

Swakeleys School for Girls

Year 10 Curriculum Guide by subject:
KS4 GCSE Year 2



SWAKELEYS SCHOOL FOR GIRLS

Year 10 students study the following core subjects; English, English Literature, maths, science (trilogy worth 2 GCSEs), RE and a Language or Humanity (history or geography). They also study two additional GCSE option choices and have core PE and PSHCE as part of their non-examined core curriculum. The following provides families and students with guidance on what the full academic year of learning looks like for each subject. It outlines what Year 10 students will be taught, the type of assessment that students will experience and any resources that they will need. You can find this on our website at:

<https://swakeleys.hillingdon.sch.uk/curriculum/curriculum-guide-year-10-sept-2024/>

Year 10 also have an internal exam period of two weeks where full mock exams are sat, as they will be at the end of Year 11. These fall in Summer 1 and are to give students a real experience of what final GCSE exams will be like when the time comes!

Contents:

Core curriculum:

- Maths
- English
- Science
- French or German
- Geography (also an option choice)
- History (also an option choice)
- RE
- PE (non-examined)
- PSHCE (non-examined)

Option subjects:

- Art
- Business
- Child Care
- Citizenship
- Computer Science
- Dance
- Design Technology
- Drama
- Food
- Health & Social Care
- Media
- Music
- PE (GCSE)
- Photography
- Psychology
- Sociology
- Triple science

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<u>Foundation</u> Volume - Know and apply the formulae to calculate the volume of cuboids and other right prisms (including cylinders) - Calculate the volume of spheres, pyramids Rounding and Estimating - Round numbers to a specified number of decimal places or significant figures - Apply and interpret limits of accuracy - Check calculations using approximation and estimation Bounds - Find upper and lower bounds - Complete error intervals Measures - Use standard units of measure and related concepts (length, area, volume / capacity, mass, time, money etc) - Use standard units of mass, length, time, money and other measures (including standard compound measures) - Change freely between related standard units (e.g. time, length, area, volume) and compound units (e.g. speed, rates of pay, prices, <u>density</u>, <u>pressure</u>) - Use compound units such as speed, rates of pay, unit pricing, <u>density and pressure</u> Distance-Time Graphs - Plot and interpret graphs, and graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration Scatter Graphs - Use and interpret scatter graphs of bivariate data - Recognise correlation, draw estimated lines of best fit, make predictions, interpolate and extrapolate apparent trends whilst knowing the dangers of so doing <u>Higher</u> Volume	Ongoing in class assessment, including regular skills checks. Formal assessment on this content will take place just before the October half term.	Corbett Maths for worksheets or specific exam style questions. Mathswatch to work on specific topics.

	- Compound units (speed, density, pressure) - Use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money etc.) - Volume of cuboids and other right prisms (including cylinders) Measures - Use standard units of measure and related concepts (length, area, volume / capacity, mass, time, money etc) - Use standard units of mass, length, time, money and other measures (including standard compound measures) - Change freely between related standard units (e.g. time, length, area, volume) and compound units (e.g. speed, rates of pay, prices, <u>density</u>, <u>pressure</u>) - Use compound units such as speed, rates of pay, unit pricing, <u>density</u> and <u>pressure</u> Distance-Time Graphs - Plot and interpret graphs, and graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration Scatter Graphs - Use and interpret scatter graphs of bivariate data - Recognise correlation, draw estimated lines of best fit, make predictions, interpolate and extrapolate apparent trends whilst knowing the dangers of so doing Simultaneous equations - Solve two simultaneous equations in two variables algebraically - Find approximate solutions using a graph - Derive two simultaneous equations - Solve the equations and interpret the solution		
--	---	--	--

Autumn 2 (Oct-Dec)	<u>Foundation</u> Simultaneous equations • Solve two simultaneous equations in two variables algebraically • Find approximate solutions using a graph • Derive two simultaneous equations • Solve the equations and interpret the solution Constructions & Loci • Use the standard ruler and compass constructions: - perpendicular bisector of a line segment - constructing a perpendicular to a given line from / at a given point - bisecting a given angle • Use these to construct given figures and solve loci problems Collect & Represent Data • Interpret, analyse and compare the distributions of data sets • measures of central tendency (median, mean, mode and modal class) • spread (range, including consideration of outliers) Properties of Polygons • Derive and use the interior and exterior angle sum in any polygon • properties of regular polygons Quadratics • Simplify and manipulate algebraic expressions by: • expanding products of two binomials • factorising quadratic expressions of the form $x^2 + bx + c$ including the difference of two squares <u>Higher</u> Simultaneous equations - Continued • Solve two simultaneous equations in two variables algebraically • Find approximate solutions using a graph • Derive two simultaneous equations • Solve the equations and interpret the solution Constructions & Loci • Use the standard ruler and compass constructions: - perpendicular bisector of a line segment	Ongoing in class assessment, including regular skills checks.	Corbett Maths for worksheets or specific exam style questions. Mathswatch to work on specific topics. A self assessment summary of the first term will be stuck into books during this term.
--------------------------------------	---	--	---

	- constructing a perpendicular to a given line from / at a given point - bisecting a given angle • Use these to construct given figures and solve loci problems Collect & Represent Data • Derive and use the sum of angles in a • Construct and interpret diagrams for grouped discrete data and continuous data, i.e. pie charts, histograms with equal and unequal class intervals and cumulative frequency graphs, and know their appropriate use • Interpret, analyse and compare distributions of data sets from univariate empirical distributions through box plots • Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through consideration of outliers, quartiles and inter-quartile range Properties of polygons • Derive and use the interior and exterior angle sum in any polygon • properties of regular polygons Quadratics • expanding products of two binomials • factorising quadratic expressions of the form $x^2 + bx + c$, including the difference of two squares • expanding products of two or more binomials • factorising quadratic expressions of the form $ax^2 + bx + c$		
--	---	--	--

Spring 1 (Jan-Feb)	<u>Foundation</u> Percentages - work interchangeably with terminating decimals and their corresponding fractions - interpret fractions and percentages as operators - solve problems involving percentage change, including percentage increase/decrease and original value problems, and simple interest including in financial mathematics Function Machines - where appropriate, interpret simple expressions as functions with inputs and outputs Quadratic Graphs - recognise, sketch and interpret graphs of quadratic functions - identify and interpret roots, intercepts and turning points of quadratic functions - graphically deduce roots algebraically Probability - record, describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees - apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments - understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size - enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams including using tree diagrams - construct theoretical possibility spaces for single and combined experiments with equally likely outcomes and use these to calculate theoretical probabilities - calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions <u>Higher</u> Growth and Decay - Apply ideas of randomness, fairness and equally likely events to calculate expected	Ongoing in class assessment, including regular skills checks. A one hour written assessment covering the content since the autumn assessment will be given after the Christmas holidays.	Corbett Maths for worksheets or specific exam style questions. Mathswatch to work on specific topics.
--------------------------------------	---	--	---

	Quadratic Graphs • recognise, sketch and interpret graphs of quadratic functions • identify and interpret roots, intercepts and turning points of quadratic functions • graphically deduce roots algebraically • deduce turning points by completing the square • solve quadratic equations algebraically by factorising including those that require rearrangement including completing the square and by using the quadratic formula Probability • Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes or multiple future experiments • Relate relative expected frequencies to theoretical probability, using appropriate language and the 0 – 1 probability scale • Understand that empirical unbiased samples tend towards theoretical probability distributions with increasing sample size • Enumerate sets and combinations of sets systematically using tables, grids, Venn diagrams and tree diagrams • Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions • Know when to add and when to multiply two or more probabilities • Calculate and interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn diagrams		
--	---	--	--

Spring 2 (Feb – March)	Foundation Congruence and Similarity • use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS) • apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides • apply the concepts of congruence and similarity, including the relationships between lengths in similar figures • compare lengths, areas and volumes using ratio notation Arcs & Sectors • identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference, tangent, arc, sector and segment • calculate arc lengths, angles and areas of sectors of circles Surface Area • know and apply formulae to calculate: area of triangles, parallelograms, trapezia; • surface area and volume of spheres, pyramids, cones and composite solids Mock Revision: Higher Congruence and Similarity • use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS) • apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides • identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement including fractional scale factors and negative scale factors • apply the concepts of congruence and similarity, including the relationships between lengths in similar figures including the relationships between lengths, areas and volumes in similar figures Surface Area • surface area and volume of spheres, pyramids, cones and composite solids Surds	Ongoing in class assessment, including regular skills checks.	Corbett Maths for worksheets or specific exam style questions. Mathswatch to work on specific topics.
--	--	--	---

	- Calculate exactly with surds - Simplify surd expressions involving squares (eg $12=4\times3=43=23$) and rationalise denominators Trigonometry - know the exact values of $\sin\theta$ and $\cos\theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ and 90° know the exact value of $\tan\theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ Mock Revision:		
Summer 1 (April-May)	Foundation Mock Revision: Sequences - generate terms of a sequence from either a term-to-term or a position-to-term rule - recognise and use sequences of triangular, square and cube numbers and simple arithmetic progressions including Fibonacci-type sequences, quadratic sequences, and simple geometric progressions, r^n Rearranging Formula - understand and use standard mathematical formulae - rearrange formulae to change the subject Higher Mock Revision: Sequences - generate terms of a sequence from either a term-to-term or a position-to-term rule - recognise and use sequences of triangular, square and cube numbers and simple arithmetic progressions including Fibonacci-type sequences, quadratic sequences, and simple geometric progressions, r^n - deduce expressions to calculate the nth term of quadratic sequences Rearranging Formula - understand and use standard mathematical formulae - rearrange formulae to change the subject	Year 10 mocks and analysis of the results. Ongoing in class assessment, including regular skills checks. Formal written assessment: 2 x 1.5 hour tests in the hall 80 marks each 1 Non-calculator paper 1 Calculator paper	A self-assessment summary of the content since year 9 will be stuck into books during the second half of this term. Corbett Maths for worksheets or specific exam style questions. Mathswatch to work on specific topics.
Summer 2 (June –July)	Foundation Work Shadowing Inequalities Solve linear inequalities in one variable	Ongoing in class assessment, including regular skills checks.	Corbett Maths for worksheets or specific exam style questions.

	• Represent the solution set on a number line Vectors • describe translations as 2D vectors • apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors Equations • solve linear equations in one unknown algebraically including those with the unknown on both sides of the equation • translate simple situations or procedures into algebraic expressions or formulae • derive an equation, solve the equation(s) and interpret the solution <u>Higher</u> Work Shadowing Inequalities • Solve linear inequalities in one variable • Represent the solution set on a number line • solve linear inequalities in one or two variable(s), and quadratic inequalities in one variable • represent the solution set on a number line, using set notation and on a graph Vectors • describe translations as 2D vectors • apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors		Mathswatch to work on specific topics.
--	---	--	--

ENGLISH

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<u>GCSE English Language</u> Transactional Writing Skills Paper 2, Section B Students will develop skills in: - writing for a variety of non-fiction forms, purposes and audiences - using vocabulary, spelling, punctuation and grammar accurately and for effect <u>GCSE English Literature</u> Modern Text (Teacher choice – either ‘An Inspector Calls’ or ‘Boys Don’t Cry’) Paper 1, Section B Students will develop skills in: - how to maintain a critical style and informed personal response - understanding how the context of a text can create meanings and effects	GCSE English Literature exam question on the modern text studied - One essay question - 40 marks (8 for vocabulary, spelling, punctuation and grammar) - Closed book (texts are not allowed)	English Ambassadors ECA Lesson resources will be available on Google Classroom for consolidation and revision. <i>‘Target grade 5/9 Get back on track – Edexcel GCSE (9-1) English Language Writing’</i> guide, Pearson, ISBN: 978-0-435-18329-5 York Notes and CGP revision guides for specific Literature texts are available LitCharts and ZigZag revision guides
Autumn 2 (Oct-Dec)	<u>GCSE English Language</u> Imaginative Writing Paper 2, Section B Students will develop skills in: - how to apply a range of imaginative writing techniques to engage the reader - using vocabulary, spelling, punctuation and grammar accurately and for effect <u>GCSE English Literature</u> 19th Century Novel (Teacher choice – either ‘A Christmas Carol’, ‘Dr Jekyll and Mr Hyde’ or ‘Jane Eyre’) Paper 2, Section A Students will develop skills in: - analysing how the language, form and structure of a text can create meanings and effects - how to maintain a critical style and informed personal response	GCSE English Language exam question on imaginative writing - One imaginative writing piece on a set theme - 40 marks (16 for vocabulary, spelling, punctuation and grammar)	English Ambassadors ECA Lesson resources will be available on Google Classroom for consolidation and revision. <i>‘Target grade 5/9 Get back on track – Edexcel GCSE (9-1) English Language Writing’</i> guide, Pearson, ISBN: 978-0-435-18329-5 York Notes and CGP revision guides for specific Literature texts are available LitCharts and ZigZag revision guides

Spring 1 (Jan-Feb)	<u>GCSE English Language</u> Unseen 19th Century extracts – Reading skills Paper 1, Section A Students will study skills in: - analysing and evaluating a 19th century fiction extract - reading for comprehension/understanding <u>GCSE English Literature</u> Continuation of 19th Century Novel (as above) Paper 2, Section A Students will develop skills in: - analysing how the language, form and structure of a text can create meanings and effects - how to maintain a critical style and informed personal response	GCSE English Literature exam question on the 19th century novel – part a - One essay question - 20 marks - Closed book (texts are not allowed)	English Ambassadors ECA <i>‘Pearson REVISE Edexcel GCSE English Language Revision Guide – for 2025 and 2026 exams’</i>, Julie Hughes, ISBN: 978-1447988083 York Notes and CGP revision guides for specific Literature texts are available LitCharts and ZigZag revision guides
Spring 2 (Feb – March)	<u>GCSE English Language</u> Revision for year 10 internal mock exams – Paper 1 (Unseen 19th century extract reading skills and imaginative writing) Students will revise how to read for meaning. Students will practise how to structure their answers to the exam questions. <u>GCSE English Literature</u> Revision for year 10 internal mock exams – Paper 1, Section B (Modern text) and Paper 2, Section A (19th century novel) Students will revise the plot, characters, themes and, where relevant, context and written style of their set texts. Students will practise how to structure the answers the exam questions.	GCSE English Language exam questions on an unseen 19th century extract - 4 questions: Questions 1 and 2 focus on inference skills Question 3 focuses on analysis of language and structure to create effects Question 4 focuses on evaluating how successfully something has been achieved in the extract - 24 marks in total	<i>English Ambassadors ECA</i> <i>‘Pearson REVISE Edexcel GCSE English Language Revision Guide – for 2025 and 2026 exams’</i>, Julie Hughes, ISBN: 978-1447988083 York Notes and CGP revision guides for specific Literature texts are available LitCharts and ZigZag revision guides

Summer 1 (April-May)	Following the internal mock exams: <u>GCSE English Language</u> Unseen 20/21st Century Non-Fiction extracts – reading skills Paper 2, Section A Students will develop skills in: - analysing, evaluating and comparing non-fiction extracts - reading for comprehension/understanding <u>GCSE English Literature</u> Poetry – Anthology cluster (teacher choice) and unseen poetry skills Paper 2, Sections B and C Students will develop skills in: - analysing how the language, form, structure and context of texts can create meanings and effects - how to maintain a critical style and informed personal response - how to compare two poems effectively	Year 10 internal mock exams: <u>GCSE English Language</u> Paper 1, Sections A and B Section A – Reading 4 questions on an unseen 19th century extract Section B – Imaginative Writing 1 piece of imaginative writing on a set theme - 64 marks in total <u>GCSE English Literature</u> Combination of questions from papers 1 and 2: One essay question on the modern text studied (either ‘An Inspector Calls’ OR ‘Boys Don’t Cry’) Two shorter essay questions on the 19th century novel studied (either ‘A Christmas Carol’, ‘Dr Jekyll and Mr Hyde’ OR ‘Jane Eyre’) Part A – Analysis of the effects of the language, structure and form used in an extract from the novel Part B- Exploration of the importance of a key theme, character/character relationships or setting in the whole novel - 80 marks in total - Closed book (no texts allowed)	<i>English Ambassadors ECA</i> ‘Pearson REVISE Edexcel GCSE English Language Revision Guide – for 2025 and 2026 exams’, Julie Hughes, ISBN: 978-1447988083 York Notes and CGP revision guides for specific Literature texts are available LitCharts and ZigZag revision guides
Summer 2 (June –July)	Continuation of the study of: <u>GCSE English Language</u> Unseen 20/21st Century Non-Fiction extracts – reading skills Paper 2, Section A Students will develop skills in:	GCSE English Literature exam question on anthology poetry Paper 2, Section B - 20 marks - Closed book (no texts allowed), however students will receive	English Ambassadors ECA All students will participate in LitFest – a day dedicated to all things Literature!

