



Year 10 Curriculum - St Ives School



Subject	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
English	<p>Topic: Blood Brothers Resources: Willy Russell 'Blood Brothers'; Image booklet + '4 Grid'; 'Big Ideas'; Focus: Context: big ideas; language/ structure/ form. Outcome: Analytical essay Duration: 7 weeks</p>	<p>Topic: Poetry of the Sublime Resources: Blake 'London'; Shelley 'Ozymandias'; Wordsworth 'The Prelude'; Heaney 'Storm on the Island' Focus: context (Romanticism); form/ structure: language – imagery; extended metaphor. Outcome: Comparative essay in combination with Block 3 topic. Duration: 5 weeks</p>	<p>Topic: Poetry – The effects of war Resources: Simon Armitage 'Remains'; Jane Weir 'Poppies' and review of war poems from year 9. Focus: Context: big ideas; language/ structure/ form Outcome: essay and speaking and listening exam. Duration: 3 weeks</p>	<p>Topic: Writer's Viewpoints Resources: non-fiction extracts Focus: viewpoint writing; argument structure; rhetoric; speeches/ articles/ letters; presentation; group discussion; debate Duration: 6 weeks</p>	<p>Topic: Frankenstein Resources: Mary Shelley 'Frankenstein'; extracts booklet; '4Grid' Image booklet. Focus: Context (Romanticism); themes/big ideas; language/ structure/ form) Outcome: Formative assessment writing tasks. Duration: 6 weeks</p>	<p>Topic: Frankenstein Resources: Mary Shelley 'Frankenstein'; extracts booklet; '4Grid' Image booklet. Focus: Context (Romanticism); themes/big ideas; language/ structure/ form). Outcome: Extract based essay. Duration: 6 weeks</p>
Maths	<p>Topic: Similarity Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths, On Maths. Focus: Students will develop their understanding on congruency, similarity and enlargement. Students will also focus on trigonometry. Outcome: End of block assessment. Duration: 7 weeks</p>	<p>Topic: Developing Algebra Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths, On Maths. Focus: Students will develop their understanding of representing solutions of equations and inequalities. Students will also focus on simultaneous equations. Outcome: End of block assessment and autumn assessment. Duration: 7 weeks</p>	<p>Topic: Geometry Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths, On Maths. Focus: Students will develop their understanding on angles and bearings, working with circles and vectors. Outcome: End of block assessment. Duration: 6 weeks</p>	<p>Topic: Proportions and Proportional Change Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths, On Maths. Focus: Students will develop their understanding on ratios and fractions, percentages to include interest and probability. Outcome: End of block assessment. Duration: 6 weeks</p>	<p>Topic: Delving into Data Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths, On Maths. Focus: Students will develop their understanding of collecting, representing and interpreting data. Outcome: End of block assessment. Duration: 6 weeks</p>	<p>Topic: Using Number Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths, On Maths. Focus: Students will develop their understanding on non-calculator methods, types of number, sequences, indices and roots. Outcome: End of block assessment. Duration: 3 weeks Topic: Expressions Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy. Focus: Students will develop their understanding on manipulating expressions. Outcome: End of block assessment and summer assessment. Duration: 3 weeks</p>
Biology	See Chemistry Overview	<p>Topic: Cell Biology Review Resources: PowerPoint, Practical Activities, Handouts, Biology Book Focus: Further knowledge of cells in greater depth with relation to specialised cells and transport in and out of cells. Outcome: End of Term Assessment, RA 1 Microscopes, RA 2 Antiseptics and Antibiotics (Separate science only) and RA 3 Osmosis. Duration: 6 lessons (F/H/Sep)</p>	<p>Topic: Organisation Review Resources: PowerPoint, Practical Activities, Handouts, Biology Book Focus: To deepen understanding of human body and plant organs. By looking at organ systems, organ functions, healthy lifestyle and plant organs and their roles. Outcome: End of Term Assessment, RA 4 Food Tests and RA 5 Enzymes. Duration: 6 lessons</p>	<p>Topic: Infection and Response Resources: PowerPoint, Practical Activities, Handouts, Biology Book. Focus: Understand what microorganisms can cause infection and disease in animals and plants. Along with how organisms respond to a microorganism invasion. Outcome: End of Term Assessment. Duration: 14 lessons</p>	<p>Topic: Bioenergetics Resources: PowerPoint, Practical Activities, Handouts, Biology Book. Focus: Deepening students understanding of energy transfer for plants and animals. Deepening an understanding of photosynthesis, aerobic and anaerobic respiration. Learning about the factors that can affect energy transfers in living things. Outcome: End of Term Assessment, and RA 6 Photosynthesis. Duration: 10 lessons</p>	See Physics Overview
