focus on written paper can continue next year.	

			performances		confidence in written exam style questions - prep for mocks.		
English	<u>An Inspector Calls</u> <u>Aim:</u> Aim: To study the play in detail and build essay skills. To make connections between fiction and real history as well as current issues eg class divisions. To watch a film version of the play and evaluate changes made. <u>Key Skills</u> Identifying and exploring the effects of dramatic methods as well as language features.	<u>Introduction to Language Paper 1:</u> Aim: To know and understand the requirements of each exam task. To study a range of friction extracts from different genres. To develop independent comprehension and analysis skills by introducing key strategies. To develop creative writing skills, focusing on the differences between narrative and descriptive texts.	<u>Power & Conflict Poetry 1</u> Aim: To study the war poems from the 'Power and Conflict' AQA anthology. To make connections between the poetry and the historical context influencing the poets. To develop unseen poetry approaches and planning strategies. To develop essay writing. <u>Key Skills:</u> Independent reading and	<u>Intro to Language Paper 2:</u> Aim: To know and understand the requirements of each exam task. To study non-fiction texts from past papers in detail. To develop independent comprehension and analysis skills by introducing key strategies. To develop critical thinking so that students can identify what if fact, opinion or even 'false fact' eg online or in the news. To develop transactional writing skills,	<u>Dr Jeckyl and Mr Hyde</u> Aim: To study the novella in detail and build essay skills. To make connections between fiction and real history influencing Stevenson eg class divide, repression, Darwinism <u>Key Skills:</u> Identifying and exploring the effects of prose methods. Discussion and debate skills Essay writing skills <u>Career Links:</u>	<u>Power & Conflict Poetry 2:</u> Aim: To study most of the remaining poems from the 'Power and Conflict' AQA anthology as well as revise those taught earlier in the year. To make connections between the poetry and the historical context influencing the poets. To develop unseen poetry approaches and planning strategies. To develop comparative essay writing	<u>Reading:</u> Quote a range of examples to support arguments. Identify a range of writers' methods and distinguish between poetic, dramatic and prose devices. Explore the effects of methods on meanings in detail Identify varied aspects of genre and form Identify and explain similarities and differences between texts in detail. <u>Writing:</u> Produce texts using accurate punctuation and grammar Use a wider range of sentence and punctuation types Use a range of creative, mature methods in writing Produce thoughtful and detailed essays Use a range of discourse markers for clarity and careful sequencing of ideas <u>Oracy</u> Respond in detail to questions and feedback, improving answers when required to do so

	Discussion and debate skills. Essay writing skills. Career Links: Victim advocacy, campaign management, police work, charity work, social services, politics Reading: Termly reading lists issued.	Key Skills: Comprehension . Close language annotation and analysis. Structural analysis. Evaluation. Creative and technical writing. Career Links: Writing, teaching, any role requiring quick understanding and interpretation of information. Reading: Termly reading lists issued.	interpretation. Close language annotation and analysis. Structure and form analysis. Comparison. Essay skills. Career Links: Military, law, advocacy, journalism, poetry, TV/Film production, politics, charity Reading: Termly reading lists issued.	focusing on adapting to the audience and purpose set out in the task. Key Skills: Comprehension . Close language annotation and analysis. Comparison. Transactional and technical writing. Career Links: Non-fiction writing is key for applying for roles eg covering letter. Journalism, history, politics, writing. Reading: Termly reading lists issued, Non- fiction reading HW set.	Victim advocacy, campaign management, police work, charity work, social services, politics, science, ethics, philosophy, psychiatry Reading: Termly reading lists issued	Key Skills: Independent reading and interpretation. Close language annotation and analysis. Structure and form analysis. Comparison. Essay skills Career Links: Military, law, advocacy, journalism, poetry, TV/Film production, politics, charity Reading: Termly reading lists issued	Present ideas clearly to an audience independently Participate in class and group discussions
Geography	Sustaining Ecosystems – Polar environments.	Climatic Hazards	Changing Climates Human and physical	Distinctive Landscapes Geomorphic processes in	Urban Fieldwork – Gloucester	Rivers Fieldwork – Forest of Dean	- Know the characteristics of polar environments. - Understand the impacts to, and management of, polar environments.

	Polar climates with foci on the Arctic and Antarctica. Tectonic Hazards Processes at plate boundaries. Causes. effects and management of volcanoes and earthquakes	Global atmospheric circulation. Extreme Weather: drought, tropical storms, floods Changing Climates Long term changes in temperature. Evidence for climate change.	causes of climate Change. Impacts of climate change. Distinctive Landscapes Characteristics of landscapes, human and physical impacts on landscapes	coasts, Holderness case study, management strategies Urban Fieldwork – Gloucester Preparing for fieldwork and carry out fieldwork	Fieldwork write-up tasks. Distinctive Landscapes Geomorphic processes in rivers. River Tees case study including human actions.	Preparing for fieldwork, Carrying out fieldwork in the Forest of Dean, Fieldwork write-up tasks Distinctive Landscapes River Tees case study including human actions.	• Understand how global air circulation affects weather patterns and the global distribution of biomes. • Understand the causes and impacts of extreme and hazardous weather events. • Understand the causes, impacts and management of volcanic and seismic events. • Understand the long and short term causes of climate change; the evidence to support climate change, and the effects on the UK and wider world. • Understand the characteristics of landscapes which make them distinctive. • Understand how geology and climate can influence the morphology of river and coastal landscapes, and how human activity, including management, can alter these landscapes. • In groups, know how to complete guided fieldwork investigations in human and physical environments outside of the school grounds. • Know how to use OS map skills to describe physical landscapes in less familiar situations. • Know how to apply analytical skills to a wide range of geographical data. • Know how to provide well-developed explanations for varied geographical features.
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History	Topics: USA – boom, bust & New Deal Content: Causes of economic boom, changes in USA cities, racial inequality, impact of New Deal & Great Depression Assessment: Why was there an economic boom? & In what ways did radio lead to changes in society? Skills: Comparing causation Cultural Capital: Nature of materialism, race relations in the US, women breaking tradition roles,	Finish economic bust Topics: Impact of WW2 & post-war changes Content: Social & political impact of WW2, Civil Rights campaign, Feminist movement Assessment: New Deal interpretations & Civil Rights interpretations Skills: Evaluating & comparing multiple sources Cultural capital: Civil Rights relevance today, feminism	Topics: Medicine – medieval & Renaissance Content: Supernatural causes of disease, public health, role of the church, impact of renaissance Assessment: January mock exam & usefulness of medieval sources Skills: Usefulness of source's provenance & content Cultural capital: case study of Black	Finish Renaissance Topics: Medicine – 19th century Content: Germ Theory, changes to 19th C surgery, Impact of Industrial Revolution Assessment: Compare cholera & the Black Death – similarities? & Significance of Germ Theory? Skills: Developing significance Cultural Capital: Poverty in British towns, Germ Theory	Topics: Medicine: 20th century & overview Content: Penicillin, Impact of wars, creation of the NHS, Modern surgery Assessment: April mock exam & re-write based on feedback Skills: Thematic nature of change Cultural Capital: Medical development during wartime, importance of the NHS, morality over future treatments	Topics: Norman Historic Environment (Subject to change annually) Content: Subject to change Assessment: Based on Norman historic environment Skills: Evaluating & linking factors Cultural Capital: Subject to change	Understanding of the long term causes of cultural, social & economic change. Identification of what forces can oppose change in history. Appreciation of how history is relevant to & has created modern day USA/ British medicine. Developing explanations of significance using 'complex thinking' (differentiation by group/type/length). Students are able to provide a more developed explanation of the usefulness of sources using greater historical context & provenance. Students are able to apply their understanding of GCSE content to explain what key events are significant and what is the driver of change. Develop a thematic view of history, and what factors influence a theme over a longer period of time.