	- analysing, evaluating and comparing non-fiction extracts - reading for comprehension/understanding GCSE English Literature Poetry – Anthology cluster (teacher choice) and unseen poetry skills Paper 2, Sections B and C Students will develop skills in: - analysing how the language, form, structure and context of texts can create meanings and effects - how to maintain a critical style and informed personal response - how to compare two poems effectively Revision of Shakespeare text studied in year 9 (Either ‘Macbeth’ OR ‘Romeo and Juliet’) Paper 1, Section A Students will develop skills in: - analysing how the language, form, structure and context of a text can create meanings and effects - how to maintain a critical style and informed personal response	one printed named poem for reference	<i>‘Pearson REVISE Edexcel GCSE English Language Revision Guide – for 2025 and 2026 exams’</i>, Julie Hughes, ISBN: 978-1447988083 York Notes and CGP revision guides for specific Literature texts are available LitCharts and ZigZag revision guides
Careers related learning	Participation in careers fortnight – all students will receive a lesson on career pathways for English. Guest speakers for selected year groups. Key skills for employability taught within units – written and verbal communication skills.		

SCIENCE

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	- Photosynthesis (rate of photosynthesis and how plants use glucose) - Respiration (aerobic and anaerobic respiration, the response to exercise and metabolism) - Electrolysis (extraction of aluminium and electrolysis of molten and aqueous solutions) - Radioactivity (discovery of the nucleus, properties of radiation, activity and half-life)	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning CGP revision guide and workbook
Autumn 2 (Oct-Dec)	- Organising animals and plants (blood and blood vessels, the heart, breathing and gas exchange, organisation and transport in plants and transpiration) - The human nervous system (homeostasis and reflex actions) - Energy changes (exothermic and endothermic reactions, reaction profiles and bond energy calculations) - Forces in balance (vectors and scalars, resultant forces, centre of mass and resolution of forces)	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning CGP revision guide and workbook
Spring 1 (Jan-Feb)	- Hormonal coordination (controlling blood glucose levels, diabetes, the menstrual cycle and fertility) - Crude oil and fuels (hydrocarbons, fractional distillation, burning and cracking hydrocarbons) - Motion (speed and distance-time graphs, velocity-time graphs and acceleration) - Force and motion (weight and terminal velocity, braking, momentum and elasticity)	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning CGP revision guide and workbook
Spring 2 (Feb – March)	- Reproduction (types of reproduction, cell division, the genome, inheritance and genetic disorders) - Rates and equilibrium (collision theory, factors that affect rate and dynamic equilibrium)	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning CGP revision guide and workbook

Summer 1 (April-May)	- Variation and evolution (natural selection, selective breeding and genetic engineering) - Chemical analysis (pure substances and mixtures, chromatography and testing for gases) - Wave properties (properties of waves, reflection and refraction)	<u>Year 10 internal exam</u> Three written assessments (one each for biology, chemistry and physics) lasting 1 hr 15 mins each, covering the content of year 9 and autumn term of year 10 (excluding the human nervous system and forces in balance). Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning CGP revision guide and workbook
Summer 2 (June –July)	- Genetics and evolution (evidence for evolution, extinction, antibiotic resistant bacteria and classification) - Adaptations, interdependence and competition (communities, distribution and abundance, competition in animals and plants and adaptations)	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning CGP revision guide and workbook
Careers related learning	Participation in careers fortnight – all students will receive a lesson on career pathways for science. Students participate in Science Week in March.		

FRENCH

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Travel and Tourism including places of interest. Theme 3: Communication and the world around us -Refer to and give opinions on: holiday destinations, holiday locations, means of transport for holidays, weather, holiday activities, holiday accommodation. -Refer to recent and future holidays. -Refer to places of interest locally and elsewhere, including descriptions and preferences Using a variety of tenses and complex structures throughout.	-Regular vocabulary and grammar tests. -To assess knowledge, understanding and skills. Mid module: -90/150 words writing task and dictation task. End of module: -Reading, listening and translation	-Resources shared on Google Classroom -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Languageut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant.
Autumn 2 (Oct-Dec)	Healthy living and lifestyle Theme 1: People and lifestyle -Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences. -Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy. -Describe sporting activities and ways of keeping fit. -Compare past and present lifestyle choices and future intentions. Using a variety of tenses and complex structures throughout.	-Regular vocabulary and grammar tests. -To assess knowledge, understanding and skills Mid module: -90/150 words writing task End of module: -Reading, listening and translation	-Resources shared on Google Classroom -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Languageut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant.

Spring 1 (Jan-Feb)	Media and Technology Celebrity culture (influencers, vloggers, etc.) Theme 3: Communication and the world around us -Refer to internet, describe how it is used/its importance to young people and society, frequency of use, preferences, and advantages/disadvantages. -Refer to social media, including reasons for and frequency of use, different apps/platforms, advantages/disadvantages. -Describe mobile technology, including computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages. -Refer to relevant influencers/ vloggers (events, opinions and personal details, magazines/articles/ reviews, podcasts, social media) -Give opinions about celebrities' activities/influences on young people and wider society. Using a variety of tenses and complex structures throughout.	-Regular vocabulary and grammar tests. -To assess knowledge, understanding and skills Mid module: Translation and dictation End of module: Reading, Listening and 90/150 words task	-Resources shared on Google Classroom -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Language nut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant.
Spring 2 (Feb – March)	Education and Work: Education Post-16 Theme 1: People and lifestyle -Refer to education post-16: options available, advantages and disadvantages, future intentions and plans. -Refer to opportunities to work abroad/use language skills and give opinions. Using a variety of tenses and complex structures throughout.	-Regular vocabulary and grammar tests. -To assess knowledge, understanding and skills. Mid module: Translation End of module: None as exams preparation & speaking exams YEAR 10 INTERNAL EXAMS All topics as listed above and all topics from Year 9 will be in the examinations SPEAKING Role play, Reading aloud and short conversation & Photocards discussion and unprepared conversation	- Revision lessons delivered in class. -Resources shared on Google Classroom -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Language nut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime

			with the Language Assistant.
Summer 1 (April-May)	Education and Work: Jobs and Careers Theme 1: People and lifestyle -Give opinions on different jobs, including advantages and disadvantages. -Describe personal qualities and qualifications. -Refer to ideal job/personal ambitions and skills required. -Refer to opportunities to work abroad/use language skills and give opinions. Using a variety of tenses and complex structures throughout.	<u>YEAR 10 INTERNAL EXAMS All topics as listed above and all topics from Year 9 will be in the examinations</u> WRITING <u>Foundation tier:</u> -5 short sentences in response to a photo -a 50 words writing task in response to 5 compulsory bullet points -5 short grammar tasks -translation of sentences from English into French -a 90 words writing task in response to 3 compulsory bullet points <u>Higher tier:</u> -translation of sentences from English into French -a 90 words writing task in response to 3 compulsory bullet points - a 150 words writing task in response to 2 compulsory bullet points READING -Reading comprehension questions in English, to be answered in English or non-verbally -Translation of 5 sentences from English into English LISTENING -Listening comprehension questions in English, to be answered in English or non-verbally -Dictation in French of 4/5 short sentences Mid-module: None End of module: Reading and listening	-Revision lessons delivered in class -Resources shared on Google Classroom -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Languageut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant.
Summer 2 (June –July)	Customs, festivals and celebrations Theme 2: Popular Culture -Learn about local and national festivals in the UK and in French-speaking countries/communities.	-Regular vocabulary and grammar tests. -To assess knowledge, understanding and skills Mid module: Writing 90/150 words	-Resources shared on Google Classroom -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins)

	-Refer to and give opinions on festivals and celebrations with family and friends such as birthday parties, weddings, religious events. -Refer to food on special occasions and at celebrations. -Refer to nationally renowned events such as sports (eg Tour de France, 14 Juillet). -Country traditions/customs focus, eg Senegal, Morocco. Using a variety of tenses and complex structures throughout.	End of module: Reading and listening	-The Languagenut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant.
Careers related learning	Careers lessons during the careers focus fortnight for the year group. KCL invited to deliver lecture to all Year 10 pupils studying French to discuss careers in MFL. MyPATH display resources to go on PP slides throughout the year. All highlighting the range of careers available in MFL. Careers door displaying careers in MFL. Careers conversations with MFL staff about their own careers' journeys.		

GERMAN

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Travel and Tourism including places of interest. Theme 3: Communication and the world around us -Refer to and give opinions on: holiday destinations, holiday locations, means of transport for holidays, weather, holiday activities, holiday accommodation. -Refer to recent and future holidays. -Refer to places of interest locally and elsewhere, including descriptions and preferences Using a variety of tenses and complex structures throughout.	-Regular vocabulary and grammar tests. -To assess knowledge, understanding and skills. Mid module: -90/150 words writing task and dictation task. End of module: -Reading, listening and translation	-Resources shared on Google Classroom -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Languageut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant.
Autumn 2 (Oct-Dec)	Healthy living and lifestyle Theme 1: People and lifestyle -Give preferences for food and drink, attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences. -Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy. -Describe sporting activities and ways of keeping fit. -Compare past and present lifestyle choices and future intentions. Using a variety of tenses and complex structures throughout.	-Regular vocabulary and grammar tests. -To assess knowledge, understanding and skills Mid module: -90/150 words writing task End of module: -Reading, listening and translation	-Resources shared on Google Classroom -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Languageut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant.
Spring 1 (Jan-Feb)	Media and Technology	-Regular vocabulary and grammar tests.	-Resources shared on Google Classroom

	Celebrity culture (influencers, vloggers, etc.) Theme 3: Communication and the world around us -Refer to internet, describe how it is used/its importance to young people and society, frequency of use, preferences, and advantages/disadvantages. -Refer to social media, including reasons for and frequency of use, different apps/platforms, advantages/disadvantages. -Describe mobile technology, including computers, phones, tablets and other devices, reasons for personal use with advantages/disadvantages. -Refer to relevant influencers/ vloggers (events, opinions and personal details, magazines/articles/ reviews, podcasts, social media) -Give opinions about celebrities' activities/influences on young people and wider society. Using a variety of tenses and complex structures throughout.	-To assess knowledge, understanding and skills Mid module: Translation and dictation End of module: Reading, Listening and 90/150 words task	-AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Language Nut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant.
Spring 2 (Feb – March)	Education and Work: Education Post-16 Theme 1: People and lifestyle -Refer to education post-16: options available, advantages and disadvantages, future intentions and plans. -Refer to opportunities to work abroad/use language skills and give opinions. Using a variety of tenses and complex structures throughout.	-Regular vocabulary and grammar tests. -To assess knowledge, understanding and skills. Mid module: Translation End of module: None as exams preparation & speaking exams <u>YEAR 10 INTERNAL EXAMS</u> All topics as listed above and all topics from Year 9 will be in the examinations SPEAKING Role play, Reading aloud and short conversation & Photocards discussion and unprepared conversation	- Revision lessons delivered in class. -Resources shared on Google Classroom -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Language Nut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant.

Summer 1 (April-May)	Education and Work: Jobs and Careers Theme 1: People and lifestyle -Give opinions on different jobs, including advantages and disadvantages. -Describe personal qualities and qualifications. -Refer to ideal job/personal ambitions and skills required. -Refer to opportunities to work abroad/use language skills and give opinions. Using a variety of tenses and complex structures throughout.	<u>YEAR 10 INTERNAL EXAMS</u> All topics as listed above and all topics from Year 9 will be in the examinations WRITING <u>Foundation tier:</u> -5 short sentences in response to a photo -a 50 words writing task in response to 5 compulsory bullet points -5 short grammar tasks -translation of sentences from English into German -a 90 words writing task in response to 3 compulsory bullet points <u>Higher tier:</u> -translation of sentences from English into German -a 90 words writing task in response to 3 compulsory bullet points - a 150 words writing task in response to 2 compulsory bullet points READING -Reading comprehension questions in English, to be answered in English or non-verbally -Translation of 5 sentences from English into English LISTENING -Listening comprehension questions in English, to be answered in English or non-verbally -Dictation in German of 4/5 short sentences Mid-module: None End of module: Reading and listening	-Revision lessons delivered in class -Resources shared on Google Classroom -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Languagenut website is also an excellent resource (students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant.
Summer 2 (June –July)	Customs, festivals and celebrations Theme 2: Popular Culture -Learn about local and national festivals in the UK and in German speaking countries/communities. -Refer to and give opinions on festivals and celebrations with family and	-Regular vocabulary and grammar tests. -To assess knowledge, understanding and skills Mid module: Writing 90/150 words End of module: Reading and listening	-Resources shared on Google Classroom -AQA Foundation and Higher Textbooks (in class) -Kerboodle (students have individual logins) -The Languagenut website is also an excellent resource

	friends such as birthday parties, weddings, religious events. -Refer to past and future celebrations. -Refer to food on special occasions and at celebrations. -Refer to nationally renowned events such as Oktoberfest. -Country traditions/customs focus. Using a variety of tenses and complex structures throughout.		(students have individual logins) -AQA past papers -Student exercise books -Speaking exam questions (available online and in student books) -Speaking practice available during lesson time and at lunchtime with the Language Assistant.
Careers related learning	Careers lessons during the careers focus fortnight for the year group. KCL invited to deliver lecture to all Year 10 pupils studying German to discuss careers in MFL. MyPATH display resources to go on PP slides throughout the year. All highlighting the range of careers available in MFL. Careers door displaying careers in MFL. Careers conversations with MFL staff about their own careers' journeys.		