Chemistry	<p>Topic: Atomic Structure Review Resources: PowerPoint, Practical activities, Handouts, Chemistry Book. Focus: To develop knowledge of atoms, elements and mixtures linking to KS3 topics and deepen understanding of the periodic table and atomic structure. Outcome: End of Term Assessment. Duration: 9 lessons</p>	<p>Topic: Properties and Bonding Review Resources: PowerPoint, Practical activities, Handouts, Chemistry Book. Focus: Strengthen knowledge of compounds and deepening understanding of types of bonds formed between atoms, extending into how types of bonds affect the materials properties. Outcome: End of Term Assessment. Duration: 9-10 lessons (F/H/Sep)</p>	<p>Topic: Chemical Changes Review Resources: PowerPoint, Practical activities, Handouts, Chemistry Book. Focus: To understand and deepen knowledge into the chemical changes in reactions. Understand the processes of oxidation and reduction by practising electrolysis. Utilising the pH scale to explain neutralisation reactions. Outcome: RA 11 Making Salts, RA 12 Titrations (Separate science only), RA 13 Electrolysis and End of Term Assessment. Duration: 17 - 19 lessons (F/H/Sep)</p>	<p>Topic: Quantitative Chemistry Resources: PowerPoint, Practical activities, Handouts, Chemistry Book. Focus: Using mathematical techniques to calculate chemical quantities for use in experimental work. Outcome: End of Term Assessment. Duration: 8 - 10 lessons (F/H/Sep)</p>	See Biology/Physics Overviews	See Physics Overview
Physics	See Chemistry Overview	<p>Topic: Forces Resources: PowerPoint, Practical Activities, Handouts, Physics Book Focus: Introducing vectors of forces, and fields of force (electrostatic, magnetic, GF) and resultant motions. Calculating the work done by forces. Outcome: End of Term Assessment and RA24 Force and extension, RA 25 Acceleration. Duration: 11 lessons (F/H/Sep)</p>	<p>Topic: Energy Resources: PowerPoint, Practical Activities, Handouts, Physics Book Focus: Exploring how energy transfers and transforms. The topic also explores how humans use the energy and how we can calculate different outcomes of energy use. Outcome: End of Term Assessment. Duration: 10 lessons (F/H/Sep)</p>	<p>Topic: Atomic Structure Resources: PowerPoint, Practical Activities, Handouts, Physics Book Focus: Explaining the development of the nuclear model theory, atomic particles and their relative mass and size. Discovering radioactivity, half-life and contamination along with hazardous effect and disposal. Outcome: End of Term Assessment Duration: 10 lessons (F/H/Sep)</p>	<p>Topic: Electricity Resources: PowerPoint, Practical Activities, Handouts, Physics Book Focus: Exploring current, resistance and voltage relationships for different circuit elements. Investigating domestic power supply, wiring and safety measures. Outcome: Topic Test, RA 21 Resistance and RA 22 I-V Characteristics Duration: 8 lessons</p>	<p>Topic: Particle Model of Matter (Combined Science) Resources: PowerPoint, Practical Activities, Handouts, Physics Book Focus: Exploring the arrangement of molecules in each state of matter, and how this relates to density. Calculating energy changes during heating (SH) and state changes (SLH). The link between pressure, temperature and volume. Outcome: End of Term Assessment and RA 23 Density Duration: 8 lessons (F/H/Sep)</p>
Art	<p>Topic: Set Portfolio Project 1: Theme 'Journey' Resources: Photography, Photoshop Skills Focus: Record from Observation (Primary and Secondary Sources). Research the meaning of journey; Look at Gernard Richter Outcome: Photography edits and primary observation through the camera. Artists research pages. Duration: 9-12 lessons</p>	<p>Topic: Set Portfolio Project 1: Theme 'Journey' Resources: Drawing from observation of objects. Printing using etching techniques. Focus: Record from Observation (Primary and Secondary Sources). Outcome: Drawing studies and printed images (etchings). Landscape and objects. Local artist Helen ward and Sue Brown. Duration: 9-12 lessons</p>	<p>Topic: Development Project: 'Journey' Resources: Paint, Printing equipment, Clay, Card and mixed media. Focus: Expand and develop AO1 Develop (Use of Other Artists), AO2 Record (from observation, drawing, photography primary and secondary subjects), AO3 Refine (by exploring in more depth the techniques and materials used by Artists and own experiments) Introduce comparable Artists, cultural references. Individual, Peer and Group and