	role of government in economy	relevance today, Red Scare responsibility	Death, Islamic Empire's impact on European medicine, Scientific thinking revolution, Edward Jenner impact	revolution, nature of pioneering medical techniques			
Maths SoW GCSE Maths	Number & Equations Indices Surds Recurring decimals Bounds Solving linear equations Solving inequalities Simultaneous equations Solving quadratics by factorising and quadratic formula Non calculator assessment	Equations & Graphs Creating and solving equations $Y=mx+c$ Parallel lines Perpendicular lines Recognising graphs Real life graphs Velocity time graphs Calculator Assessment	Statistics & Trigonometry Gradient of curves Areas under graphs Averages Cumulative Frequency Box Plots Histograms SOHCAHTO A Pythagoras Exact trigonometric values 3D Trigonometry	Proportion & Transformations Sine Rule Cosine Rule Transformations Rotation Reflection Translation Enlargement including negative scale factors Construction & Loci Mock exams	Angles & Shapes Direct and inverse proportion Angles in polygons Function notation Graph Transformations	Probability Product rule for counting Set notation Venn diagrams Tree diagrams Conditional probability Vectors Drawing and understanding vectors Adding, subtracting & scalar multiples Vector Geometry Parallel vectors Co-linear	✓ Rationalise a denominator ✓ Negative and fractional indices ✓ Algebraically prove any recurring decimal is a fraction ✓ Solve quadratics through factorising and quadratic formula ✓ Linear graphs, $y=mx+c$, parallel and perpendicular lines ✓ Draw and interpret histograms ✓ Gradients and areas underneath velocity time graphs ✓ Sine and cosine rule to find a missing angle and length, use $\frac{1}{2}ab\sin C$ for area of a triangle ✓ Apply graph transformations using function notation ✓ Prove two triangles are congruent and apply similarity to length, area and volume ✓ Use product rule for counting ✓ "And" and "Or" rules for probability ✓ Understand vectors and use them for geometric proof

Maths SoW GCSE & AQA Level 2 Further Maths	Number & Equations Indices Surds Recurring decimals Bounds Solving linear equations Solving inequalities Simultaneous equations Solving quadratics by factorising and quadratic formula Creating and solving equations Non calculator assessment	Graphs & Statistics $Y=mx+c$ Parallel lines Perpendicular lines Recognising graphs Real life graphs Velocity time graphs Gradient of curves Areas under graphs Averages Cumulative Frequency Box Plots Histograms Calculator Assessment	Trigonometry & Proportion SOHCAHTO A Pythagoras Exact trigonometric values 3D Trigonometry Sine Rule Cosine Rule Direct and inverse proportion	Proportion & Transformations Construction & Loci Transformations Rotation Reflection Translation Enlargement including negative scale factors Function notation Graph Transformations Angles in polygons Mock exams	Angles & Shapes Congruency and similarity Circle Theorems and Proofs	Probability Product rule for counting Set notation Venn diagrams Tree diagrams Conditional probability Vectors Drawing and understanding vectors Adding, subtracting & scalar multiples Vector Geometry Parallel vectors Co-linear	✓ Rationalise a denominator ✓ Negative and fractional indices ✓ Algebraically prove any recurring decimal is a fraction ✓ Solve quadratics through factorising and quadratic formula ✓ Linear graphs, $y=mx+c$, parallel and perpendicular lines ✓ Draw and interpret histograms ✓ Gradients and areas underneath velocity time graphs ✓ Sine and cosine rule to find a missing angle and length, use $\frac{1}{2}ab\sin C$ for area of a triangle ✓ Apply graph transformations using function notation ✓ Know and use circle theorems ✓ Prove two triangles are congruent and apply similarity to length, area and volume ✓ Use product rule for counting ✓ “And” and “Or” rules for probability ✓ Understand vectors and use them for geometric proof
MFL French	<u>Unit 1: Identity and relationships with others (1.1)</u> Skills: Describing	<u>Unit 2: Free-time activities (2.1)</u> Skills: Discussing free time activities, including sport,	<u>Unit 3: Media and Technology (3.2)</u> Skills: Discussing the pros and	<u>Unit 4: Customs, festivals and celebrations (2.2)</u> Skills: Discussing local	<u>Unit 5: Healthy living and lifestyle (1.2)</u> Skills: Discussing healthy lifestyles including diet	<u>Unit 6: Celebrity culture (2.3)</u> Skills: Discussing celebrity culture and	By the end of year 10, students will be able to... ...understand and produce language on the topics of family and social relationships, free time activities, technology, customs and festivals, healthy living and celebrity culture.