GEOGRAPHY

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Topic 6A: Resource Management / Energy -An introduction to resources -Global and UK distribution of resources -Renewable and non-renewable energy sources (the advantages and disadvantages of this) - The composition of the UK energy mix - Factors that influence a country's choice of energy source - How and why global demand and supply of energy has changed over time - How fracking can solve energy supply issues - Attitudes to the consumption and exploitation of energy - Case studies to highlight the sustainable management of energy	A formal, timed in-class assessment made up of a past exam question comprising multiple choice, short answer, resource response and an 8 mark case study question. Ongoing peer and self-assessment in lessons.	Lessons are all available on Google Classroom. Exercise book. Geography Society GCSE Geography Textbook Pearson Revision Guide https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-a/
Autumn 2 (Oct-Dec)	Topic 3 Ecosystems, Biodiversity and Management - Defining and understanding key terms - Global ecosystems - Characteristics of tropical rainforests and temperate deciduous woodlands - Management techniques of ecosystems - Climate graphs - Human and physical activities affecting ecosystems	A formal, timed in-class assessment made up of a past exam question comprising multiple choice, short answer, resource response and an 8 mark case study question. Ongoing peer and self-assessment in lessons.	Lessons are all available on Google Classroom. Exercise book. Geography Society GCSE Geography Textbook Pearson Revision Guide https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-a/
Spring (Jan-March)	Topic 1B: The Changing Landscapes of the UK – River landscapes and processes - Processes in the river landscape -How river landscapes contrast between the upper, middle and lower course - How the UK weather impacts river landscapes in the UK - How processes lead to a range of landforms - Human and physical causes of flooding	A formal, timed in-class assessment made up of a past exam question comprising multiple choice, short answer, resource response and an 8 mark case study question. Ongoing peer and self-assessment in lessons.	Lessons are all available on Google Classroom. Exercise book. Geography Society GCSE Geography Textbook Pearson Revision Guide

	- Flood management to include hard and soft engineering - A case study of one UK river landscape		https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-a/
Summer 1 (April-May)	Topic 7: Physical Fieldwork - What is fieldwork - Sampling strategies - Risks assessment - Types of data - Types of primary data collection - Types of secondary data collection - Data presentation - Data analysis - How to draw conclusions from data - Evaluating fieldwork	Year 10 PPEs (comprised of past exam questions based on all topics covered so far since Year 9. The PPE paper will reflect the 'real' exam paper as far as possible). Ongoing peer and self-assessment in lessons.	Lessons are all available on Google Classroom. Exercise book. Geography Society GCSE Geography Textbook Pearson Revision Guide https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-a/
Summer 2 (June –July)	Topic 7: Fieldwork (Physical Fieldwork – An investigation into the changing channel characteristics of the River Chess) / consolidation of topics and skills	A formal, timed in-class assessment of a past exam question from Paper 3 to test understanding of the fieldwork process. Ongoing peer and self-assessment in lessons.	Lessons are all available on Google Classroom. Exercise book. Geography Society GCSE Geography Textbook Pearson Revision Guide https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-a/
Careers related learning	Geography is Your Future – this appears twice in each unit of work whereby careers related to the topic are explored. Geography Society explores different careers in Geography		

HISTORY

There are two GCSE courses in History. The Humanities pathways follow AQA (classes labelled as 'ab' or 'cd') and the languages pathway follow OCR A (classes labelled as Y or Z)

Half term	Topics covered		Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	LANGUAGES PATHWAY Depth study on the USA 1919-41 • The Roaring Twenties. This involves learning about reasons for the boom in America in the 1920s, who did and didn't benefit from this and why impact on some lives such as African-Americans and women, attitudes towards immigration and the experience of Sacco and Vazetti	HUMANITIES PATHWAY • The year begins with a recap on year 9 learning on Germany and then a completion of the last Germany unit from year 9. This will involve learning about the experience of Germans under Nazi rule e.g. the economic changes implemented and how this helped and didn't, how the war impacted on the economy including bombing. Social policies of the Nazis such as what their intended for women, the young and education changes. This will also include looking at the Final Solution. We'll also look at how the Nazis controlled the public through the police state, censorship, propaganda, repression and the Gestapo. Some groups tried to resist so we'll look at what they did and their effectiveness.	Formal assessment and ongoing timed practise lessons in lesson or for homework	BBC bitesize for both Resources are on google classroom Use of their exercise books. Seneca for AQA
Autumn 2 (Oct-Dec)	• The 1930s and the New Deal. This involves learning about the social and economic impact of the Great Depression, Hoover's response and why Roosevelt won the 1932 presidential election, actions by Roosevelt (the New Deals) to deal with the economic and social problems, reaction to and impact of these New Deals • The impact of the Second World War on US society. This involves learning about how the USA mobilised for WW2, war production, role of women in WW2 and how ethnic minorities were treated with a particular focus on African-Americans and Japanese-Americans.			
Spring 1 (Jan-Feb)	• Students begin paper 2 which is about migration to Britain from 1000-2010. The first time period will be covered which is the Middle Ages. They will look at who lived in Britain in 1000 and how diverse it was, the Norman Conquest and the impact of this. The treatment of Jews at this time and other migrants such as the Flemish, Lombard Bankers and Hanseatic League to Britain.	Pupils begin learning about paper 2 content for section A on Health and the People in Britain from 1000 to present day. • Part one is Medicine stands still and will involve learning about beliefs in the Middle Ages about the cause of illness, who treated the sick and how, what public health was like at the time, ideas and techniques regarding surgery and the impact of Islamic medicine at the time. We end the content looking at the factors of change that helped or hindered development. We do this	Formal assessment and ongoing timed practise lessons in lesson or for homework	
Spring 2 (Feb – March)	• We pause paper 2 to do paper 1 revision for the mocks for 2 to 3 weeks.		Formal assessment and ongoing timed practise lessons in lesson or for homework	

		after each of the four time periods. • Paper 2 content will be paused for between 2-3 weeks to allow for revision to support with mock preparation.		
Summer 1 (April-May)	• Continue with paper 2. Looking at the 1500-1730s. We learn about African Tudors, the RAC, EIC and their impact. The experience of Ayahs and Lascars.	• Continue with paper 2 section A content. Learning about Medicine from the Renaissance period. This will involve learning about changes and developments that helped medicine, individuals such as Pare, Vesalius, Harvey and their work, developments in surgery thanks to Simpson, Lister and public health at the time.	Formal assessment and ongoing timed practise lessons in lesson or for homework	
Summer 2 (June –July)				
Careers related learning	Reference to the A Level course and where this can take you for university options and careers. We also refer to the types of careers the skills developed can lead to which are also displayed in the corridor outside the history classrooms.			

Due to staffing considerations and the nature of the curriculum, topics may not always be taught in this order but, over the course of the year, this is the content which will be covered:

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<u>Marriage and the Family in Christianity Recap</u> Students recap the marriage and the family unit from the end of last year in a revision lesson and do an assessment the following lesson. • Marriage and the Family Revision • Assessment <u>Matters of Life and Death in Christianity</u> Students will study Christian beliefs and teachings about life and death. They will also examine how they apply in a real world context. • Scientific explanations for the origin of the universe • Christian beliefs about the origin of the universe • Why is the universe valuable to Christians? • Sanctity of Life • What are the scientific and non-religious explanations about the origins and value of human life? • Christian responses to evolution	GCSE-style assessment (questions a-d), testing knowledge, understanding and analysis/evaluation. Ongoing in-class assessment	Lesson resources will be available on Google Classroom for consolidation and revision. https://senecalearning.com/en-GB/ https://www.kerboodle.com/users/login https://www.bbc.co.uk/bitesize/topics/zbhvbqt/articles/zypxfdm#zr3bwsg https://www.bbc.co.uk/teach/class-clips-video/articles/z4qkjhv https://www.bbc.co.uk/teach/class-clips-video/articles/z6s6nrd
Autumn 2 (Oct-Dec)	<u>Matters of Life and Death in Christianity</u> • Abortion • Abortion: A Christian view • Non-religious arguments about abortion • Life after death • Christian beliefs about life after death • Responses to arguments against life after death • Euthanasia: arguments FOR and AGAINST • Euthanasia and Christianity	Ongoing in-class assessment GCSE-style assessment (questions a-d), testing knowledge, understanding and analysis/evaluation.	Lesson resources will be available on Google Classroom for consolidation and revision. https://senecalearning.com/en-GB/ https://www.kerboodle.com/users/login

	• Issues in the natural world 1 • Issues in the natural world 2: Animals		
Spring 1 (Jan-Feb)	<u>Muslim Beliefs</u> Students will study Muslim beliefs and their significance to both individual Muslims and the Muslim community. • Introduction to Islam and Muslim beliefs • Sunni and Shi'a • The six beliefs and the five roots of 'Usul ad-Din • The nature of Allah • Risalah • Muhammad	GCSE-style assessment (questions a-d), testing knowledge, understanding and analysis/evaluation.	Lesson resources will be available on Google Classroom for consolidation and revision. https://senecalearning.com/en-GB/ https://www.kerboodle.com/users/login https://www.bbc.co.uk/bitesize/guides/z43pfcw/revision/1
Spring 2 (Feb – March)	<u>Muslim Beliefs</u> • Muslim Holy books • The Qur'an (+ Sunnah and Hadith) • Malaikah • Al-Qadr • Akhirah • Revision lessons for mock	Ongoing in-class assessment	Lesson resources will be available on Google Classroom for consolidation and revision. https://senecalearning.com/en-GB/ https://www.kerboodle.com/users/login
Summer 1 (April-May)	• Revision lessons for mock • Mock feedback <u>Peace and Conflict in Islam</u> Students will study Islamic teachings and beliefs about peace and conflict. They will also study how they apply to the real world. • Introduction to peace and conflict + Peace in Islam • Peace-making • Conflict • Pacifism	Ongoing in-class assessment Year 10 mock	Lesson resources will be available on Google Classroom for consolidation and revision. https://senecalearning.com/en-GB/ https://www.kerboodle.com/users/login https://www.bbc.co.uk/bitesize/articles/ztqtcxs#zvfxb7h
Summer 2 (June –July)	• Just War theory • Holy War • Weapons of mass destruction • Issues surrounding conflict	Ongoing in-class assessment	Lesson resources will be available on Google Classroom for consolidation and revision. https://senecalearning.com/en-GB/ https://www.kerboodle.com/users/login
Careers related learning	Careers lessons during the careers focus fortnight for each year group. Careers door displaying careers in RE. Careers conversations with RE staff about their own careers journeys.		

PE (core, non-examined)

The order and selection of activities the students complete may change between classes due to weather and KS4 & 5 exam considerations.

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept – Dec)	Netball: Students will build upon skills learnt in KS3. Tactical awareness and set plays will be taught through game based activities. Health Related Fitness: Students will learn how to develop personal training programmes to achieve different fitness goals through the participation of different training types such as circuit, HITT, weight training, boxercise ect. Students will learn how to calculate training intensities and how to adapt training programmes to ensure the session is specific to the training aim.	No formal assessment is completed. Assessment is ongoing every lesson by teacher, self and peer feedback.	Full PE kit needs to be in school including trainers in case there is a need to change activity due to weather & internal exam considerations. Weekly netball club at lunchtime and also after school team practice and matches from Sep – April. Weekly badminton club at lunchtime from Sep – April. Participation in sport inter-house competition. Application to become a Sports Leader and officiate in the borough primary SHA competition. Full PE kit. Weekly dodgeball club at lunch times Weekly basketball club at lunch times
Autumn 2 (Oct-Dec)	Tag Rugby: Students will learn basic, spin and pop passing techniques. Tactical awareness and set plays will be taught through game based activities. Basketball: Students will learn basketball specific skills such as footwork, dribbling, marking, and shooting. Tactical awareness, rules and set plays to be taught through game based activities.		
Spring 1 (Jan-Feb)	Gymnastics / Trampolining: Students will focus on building core strength and flexibility to improve body tension and extension when performing static and dynamic moves. Students will learn how to perform skills with control individually, within groups and using apparatus such as the vault in gymnastics. Students will learn how to construct and perform short sequences and routines in trampolining.	No formal assessment is completed. Assessment is ongoing every lesson by the teacher, self and peer feedback.	Full PE kit needs to be in school including trainers in case there is a need to change activity due to weather & internal exam considerations. Weekly badminton and football club at lunchtime from Sep – April.
Spring 2 (Feb – March)	Badminton: Students will develop techniques in more complex shots such as drop shots, smashes and net play. Students should be able to score and umpire singles and doubles matches using key rules (eg court area/out, service rules). Handball: Students will be able to transfer and adapt skills learnt from netball and		Participation in sport inter-house competition. Sport leaders will officiate for borough secondary Sports Hall Athletics Competitions. Weekly dodgeball club at lunch times

	basketball into the handball regulations. Students will also learn handball specific skills such as one/two handed catches, types of shooting and block tackling. Rules and tactical awareness will be taught through game based activities. Football: Students will build upon skills learnt in KS3. Tactical awareness and set plays will be taught through game based activities. Volleyball: Students will learn the key skills and techniques of the basic skills needed in volleyball such as service, dig, smash and spike. Rules and tactical awareness will be taught through game based activities Dodgeball: Students will learn the key skills and techniques of the basic skills needed in dodgeball such as throwing, catching, ducking and dodging. Rules and tactical awareness will be taught through game based activities.		Weekly basketball club at lunch times
Summer 1 (April-May)	Athletics: Students will take part in a range of events including sprints, middle distance, field events including javelin, shot and discus and jumps including long jump and high jump. This will build on skills and techniques learnt during KS3. Rounders: Students will learn the key skills and techniques used for throwing (underarm, overarm) catching, bowling, fielding and batting. Rules and tactical awareness will be taught through game based activities. Cricket: Students will learn the key skills and techniques used for throwing (underarm, overarm) catching, bowling, fielding and batting. Rules and tactical awareness will be taught through game based activities.	No formal assessment is completed. Assessment is ongoing every lesson by the teacher, self and peer feedback.	Full PE kit needed for all weather conditions as all lessons will be outdoor in summer 1 due to the public exam period. Athletics club at lunchtime and after school for Sports Day practice! Athletics club will run from April – June. Trials to represent the school in the borough athletics competition. Participation in multiple Sports Day events.
Summer 2 (June –July)	Softball: Students will learn the key skills and techniques used for throwing (underarm, overarm) catching, bowling, fielding and batting. Rules and tactical awareness will be taught through game based activities. Table Tennis: Students will learn key skills such as service, push and drive shots as well as how to use effective footwork. Students should be able to score and umpire singles and doubles matches using key rules (eg service rules and scoring).		