Teacher Assessment and Feedback sessions will form a large part of the process. Outcome: Portfolio of Work (Coursework) Duration: 9-12 lessons</p>	<p>Topic: Development Project: 'Identity' Resources: Paint, Printing equipment, Clay, Card and mixed media. Focus: Expand and complete: Realise students intentions to complete a final piece for the theme 'Journey'. Outcome: Portfolio of Work (Coursework) Duration: 9-12 lessons</p>	<p>Topic: Preparation for Year 10 Mock Exam Piece Introduction Resources: Students develop their own outcomes relevant to the Assessment Criteria. Focus and Outcome: Planning and preparing a personalised development of the theme for the portfolio of evidence. Duration: 9-12 lessons</p>	<p>Topic: Preparation for Year 10 Mock Exam Piece Resources: Mixed media, 2D or 3D outcomes to include photographic references. Focus and Outcome: Artists research pages, experimentation with techniques and recording from observation, individual plans and feedback. Duration: 9-12 lessons</p>
Design and Technology	<p>Topic: Visual Communication Resources: Design sketching & rendering materials, CAD software. Focus: 2D & 3D sketching, tonal & surface rendering, CAD design. Outcome: A variety of essential visual communication skills necessary for the course developed. Duration: 9 lessons.</p>	<p>Topic: Ergonomics & Anthropometrics. Resources: Modelling materials. Pre-cut timber strips, Workshop tools and machinery. Focus: Making a customised, ergonomically designed pizza cutter. Knowledge & understanding of applications of anthropometric data. Outcome: Finished customised product. Duration: 9 lessons.</p>	<p>Topic: Sustainable Design. Resources: Offcut and reclaimed materials, Workshop tools and machinery. Focus: Impact on Society and global issues. Designing for a target user. Revision: Seneca learning online platform, CGP Guides. Outcome: Sustainably designed product. Increased exam awareness. Duration: 9 lessons.</p>	<p>Topic: Sustainable Design. Resources: Offcut and reclaimed materials, Workshop tools and machinery. Focus: Sustainability making challenge. Revision: Seneca learning online platform, CGP Guides. Outcome: Sustainably designed product. Increased exam awareness. Duration: 9 lessons.</p>	<p>Topic: The Work of Others. Resources: Design modelling materials. Focus: Designing to a theme in the style of prominent designers. Demonstrating independence when investigating/designing. Revision: Seneca learning online platform, CGP Guides. Outcome: Increased awareness of GCSE level design processes. Increased exam awareness. Duration: 9 lessons.</p>	<p>Topic: Non Exam Assessment (NEA). Resources: Revision guides and materials, Google Classroom NEA portfolio. Focus: NEA tasks released 1st June: Analysis/preparation. Revision: Seneca learning online platform, CGP Guides. Outcome: Increased awareness of GCSE Exam and NEA work. Duration: 9 lessons.</p>

Food Preparation and Nutrition	<p>Topic: Eat Well Guide and Macronutrients.</p> <p>Resources: Workbooks, Computers for research and nutritional analysis, ingredients, recipes.</p> <p>Focus: Dietary recommendations, Protein, Carbohydrates, Fats, Recipe Modification.</p> <p>Outcomes: Teenage nutrition cook, Reducing sugar investigation, portioning a chicken, added fibre and reduced sugar cake, quiche modification, Lemon Meringue pie.</p> <p>Duration: 12 Lessons.</p>	<p>Topic: Micronutrients & Mock NEA 2.</p> <p>Resources: Workbooks, ingredients, recipes, computers for nutritional analysis and research.</p> <p>Focus: Nutrition and health, fat and water soluble vitamins, antioxidants, minerals, technical skills, recipe adaptation.</p> <p>Outcomes: Vitamin, soup/salad, leanage meal protein, calcium & vitamin D, Family HBV & Eatwell meal, Choux pastry wreath or tree.</p> <p>Duration: 14 Lessons.</p>	<p>Topic: Food Choice & Diet, Nutrition and Health.</p> <p>Resources: Workbooks, computers for research and nutritional analysis, ingredients, recipes.</p> <p>Focus: Technical skills, Dietary needs through life, allergies and intolerances, dietary illnesses, recipe modification, coolings.</p> <p>Outcomes: Allergies & Intolerances investigation, Layered chilled dessert, 20% Energy adult dish, 2 courses for specific dietary illness.</p> <p>Duration: 12 Lessons</p>	<p>Topic: Food Science - Heat transfer, micro-organisms, function of ingredients.</p> <p>Resources: Workbooks, Ingredients, recipes.</p> <p>Focus: Micro-organisms, enzymes, food production, heat transfer, conduction, convection and radiation, raising agents, NEA 1 practice.</p> <p>Outcomes: Yeast experiment, enzymic browning, gluten ball investigation, functions of proteins, fats and raising agents, homemade cheese & crackers.