	ourselves, friends and families including personality and appearance. Discussing relationships, ideal partners and future plans. Grammar: The present tense of regular and key irregular verbs. Reflexive verbs in the present tense. The near future and simple future tenses. Assessment: Listening and Reading, Writing, Grammar Audit	music, film and TV and reading. Grammar: The perfect tense with être and avoir. Recapping the present, future and near future tenses. Assessment: Listening and Reading, Speaking	cons of technology, social media and staying safe online. Grammar: The conditional tense. Recapping the present, future, near future and perfect tense. Using depuis + present tense, demonstrative pronouns, using pronouns en & y. Recapping GCSE opinion verbs. Assessment: Mid-Year Exam, Listening and Reading	and international festivals. Discussing birthdays and celebrations. Grammar: The imperfect tense. Recapping the present, future, perfect and conditional tenses. The perfect infinitive structure. Recapping en & à / au / aux + countries & towns. Assessment: Listening and Reading, Writing	and exercise. Discussing illnesses and injuries. Grammar: Recapping all tenses and modal verbs. Negative phrases followed by de. Recognising possessive pronouns and demonstrative adjectives. Assessment: End of Year Written Exam, Listening and Reading	influence. Consolidation and revision of skills from year 10 especially speaking. Grammar: Consolidation of all tenses. Assessment: Listening and Reading, End of Year Speaking Exam.	...conjugate regular and key irregular verbs accurately in at least six tenses. ...respond to 90-word and 150-word writing tasks. ...respond to role-plays, read-aloud tasks and photo cards in the speaking exam.
German	<u>Unit 1: Identity and relationships</u>	<u>Unit 2: Free-time activities (2.1)</u>	<u>Unit 3: Media and Technology (3.2)</u>	<u>Unit 4: Customs, festivals and</u>	<u>Unit 5: Healthy living and lifestyle (1.2)</u>	<u>Unit 6: Celebrity culture (2.3)</u>	By the end of year 10, students will be able to...

	<u>with others (1.1)</u> Skills: Describing ourselves, friends and families including personality and appearance. Discussing relationships, ideal partners and future plans. Grammar: Using reflexive verbs, cases recap, use of separable verbs, using comparative and superlative adjectives. Assessment: Grammar Audit, Listening and Reading, Writing	Skills: Discussing free time activities, including sport, music, film and TV and reading. Grammar: gern/lieber/am liebsten, perfect tense, future tense Assessment: Listening and Reading, Speaking	Skills: Discussing the pros and cons of technology, social media and staying safe online. Grammar: Imperfect tense, wenn clauses, um zu, modal verbs. Assessment: Listening and Reading Mid-year exam	<u>celebrations (2.2)</u> Skills: Discussing local and international festivals. Discussing birthdays and celebrations. Grammar: Adjective endings in different cases, prepositions, conditional tense Assessment: Listening and Reading, Writing	Skills: Discussing healthy lifestyles including diet and exercise. Discussing illnesses and injuries. Grammar: Modal verbs, pronouns, revision of four tenses Assessment: Listening and Reading End of Year Exam	Skills: Discussing celebrity culture and influence. Consolidation and revision of skills from year 10 especially speaking. Grammar: Consolidation of grammar from Y10 Assessment: Listening and Reading, Speaking	...understand and produce language on the topics of family and social relationships, free time activities, technology, customs and festivals, healthy living and celebrity culture. ...conjugate verbs accurately in at least five tenses. ...understand the use of all four cases and a wide range of prepositions. ...respond to 90-word and 150-word writing tasks. ...respond to role-plays, read-aloud tasks and photo cards in the speaking exam.
Spanish	<u>Unit 1: Family</u> Skills: family / physical and personality description / marriage and relationships / future plans	<u>Unit 2: Technology</u> Skills: technology / social media / mobile phones / pros and cons	<u>Unit 3: Free time</u> Skills : free time activities / film and TV / sport / role models	<u>Unit 4: Festivals</u> Skills: customs and festivals from Spain and Latin America / traditions at	<u>Unit 5: Where I live</u> Skills: House / home / town / region activities in town / directions / prepositions /	<u>Unit 6: Social Problems</u> Skills: Healthy living, body, illnesses, resolutions, daily routine, Social issues,	By the end of year 10, students will be able to... ...understand and produce language on the topics of family and relationships, technology, free time, festivals, where they live and social problems.