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Lesson 1: Inclusivity & belonging Lesson 2: Who should you trust? Lesson 3: Self-esteem & respect Lesson 4: R.E.S.P.E.C.T. Lesson 5: Safety instincts Lesson 6: Managing emergencies Lesson 7: Careers, politics & the economy	Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher's mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.	Student notes in exercise book Resources shared on Google Classroom Further support/ information/websites is signposted for particular topics in the lesson power point Newsround is useful to keep up to date on what is happening in the world.
Autumn 2 (Oct-Dec)	Lesson 1: The Spectrum of relationships Lesson 2: Will you marry me? Lesson 3: Recognising signs of coercive control Lesson 4: Sexting Lesson 5: The distorted reality of pornography Lesson 6: Self-examination& screening Lesson 7: Keeping your online data safe	Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher's mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.	Student notes in exercise book Resources shared on Google Classroom Further support/ information/websites is signposted for particular topics in the lesson power point Newsround is useful to keep up to date on what is happening in the world.
Spring 1 (Jan-Feb)	Lesson 1: Whole school initiative – Careers Focus fortnight, topics TBC. Lesson 2: Whole school initiative – Careers Focus fortnight topics TBC. Lesson 3 Understanding Democracy Lesson 4: The UK's relationship to the world Lesson 5: Public money Lesson 6: AI & Society	Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher's mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.	Student notes in exercise book Resources shared on Google Classroom Further support/ information/websites is signposted for particular topics in the lesson power point Newsround is useful to keep up to date on what is happening in the world.
Spring 2 (Feb – March)	Lesson 1: Different kinds of intimacy – friends, family, relationships Lesson 2: Sexual orientation Lesson 3: Understanding sexual consent Lesson 4 Understanding sexual consent Lesson 5: Sharing illegal images Lesson 6: FGM	Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher's mark book work every 6 weeks, students will complete a feed forward on a	Student notes in exercise book Resources shared on Google Classroom Further support/ information/websites is signposted for particular topics in the lesson power point

		piece of work following teacher assessment of work.	Newsround is useful to keep up to date on what is happening in the world.
Summer 1 (April-May)	Lesson 1: Year 10 Internal Exams Lesson 2: Fake news & misinformation Lesson 3: Online radicalisation Lesson 4: Online stalking Lesson 5: The hidden scars of knife crime Lesson 6: The Rule of Law Lesson 7: The psychology of bullies	Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher's mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.	Student notes in exercise book Resources shared on Google Classroom Further support/information/websites is signposted for particular topics in the lesson power point Newsround is useful to keep up to date on what is happening in the world.
Summer 2 (June –July)	Lesson 1: The Healthcare system Lesson 2: Work Shadowing Week Lesson 3: Menstrual health & conditions Lesson 4: Understanding vaccination & immunisation Lesson 5: Drugs Lesson 6: Prescription medication misuse	Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher's mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.	Student notes in exercise book Resources shared on Google Classroom Further support/information/websites is signposted for particular topics in the lesson power point Newsround is useful to keep up to date on what is happening in the world.
Careers related learning	Careers focus fortnight and other lessons linked to careers throughout the year contributes to supporting year 10 with work shadowing, and focusing students on how to find the right career path for them. This is carried out in lesson through discussion and using the platform Unifrog to research options for the future.		

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn Term	Contextual studies with practical activities Students explore the work and ideas of Alberto Giacometti, Vincent van Gogh and Frida Kahlo, developing an understanding of how artists use different techniques, materials, colour, form and symbolism to communicate ideas. Through research, observation, drawing, painting and sculpture, students analyse the artists' work and experiment with their techniques. They explore Giacometti's elongated figures and expressive line, Van Gogh's distinctive brushwork and use of colour, and Kahlo's self-portraiture, symbolism and personal imagery. Students develop their own creative responses, applying techniques inspired by the artists while making increasingly independent and personal artistic choices. The project encourages students to analyse and evaluate artwork, make connections between artists and their own practice, and develop confidence in using contextual research to inform their final outcomes.	<i>Teacher Assessment Including Feed Forward</i> <i>Self and peer assessment throughout project</i> <i>Verbal feedback</i> <i>On-going written feedback will be on their PLC (personal learning checklist), which is kept in school in named folders.</i> Your work will be assessed against the four AQA assessment objectives (AOs):	Materials needed for the course provided by the pupil: Camera SD card Tripod Pupils should have a laptop at home so they can access google classroom and upload work. Pupils will also have remote access to Adobe Photoshop and Light room. Photography club available for pupils to catch up with work.
<u>Your work will be assessed against the four AQA assessment objectives (AOs):</u> AO1: Develop ideas through investigations, demonstrating critical understanding of sources. Research historical and contemporary still life artists. Create an artist research page analysing techniques, use of composition, and meaning. Explore how different artists approach still life and take inspiration for your own work. AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes. Experiment with a range of media (pencil, charcoal, ink, watercolor, acrylic, oil pastels, mixed media). Explore different surfaces (paper, canvas, wood) and techniques (blending, layering, mark-making). Test different compositions, viewpoints, and lighting to create mood and depth. AO3: Record ideas, observations, and insights relevant to intentions as work progresses. Produce observational drawings of still life objects using different techniques. Take photographs of your still life arrangement to explore different angles and lighting. Annotate your sketchbook with thoughts on your progress, media tests, and composition choices. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Develop a final piece that reflects your personal style and chosen theme. Use your research and experimentation to inform your final composition. Ensure your final outcome demonstrates strong observational skills, a well-thought-out composition, and technical control of materials.			

Spring Term	GCSE Art & Design: Portraiture Project Project Title: Exploring Identity Through Portraiture Students explore portraiture as a means of communicating identity, personality, emotion and personal experience. The project begins with observational studies and experimental ink sketches, developing students' confidence in line, tone, mark-making, proportion and expressive qualities. Students will study the work of Angès Cécile, investigating how she uses delicate line, expressive mark-making, portraiture and flowing imagery to communicate mood and emotion. They will produce a range of studies and responses to her work, experimenting with ink techniques while developing their own visual language. Students will then select a personal sub-theme within the wider theme of identity. This could explore areas such as family, relationships, memories, culture, emotions, dreams, nature, place, personal experiences or change. Choosing a focused sub-theme will allow students to make the project more meaningful and individual to them. Through artist research, observational drawing, ink experimentation, photography and creative development, students will explore how their chosen theme can be communicated through portraiture. They will make connections between the work of Angès Cécile and other relevant artists, using contextual research to inform their own ideas rather than simply copying existing artwork. Students will develop and refine a personal response, making increasingly independent decisions about composition, materials, imagery, symbolism and technique. The final outcome should demonstrate a clear connection between the chosen sub-theme, contextual research and the student's own experiences and ideas, while showing evidence of experimentation, refinement, technical skill and originality.	Teacher Assessment Including Feed Forward Self and peer assessment throughout project Verbal feedback On-going written feedback will be on their PLC (personal learning checklist), which is kept in school in named folders.	Pupils should have a laptop at home so they can access google classroom and upload work. Pupils will also have remote access to Adobe Photoshop and Light room. Photography club available for pupils to catch up with work.
Summer term	GCSE Art & Design: Portraiture Project Project Title: Exploring Identity Through Portraiture Project Overview: In this project, you will explore the art of portraiture, using different techniques, materials, and styles to convey personality, emotion, and identity. Through observational studies, artist research, and creative experimentation, you will develop a personal response that reflects your understanding of portraiture. Your final outcome	Teacher Assessment Including Feed Forward Self and peer assessment throughout project Verbal feedback On-going written feedback will be on their	Pupils should have a laptop at home so they can access google classroom and upload work. Pupils will also have remote access to Adobe Photoshop and Light room.

	will demonstrate technical skill, originality, and a meaningful interpretation of your chosen theme.	PLC (personal learning checklist), which is kept in school in named folders.	Photography club available for pupils to catch up with work.
Assessment Objectives (AQA GCSE Art & Design) ✓ AO1: Develop ideas through investigations, demonstrating critical understanding of sources. Research historical and contemporary portrait artists (e.g., Rembrandt, Van Gogh, Frida Kahlo, Chuck Close, Jenny Saville). Analyse their techniques, use of expression, composition, and meaning. Explore different cultural and conceptual approaches to portraiture. ✓ AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes. Experiment with different media (pencil, charcoal, ink, acrylic, watercolour, collage, digital). Explore various portrait styles (realism, abstraction, cubism, surrealism). Test different compositions, lighting effects, and mark-making techniques. ✓ AO3: Record ideas, observations, and insights relevant to intentions as work progresses. Produce detailed observational drawings of faces using different perspectives and expressions. Take and edit photographs as references for your work. Annotate your sketchbook with thoughts on your progress, media tests, and composition choices. ✓ AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Develop a final portrait that reflects your chosen theme, artistic influences, and technical skill. Ensure your work conveys emotion, identity, or a deeper concept. Present your final piece alongside your development work in a cohesive and thoughtful way.			
Careers related learning	Careers lessons during the careers focus fortnight for each year group. Careers door displaying careers in art. Careers conversations with art staff about their own careers journeys.		

BUSINESS

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Topic 1.5 Understanding external influences on business Business stakeholders Who business stakeholders are and their different objectives: - shareholders (owners), employees, customers, managers, suppliers, local community, pressure groups, the government. Stakeholders and businesses: - how stakeholders are affected by business activity - how stakeholders impact business activity - possible conflicts between stakeholder groups. Technology and business Different types of technology used by business: - e-commerce - social media - digital communication - payment systems. How technology influences business activity in terms of: - sales - costs - marketing mix. Legislation and business The purpose of legislation: - principles of consumer law: quality and consumer rights - principles of employment law: recruitment, pay, discrimination and health and safety. The impact of legislation on businesses: - cost - consequences of meeting and not meeting these obligations.	Peer and self-assessment	Writing frames and mark schemes and examiners reports.
Autumn 2 (Oct-Dec)	The economy and business The impact of the economic climate on businesses: - unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates. External influences The importance of external influences on business: - possible responses by the business to changes in: technology, legislation, the economic climate. Topic 2.1 Growing the business Business growth Methods of business growth and their impact: - internal (organic) growth: new products (innovation, research and development), new markets (through changing the marketing mix or taking advantage of technology and/or expanding overseas) - external (inorganic) growth: merger, takeover. The types of business ownership for growing businesses: - public limited company (plc)	45 minutes in class. The test will include: multiple choice questions, Short answer questions and extended writing.	Business course guides Knowledge retrieval practice+ workbook Key words – Quizlet: Business Edexcel 1.5 GCSE Flashcards Quizlet BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/z98snbk Seneca: https://senecalearning.com/en-GB/ https://www.youtube.com/@Bizconsesh https://www.youtube.com/c/TwotoTeachers All past papers, mark schemes and examiners reports are on Google Classroom for students to access and use to practise exam technique.

	Sources of finance for growing and established businesses: ● internal sources: retained profit, selling assets ● external sources: loan capital, share capital, including stock market flotation (public limited companies).		
Spring 1 (Jan-Feb)	Changes in business aims and objectives Why business aims and objectives change as businesses evolve: ● in response to: market conditions, technology, performance, legislation, internal reasons. How business aims and objectives change as businesses evolve: ● focus on survival or growth ● entering or exiting markets ● growing or reducing the workforce ● increasing or decreasing product range. Business and globalisation The impact of globalisation on businesses: ● imports: competition from overseas, buying from overseas ● exports: selling to overseas markets ● changing business locations ● multinationals. Barriers to international trade: ● tariffs ● trade blocs. How businesses compete internationally: ● the use of the internet and e-commerce ● changing the marketing mix to compete internationally.	Peer and self-assessment	Writing frames and mark schemes and examiners reports.
Spring 2 (Feb – March)	Ethics, the environment and business The impact of ethical and environmental considerations on businesses: ● how ethical considerations influence business activity: possible trade-offs between ethics and profit ● how environmental considerations influence business activity: possible trade-offs between the environment, sustainability and profit ● the potential impact of pressure group activity on the marketing mix.	45 minutes in class. The test will include: multiple choice questions, Short answer questions and extended writing.	Business course guides Knowledge retrieval practice+ workbook Key words – Quizlet: https://quizlet.com/ae/531147383/gcse-edexcel-business-studies-21-growing-the-business-flash-cards/ BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/z98snbk Seneca: https://senecalearning.com/en-GB/ https://www.youtube.com/@Bizconsesh https://www.youtube.com/c/TwotoTeachers All past papers, mark schemes and examiners reports are on Google Classroom for students to access and use to practise exam technique.
Summer 1 (April-May)	Y10 Internal Exams (2 weeks) Topic 2.2 Making marketing decisions Product The design mix: ● function, aesthetics, cost. The product life cycle: ● the phases of the product life cycle	Peer and self-assessment	Writing frames and mark schemes and examiners reports.

	● extension strategies. The importance to a business of differentiating a product/ service. Price ● pricing strategies ● influences on pricing strategies: technology, competition, market segments, product life cycle. Promotion Promotion: ● appropriate promotion strategies for different market segments: advertising, sponsorship, product trials, special offers, branding ● the use of technology in promotion: targeted advertising online, viral advertising via social media, e-newsletters. Place		
Summer 2 (June – July)	Place: ● methods of distribution: retailers and e-tailers (e-commerce). Using the marketing mix to make business decisions How each element of the marketing mix can influence other elements? Using the marketing mix to build competitive advantage. How an integrated marketing mix can influence competitive advantage.	45 minutes in class. The test will include: multiple choice questions, Short answer questions and extended writing.	Business course guides Knowledge retrieval practice+ workbook Key words – Quizlet: https://quizlet.com/gb/353899273/business-gcse-edexcel-22-making-marketing-decisions-flash-cards/ BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/z98snbk Seneca: https://senecalearning.com/en-GB/ Bizconsesh: https://www.youtube.com/@Bizconsesh https://www.youtube.com/c/TwotoTeachers All past papers, mark schemes and examiners reports are on Google Classroom for students to access and use to practise exam technique.
Careers related learning	Throughout all topics covered, careers and possible jobs in the areas are discussed. Focus on career that Business GCSE can contribute to during careers fortnight through a careers lesson. Careers conversations with Business staff about their own career journeys.		