</p> <p>Duration: 12 Lessons.</p>	<p>Topic: Food Choice - environment & Mock NEA 2.</p> <p>Resources: Workbooks, ingredients, recipes, computers for nutritional analysis.</p> <p>Focus: Sustainability, organic, food production, seasonality, food poverty.</p> <p>Outcomes: Filling fish, British seasonal family meal for £10.</p> <p>Duration: 12 Lessons.</p>	<p>Topic: Food Science</p> <p>Resources: Workbooks, ingredients, recipes, computers.</p> <p>Focus: Mock NEA 1 Food Investigation Task, Food science, Revision for end of year mocks.</p> <p>Outcomes: Mock run through of NEA 1 Food Investigation, Template to use for next NEA 1 in Year 11, practice of researching, planning, conducting and analysing food science experiments.</p> <p>Duration: 12 Lessons.</p>
Graphic Communication	<p>Topic: CA - Students work towards chosen brief</p> <p>Resources: Dependent on student pathway.</p> <p>Focus: Students will demonstrate skills, as defined in the Art and Design Core Content section of the OCR specification, in the context of their chosen area of Graphic Communication, A01, A02, A03 .</p> <p>Duration: Dependent on student.</p>	<p>Topic: Students will demonstrate skills in A01, A02, A03</p> <p>Resources: Dependent on student pathway.</p> <p>Focus: Develop ideas through investigations informed by selecting and critically analysing sources.</p> <p>Apply an understanding of relevant graphic communication practices in the creative and cultural industries to their work using image and typography.</p> <p>Duration: Dependent on student.</p>	<p>Topic: A01, A02, A03</p> <p>Resources: Dependent on student pathway.</p> <p>Focus: Renew their ideas as work progresses through researching, selecting, editing and presenting graphic communication artefact(s)/product(s)/personal outcome(s)</p> <p>Duration: Dependent on student.</p>	<p>Topic: A01, A02, A03</p> <p>Resources: Dependent on student pathway.</p> <p>Focus: Record their ideas, observations, insights and independent judgements, in ways that are appropriate to the Graphic Communication title such as, autogenic drawing, painting or applying collected material.</p> <p>Duration: Dependent on student.</p>	<p>Topic: A01, A02, A03</p> <p>Resources: Dependent on student pathway .</p> <p>Focus: Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of media, techniques, processes, appropriate media and materials.</p> <p>Duration: Dependent on student.</p>	<p>Topic: A01, A02, A03</p> <p>Resources: Dependent on student pathway.</p> <p>Focus: Use drawing skills for different needs and purposes, appropriate to the area(s) of study used. Drawing may take the form of illustrations, layout and typography using appropriate media and materials.</p> <p>Duration: Dependent on student.</p>
Dance	<p>Topic: Component 1- Exploring the Performing Arts.</p> <p>Resources: Professional pieces of work (pre choreographed), literacy sources (e.g. programmes, websites and reviews)</p> <p>Focus: Students are given the opportunity to learn and develop key practical dance skills. Additionally, students explore the wide range of roles and responsibilities within the performing arts industry, specifically as dancers.</p> <p>Outcome: To achieve a greater understanding of the physical and non-physical skills required to be a performer.</p>	<p>Topic: Component 1- Exploring the Performing Arts.</p> <p>Resources: Professional pieces of work (pre choreographed), literacy sources (e.g. programmes, websites and reviews)</p> <p>Focus: Students are given the opportunity to learn and develop key practical dance skills. Additionally, students explore the wide range of roles and responsibilities within the performing arts industry, specifically as dancers.</p> <p>Outcome: To achieve a greater understanding of the physical and non-physical skills required to be a performer.</p>	<p>Topic: Component 1- Exploring the Performing Arts.</p> <p>Resources: Professional pieces of work (pre choreographed), literacy sources (e.g. programmes, websites and reviews)</p> <p>Focus: Students are given the opportunity to learn and develop key practical dance skills. Additionally, students explore the wide range of roles and responsibilities within the performing arts industry, specifically as dancers.</p> <p>Outcome: To achieve a greater understanding of the physical and non-physical skills required to be a performer.</p>	<p>Topic: Component 2- Developing skills and techniques.</p> <p>Resources: Professional pieces of work (pre choreographed), literacy sources (e.g. programmes, websites and reviews)</p> <p>Focus: Students work both independently and as part of a group to further develop their dance skills as performers, directors, designers and choreographers. This unit focuses specifically on development of student's overall performance and encourages them to perfect the more finite skills associated with dance.