	Grammar: present tense / ser and estar / reflexive verbs / near future tense Assessment: End of Unit Assessment (Reading, Listening and Translation) 2 x Foundation Listening 1 x Higher Listening 2 x Foundation Reading 1 x Higher Reading 1 x Foundation Translation into TL 1 x Higher Translation into English	Grammar: perfect tense / present continuous tense / future tense Assessment: End of Unit Assessment (Reading, Listening and Writing) 2 x Foundation Listening 2 x Higher Listening 2 x Foundation Reading 2 x Higher Reading 1 x 90-word writing	Grammar: preterite tense / real future tense / stem-changing verbs / forming adverbs Assessment: End of Unit Assessment (Reading, Listening and Translation) 2 x Foundation Listening 2 x Higher Listening 2 x Foundation Reading 2 x Higher Reading 1 x Higher Translation into TL	different times of the year Grammar: imperfect tense / more irregular preterite tense / using different past tenses together Assessment: End of Unit Assessment (Reading, Listening and Writing) 1 x Foundation Listening 2 x Higher Listening 1 x Foundation Reading 2 x Higher Reading 1 x Higher Translation into TL 1 x Higher Translation into English	what town used to be like / ideal town/house Grammar: Recap of se puede, hay / no hay, prepositions, complex opinion phrases and reasons, ir and hacer in all tenses, introduce imperfect, recap conditional, simple imperatives for directions Assessment: End of Unit Assessment (Writing) 1 x 150-word writing 1 x Higher Translation into TL Synoptic Exam (Reading, Writing, Listening, Translation)	volunteering helping others Grammar: expanding use of negatives, recap si clauses, recap imperfect and conditional, reflexive verbs in 3 tenses, me duele, modals, recap comparisons Assessment: End of Unit Assessment (Reading, Listening and Translation) 2 x Foundation Listening 2 x Higher Listening 2 x Foundation Reading 2 x Higher Reading 1 x Higher Translation into TL Speaking Mock	...conjugate verbs accurately in seven tenses. ...understand the use of modal verbs, reflexive verbs and a range of connectives. ...respond to 90-word and 150-word writing tasks. ...respond to role plays and photo cards in the speaking exam and be prepared for Theme 1 of the general conversation.
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Music	Module: 1.1 – Area of Study 1 (My music) Topics 1.1.1 – Developing instrumental skills 1.1.2 – Introduction to composition 1.1.3 – Listening and theory End Point: Creative thinking. Performance skills Preliminary composing skills Theory and listening skills Assessment 1 - Instrumental presentation	Module: 1.2 – Area of Study 2 (Concerto through time) Topics 1.2.1 – Concerto through time (study/listening) 1.2.2 – Composition exercises 1.2.3 – Solo performance 1.2.4 – Developing theory skills (intervals/cadences/keys) End Points: Prepare an expressive solo performance Use a range of composing skills Develop theory skills	Module: 1.3 Area of Study 3 (Rhythms of the World) Topics 1.3.1 – Indian/Bhangra (performing/listening) 1.3.2 – Greek/Palestinian/Israeli (performing/listening) 1.3.3. – Samba/Calypso/African Drumming (performing/listening) 1.3.4- Ensemble Performance 1.3.5- Theory/composing skills (modulation/other)	Module: 1.4 Area of Study 4 (Video Game and Film Music) Topics 1.4.1 – Video Game/Film Music (performing/listening) 1.4.2– Developing learner set brief composition 1.4.3 – Solo/ensemble performance refining 1.4.4 – Advanced composing techniques 1.4.5 – Theory (revision so far/aural tests)	Module: 1.5 – Area of Study 5 (Conventions of Pop) Topics 1.5.1 – Rock n roll of the 1950s/1960s 1.5.2 – Rock anthems/pop ballads of the 1970s/80s/90s 1.5.3 – Developing learner set brief composition 1.5.4 – Preparing performances for the year 10 exam 1.5.5-Revision on all styles covered over the year.	Module: 1.6 – Revision/review of the year Topics 1.6.1 – Revision of AOS 2,3,4,5 1.6.2 – Completing Learner set brief composition (for submission to OCR-year 11 term 5) 1.6.3 – Solo/ensemble performance refining 1.6.4- theory/aural skills revision (using Focus on Sound) Concert visit/trip (TBC) June 2023 – to enable	To understand Areas of Study 1-5 and be able to answer Listening paper questions To be able to prepare a solo/ensemble performance To be able to complete Learner Set brief composition To understand a range of Theory concepts/musical literacy skills
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	Assessed solo performance Notation/time signatures/key signatures/basic theory tests (using "Step Up to GCSE/Focus on Sound")	Understand the development of the Concerto through time/detailed knowledge of Baroque/Classical/Romantic stylistic features. Assessment 3: Concerto through time exam style End of unit listening test Assessment 4: Theory tests (chords, intervals, modulation)/Short composition tasks Assessment 5: Solo performance (with dynamics/expression) (peer assessment of work)	clefs/aural tests) 1.3.6-Learner Set brief composition End Points: Perform a high quality ensemble performance Understand all key features of "Rhythms of the world" and be able to answer exam questions Use a range of compositional techniques to complete first draft of Learner Set brief composition	End Points: Understanding Video game/film music and be able to answer exam questions. Prepare a high level solo/ensemble performance Be able to complete advanced aural tests Be able to develop learner set brief composition using more advanced composing techniques. Assessment 9: Video Game/film music end of unit test/exam questions/aural tests (short/long answer questions)	End Points: Understanding "Conventions of pop" and their stylistic features and being able to answer exam questions Developing a finished first draft of learner set brief composition Performing a very high level solo/ensemble performance Preparing for Yr 10 exam. Assessment 11: Conventions of pop end of unit test/exam questions/aural/theory tests/revision (short/long answer questions)	students to attend a concert/workshop with professional musicians Assessment 13: Learner set brief composition-final assessment. Assessment 14: End of Year assessment – Complete Exam paper/performance assessment/review	
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			Assessment 6: Exam questions based upon “Rhythms of the world” End of unit test (short/long answer questions) Assessment 7: Learner set brief composition first draft Assessment 8: Ensemble performance	Assessment 10: Solo and ensemble performances	Assessment 12: Completed first draft of learner set brief composition		
PD 2 lessons per fortnight	GCSE preparation - Study & revision skills	Relationships - body image, pornography, consent, contraception, STIs. Abuse & its effects, domestic violence, HBV, FGM. Fertility impacts, menopause, miscarriage. Parenting, teen parenting,	Money Management.	Sextortion, gaming & online safety, information generation, collecting, sharing and usage. Digital detox. Gambling.	Propaganda, Conspiracy, Extremism, Hate crimes, Equality & Diversity.	Wellbeing - Reliable sources of medical help available. Self-harm, eating disorders. Cancer prevention, screening & self-examination. Blood, organ & stem cell donation.	They will have discussed the impact of viewing harmful content and know that pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves and negatively affect how they behave towards sexual partners. That they can expect to be treated with respect by others, and they should show tolerance of other people’s beliefs and the legal rights and responsibilities regarding equality. They will have investigated the readiness for sex and the benefits of delaying sexual activity with the pathways

		abortion, fostering, adoption, surrogacy, breast feeding.				Tattooing, piercing, use of sunbeds. BHF basic CPR.	available in the event of unintended pregnancy, to include, fostering, adoption or abortion and surrogacy. The issues around breastfeeding. How STIs are transmitted and how risk can be reduced through safer sex. How and where to access confidential sexual and reproductive health advice and treatment. They will have acknowledged the risks related to online gambling and gaming. They will have explored social and moral issues about the use of money, to recognise and manage influences on their financial decisions. They will have recognised abuse both in person and online to promote exploitation or extremism and to have the strategies to manage being targeted or if witnessing others being targeted. They will continue to build a skill set of personal skills to cope with the strains of examinations and how they can continue to prepare themselves for a world of changing employment opportunities.
Science Biology AQA GCSE Triple	Module: Ecology & Bioenergetics Topics: Nutrient cycling, human impacts on the environment. Photosynthesis .	Module: Organisation & Bioenergetics Topics: Transport in animals and plants, plant tissues and organs. Respiration	Module: Communicable Diseases Topics: Diseases and vaccination, monoclonal antibodies.	Module: Non-communicable Diseases Topics: Plant diseases, health and lifestyle, growing microorganisms.	Module: Homeostasis Topics: Homeostasis, The brain, the eye, thermoregulation, the endocrine system.	Module: Homeostasis Topics: Excretion, the kidneys and treatments.	• To understand how to study ecosystems and the effect that humans have on them. • To have a fundamental understanding of the functioning of organ systems in plants and animals. • To understand the processes of photosynthesis and its importance for biology. • To understand disease and the effect on plants and animals.