CHILD CARE

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Child Development and Care in the Early Years NCFE L2 GCSE Content Area 2 Students will learn about the factors that influence the child’s development such as: • Nature and nurture • Biological and environmental factors • Effects of biological and environmental factors • Transitions • Support strategies	Ongoing self/peer assessment. Assessment via mini tests every 3 weeks. Content area assessments take place at the end of the topics.	Resources on google classroom Topic content booklets Class Books
Autumn 2 (Oct-Dec)	Content Area 3 Students will understand the child’s care needs and the importance of play and activities to support the child’s independence, health, safety and wellbeing from birth to 5 years.	Ongoing self/peer assessment. Assessment via mini tests every 3 weeks. Content area assessments take place at the end of the topics.	Resources on google classroom Topic content booklets Class Books
Spring 1 (Jan-Feb)	Content Area 6 Students will understand expectations with regards to appearance, behaviour, timekeeping and attitude when working in an early years setting.	Ongoing self/peer assessment. Assessment via mini tests every 3 weeks. Content area assessments take place at the end of the topics.	Resources on google classroom Topic content booklets Class Books
Spring 2 (Feb – March)	Content Area 8 Students will understand how observations are used in early year’s settings, the different methods used and the components of recording observations. Students will understand terms connected to accurate recording of observations and the benefits of observation and sharing observations with others.	Ongoing self/peer assessment. Assessment via mini tests every 3 weeks. Content area assessments take place at the end of the topics.	Resources on google classroom Topic content booklets Class Books

Summer 1 (April-May)	Content Area 9 Students will understand the child-centred approach to planning and the importance of planning to meet the child's needs.	Y10 written exam (1 hour). Ongoing self/peer assessment. Assessment via mini tests every 3 weeks. Content area assessments take place at the end of the topics.	Year 10 Written Exam Students are given a revision booklet including the course content. Resources on google classroom Class Books
Summer 2 (June –July)	Mock Tasks Using all previous content areas to respond to a case study; notes to be used on computers.	Ongoing self/peer assessment. Assessment via mini tests every 3 weeks. Content area assessments take place at the end of the topics. Mock Tasks	Resources on google classroom Topic content booklets Class Books
Careers related learning	The childcare department highlights career relevance by organising guest speaker sessions and career talks to showcase progression routes. We pride ourselves on sharing alumni success stories further inspires students to explore careers in early years education.		

CITIZENSHIP

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<u>GCSE Edexcel Citizenship</u> Theme D – Power and Influence Playing your part in democracy. Playing a political role. Putting on the pressure. Making a difference. Getting out to vote. Digital democracy. Does your vote count? Supporting society. Trade unions and protection of people at work. What is media? Why should the press be free? The media: informing or influencing?	Past GCSE questions on Theme D	GCSE Edexcel text book 'Citizenship Today' www.gov.uk Party political broadcasts www.unison.org.uk
Autumn 2 (Oct-Dec)	Legal, decent, honest and truthful? The media: investigation and scrutiny. People, pressure groups and the media. What is the European Union? The EU: benefits and obligations. The Commonwealth. The United Nations. The UN at work. NATO: what it is and what it does. The World Trade Organization. International justice. Who can helps? Conflict: what can the UK do?	Past GCSE questions on Theme D	www.thecommonwealth.org www.coe.int www.un.org www.nato.int www.wto.org
Spring 1 (Jan-Feb)	Theme D – Exam practice Sample past papers for Section C	Past GCSE questions on Theme D – Section C for paper 2. Walking/talking assessments and exam practice.	
Spring 2 (Feb – March)	Theme A, B and C revision in preparation for Yr 10 mock exams.	Revision power point presentations created by Dr Laxton	

Summer 1 (April-May)	First two weeks are yr 10 exams. These will be on Paper 1, Themes A, B and C – the same themes revised in Spring 2. Then.. <u>Theme E – Citizenship action</u> This half term the students research, prepare and deliver a citizenship lesson to year 7 or 8 on a citizenship topic of their choice.	Past GCSE questions on Themes A, B and C	Students carry out their own research guided by topic.
Summer 2 (June –July)	Completion of Citizenship Action evaluations and past paper practice for Theme E. Once finished, revisiting Theme D again for revision and recall.	Past GCSE questions on Theme E. Sample Theme E questions from past exam papers at the end of the project.	
Careers related learning	Throughout all topics covered, careers and possible jobs in the areas are discussed. Focus on careers that citizenship GCSE can contribute to during careers fortnight. Conversations in lessons guiding students to which A Levels or BTECs citizenship GCSE can lead to.		

COMPUTER SCIENCE

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept – Oct)	Threats to computer systems and networks Understand the different forms of attack and threat posed to devices/systems: - o Malware - o Social engineering - o Brute-force attacks - o Denial of service attacks - o Data interception and theft - o The concept of SQL injection Designing, Creating and refining algorithms - o Creating trace table using python code - o Trace table using loops - o Trace table using selection - o Know how to read algorithm and create and trace table.	Smart revise questions Topic tests MCQ	-Resources shared on Google Classroom -Smart Revise -OCR past papers -Student's exercise book -Multiple choice quiz -Craig n Dave YouTube videos
Autumn 2 (Oct- Dec)	Identifying and preventing vulnerabilities - o Understand the concept of penetration testing - o Understand how security software including antimalware and firewalls help to protect computer systems - o User access levels - o Passwords - o Encryption - o Physical security - o Understand the legalities and consequence of unlawfully interception data Searching and Sorting Algorithms - o Know how to create an array - o Know the prerequisite of search. - o Understand the principle of linear search and the algorithm - o Understand what is divide and conquer. - o Can write each steps of binary search algorithm.	Smart revise questions Topic tests MCQ	-Resources shared on Google Classroom -Smart Revise -OCR past papers -Student's exercise book -Multiple choice quiz -Craig n Dave YouTube videos https://www.youtube.com/watch?v=Hr5cP7LOUkU&t=175s https://www.youtube.com/watch?v=pKW-hwvD2-A&t=2s https://www.youtube.com/watch?v=Y8y7PnIE4Dg&t=254s

	- o Know the principle of bubble sort and algorithms - o Know the principle of insertion sort and algorithms - o Know the principles of insertion sort and algorithms.		
Spring 1 (Jan-Feb)	Able to describe the purpose and functionality of an operating system: - o User interface - o Memory management and multitasking - o File management - o User management - o Peripheral management and drivers To understand the need for utility software including the functions of: - o Encryption software - o Defragmentation - o Data compression Additional Programming Techniques The use of basic string manipulation The use of basic file handling operations such as open, write, read and close file.	Smart revise questions Topic tests MCQ	-Resources shared on Google Classroom -Smart Revise -OCR past papers -Student's exercise book -Multiple choice quiz -Craig n Dave YouTube videos
Spring 2 (Feb – March)	Ethical, legal, cultural and environmental impact Give examples of digital technologies and how these impact society including: - o Ethical issues - o Cultural issues - o Environmental issues - o Privacy issues Languages - o Recognise the legal issues which arise from the impact of digital technology Characteristics and purpose of different level of programming language. • To understand that source code has to be translated into machine code in order for the CPU to be able to process the program.	Smart revise questions Topic tests MCQ	-Resources shared on Google Classroom -Smart Revise -OCR past papers -Student's exercise book -Multiple choice quiz -Craig n Dave YouTube videos

	- To understand the difference between how an interpreter and a compiler translate source code. - To understand the importance of assembly language and the role of an assembler.		
Summer 1 (April-May)	To understand legislation related towards computer science - o The Data Protection Act 2018 - o Computer Misuse Act 1990 - o Copyright Designs and Patents Act 1988 - o Software licences (i.e. open source and proprietary) Characteristics and purpose of different level of programming language. The characteristics of a compiler and an interpreter.	Smart revise questions Topic tests MCQ	-Resources shared on Google Classroom -Smart Revise -OCR past papers -Student's exercise book -Multiple choice quiz -Craig n Dave YouTube videos
Summer 2 (June – July)	Recap and revision of all of the covered topics with the aim of consolidating knowledge. The integrated development Environment(IDE) - o Editors - o Error Diagnostics - o Run time environment - o Translators	Smart revise questions Mock tests MCQ	-Resources shared on Google Classroom -Smart Revise -OCR past papers -Student's exercise book -Multiple choice quiz -Craig n Dave YouTube videos
Careers related learning	Careers lessons during the careers focus fortnight for each year group . Careers door displaying careers in computing. Careers conversations with computing staff about their own careers journeys.		

DANCE

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1-2 (Sept –Dec)	Dance AQA GCSE Set phrases Students to explore set phrases Flux and Shift by learning key action, space and dynamic content, Section A Theory Students will learn about choreography terms and hypothetical dances relating to stimuli. Technique and Performance in a Group (20%) Performance skills. Students will reflect and improve on areas of their technique including physical, technical and expressive skills throughout contemporary dance workshops. Students will also learn a Performance in a Group demonstrating the full range of performance skills	Ongoing self/peer assessment. Set phrase solo performance assessment. Performance in a Group assessment Ongoing teacher feedback (WWW/FF) on performance skills Section A theory exam questions 1-3 marks.	Check out the Performing Arts Extra-curricular programme. We'd love to see you there! Auditions for school production. ECAS perform in Winter Showcase. Music at 105bpm Spotify Playlist; Link - Resources on google classroom - Student's Class Book & Folder - AQA past papers - Dance revision booklet
Spring 1-2 (Jan-March)	Shadows – Set Work Students to explore the set work 'Shadows' by Christopher Bruce by gaining knowledge and understanding of choreography, sound, lighting, set and costume design in relation to the choreographic intent set by the choreographer. Students will learn to make critical judgements about the set work and answer mock and past exam questions relating to 'Shadows'. Solo Choreography (30%) Students will use stimuli of their choice to choreograph a dance which is assessed in preparation for the final	Ongoing self/peer assessment. Shadows written assessment. Ongoing teacher feedback (WWW/FF) on choreography process and quality of work. Solo choreography assessment.	Check out the Performing Arts Extra Curricular programme. We'd love to see you there! School Production performance. Spotify Music playlist for choreography Link - Resources on google classroom - Student's Class Book & Folder - AQA past papers - Dance revision booklet

	choreography task which is set in Y11. Choreography skills explored include; appropriate and effective use of action, space, dynamics, choreographic devices, structuring devices and aural accompaniment. Trio/Group Performance Performance skills. Students will select, rehearse, practise, evaluate and perform a dance relating to a theme picked from 'Shadows' by Christopher Bruce. Students will learn how to choreography and perform with confidence in a group. Some will add expression and highly creative choreography development.		
Summer 1-2 (April - July)	Within Her Eyes – Set Work Students to explore the set work 'Within Her Eyes' by James Cousins. Students will gain knowledge and understanding of choreography, sound, lighting, set and costume design in relation to the choreographic intent set by the choreographer. Students will learn to make critical judgements about the set work and answer mock and past exam questions relating to 'Within Her Eyes'. Set phrases - Solo Performance (20%) Performance skills. Students will rehearse, practise, evaluate and perform set phrases. Students will learn how to perform a set phrase with accurate action content and timing content with confidence. Some will add a range of expressive skills. To perform to a 105bpm metronome. Section B Theory	Ongoing self/peer assessment. Within Her Eyes written assessment. Y10 set phrase mock exam to 105bpm metronome. Y10 solo performance exam to edited music between 1.5 minutes – 2.5 minutes. Group performance assessment later in the term in preparation for the Summer Festival	Check out the Performing Arts Extra Curricular programme. We'd love to see you there! ECAS perform in Summer Festival. Y10 Group performance in Summer Festival. Spotify Music playlist for choreography Link Music at 105bpm Spotify Playlist; Link - Resources on google classroom - Student's Class Book & Folder - AQA past papers - Dance revision booklet

	Students will reflect on choreography processes, technical skills, physical skills, expressive skills and mental skills. They will apply knowledge and understanding to 6 mark questions using x3 PEE format. Group Performance Choreography and performance skills. Students will select, rehearse, practise, evaluate and perform a piece based on a choice of stimuli either individually (solo) or in a group (ensemble). Assessment of solo or ensemble performance/choreography. Some will add expression and show choreographic intentions.		
Careers related learning	Careers lessons during the careers focus fortnight for each year group. Careers door displaying careers in dance. Careers conversations with dance staff about their own careers journeys.		

DESIGN TECHNOLOGY

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept – Oct)	<u>Exam board:</u> Edexcel Design & Technology 9-1 <i>Students will explore a number of topics in their theory based lessons, including:</i> - New & emerging technologies - Modern, smart, composite materials and technical textiles - Mechanical devices - Electronic systems & programmable components	FORMATIVE: *Response to questions *Observation of practical work *Peer & self-assessment SUMMATIVE: * Review of completed evaluations and product * End of unit assessment (written)	https://www.daydreameducation.co.uk/design-and-technology-gcse-revision-guide-pocket-posters https://senecalearning.com/en-GB/
Autumn 2 (Oct-Dec)	<i>Students will explore a number of topics in their theory based lessons, including:</i> The categorisation of the types, properties and structure of: • ferrous and non-ferrous metals • papers and boards • thermoforming and thermosetting polymers • natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles • natural and manufactured timbers - Performance characteristics of a wide range of materials, components and manufacturing processes, in order to be able to discriminate between them and select appropriately. - Investigate environmental, social and economic challenges when identifying opportunities and constraints that influence the processes of designing and making <u>Practical outcome:</u> Plastic & paper item: lighting	FORMATIVE: *Response to questions *Observation of practical work *Peer & self-assessment SUMMATIVE: * Review of completed evaluations and product * End of unit assessment (written)	https://www.bbc.co.uk/bitesize/examspecs/zb6h92p https://www.bbc.co.uk/bitesize/guides/zdkr97h/revision/1
Spring 1 (Jan-Feb)	<i>Students will explore a number of topics in their theory based lessons, including:</i> - Investigate and analyse the work of past and present professionals and companies in order to inform design - Use different design strategies to generate initial ideas and avoid design fixation - Develop, communicate, record and justify design ideas, applying suitable techniques <i>Specialist material area: Timber</i>		https://www.bbc.co.uk/bitesize/guides/zrrvgdm/revision/1 https://www.bbc.co.uk/bitesize/guides/zjkw6f/revision/1 https://www.bbc.co.uk/bitesize/guides/zffhsrd/revision/1

	- Students will learn the sources, origins, physical and working properties of each natural and manufactured timber and their social and ecological footprint - The way in which the selection of each natural and manufactured timber is influenced - The impact of forces and stresses on each natural and manufactured timber and how they can be reinforced and stiffened - Specialist techniques, tools, equipment and processes that can be used on each natural and manufactured timber to shape, fabricate, construct and assemble a high-quality prototype <u>Practical outcome: stool</u>		https://www.bbc.co.uk/bitesize/guides/zhyny4j/revision/1
Spring 2 (Feb – March)	- Typical stock forms, types and sizes used in order to calculate and determine the required quantity of each natural and manufactured timber - Alternative processes that can be used to manufacture typical products of each natural and manufactured timber to different scales of production - Appropriate surface treatments and finishes that can be applied to each natural and manufactured timber for functional and aesthetic purposes <u>Practical outcome:</u> Batch produced product		
Summer 1 (April-May)	<u>Mock mini contextual challenge</u> Students will undertake a project as part of their non-examination assessment. The project will test students' skills in investigating, designing, making and evaluating a prototype of a product that will allow them to apply the skills they have acquired and developed throughout their study. We provide three themes, each with two contextual challenges. Students are required to choose one of these challenges and analyse it on an individual basis. Having selected a contextual challenge to work within, students should develop a range of potential ideas and then realise one through practical making activities. The project must allow students to apply knowledge and understanding in a product development process to investigate, design, make and evaluate their prototype. This project will require students to follow an iterative design process rather than a linear process requiring them to continually test, evaluate and refine ideas. The content and		

	assessment criteria are set out in a linear format to show what is required at each stage of the total project, but following an iterative process students will do work on different stages at a variety of points throughout their project.		
Summer 2 (June – July)	Begin contextual challenge set by the exam board. - Investigate: Investigation of needs and research - Product specification		https://www.bbc.co.uk/bitesize/guides/zmshsrd/revision/1
Careers related learning	Careers lessons during the careers focus fortnight for each year group . ‘My PATH’ display resources available on google classroom. All highlighting the range of careers available in Design & Technology (targeting Year 8 – options and Year 11) Careers door displaying careers in D&T. Careers conversations with D&T staff about their own careers journeys.		