</p> <p>Outcome: To learn and understand the professional work of one dance practitioner and to develop individual skills in a targeted and formal performance.</p>	<p>Topic: Component 2- Developing skills and techniques.</p> <p>Resources: Professional pieces of work (pre choreographed), literacy sources (e.g. programmes, websites and reviews)</p> <p>Focus: Students work both independently and as part of a group to further develop their dance skills as performers, directors, designers and choreographers. This unit focuses specifically on development of student's overall performance and encourages them to perfect the more finite skills associated with dance.</p> <p>Outcome: To learn and understand the professional work of one dance practitioner and to develop individual skills in a targeted and formal performance.</p>	<p>Topic: Component 2- Developing skills and techniques.</p> <p>Resources: Professional pieces of work (pre choreographed), literacy sources (e.g. programmes, websites and reviews)</p> <p>Focus: Students work both independently and as part of a group to further develop their dance skills as performers, directors, designers and choreographers. This unit focuses specifically on development of student's overall performance and encourages them to perfect the more finite skills associated with dance.</p> <p>Outcome: To learn and understand the professional work of one dance practitioner and to develop individual skills in a targeted and formal performance.</p>
Computer Science	<p>Topic: Section 4 Algorithmic Thinking</p> <p>Resources: MS Office, Python, System performance, storage, software.</p> <p>Outcome: Python quiz and worksheet.</p> <p>Duration: 10 lessons</p>	<p>Topic: Section 5 Programming</p> <p>Resources: Python.</p> <p>Focus: Strings and program flow.</p> <p>Outcome: A series of programs and theory worksheets.</p> <p>Duration: 10 lessons</p>	<p>Topic: Section 5 Programming</p> <p>Resources: Python.</p> <p>Focus: Boolean operators, arrays, file handling.</p> <p>Outcome: A series of programs and theory worksheets.</p> <p>Duration: 10 lessons</p>	<p>Topic: Section 6 Design Testing and IDEs / Section 3 Issues in Computing</p> <p>Resources: MS Office, Python.</p> <p>Focus: CPU, memory, System performance, storage, software.</p> <p>Outcome: Python quiz and worksheet.</p> <p>Duration: 10 lessons</p>	<p>Topic: Section 1 Components of a Computer System</p> <p>Resources: MS Office, Python.</p> <p>Focus: CPU, memory, System performance, storage, software.</p> <p>Outcome: Python quiz and worksheet.</p> <p>Duration: 10 lessons</p>	<p>Topic: Section 2 Networks</p> <p>Resources: MS Office, Python.</p> <p>Focus: WANS and LANS, network hardware.</p> <p>Outcome: Worksheets, a design for a network, python quiz.</p> <p>Duration: 10 lessons</p>
Drama	<p>Topic: Study of Set Text</p> <p>Resources: Set text scripts, props, set, exercise books.</p> <p>Focus: Understand context and key features of the text – character, theme, plot – Act 2: familiarise with exam paper.</p> <p>Outcomes: Exam style questions for section A based on Act 1 only.</p> <p>Duration: 13 lessons</p>	<p>Topic: Study of Set Text</p> <p>Resources: Set text scripts, props, set, exercise books.</p> <p>Focus: Develop knowledge of the set text– character, theme, plot– Act 2: familiarise with exam paper.</p> <p>Outcomes: Exam style questions for section A based on the whole text.</p> <p>Duration: 13 lessons</p>	<p>Topic: Devising Drama</p> <p>Resources: Devising Drama Refugee booklet.</p> <p>Focus: Developing devising and rehearsal techniques to create a piece based on stimulus images of Refugees.</p> <p>Outcome: Performance of devised piece and portfolio completed.</p> <p>Duration: 11 lessons</p>	<p>Topic: Performing from a Script</p> <p>Resources: Script – D1A by Dennis Kelly and Missing Dan Nolan extracts by Mark Wheeler</p> <p>Focus: Understand monologue and dialogue, develop performance drawing, photo skills.</p> <p>Outcome: Performance of monologue/dialogue from chosen text and written concept pro forma.</p> <p>Duration: 12 lessons</p>	<p>Topic: Devising Drama</p> <p>Resources: Devising Drama exam paper – 10 stimuli material, laptops for research.</p> <p>Focus: Developing devising and rehearsal techniques to create opening scene.</p> <p>Outcome: Performance of the opening scene and section 1 of the coursework complete.</p> <p>Duration: 9 lessons</p>	<p>Topic: Devising Drama</p> <p>Resources: Devising Drama exam paper – 10 stimuli material, laptops for research/typing coursework.</p> <p>Focus: Developing devising and rehearsal techniques to develop a whole performance piece.</p> <p>Outcome: Final practical performance complete for recording and section 2 of the coursework complete .</p> <p>Duration: 12 lessons</p>