	Key Skills: Planning and analysing investigations, exam skills, evaluating data on climate change, applications to real world, calculating rates and volumes, analysing graphical data. MP: September review - year 9 content MP: Ecology test	Key Skills: Interpreting graphs, practical design, analysing data and evaluation, exam skills, dissection, evaluating treatments of the heart. MP: Photosynthesis Test	Key Skills: Analysing data, evaluating uses of monoclonal antibodies, real world application. MP: Mid year assessment	Key Skills: Revision techniques, interpreting and analysing graphs, research skills, performing an investigation, aseptic technique, calculations for microbiology.	Key Skills: Designing and performing an investigation, interpreting and analysing graphs, research skills, dissection skills. MP: Exam week - AQA Paper 1	Key Skills: Analysis and evaluating data, evaluating treatments for diseases, written literacy. MP: Homeostasis test	• To understand the structure and function of the nervous and endocrine and excretory system. • To have an appreciation of how developments in technologies can benefit society. • To develop a range of practical skills using living organisms. • To have the ability to transfer their mathematical skills to a biological context. • To develop a range of scientific writing skills in a biological context.
Biology AQA GCSE Combined Science: Trilogy	Module: Ecology Topics: Nutrient cycling, human impacts on the environment. Key Skills: Exam skills, evaluating data on climate change,	Module: Organisation and Bioenergetics Topics: Transport in animals and plants, plant tissues and organs and photosynthesis.	Module: Bioenergetics Topics: Respiration Key Skills: Interpreting graphs, practical design,	Module: Communicable Diseases Topics: Diseases and vaccination, drug development. Key Skills: Analysing data, real world application, revision skills.	Module: Non-communicable Diseases Topics: Health and lifestyles. Key Skills: Interpreting and analysing graphs, research skills, exam skills.	Module: Homeostasis Topics: The nervous system, the endocrine system. Key Skills: Analysis and evaluating data, evaluating	• To understand how to study ecosystems and the effect that humans have on them. • To have a fundamental understanding of the functioning of organ systems in plants and animals. • To understand the processes of photosynthesis and its importance for biology. • To understand disease and the effect on plants and animals. • To understand the structure and function of the nervous and endocrine system.

	applications to the real world, revision skills. MP: September review - year 9 content MP: Ecology test	Key Skills: Interpreting graphs, practical design, analysing data and evaluation, exam skills. MP: Photosynthesis Test	analysing data and evaluation, exam skills, rates calculations. MP: Mid year assessment		MP: Exam week - AQA Paper 1	treatments for diseases, written literacy. MP: Homeostasis test	- To have an appreciation of how developments in technologies can benefit society. - To develop a range of practical skills using living organisms. - To have the ability to transfer their mathematical skills to a biological context. - To develop a range of scientific writing skills in a biological context.
Chemistry Triple AQA GCSE	Topics: Bonding & Structure & maths skills revision Quantave Chem Pt1 Metal reactivity series Key Skills: standard form, significant figures, rounding, percentages, ratios, calculations, estimating, balancing	Topics: Electrolysis Quantave Chem Pt2 Key Skills: comparing, evaluating, analysing, balancing equations, key words, command words, explaining, application to industrial process. Standard form,	Topics: Chemical changes Acids and Salts Key Skills: ICT, pH probe, key words, balancing equations, practical skills, planning an investigation, extended writing,	Topics: Energy changes in chemical reactions Revision for EOY Exam Key Skills: Graph skills, calculations, planning an investigation, command words, analysis, evaluation, balancing equations, moles,	Topics: Organic Chemistry Pt1 Key Skills: Drawing structures, key terms, analysis, evaluation, command words, balancing equations, volumes of gases, reaction	Topics: Chemistry of the Atmosphere Key Skills: Key words, command words, balancing equations, comparing, evaluating data, graph skills, calculations	- To analyse and evaluate chemical reactions mathematically using a variety of formulae, to successfully calculate moles, masses, concentrations, yields, atom economy and gas volumes - Know and understand why metals can be ranked in terms of reactivity; how it is utilised in reactions and in extraction of metals from ores - Describe how electricity is used to breakdown ionic compounds to reform elements, the type of reactions occurring and how to test for the products - Understand the pH scale in terms of H^+ concentration, the difference between weak and strong acids