DRAMA

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1-2 (Sept –Dec)	Drama Edexcel GCSE Devising (C1) Explorative sessions looking at how to research and investigate different sources of stimuli. x1 lesson a fortnight will be dedicated for students to creating a portfolio covering the creative process which includes analysis and evaluation of their devised piece. Practitioner – Grotowski (C1) Students will explore and put into practice Grotowski’s ‘Poor Theatre’. This includes; - actor-audience relationship, vocal and physical discipline, object transformation and ensemble performance. Set Text Students to practically explore the set text DNA by Dennis Kelly. This is a trial for Y11 where students need to perform 2 pieces from a set text in a monologue, duologue or group performances. Students will explore the key themes that informed the playwright’s intentions of the play and use previous knowledge of practitioners for Drama Evening. Students will prioritise learning in a practical manner which will be used in their Y10 assessment. Throughout this term, students will keep focused on 4 mark questions as starter tasks from the written paper relating to this set text.	Ongoing self/peer assessment. Typed portfolio including stimuli/images of 1500-2000 words. (45 marks) Ongoing teacher feedback (WWW/FF) on devised performance Solo performance assessment.	Check out the Performing Arts Extra-curricular programme. We’d love to see you there! Auditions for school production. ECAS perform in Winter Showcase. Link to Grotowski revision on BBC Bitesize Resources on google classroom Class Books Drama revision books and worksheets for set work DNA Trip to see a live theatre event.
Spring 1-2 (Jan-March)	Portfolio (C1) Students will answer 6 questions over the course of their devised process. This includes their initial response to the stimuli and their intentions, group work analysis,	Ongoing self/peer assessment. Ongoing teacher feedback (WWW/FF) on character interpretation	Check out the Performing Arts Extra Curricular programme. We’d love to see you there! School Production performance.

	rehearsal process, key drama techniques considered and used, their own contribution to the performance and an evaluation. Practitioner – Lecoq, Berkoff & Frantic Assembly (C1) Students will explore different practitioner styles and experience a Frantic Assembly workshop. Mime, physical storytelling, stylisation, ensemble work, contemporary physical theatre. Includes Frantic Assembly. Devising Drama (C1) 40% Students to develop and set their final devised piece using up to 3 stimuli. This will demonstrate their knowledge and understanding of drama techniques, genres, practitioners, styles of drama structure, character, form and language.	and scripted performances. Devised performance OR design realisation (15 marks) mock exam Written examination responses to short questions throughout the term.	Link for Berkoff Link for Frantic Assembly Drama Bitesize revision Link to Edexcel GCSE Drama revision resources Search for; - Scripted drama - Written exam - Devising - Theatre design - Performing characters Resources on google classroom Class Books Drama revision booklets for set work and exam style questions.
Summer 1-2 (April - July)	Devising Drama (C1) 40% Students to refine and set their final devised piece using up to 3 stimuli. This will demonstrate their knowledge and understanding of drama techniques, genres, practitioners, styles of drama structure, character, form and language. Assessment takes place at the end of Y10 Written exam - Component 3 Students will focus on practicing exam style questions for the written paper based on DNA. Questions include being the performer, the director and the designer for a DNA performance. Skills include vocal skills; intonation, pitch, pace, tone, volume, accents. Body language includes; facial expression, stance, gait, gesture, mannerisms.	Ongoing self/peer assessment. Y10 Devised performance exam Y10 Written assessment mock exam Ongoing teacher feedback (WWW/FF) on character interpretation and scripted performances.	Check out the Performing Arts Extra Curricular programme. We'd love to see you there! ECAS perform in Summer Festival. Y10 Ensemble performance in Summer Festival. Year 10 Component 1 Performance Exam Drama Bitesize revision Link to Edexcel GCSE Drama revision resources Search for; - Scripted drama - Written exam - Devising - Theatre design - Performing characters - Understanding drama and theatre

	Live Theatre – Component 3 Students will explore extended questions based on the live theatre event they attended in Term 1 which informs the questions they will have in their Y11 actual component 3 exam		Resources on google classroom Class Books Drama revision booklets for Drama Terminology
Careers related learning	Careers lessons during the careers focus fortnight for each year group . Careers door displaying careers in drama. Careers conversations with drama staff about their own careers journeys.		

FOOD

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept – Oct)	Food science, introduction to mock NEA: Develop and practice investigation skills similar to those used later in NEA. Develop sensory analysis techniques when investigating foods. Develop analysis and evaluation skills.	FORMATIVE: *Response to questions *Observation of practical work *Peer & self-assessment SUMMATIVE: * Review of completed evaluations and product * End of unit assessment (written)	https://www.ifst.org/lovefoodlovescience https://www.illuminate.digital/aqafood/ https://www.foodafactoflife.org.uk/14-16-years/food-science-14-16-years/ Collins revision guide
Autumn 2 (Oct-Dec)	Macronutrients: proteins, carbohydrates and fats. Definition, functions, sources in the diet, deficiency & excess, amount needed at different life stages. <i>Protein:</i> plan and make a dish that contains both HBV and LBV sources of protein and provides an adult with between 15- 18 grams of protein per portion. <i>Carbohydrates:</i> find a recipe for a muffin, tray bake or cake that you could adapt to increase the fibre and reduce the sugar. Explain how it has been adapted to reduce the sugar and increase the dietary fibre. <i>Fats:</i> prepare, cook and serve a savoury flan or quiche with a short crust pastry base and reduced fat filling of choice.	FORMATIVE: *Response to questions *Observation of practical work *Peer & self-assessment SUMMATIVE: * Teacher assessment of practical outcome: ▪ Execution of skills ▪ Finish & presentation ▪ Time management & food safety ▪ Organisation & preparation ▪ Independent working * End of unit assessment (written)	https://www.nutrition.org.uk/ https://www.bbcgoodfood.com/
Spring 1 (Jan-Feb)	Micronutrients - fat & water soluble vitamins, and minerals. Students will learn: Vitamins A, D, E & K and vitamins B1, B2, B3, B9, B12 and C. Minerals- calcium, iron, sodium and fluoride. The functions of vitamins in the body. The main sources of vitamins in the body. The effect of excess and deficiency of vitamins in the	Teacher assessment of practical outcome: ▪ Execution of skills ▪ Finish & presentation ▪ Time management & food safety ▪ Organisation & preparation ▪ Independent working	https://senecalearning.com/en-GB/

	diet The dietary reference values for the different vitamins needed every day. Students will: Plan and make a soup, salad or light lunch dish which is rich in specified vitamin and can be made in 1 hour. Dietary needs at different life stages Students will learn: The importance of consuming the right diet at different life stages. (Preschool, school children aged 5-12, teenagers, adults and the elderly. Practical activity selected by students with a chosen client in mind. Special dietary needs Students will learn the importance of adapting recipes to meet a range of special dietary needs: vegetarian and vegans • coeliac • lactose intolerant • high fibre • reduced sugar or salt • reduced fat. Practical: adapt a recipe for a layered dessert and make it suitable for a chosen special diet. The Big Six: Dietary Related Illnesses. Students will learn the relationship between diet, nutrition and health. The major diet related diseases, what causes them and how to prevent them. Plan and make a suitable 2 course meal for an adult with a specified dietary related illness.	End of topic test: The Nutrients (written).	
Spring 2 (Feb – March)	Food preparation, introduction to mock NEA 2: students will be taught how and when to use different food preparation skills to achieve a range of different outcomes.	FORMATIVE: *Response to questions *Observation of practical work *Peer & self-assessment SUMMATIVE: * Review of completed evaluations and product * End of unit report (written)	https://www.bbcgoodfood.com/
Summer 1	Year 10 internal exams. <u>Food science</u>	FORMATIVE: *Response to questions	https://www.ifst.org/lovefoodlovescience

(April-May)	Functional & chemical properties of: protein. Students make a bread based product. Functional & chemical properties of: fats & oils. Students will learn: The scientific principles underlying the use of fats and oils to demonstrate the following processes: 1. Shortening e.g. pastry making. 2. Aeration e.g. making a cake. 3. Plasticity e.g. Pastry making. 4. Emulsification e.g. salad dressings or mayonnaise. Fruit and vegetables 1. Enzyme browning of fresh fruit. 2. Oxidation and preventing vitamin loss when preparing and cooking vegetables. <u>Raising agents:</u> The scientific principles underlying the use of 4 different types of raising agents used in food today: • Chemical • Mechanical • Steam • Biological Students make one of the following: chemical: Adding baking powder to a Victoria sandwich cake. Trapping air: Lemon Meringue Pie or Swiss roll Rolling and folding to trap air: Flaky or puff pastry - Mediterranean tart, cheese twists or sausage rolls Steam: Choux pastry - Chocolate eclairs or profiteroles. Biological: Chelsea buns or hot cross buns.	*Observation of practical work *Peer & self-assessment SUMMATIVE: * Review of completed evaluations and product * End of unit assessment (written) * Teacher assessment of practical outcome: ▪ Execution of skills ▪ Finish & presentation ▪ Time management & food safety ▪ Organisation & preparation ▪ Independent working	
Summer 2 (June – July)	What is meant by the term micro-organism? Which microorganisms cause food to spoil and make it unsafe to eat? Conditions for growth of microorganisms in order to grow and multiply. What	FORMATIVE: *Response to questions *Observation of practical work *Peer & self-assessment	https://www.illuminate.digital/aqafood/

	enzymes are and how they spoil the palatability of foods. Food Poisoning The bacteria that cause food poisoning How bacteria grow and multiply Temperature control to reduce or prevent bacteria multiplying. The use of microorganisms in the production of: 1. Cheddar cheese 2. Bread 3. Yoghurt. Food provenance: British & international cuisine. Students will learn: to prepare, cook and serve a traditionally British soup which uses locally sourced vegetables and celebrates the best of British cuisine Factors which influence food choices. End of term celebration event. The Classic British Afternoon Tea Party. In groups of 4, plan, prepare, bake and serve some sweet and savoury dishes suitable for a late brunch or afternoon tea. Present and serve your dishes as a group.'		
Careers related learning	Careers lessons during the careers focus fortnight for each year group. 'MyPATH' display resources available on google classroom. All highlighting the range of careers available in Food & Nutrition (targeting Year 8 – options and Year 11) Careers door displaying careers in Food and Nutrition. Careers conversations with D&T staff about their own careers journeys.		

HEALTH & SOCIAL CARE

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Component 1 – Pearson Set Assignment (PSA) Completing realistic tasks and activities set by Pearson to show knowledge and understanding of: • Human growth and development across life stages • Factors that affect growth and development • How individuals deal with life events	Internal Assessment marked by the teachers and moderated by Pearson starting in September and to be graded in December. Ongoing self/peer assessment. Teacher Assessment Including Feed Forward Verbal feedback	Lesson resources will be available on Google Classroom Class textbooks
Autumn 2 (Oct-Dec)	Component 1 – Pearson Set Assignment (PSA) Completing realistic tasks and activities set by Pearson to show knowledge and understanding of: • Human growth and development across life stages • Factors that affect growth and development • How individuals deal with life events	Internal Assessment marked by the teachers and moderated by Pearson starting in September and to be graded in December. Ongoing self/peer assessment. Teacher Assessment Including Feed Forward Verbal feedback	Lesson resources will be available on Google Classroom Class textbooks
Spring 1 (Jan-Feb)	Component 2 – Pearson Set Assignment (PSA) Completing realistic tasks and activities set by Pearson to show knowledge and understanding of: • Types of health and social care services • Barriers to accessing services • Skills, attributes and values required to give care	Internal Assessment marked by the teachers and moderated by Pearson starting in January and to be graded in May. Ongoing self/peer assessment. Teacher Assessment Including Feed Forward Verbal feedback	Lesson resources will be available on Google Classroom Class textbooks
Spring 2 (Feb – March)	Component 2 – Pearson Set Assignment (PSA) Completing realistic tasks and activities set by Pearson to show knowledge and understanding of: • Types of health and social care services • Barriers to accessing services • Skills, attributes and values required to give care	Internal Assessment marked by the teachers and moderated by Pearson starting in January and to be graded in May. Ongoing self/peer assessment. Teacher Assessment Including Feed Forward Verbal feedback	Lesson resources will be available on Google Classroom Class textbooks

Summer 1 (April-May)	Component 2 – Pearson Set Assignment (PSA) Completing realistic tasks and activities set by Pearson to show knowledge and understanding of: • Types of health and social care services • Barriers to accessing services • Skills, attributes and values required to give care	Internal Assessment marked by the teachers and moderated by Pearson starting in January and to be graded in May. Ongoing self/peer assessment. Teacher Assessment Including Feed Forward Verbal feedback	Lesson resources will be available on Google Classroom Class textbooks
Summer 2 (June –July)	Component 3 – Health and Wellbeing (External assessment taken in Spring 1 of Year 11) Learning Outcome A: Factors That Affect Health and Wellbeing	Knowledge and vocabulary checks every lesson. Ongoing self/peer assessment. Exam questions at the end of each lesson In-class assessment at the end of every half term and term in exam conditions	Resources on Google Classroom Class textbooks Past exam papers available through the BTEC website
Careers related learning	Students explore different careers in health and social care settings, including roles like nursing, social work and occupational therapy. They learn about the responsibilities, skills, and qualifications needed for these roles. Students are encouraged to develop their understanding of how to interact with service users in a supportive, respectful manner. The course involves assessments where students often reflect the practical aspects of working in health and social care and help students gain insight into the problem-solving and decision-making processes in these careers.		