Music	<p>Topic: Conventions of Pop</p> <p>Resources: Classroom Instruments, Voices.</p> <p>Focus: Historical Context, Musical Features, Bands and artists, Chord Progressions and Harmony, Effects, Music Technology.</p> <p>Outcome: Composition to set briefs.</p> <p>Duration: Autumn Half Term 1</p>	<p>Topic: Concerto Through Time</p> <p>Resources: Classroom Instruments, Keyboards.</p> <p>Focus: Historical Context, Musical Features, Cadences, Notation, Score reading, Orchestration.</p> <p>Outcome: Concerto Listening assessment, Solo Performance, Ensemble Performance.</p> <p>Duration: Autumn Half Term 2</p>	<p>Topic: Rhythms of the world</p> <p>Resources: World Music Instruments (India and South America).</p> <p>Focus: Historical Context, Musical Features, Rhythm and Texture, Culture.</p> <p>Outcome: Solo Performance, Ensemble performance.</p> <p>Duration: Spring Half Term 1</p>	<p>Topic: Rhythms of the world</p> <p>Resources: World Music Instruments (Africa and Middle east/ Mediterranean).</p> <p>Focus: Historical Context, Musical Features, Rhythm and Texture, Culture.</p> <p>Outcome: Ensemble Performance and Composition to a set brief.</p> <p>Duration: Spring Half Term 2</p>	<p>Topic: Film Music</p> <p>Resources: Macs.</p> <p>Focus: Historical Context, Musical Features, Leitmotif, Diegetic and Non-Diegetic, Instruments, Dissonance.</p> <p>Outcome: Solo Performance and Composition to a set brief.</p> <p>Duration: Summer Half Term 1</p>	<p>Topic: Composition</p> <p>Resources: IMacs, Classroom Instruments, Recording Studio.</p> <p>Focus: Composing, Key Signatures, Chord Progressions, Composing for your instrument.</p> <p>Outcome: Proposal for Y11 performances. Head start on Free Composition, EOY exam.</p> <p>Duration: Summer Half Term 2</p>
French	<p>Topic: Food, drinks and healthy living</p> <p>Resources: AGA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: Verb + infinitive, demonstrative pronouns, using the pronoun en and y, using complex negative sentences, imperfect tense, link between the past and the present, il vaut il vaudrait.</p> <p>Outcome: Topic Test.</p> <p>Duration: 6 weeks</p>	<p>Topic: Customs and festivals</p> <p>Resources: AGA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: Prepositions with countries and towns, Revision of the imperfect tense, Deciding between the perfect and imperfect tenses.</p> <p>Outcome: Topic Test.</p> <p>Duration: 6 weeks</p>	<p>Topic: Home and House Chores</p> <p>Resources: AGA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: Partitive articles, negative sentences, the conditional of regular verbs, house chores, describing your house in detail.</p> <p>Outcome: Topic Test.</p> <p>Duration: 6 weeks</p>	<p>Topic: Town</p> <p>Resources: AGA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: Places in town, prepositions, negative, directions, things to do, positives and negatives, conditional, present tense, imperfect.</p> <p>Outcome: Topic Test.</p> <p>Duration: 5 weeks</p>	<p>Topic: Neighbourhood and region</p> <p>Resources: AGA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: Describing your region and what you can do there, advantages and inconveniences, modal verbs, present tense, imperfect.</p> <p>Outcome: Topic Test.</p> <p>Duration: 6 weeks</p>	<p>Topic: Charity and voluntary work</p> <p>Resources: AGA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: The conditional of vouloir and aimer, present participle, recognising the pluperfect.</p> <p>Outcome: Topic Test.</p> <p>Duration: 8 weeks</p>
Spanish	<p>Topic: Introduction to Spanish</p> <p>Resources: PP, Handouts.</p> <p>Focus: Introduce themselves, Describe their personalities, Say their age and count up to 100, The alphabet in Spanish, Describe themselves physically, Describe their pets, Describe their family, Use the present tense to describe their hobbies, Talk about sports they do and don't like, Discuss school subjects, Describe what there is in their town, To use the verb to go 'ir'</p> <p>Outcome: Topic quiz.</p> <p>Duration: 7 weeks</p>	<p>Topic: Holidays</p> <p>Resources: AGA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: Present, preterite, imperfect, link between the preterite and imperfect tense, perfect infinitive.</p> <p>Outcome: Topic Test.</p> <p>Duration: 6 weeks</p>	<p>Topic: School and subjects</p> <p>Resources: AGA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: Revision of the preterite tense, adverbs of time and place, revision of modal verbs with different tenses, revision of comparatives, Revisions of the conditional tense.