	equations, moles, comparing, evaluating, analysing, practical skills, key words, command words, application to industrial process. GCSE Required praccal. MP: Quantave test	significant figures, rounding, percentages, ratios, calculations, estimating, moles, practical skills. GCSE Required praccal MP: Reactivity series & Electrolysis test	command words, reaction observations, comparing, evaluating, moles, ratios, calculations. GCSE Required Practical MP: Half Year Exam	significant figures, ratios. application to industrial process GCSE Required practical MP: Acids & Salts assessment	observations, extended writing, application to industrial processes. MP: Exam Week : AQA Paper 1	from data and graphs, ICT, extended writing, debating, application to current global issues – pollution, climate change & global warming MP: Organic Pt1 & Chemistry of the atmosphere test	- Describe detailed methods to make salts from acids - Describe reactions in terms of bond energy changes. - Know how metal reactivity and electrolysis can be utilised as a chemical cell to produce an electric current - Understand the basis of fuel cells and be able to compare them to batteries and conventional fuels - To draw simple organic molecules and functional groups, and explain their properties - Describe the evolution of the atmosphere and the modern problems that are affecting the balance of gases and life on Earth; explain some measures and possible new methods which could be deployed to mitigate the effect of the changing balance of these gases
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Science Combined AQA GCSE Combined Science: Trilogy	Topics: Bonding & Structure & maths skills revision Quantave Chemistry Key Skills: standard form, significant figures, rounding, percentages, ratios, calculations estimating, balancing equations, moles, comparing, evaluating, analysing, practical skills, key words, command words, application to industrial process. MP: Quantave Chemistry	Topics: Metal reactivity series Extracting metals from Ores Key Skills: comparing, evaluating, analysing, balancing equations, key words, command words, explaining, application to industrial process. Practical skills. GCSE Required practical MP: Reactivity Series Exam Qs	Topics: Electrolysis Chemical changes: Key Skills: ICT, pH probe, key words, balancing equations, practical skills, planning an investigation, extended writing, command words, reaction observations, comparing, evaluating, moles, ratios, calculations.	Topics: Acids and Salts Revision for EOY Exam Key Skills: ICT, pH probe, key words, balancing equations, practical skills, planning an investigation, extended writing, command words, reaction observations, comparing, evaluating, moles, ratios, calculations. Command words and exam technique. GCSE Required practical	Topics: Energy changes in chemical reactions Key Skills: Graph skills, calculations, planning an investigation, command words, analysis, evaluation, balancing equations, moles, significant figures, ratios. GCSE Required practical MP: Exam Week :	Topics: Chemistry of the atmosphere Key Skills: Key words, balancing equations, comparing, evaluating data & looking for patterns, practical skills graph skills, calculations from data and graphs, ICT, debating, application to current global issues – pollution, climate	- To analyse and evaluate chemical reactions mathematically using a variety of formulae, to successfully calculate moles, masses, concentrations, yields - Know and understand why metals can be ranked in terms of reactivity; how it is utilised in reactions and in extraction of metals from ores - Describe how electricity is used to breakdown ionic compounds to reform elements, the type of reactions occurring and how to test for the products - Understand the pH scale in terms of H^+ concentration, the difference between weak and strong acids - Describe detailed methods to make salts from acids - Describe reactions in terms of bond energy changes. - Describe the evolution of the atmosphere and the modern problems that are affecting the balance of gases and life on Earth
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	Test		GCSE Required Practical MP: Half Year Exam	MP: Acids & Salts assessment	AQA Combined Chemistry Paper 1	change & global warming MP: Chemistry of the atmosphere test	
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Triple AQA GCSE Physics	Topics: Heating, Static Electricity Key Skills: Calculations, practical skills, analysing, explaining, predicting MP1: Y10 Equations GAT MP2: Heating Test	Topics: Circuit Electricity Key Skills: Calculations, application of knowledge, practical skills MP3: Static Test MP4: Equation Test	Topics: Household Electricity, Radioactivity Key Skills: Calculating, working safely, analysing MP5: Mid-year Exam (Circuits)	Topics: Nuclear, Revision Key Skills: Calculating, practical skills, modelling, literacy, extended writing MP6: Radioactivity Test MP7: Nuclear Test	Topics: Revision, Pressure Key Skills: Ethics, explaining, modelling, interpreting diagrams MP8: End-of-year exam	Topics: Magnets and Electromagnets Key Skills: Practical skills, explaining, application of knowledge MP9: Pressure Test MP10: Electromagnetism Test	Use scientific theories to develop hypotheses and plan and carry out investigations to test hypotheses, make observations and explore phenomena - interpret observations and other data, including identifying patterns and trends; make inferences and draw conclusions - Evaluate data in terms of accuracy, precision, repeatability and reproducibility and identify potential sources of random and systematic error - Design and build circuits that can be used to investigate the I-V characteristics of different components - Solve circuit problems to determine the current through and pd across components in series and parallel; define current and pd
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Physics AQA GCSE Combined Science: Trilogy	Topics: Heating Key Skills: Calculations, practical skills, analysing, explaining, predicting MP1: Y10 Equations GAT	Topics: Circuit Electricity Key Skills: Calculations, application of knowledge, practical skills MP2: Heating Test	Topics: Circuit Electricity Key Skills: Calculations, application of knowledge, practical skills MP3: Mid- year Exam MP4: Circuits Test	Topics: Household Electricity, Radioactivity Key Skills: Calculating, working safely MP5: Household Electricity Test	Topics: Radioactivity Key Skills: Calculating, practical skills, modelling, literacy, extended writing MP6: End-of- year exam MP7: Radioactivity Test	Topics: Magnets and Electromagnet s Key Skills: Practical skills, explaining, application of knowledge MP8: Magnets and Electromagnet s Test	- Explain how energy is used in the home and Define power Investigate the magnetic fields of permanent magnets and electromagnets and explain their applications in everyday life - Explain the link between electricity and magnetism and how this is used in motors, generators (triple only) and transformers - Use the particle model to explain density, changes of state and pressure. Calculate the energy changes when substances are heated or change state. - Explain how scientists' understanding of the atom has changed over time, and how models are constantly being developed as new evidence is discovered; the importance
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							of publishing results and peer review - Understand radioactive decay and the importance of nuclear fission and fusion as energy resources
RS Equqas Full Course GCSE	Life and Death Is there life after death? Bodily resurrection? Is human life sacred? Are abortion or euthanasia morally permissible?	Good and Evil Where does our sense or morality come from? Why might a loving god allow evil and suffering? Why do people commit crimes? Why and how should we punish them?	Human Rights What is 'equality' and why is it important? How have individuals challenged the law because of their personal convictions? What limits should be placed on individual freedom?	Revision / Exam.	Relationships Do religions promote gender equality? Do traditional religious views on sexuality promote healthy relationships? What roles do families play in modern Britain?	Project Students return to an earlier topic in more depth, or apply their learning to a related topic, presenting their findings and opinions to the class.	Students should be able to apply and critically evaluate Christian and Islamic beliefs to the following topics: Life and Death: The origins of the universe. Our responsibility for our world. The origins and value of human and animal life. Abortion and Euthanasia. Death and the afterlife Good and Evil: Sources of moral belief and guidance, Causes of sin and criminality. Treatment of criminals, including death penalty. The problem of evil. Human Rights: Human rights & social justice. Prejudice and discrimination. Wealth and poverty. Relationships: Sexuality, including heterosexual and homosexual relationships, Cohabitation, marriage and divorce. Contraception and family planning. Family roles. Gender roles