MEDIA

Due to potential teaching splits, the order of topics covered may vary by cohort. The student will always be informed of what topics they are covering with each teacher.

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Revision and recap of topics studied at end of year 9 – Video games (<i>Fortnite</i> – industry and audience) and radio (<i>The Archers</i> – industry and audience)	Media industry and audiences exam style questions	• Eduqas set product factsheets • Mrs Fisher on YouTube • All resources posted on Google Classroom • Film and Television ECA
Autumn 2 (Oct-Dec)	Students study Component 2 of their GCSE in this term, starting with the TV Crime Drama unit, which currently includes the pilot episode of <i>Luther</i> and the opening of <i>The Sweeney</i> . We study all areas of media in this topic: media language, representation, industry, and audiences.	Media language and representation exam style questions, with some practice industry and audiences questions	• Eduqas set product factsheets • Mrs Fisher on YouTube • All resources posted on Google Classroom • Film and Television ECA
Spring 1 (Jan-Feb)	Students study the second part of Component 2 in this term, focusing on their study of Music Videos and Stars . This currently includes <i>Justin Bieber</i> and <i>Taylor Swift</i> . We study all areas of media in this topic: media language, representation, industry, and audiences.	Media language and representation exam style questions, with some practice industry and audiences questions	• Eduqas set product factsheets • Mrs Fisher on YouTube • All resources posted on Google Classroom • Film and Television ECA

Spring 2 (Feb – March)	We then finish the Music Videos and Star topic when we study <i>Waterfalls by TLC</i>. Time is dedicated in this term to revising for the Year 10 internal mock exams, which are on the whole of component 2.	Media language and representation exam style questions Year 10 internal mock exams – component 2 only.	• Eduqas set product factsheets • Mrs Fisher on YouTube • All resources posted on Google Classroom • Film and Television ECA
Summer 1 (April-May)	The whole of the summer term is dedicated to completing the Non-Exam Assessment (NEA), more commonly known as coursework. Briefs are released to students and they are given lesson and homework time to plan and create their pieces.	Feedback and advice is given on the design choices of their coursework, with the aim of them producing an NEA that represents their target grade or higher by the end of year 10.	• Eduqas set product factsheets • Mrs Fisher on YouTube • All resources posted on Google Classroom • Film and Television ECA
Summer 2 (June –July)			
Careers related learning	In Year 10, we aim to take multiple careers related trips: in the past, this has included trips to Sky Studios and the BFI. We also completed careers focused production based tasks in the school’s careers week.		

MUSIC

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Dec)	Music Edexcel GCSE Vocal Music AOS2 Killer Queen and Music for a While Students to explore set works by using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Free Composition (15%) Students will use keyboards and/or instruments of their choice to compose a piece of music which is worth 15% of the overall grade. Students will input their music into Sibelius. Solo Performance Performance skills. Students will select, rehearse, practise, evaluate and perform a piece of their own choice. Students will learn how to perform a piece accurately and fluently with confidence. Some will add expression and interpretation. To perform at a suitable tempo. Ensemble Performance Performance skills. Students will select, rehearse, practise, evaluate and perform a piece of their own choice either individually (solo) or in a group (ensemble). Assessment of solo or ensemble performance. Students will learn how to perform a piece accurately and fluently with confidence. Some will add expression and interpretation. Students will learn how to work with others and respond musically.	Ongoing self/peer assessment. Killer Queen assessment Music for a While assessment Ongoing teacher feedback (WWW/FF) on free composition. Solo performance assessment.	Check out the Performing Arts Extra-curricular programme. We'd love to see you there! Auditions for school production. ECAS perform in Winter Showcase. Y10 Ensemble performance in Winter Showcase. Instrumental lessons. Access to Focus on Sound https://portal.focusonsound.com/ (Google Classroom logins) Resources on google classroom Purple Class Books Music revision books for set works

Spring 1 (Jan-March)	Fusions AOS4 Afro Celt Sound System Students to explore set works by using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Free Composition (15%) Students will use keyboards and/or instruments of their choice to compose a piece of music which is worth 15% of the overall grade. Students will input their music into Sibelius. Solo Performance Performance skills. Students will select, rehearse, practise, evaluate and perform a piece of their own choice. Students will learn how to perform a piece accurately and fluently with confidence. Some will add expression and interpretation. To perform at a suitable tempo.	Ongoing self/peer assessment. Afro Celt Sound System listening assessment. Ongoing teacher feedback (WWW/FF) on free composition. Solo performance assessment.	Check out the Performing Arts Extra Curricular programme. We'd love to see you there! School Production performance. Instrumental lessons Access to Focus on Sound https://portal.focusonsound.com/ (Google Classroom logins) Resources on google classroom Purple Class Books Music revision books for set works
Summer 1 (April - July)	Fusions AOS4 Samba Students to explore set works by using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Free Composition (15%) Students will use keyboards and/or instruments of their choice to compose a piece of music which is worth 15% of the overall grade. Students will input their music into Sibelius. Solo Performance Performance skills. Students will select, rehearse, practise, evaluate and perform a piece of their own choice. Students will learn how to perform a piece accurately and fluently with confidence. Some will add expression and interpretation. To perform at a suitable tempo. Ensemble Performance	Ongoing self/peer assessment. Samba listening assessment. Y10 listening exam. Y10 solo performance exam. Free Composition draft assessment	Check out the Performing Arts Extra Curricular programme. We'd love to see you there! ECAS perform in Summer Festival. Y10 Ensemble performance in Summer Festival. Year 10 Listening and Solo Performance Exams Instrumental lessons Access to Focus on Sound https://portal.focusonsound.com/ (Google Classroom logins) Resources on google classroom Purple Class Books Music revision books for set works

	Performance skills. Students will select, rehearse, practise, evaluate and perform a piece of their own choice either individually (solo) or in a group (ensemble). Assessment of solo or ensemble performance. Students will learn how to perform a piece accurately and fluently with confidence. Some will add expression and interpretation. Students will learn how to work with others and respond musically.		
Careers related learning	Careers lessons during the careers focus fortnight for each year group. Careers door displaying careers in music. Careers conversations with music staff about their own careers journeys.		

PE (GCSE)

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
In year 10 GCSE PE students have 5 lessons over a fortnight which are split between theory lessons for exam preparation, worth 60% of the overall qualification and practical lessons where they are assessed in three sports, worth 40% of the overall qualification. Students will have a split of 3 theory and 2 practical lessons over the fortnight. Participation in extra curricular clubs at school and outside of school is greatly encouraged.			
Autumn 1 (Sept –Oct)	<u>Theory Topic</u> Chapter 3: Physical Training - Health & fitness - Components of fitness - Reasons & limitations of fitness tests - Fitness testing – practical - Fitness testing – theory, interpreting data - Training methods – theory - Principles of training - Training thresholds <u>Practical Topic</u> Badminton Singles & doubles Students will develop their technique of all the key skills learnt in Year 9, including; high, low & flick serve; overhead clear and drop shots; underarm clear, drive & drop shots; net play and smash. Students will also learn how to use effect footwork for efficient movement around the court as well as tactical awareness.	<u>Theory</u> Written tasks applying knowledge to different sporting contexts. Self & peer assessments. <u>Practical</u> Part 1, skills in isolation (marked out of 10): Students to perform the key skills taught throughout the term in progressive challenging drills which include an element of competition. Part 2, full context (marked out of 15): Students to perform the key skills in a fully competitive badminton match.	<u>Theory</u> Online programme 'Everlearner' for revision videos on topics and practice exam questions. GCSE Bitesize GCSE Physical Education - AQA - BBC Bitesize (website) Revision guides Class powerpoints on google classroom <u>Practical</u> Badminton lunchtime club from Sep - April. After school GCSE badminton club and borough tournaments from Sep – April.
Autumn 2 (Oct-Dec)	<u>Theory Topic</u> Chapter 3: Physical Training - Injury prevention - Injury prevention - Altitude training - Seasons aspects - Warm up & cool down - Qualitative & Quantitative data <u>Practical Topic</u> Netball Students will develop their technique of all the key skills learnt in Year 9 including; types of passing & receiving the ball; types of dodging; marking a	<u>Theory</u> End of topic test on chapter 3 completed once the topic has been completed. Test will be completed within lesson time and will include a combination of multiple choice and short answer questions. The students will be assessed on 2 out of the 3 assessment outcomes: AO1: knowledge of topic AO2: application of knowledge <u>Practical</u>	<u>Theory</u> Online programme 'Everlearner' for revision videos on topic and practice exam questions. GCSE Bitesize GCSE Physical Education - AQA - BBC Bitesize (website) Revision guides

	player, pass & interception; shooting & rebounds and footwork. Students will begin to specialise in one playing position and learn the responsibilities, playing areas and tactics associated to that position.	Part 1, skills in isolation (marked out of 10): Students to perform the key skills taught throughout the term in progressive challenging drills which include an element of competition. Part 2, full context (marked out of 15): Students to perform the key skills in a fully competitive netball match.	Class powerpoints on google classroom <u>Practical</u> Netball lunchtime club After school Netball team practice and borough fixtures from Sep- April.
Spring 1 (Jan-Feb)	<u>Theory Topic</u> Chapter 3: Physical Training - Revision & assessment & feedback Chapter 4: Physical Training - Classification of skill - Types of goals & goal setting - Information processing - Types of guidance <u>Practical Topic</u> Trampolining Students will develop their technique of all the key skills learnt in Year 9 including; shaped jumps, tuck, pike, straddle, pike; landing shapes, seat, front & back drop; twisting & rotational skills, half twist into and/or out of seat, front & back drops and advanced rotations such $\frac{3}{4}$ and full somersaults.	<u>Theory</u> End of topic test on chapter 3 completed once the topic has been completed. Test will be completed within lesson time and will include a combination of multiple choice and short answer questions. The students will be assessed on 2 out of the 3 assessment outcomes: AO1: knowledge of topic AO2: application of knowledge Self & peer assessments. <u>Practical</u> Part 1, skills in isolation (marked out of 10): Students to perform a minimum of two skills from the different skill categories. The skills will be performed in isolation and within a short sequence.	<u>Theory</u> Online programme 'Everlearner' for revision videos on topic and practice exam questions. GCSE Bitesize GCSE Physical Education - AQA - BBC Bitesize (website) Revision guides Class powerpoints on google classroom <u>Practical</u> GCSE trampolining after school club from Sep – April.
Spring 2 (Feb – March)	<u>Theory Topics</u> Chapter 4: Physical Training - Types of feedback - Arousal & Inverted U theory - Stress management & aggression - Personality types - Motivation types - Revision, exam questions <u>Practical Topic</u> Trampolining Students will develop their technique of all the key skills learnt in Year 9 and previous half. Students will focus on developing a 10 bounce routine aiming to increase tariff score and skill techniques.	<u>Theory</u> End of topic test on chapter 1b completed at the start of the half term. Test will be completed within lesson time and will include a combination of multiple choice and short answer questions. The students will be assessed on 2 out of the 3 assessment outcomes: AO1: knowledge of topic AO2: application of knowledge <u>Practical</u> Part 2, full context (marked out of 15): Performance of a 10 bounce routine demonstrating skills with tariff difficulty and technical ability.	<u>Theory</u> Online programme 'Everlearner' for revision videos on topic and practice exam questions. GCSE Bitesize GCSE Physical Education - AQA - BBC Bitesize (website) Revision guides Class powerpoints on google classroom <u>Practical</u> GCSE trampolining after school club from Sep – April.

Summer 1 (April-May)	<u>Theory Topics</u> Coursework Begin work on Non Exam Assessment (NEA) – coursework - Analysis and evaluation of performance to bring about improvement in one activity. <u>Practical Topic</u> No practical element – begin work on Non Exam Assessment (NEA) – coursework - Analysis and evaluation of performance to bring about improvement in one activity.	<u>Theory</u> Year 10 Mocks Assessed on Chapters: C1a,b,c&d, 3, 4 <u>NEA</u> Performance analysis assessment (analysis and evaluation) – 25 marks Students will analyse and evaluate their or a friends performance in one sporting activity. Part 1 - Analysis – strengths and weaknesses (15 marks) Students will analyse performances in one sport in order to identify and justify suitable strengths and weaknesses in the performances. Part 2 - Evaluation – the use of theoretical principles to cause improvement (10 marks) Using appropriate theoretical content, students will create a plan of action that suggests ways to improve upon the weaknesses that they have identified as part of their analysis.	<u>Theory</u> Online programme 'Everlearner' for revision videos on topic and practice exam questions. GCSE Bitesize GCSE Physical Education - AQA - BBC Bitesize (website) Revision guides Class powerpoints on google classroom
Summer 2 (June –July)	<u>Theory Topics</u> Chapter 1c: Anaerobic and Aerobic 1d: Effects of Exercise - Extended writing practice - Revision of chapter 1a, 1b & 6 to prepare for Y9 internal exams - Exam analysis - Review of chapters 1a, 1b & 6. <u>Practical Topic</u> No practical element – begin work on Non Exam Assessment (NEA) – coursework - Analysis and evaluation of performance to bring about improvement in one activity.	<u>Theory</u> <u>NEA</u> Performance analysis assessment (analysis and evaluation) – 25 marks Students will analyse and evaluate their or a friends performance in one sporting activity. Part 1 - Analysis – strengths and weaknesses (15 marks) Students will analyse performances in one sport in order to identify and justify suitable strengths and weaknesses in the performances. Part 2 - Evaluation – the use of theoretical principles to cause improvement (10 marks) Using appropriate theoretical content, students will create a plan of action that suggests ways to improve upon the weaknesses that they have identified as part of their analysis.	<u>Theory</u> Online programme 'Everlearner' for revision videos on topic and practice exam questions. GCSE Bitesize GCSE Physical Education - AQA - BBC Bitesize (website) Revision guides Class powerpoints on google classroom
Careers related learning	Careers lessons during the careers focus fortnight for each year group. Careers door displaying careers in PWE. Careers conversations with PE staff about their own careers journeys.		