</p> <p>Outcome: Topic Test.</p> <p>Duration: 6 weeks</p>	<p>Topic: Family and relationships</p> <p>Resources: AGA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: Grammatical markers, extended range of two verbs together using different tenses, adverbs, clauses introduced by when and if</p> <p>Outcome: Topic test.</p> <p>Duration: 8 weeks</p>	<p>Topic: Free time and interests</p> <p>Resources: AGA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: Tense and ser present tense, Possessive adjectives, adjectival agreement, Present tense, comparatives and superlatives, Introduce /reinforce the preteritotense.</p> <p>Outcome: Topic test.</p> <p>Duration: 7 weeks</p>	<p>Topic: Town</p> <p>Resources: AGA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP.</p> <p>Focus: Places in town, prepositions, negative, directions, things to do, positives and negatives, conditional.</p> <p>Outcome: Topic Test.</p> <p>Duration: 5 weeks</p>

Geography	<p>Topic: Physical Fieldwork (Rivers) Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News. Focus: To apply knowledge gained in the UK Physical Landscapes unit to real world fieldwork planned and implemented by students. To create methods to collect data and explore a range of presentation methods to present this data. Students will also evaluate their methods and suggest improvements if they were to undertake their fieldwork again. Outcome: To apply knowledge gained in the UK CEW and Urban unit to real world fieldwork planned and implemented by students. Duration: 9 lessons Repeat concepts Equity Human and physical interrelationships Geomorphic processes</p>	<p>Topic: Challenge of Natural Hazards Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News. Focus: To explore the challenges created by tectonic and weather hazards and to address the methods being used by people to respond to these events. Students will also investigate the causes, and effects of climate change as well as the strategies used to mitigate and adapt against it. Outcome: To develop an understanding of the processes and the impacts associated with tectonic and weather events at local, national and global scales. Students will also examine the causes, effects and the strategies to address climate change. Duration: 9 lessons Repeat concepts Human and physical interrelationships Sustainability Scale Space and place Development Geomorphic processes</p>	<p>Topic: Challenge of Natural Hazards Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News. Focus: To explore the challenges created by tectonic and weather hazards and to address the methods being used by people to respond to these events. Students will also investigate the causes, and effects of climate change as well as the strategies used to mitigate and adapt against it. Outcome: To develop an understanding of the processes and the impacts associated with tectonic and weather events at local, national and global scales. Students will also examine the causes, effects and the strategies to address climate change. Duration: 9 lessons Repeat concepts Human and physical interrelationships Sustainability Scale Space and place Development Geomorphic processes</p>	<p>Topic: Urban Issues and Challenges HIC Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News. Focus: To learn about the reasons why more people are living in urban areas and to address the opportunities and challenges of living in urban areas in HIC's and LIC's. Outcome: To explore the reasons why urban populations are growing as well as examining the challenges and opportunities of living in HIC and LIC/NEE Urban Areas. Duration: 10 lessons Repeat concepts Sustainability Human and physical interrelationships Scale Space and place Development</p>	<p>Topic: Urban Issues and Challenges LIC Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News. Focus: To learn about the reasons why more people are living in urban areas and to address the opportunities and challenges of living in urban areas in HIC's and LIC's. Outcome: To explore the reasons why urban populations are growing as well as examining the challenges and opportunities of living in HIC and LIC/NEE Urban Areas. Duration: 6 lessons Repeat concepts Sustainability Human and physical interrelationships Scale Space and place Development</p>	<p>Topic: Human Fieldwork (Landuse) Resources: CGP AQA Revision Guide, Hodder and Oxford GCSE Text Books, Websites – Cool Geography, Geography Cat and Get Revising, BBC News. Focus: To apply knowledge gained in the UK Physical Landscapes unit to real world fieldwork planned and implemented by students. To create methods to collect data and explore a range of presentation methods to present this data. Students will also evaluate their methods and suggest improvements if they were to undertake their fieldwork again. Outcome: To apply knowledge gained in the UK CEW and Urban unit to real world fieldwork planned and implemented by students. Duration: 7 lessons Repeat concepts Equity Space and place Scale</p>