RS (all students) Themes in Philosophy	Is there a god? Cosmological and teleological arguments, reductive accounts of religious belief	Moral theories Utilitarian, deontological and virtue ethics approaches to morality.	Applied and Metaethics Is it ever morally right to take a life? Do we have an obligation to help others? Is there any objective moral truth?	Political philosophy What limits should there be on freedom? What sort of equality should we aim for?	Aesthetics What is valuable about art? Is beauty in the eye of the perceiver?	The mind Is the mind just the brain? Do you know other people have minds? Can the mind be free if it depends on the physical?	Students should be able to give an informed, considered evaluations of competing views/arguments about: Belief in God Moral theories applied to a range of contemporary issues Political philosophy, including libertarianism / paternalism, equality and our responsibility in society Aesthetic value The metaphysics of mind, and its implications for the afterlife and free will
Sports Studies	Musculoskeletal Skeletal System Synovial Joints Muscular System Muscle Contractions Types of movements at different joints Sport Psychology 1 Skill Classification Information	Movement Analysis Levers Planes & Axis of movement Different types of movement and how movement is created. Sport Psychology 2 Personality Aggression	Cardiorespiratory Respiratory System Gaseous Exchange Cardiac System Cardiac Cycle / Output / HR / Stroke Volume Spirometer Trace Socio-Cultural Influences Social Groups	Aerobic & Anaerobic Energy equations Sporting examples EPOC Commercialisation of Sport Media in Sport	Effects of Exercise Short term & long term effects of exercise Recovery Process Technology in Sport Types of technology in sport Impact on performer,	Physical Training Components of Fitness Principles of Training Warm Up Cool Down NEA Practical & Coursework Coursework expectations	- Students will gain knowledge and understanding of the musculoskeletal system and how this underpins movement and supports other bodily functions. - Students will be able to apply their knowledge to sporting examples to annotate, describe and analyse specific movements. - Students will gain a thorough understanding of how the cardiac and respiratory system work together to allow aerobic and anaerobic respiration and the impact on the body's systems during exercise. - Students are able to apply the principles and methods of training to justify and explain the effects of exercise and impact on performance. -Students are able to understand and apply their knowledge of Sport Psychology to a performer or sport. As well as synoptic links of various psychology topics such as aggression

	Processing Types of Guidance SMART Goal Setting	Arousal Motivation	Factors & Barriers to Participation Engagement Patterns	Sponsorship Golden Triangle	spectator & officials	Strengths & Weaknesses	and arousal. -Students are able to critically write and understand the barriers to participation among different social groups. -Students are able to understand and evaluate the impact the media, sponsorship and technology has on sports and its relation to the performer, official and spectators. NEA/Practical - Students are able to identify which three activities/sports they will take through into Year 11 for formal assessment. - Students will be informally assessed in badminton, handball and athletics and will be able to identify strengths and weaknesses within their performance. - Students gain a full understanding of the coursework expectations and are able to complete part 1 strengths and weaknesses.
	Badminton Part 1 Focus: Skills Tactics Rules	Badminton Part 2 Focus: Game play Informal Assessment	Handball Part 1 Focus: Skills Tactics Rules	Handball Part 2 Focus: Game play Informal Assessment	Athletics Part 1 Focus: Skills Tactics Technique	Athletics Part 2 Focus: Effective performance Informal Assessment	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End Points
DT	Candle holders Skills: to learn about a range of	Candle holders Skills: to learn about a range of	Materials - core Skills: to learn about the working	Mini NEA Task Skills: to learn about a identifying	Mini NEA Task Skills: to learn about the need to	NEA task in response to the Contextual Challenge Skills:	By the end of Year 10 students will have:

	measuring, marking out and cutting tools - to learn about a range of natural and manufactured timbers and boards including their sources and origins, their physical characteristics, working properties, social and ecological footprint - to learn about setting up the pillar drilling machine to drill blind holes - to learn about laminating solid timber and flexibly - to learn about a range of surface	timber joining methods including a cross halving - to learn about the wasting process with chisels - to learn about the use of 2D and 3D CAD for modelling - to learn about the use of producing sketch models - to learn about different adhesives including PVA and contact adhesive - to learn about bitmapping to create silhouette-based images for Christmas tree decorations	properties, advantages, disadvantages, characteristics and applications for the following groups of materials; metals, papers and boards, polymers, textiles and timbers to learn about a range of mechanical devices including; the types of movement, levers, linkages, cams, followers, pulleys and belts, cranks and sliders and the different	design opportunities - to learn about the needs and wants of a range of potential different users - to learn about the different types of research to be carried out when investigating potential design opportunities - to learn about the need and purpose of a design specification - to learn how to use different design strategies - to learn about different design techniques	produce manufacturing drawings - to learn about a range of manufacturing techniques to enable to manufacture of a chosen design idea - to learn about typical stock forms, types and sizes - to learn about alternative processes that can be used to manufacture typical products - to learn about specialist techniques, tools, equipment and processes that can be used	- to learn about a identifying design opportunities - to learn about the needs and wants of a range of potential different users - to learn about the different types of research to be carried out when investigating potential design opportunities - to learn about the need and purpose of a design specification - to learn how to use different design strategies - to learn about different	Demonstrated their understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice Developed realistic design proposals because of the exploration of design opportunities and users' needs, wants and values Used imagination, experimentation and combined ideas when designing Develop the skills to critique and refine their own ideas while designing and making
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	finishes for timbers	to learn about the way in which natural and manufactured timbers are influenced	- types of gears - to learn about electronic systems including; the use of sensors, control devices, outputs, how to make flowcharts, switch components on and off, how to process analogue inputs and to make simple routines with delays, loops and counts	and the need for modelling to learn about the impact of forces and stresses on natural and manufactured timber		design techniques and the need for modelling to learn about how energy is generated and stored including; fossil fuels, biofuels, tidal, wind, solar, hydroelectric, batteries and cells, solar cells, mains electricity and wind power	Communicated their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing Developed decision-making skills, including the planning and organisation of time and resources when managing their own project work Developed a broad knowledge of materials, components and technologies and practical skills to develop high-quality, imaginative, and functional prototypes Been ambitious and open to explore and take design risks to
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							stretch the development of design proposals, avoiding clichéd or stereotypical responses Considered the costs, commercial viability, and marketing of products Demonstrated safe working practices in design and technology Used key design and technology terminology, including those related to designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.
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Assessment	Weekly homework and practical outcomes	Weekly homework and practical outcomes, progress test	Weekly homework and practical outcomes	Weekly homework and practical outcomes, mock exams	Weekly homework and practical outcomes	Weekly homework and NEA task	
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Y10 Food Tech	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End Points
Topic	Nutrition The functions, uses & main food sources of macro & micro-nutrients: protein & protein-alternatives, CHO's, fats, vitamins & minerals	Food & Health Healthy eating & Eatwell Guide Making informed choices for a varied & balanced diet for different target groups incl. energy needs and nutrients providing energy in the diet	Food Science The cooking of food & heat transfer Different cooking methods i.e. steaming, & how each method affects nutrients & sensory characteristics	Food Safety Food spoilage & contamination: micro-organisms & enzymes Enzymic browning & conditions needed for yeast and mould growth	Food Choice Importance of personal hygiene when preparing food. Using a temperature probe correctly Food choice - factors that influence why we	Food Provenance British & international cuisine: products, cuisines, distinctive ingredients, specific preparation & cooking methods/ equip-ment, presentation &	Pupils will have worked on written and practical assignments, developing skills that are used in producing food products and written pieces as part of the AQA course