PHOTOGRAPHY

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn & Spring	Portrait Photography Project Overview: In this portraiture photography project, you will explore the diverse ways to represent identity through the medium of photography. You'll experiment with lighting, composition, and different techniques to convey the personality and emotions of your subjects. Your final series of portraits will reflect a deep understanding of portrait photography, showcasing your technical skills, creativity, and ability to communicate ideas visually.	<i>Teacher Assessment Including Feed Forward</i> <i>Self and peer assessment throughout project</i> <i>Verbal feedback</i> <i>On-going written feedback will be on their PLC (personal learning checklist), which is kept in school in named folders.</i> Your work will be assessed against the four AQA assessment objectives (AOs):	Materials needed for the course provided by the pupil: Camera SD card Tripod Pupils should have a laptop at home so they can access google classroom and upload work. Pupils will also have remote access to Adobe Photoshop and Light room. Photography club available for pupils to catch up with work.
	<u>Your work will be assessed against the four AQA assessment objectives (AOs):</u> AO1: Develop ideas through investigations, demonstrating critical understanding of sources. Research portrait photographers (e.g., Lee Jeffries, Richard Avedon, Cindy Sherman, Dorothea Lange). Analyse their use of composition, lighting, and stylistic choices. Explore different cultural and conceptual approaches to portrait photography. ✓ AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes. Experiment with various lighting setups (natural, studio, low-key, high-key) to create mood and focus. Explore different portrait styles (close-up, environmental, conceptual, and abstract). Use digital or traditional photography processes to manipulate images and experiment with effects (e.g., filters, editing software, film photography). ✓ AO3: Record ideas, observations, and insights relevant to intentions as work progresses. Capture a variety of portrait shots, considering angles, framing, and background. Document your experimentation process, including lighting setups and locations. Make detailed annotations in your sketchbook, reflecting on your progress, challenges, and decisions. ✓ AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Develop a final series of portraits that reflect your intended concept or theme. Ensure your portraits convey personality, emotion, and a meaningful narrative. Present your final images alongside your development work and evaluations.		

Summer term	Food Photography Food is a vibrant and expressive subject, with colour playing a crucial role in how we perceive taste, mood, and freshness. In this project you will explore how different hues, contrasts, and tones can transform the way food is viewed. From the rich reds of ripe strawberries to the deep greens of fresh herbs, each photograph highlights the natural beauty and visual impact of food. Inspired by food photographers such as Irving Penn and Martin Parr, I experiment with bold backgrounds, complementary colour schemes, and lighting techniques to enhance the intensity of each shade. Using both natural and artificial lighting, I have captured the way colour interacts with texture and composition, creating dynamic and eye-catching images. This project aims to show how colour can evoke emotions, influence appetite, and elevate food from a daily necessity to a work of art. Plan Your Shoots Think about: Lighting: Soft natural light or dramatic shadows? Composition: Rule of thirds, leading lines, or symmetry? Backgrounds & Props: Wooden boards, colourful plates, or dark moody backgrounds? Camera Settings: Experiment with macro, depth of field, and shutter speed. 4. Editing & Presentation Editing Software: Use Photoshop, Lightroom, or free tools like Snapseed. Enhancements: Adjust contrast, colour balance, and sharpness. Presentation: Create a scrapbook, digital portfolio, or a printed photo book. 5. Evaluate & Reflect Write about your choices – Why did you pick your theme? Discuss techniques – What worked? What didn't? Include contact sheets – Show development from start to finish.	Teacher Assessment Including Feed Forward Self and peer assessment throughout project Verbal feedback On-going written feedback will be on their PLC (personal learning checklist), which is kept in school in named folders.	Pupils should have a laptop at home so they can access google classroom and upload work. Pupils will also have remote access to Adobe Photoshop and Light room. Photography club available for pupils to catch up with work.
--------------------	---	---	---

AQA Assessment Objectives for GCSE Photography

AO1: Develop ideas (Artist research & inspiration)

Research photographers who use colour in food photography, such as Irving Penn, Martin Parr, and Carl Warner.

Analyse their work: How do they use colour, composition, and lighting?

Show how their styles influence your own work through mood boards, annotated images, and written reflections.

AO2: Refine work (Experimentation & development)

Experiment with different lighting (natural, artificial, coloured gels) to see how it affects the mood of the food.

Play with background colours—try complementary or contrasting tones.

Test different camera settings (ISO, aperture, shutter speed) to enhance vibrancy or shadows.

Edit your images using Photoshop/Light room to adjust saturation, contrast, and highlights.

Annotate your process: What worked? What didn't? What will you improve?

AO3: Record ideas (Photography, annotation & planning)

Take high-quality primary photographs and document your shooting process.

Keep a sketchbook or digital journal with contact sheets, test shots, and notes explaining your thought process?

Use written reflections to justify your choices—why did you select certain colours, lighting, or angles?

Include drawings, thumbnail sketches, and mood boards to show initial ideas.

AO4: Present final outcomes (Final images & evaluation)

Select your best final images that clearly showcase colour in food photography.

Present them in a cohesive and professional way—this could be a printed portfolio, digital presentation, or exhibition-style display.

Write a final evaluation explaining:

How your work meets your original intention.

How you have been influenced by other photographers.

What worked well and what you would improve if you repeated the project.

Top Tip: Keep your annotations detailed and reflective—AQA values strong written analysis alongside your visual work!

Careers related learning

Careers lessons during the careers focus fortnight for **each year group**.

Careers door displaying careers in art.

Careers conversations with art staff about their own careers journeys.

PSYCHOLOGY

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<u>Research methods</u> - Types of variables - Formulation of testable hypotheses. Including null and alternative. - Extraneous variables, randomisation, and standardisation. - Sampling methods - Qualitative and quantitative methods and types of experiments. - Experimental design - Ethical considerations - Correlations, Questionnaires, Observation studies Case studies. - Reliability and validity.	Knowledge and vocabulary check every lesson. Mid-term knowledge test – short answer questions (25 marks)	Lesson resources will be available on Google Classroom for consolidation and revision. https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6 Seneca
Autumn 2 (Oct-Dec)	<u>Research methods</u> - Mean, median, mode and range. - Recognise and use expressions in decimal and standard form: use ratios, fractions, and percentages, estimate results, find arithmetic means and use an appropriate number of significant figures. - Estimate results, find arithmetic means and use an appropriate number of significant figures. - Practical investigation.	Knowledge and vocabulary check every lesson. End of term module assessment on research methods. Total marks - 25 Time – 30 minutes	Lesson resources will be available on Google Classroom for consolidation and revision. https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6 Seneca
Spring 1 (Jan-Feb)	<u>Memory</u> - Encoding, storage and retrieval. - Baddeley's study on encoding. - Different types of memory: episodic, semantic & procedural - The multi-store model of memory: sensory, short term memory and long term. Features of each store. Key study: Murdock serial position curve study. - Primacy and recency effects in recall	Knowledge and vocabulary check every lesson. Mid-term knowledge test – short essay question.	Lesson resources will be available on Google Classroom for consolidation and revision. https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6 Seneca

Spring 2 (Feb – March)	<u>Memory</u> - The theory of reconstructive memory, including the concept of ‘effort after meaning’ Key study: Bartlett’s war of the ghosts study. - Factors affecting accuracy of memory, including: Interference, Context, False memories. - Practical investigation on memory.	Knowledge and vocabulary check every lesson. End of term module assessment on memory Total marks - 25 Time – 30 minutes	Lesson resources will be available on Google Classroom for consolidation and revision. https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6 Seneca
Summer 1 (April-May)	<u>Perception</u> - The difference between sensation and perception. - Visual cues and constancies – monocular depth cues. - Binocular depth cues: retinal disparity, convergence - Visual illusions – examples and explanations. - Gibson’s direct theory of perception – the influence of nature. - Gregory’s constructive theory of perception – the influence of nurture.	Knowledge and vocabulary check every lesson. Mid-term knowledge test – short essay question.	Lesson resources will be available on Google Classroom for consolidation and revision. https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6 Seneca
Summer 2 (June –July)	<u>Perception.</u> - Factors affecting perception - Perceptual set and culture. Key study: Bruner and Minturn – perceptual set and expectation. - Perceptual set and emotion. Key study: Gilchrist and Nesberg - Perceptual set and motivation. - Practical investigation on perception.	Knowledge and vocabulary check every lesson. Internal exam – 1 hour Topics to be assessed – Research methods and memory. Total marks – 50 End of term module assessment on perception. Total marks - 25 Time – 30 minutes	Lesson resources will be available on Google Classroom for consolidation and revision. https://www.illuminate.digital/ Digital textbook: Username: SSSFG6 Password: STUDENT6 Seneca
Careers related learning	Careers lessons during the careers focus fortnight for each year group . Careers door displaying careers in and using psychology. Careers conversations with psychology staff about their own careers journeys.		

SOCIOLOGY

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<u>Education</u> • The functions of education • Functionalism • Marxism • Comparing perspectives • Different types of schools • Selective and private education • Alternative education	Knowledge and vocabulary check every lesson. Ongoing self/peer assessment Mid topic assessment on education. Total marks - 12 Time – 14 minutes	Lesson resources will be available on Google Classroom for consolidation and revision Seneca
Autumn 2 (Oct-Dec)	<u>Education</u> • Educational achievement – external factors • Educational factors – internal factors • Perspectives of educational achievement • Social class and achievement • Gender and educational achievement • Ethnicity and educational achievement • Educational policies • Review of key studies.	Knowledge and vocabulary check every lesson. Ongoing self/peer assessment End of topic assessment on education. Total marks - 50 Time – 55 mins	Lesson resources will be available on Google Classroom for consolidation and revision Seneca
Spring 1 (Jan-Feb)	<u>Crime and Deviance</u> • What is crime and deviance? • Measuring crime • Social construction of crime • Factors affecting criminal behaviour • Theories of crime	Knowledge and vocabulary check every lesson. Ongoing self/peer assessment Mid topic assessment on crime and deviance. Total marks - 12 Time – 14 minutes	Lesson resources will be available on Google Classroom for consolidation and revision Seneca
Spring 2 (Feb – March)	<u>Crime and Deviance</u> Theories of crime Social class and crime Gender and crime Ethnicity and crime Revision for internal exam	Knowledge and vocabulary check every lesson. Ongoing self/peer assessment Mid topic assessment on crime and deviance. Total marks - 12 Time – 14 minutes	Lesson resources will be available on Google Classroom for consolidation and revision Seneca

Summer 1 (April-May)	<u>Crime and Deviance</u> • Age and crime • Social control – formal and informal • Media reporting of crime • The prison system • Treatment of young offenders • Key studies and crime.	Paper 1 end of year 10 assessment. Topics – Families and education. There will be a mixture of multiple choice, short answer and extended. Total marks – 100 Total time – 1 hour 45 minutes.	Lesson resources will be available on Google Classroom for consolidation and revision Seneca
Summer 2 (June –July)	For this project, students need to develop a research aim and hypothesis and test them by triangulation. • Introduction • Primary Data • Secondary Data • Ethical Responsibility • Evaluation	Each section of the report will be assessed. • Introduction (10 marks available) • Primary Data (60 marks available) • Secondary Data (10 marks available) • Ethical Responsibility (10 marks available) • Evaluation (10 marks available)	Lesson resources will be available on Google Classroom for consolidation and revision Seneca
Careers related learning	Career focus starter activities during careers focus week - referring students to the British sociological website and talking and showing video clips about the requirements and skills sociologists require for each different field within sociology.		

TRIPLE SCIENCE

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	- Electrolysis (extraction of aluminium and electrolysis of molten and aqueous solutions) - Respiration (aerobic and anaerobic respiration, the response to exercise and metabolism) - Photosynthesis (rate of photosynthesis and how plants use glucose) - Radioactivity (discovery of the nucleus, properties of radiation, activity and half-life) - Energy changes (exothermic and endothermic reactions, reaction profiles and bond energy calculations)	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning/ Cognito – videos, quizzes & exam questions Physics & Maths Tutor (PMT) – topic questions & past papers CGP revision guide/workbook BBC Bitesize – revision notes & quizzes
Autumn 2 (Oct-Dec)	- Organising animals and plants (blood and blood vessels, the heart, breathing and gas exchange, organisation and transport in plants and transpiration) - The human nervous system (homeostasis and reflex actions) - Forces in balance (vectors and scalars, resultant forces, centre of mass and resolution of forces) - Rates and equilibrium (collision theory, factors that affect rate and dynamic equilibrium)	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning/ Cognito – videos, quizzes & exam questions Physics & Maths Tutor (PMT) – topic questions & past papers CGP revision guide/workbook BBC Bitesize – revision notes & quizzes
Spring 1 (Jan-Feb)	- Crude oil and fuels (hydrocarbons, fractional distillation, burning and cracking hydrocarbons) - Motion (speed and distance-time graphs, velocity-time graphs and acceleration) - Force and motion (weight and terminal velocity, braking, momentum and elasticity) - Hormonal coordination, negative feedback, diabetes, reproduction, menstrual cycle and fertility, plant hormones	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning/ Cognito – videos, quizzes & exam questions Physics & Maths Tutor (PMT) – topic questions & past papers CGP revision guide/workbook BBC Bitesize – revision notes & quizzes
Spring 2 (Feb – March)	- Reproduction (types of reproduction, cell division, the genome, inheritance and genetic disorders) - Polymers (addition and condensation polymerisation, amino acids, proteins and DNA) - Homeostasis in action, kidney function and dialysis - Force and pressure, pressure in liquids and gases, upthrust and floatation	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning/ Cognito – videos, quizzes & exam questions Physics & Maths Tutor (PMT) – topic questions & past papers CGP revision guide/workbook

	Organic reactions, chemical structures, alkenes, alcohols, carboxylic acids and esters		BBC Bitesize – revision notes & quizzes
Summer 1 (April-May)	- Variation and evolution (natural selection, selective breeding and genetic engineering) - Chemical analysis (pure substances and mixtures, chromatography and testing for gases) - Wave properties (properties of waves, reflection and refraction) - Adaptations, interdependence and competition (communities, distribution and abundance, competition in animals and plants and adaptations)	<u>Year 10 internal exam</u> Alongside in class assessment. Three written assessments (one each for biology, chemistry and physics) lasting 1 hr 15 mins each, covering the content of year 9 and autumn term of year 10 (excluding the human nervous system and forces in balance).	Seneca Learning/ Cognito – videos, quizzes & exam questions Physics & Maths Tutor (PMT) – topic questions & past papers CGP revision guide/workbook BBC Bitesize – revision notes & quizzes
Summer 2 (June –July)	- Electromagnetic waves (electromagnetic spectrum, communications and medicine) - Genetics and evolution (evidence for evolution, extinction, antibiotic resistant bacteria and classification) - Light, reflection and refraction, colour, lenses and cameras	Ongoing in class assessment, including regular skills checks. End of chapter test at the end of the lessons for those chapters. These will be 30 minute written tests. Revision of content required.	Seneca Learning/ Cognito – videos, quizzes & exam questions Physics & Maths Tutor (PMT) – topic questions & past papers CGP revision guide/workbook BBC Bitesize – revision notes & quizzes
Careers related learning	Participation in careers fortnight – all students will receive a lesson on career pathways for science. Students participate in Science Week in March.		