	NSP (dietary fibre) & water & know the (DRVs) for different groups. Nutritional analysis & recipe costing. Sensory evaluation techniques used in food production.	Specific dietary groups: vegetarian and vegan, coeliac, lactose intolerant, high fibre diets, cardiovascular disease. obesity, high blood pressure Type 2 diabetes, bone & dental health (rickets osteoporosis), anaemia	Functional & chemical properties of food: denaturation, coagulation, gluten formation, foam formation, gelatinisation, dextrinization, caramelisation, shortening, aeration, plasticity, & emulsification Raising agents: chemical/mechanical Raising agents: biological (yeast)	Micro-organisms used in food production. Sources of bacterial contamination and how to control their transfer Main types of pathogenic bacteria & general symptoms Safe purchase and storage of food & role of the refrigerator and freezer in safe food storage.	choose the food we eat, incl. cost How to cost a recipe Religious, cultural & ethical reasons, medical reasons (intolerances/allergies) Current food & nutritional labelling information How food marketing influences food choice.	serving techniques of British & two other cuisines – choice of 2 - Spain, Italy, India and China. Sustainability & the environment: using less energy, reducing the consumption of water, avoiding waste, recycling, reusing as much as possible Organic, free-range, GM food produce Food 'security'	requirements. They will have developed skills of analysing and planning their practical work, writing brief critical analyses and evaluations of their work, using a wide range of appropriate technical language especially regarding their practical and written work. They will have been encouraged to reflect and to have taken opportunities to experiment with food materials and techniques during practicals.
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Objectives	Explain the functions & sources of protein, fat & CHOs in the body; Describe key terms LBV & HBV proteins, complementation; saturated fat, monounsaturated fat and polyunsaturated fat, CHO classifications; Recall the maximum amount of each nutrient recommended in the diet to stay healthy. Describe the effects of a deficiency & excess of the different nutrients;	Analyse the nutrients in a recipe using computer software & cost a recipe Describe current dietary guidelines Different target groups: describe how nutritional needs change through life. Justify planning balanced meals for different life stages: young children, teenagers, adults and the elderly. Justify planning balanced meals for each different group & energy requirements. Describe key terms: BMR, PAL etc.	State why food is cooked & identify ways in which heat is transferred; Identify different types of cooking methods & understand how the methods of cooking affect nutrients & sensory qualities of food. Understand the importance of steaming as a cooking method. Explain the key terms: denaturation, coagulation, gluten formation, foam formation, gelatinisation, dextrinization, caramelisation, shortening,	Understand the conditions needed for yeast to ferment & develop skills in bread making and using yeast Describe growth conditions of micro-organisms: yeasts, moulds, bacteria & explain how to control food spoilage Explain how enzymic browning takes place in some foods, how yeast can affect food & how moulds grow on foods Identify which micro-organisms used in food production & describe how micro-organisms	Understand the general principles of food safety & importance of personal hygiene Understand the importance of temperature control when cooking food & how to use a temp. probe correctly Identify and explain the factors that may influence food choice & costing recipes Demonstrate how to alter the cost of recipe Explain how food choices are influenced by religion and culture. Justify why food choices are made	Define cuisine. Explore food and food products from British cuisine and two other international cuisines. Explore the distinctive features of British and international cooking, equipment, methods of cooking, eating patterns and presentation styles. Demonstrate relevant practical skills in food preparation and cooking recipes from Britain and other cuisines Explain sensory testing methods,	
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	Name the different groups & types of water-soluble & fat-soluble vitamins & key minerals: Analyse the nutrients in a recipe Explain how receptors work		aeration (by creaming), plasticity, & emulsification Explain key term: raising agent. Explain how chemical & mechanical raising agents work in food products. Explain the term biological raising agent.	used in food production. Identify the main types, different sources & symptoms of bacterial contamination. Describe how to control pathogens 'The Danger Zone' & food safety principles when storing food in a refrigerator & freezer	for ethical reasons & describe the medical conditions (lactose/gluten intolerances) that affect food choices: Investigate the acceptability of a gluten-free product Identify & explain what is meant by all the information on a food label.	why sensory testing is used & how to do it Identify food environmental issues: seasonality of foods, sustainable farming methods, food miles, organic food, local produce, packaging, carbon footprint, global food security.	
Practical Dishes	Quiche Lorraine Lemon Meringue Pie (blind baking) Choux buns/Salmon Gougere	Sausage rolls & Apple Jalousie Black Forest Swiss roll/Chocolate log Gingerbread & very rich (Xmas) fruit cake	Chicken portioning/filleting: chicken curry Fish filleting: fishcakes (en papilote) Batters – Clafoutis & Toad-in-the-hole	Steamed sponge pudding Sponge Fruit Flan Cold lemon souffle & Savoury roulade	Breadmaking: Chelsea Buns Pasta making EXAMS	Stuffed mushrooms & garlic mayonnaise Fruit Tart with creme patisserie Danish Pastries	