History	<p>Topic: Whitechapel and Revision Resources: Edexcel textbook and CGP revision guide, Documentary clips and source extracts and images. Range of historical interpretations from textbooks and history books. Focus: Source analysis and historical interpretations. Students will build and understanding of the social and historical context surrounding the Jack the Ripper murders. Identify and analyse problems with the police investigations through research and use of primary news articles. Outcome: Students can suggest historical lines of enquiry based on evidence and explain how social and historical context impacted events in Whitechapel. Students will be able to suggest consequences in terms of changes to policing and make and explain links to other aspects of the Crime and Punishment topics. Duration: 9 lessons</p>	<p>Topic: Crime, Punishment and Law Enforcement Through Time Resources: Edexcel textbook and CGP revision guide, Documentary clips and source extracts and images. Focus: Key terms, case studies, Skills of cause and consequence, Significance, Change and continuity, Content and exam skills. Outcome: Knowledge and understanding of key terms, changes, continuity and factors affecting law enforcement through the 4 main time periods. Ability to answer a range of different style exam questions demonstrating AO1, 2 and 3 skills. To be able to make links to the strands of crime and punishment. Duration: 8 lessons</p>	<p>Topic: Crime, Punishment and Law Enforcement Through Time Resources: Edexcel textbook and CGP revision guide, Documentary clips and source extracts and images. Focus: Key terms, case studies, Skills of cause and consequence, Significance, Change and continuity, Content and exam skills. Outcome: Knowledge and understanding of key terms, changes, continuity and factors affecting law enforcement through the 4 main time periods. Ability to answer a range of different style exam questions demonstrating AO1, 2 and 3 skills. To be able to make links to the strands of crime and punishment. Duration: 9 lessons</p>	<p>Topic: Anglo-Saxon England and Succession and Control Resources: Edexcel textbook and CGP revision guide, Documentary clips and source extracts and images. Primary extracts from Anglo-Saxon chronicles. Focus: Life in Anglo-Saxon times and the structure and organisation of Anglo-Saxon society, The succession crisis of 1066 and the events of the battles, William's actions to gain and maintain control of Norman England, His responses to rebellions, Motte and Bailey castles and land laws. Knowledge, understanding and evaluation of effectiveness. Outcome: Students will build an understanding of life in Anglo-Saxon England and be able to use keywords in their analysis. Students will be introduced to exam style questions and how to approach and structure answers for this part of the GCSE paper. Duration: 9 lessons</p>	<p>Topic: Norman Society and Religion Resources: Edexcel textbook and CGP revision guide, Documentary clips and source extracts and images. Focus: The importance of religion and the use of nobility as a means of control in Norman times. The lasting impact of Norman rule on England. Recall and retention and making links to other parts of the topic. Outcome: Students will develop their understanding of life and changes in Norman England and be able to use keywords in their analysis and evaluation. Students will develop their answers to exam style questions for this part of the GCSE paper. Duration: 10 lessons</p>	<p>Topic: Cold War — Origins and Crises Resources: Edexcel textbook and CGP revision guide, Documentary clips and source extracts and images. Focus: Key terms, case studies, Skills of cause and consequence, Significance, Content and exam skills. Outcome: knowledge and understanding of key terms, cause, consequence and significance of key events 1941–91. Ability to answer a range of different style exam questions demonstrating AO1, 2 and 3 skills. Duration: 9 lessons</p>
Film Studies	<p>Topic: Component 2 Section C (Contemporary UK film) Resources: Skyfall DVD. Focus: Aesthetics and Auteurs through British Cinema and the cultural context of Bond. Outcome: Group presentation on British Culture and written assessment of key scenes. Duration: 8 weeks</p>	<p>Topic: Component 2 Section A (Global English Language film) Resources: DVD of Slumdog Millionaire and District 9 Focus: Narrative theories Plot devices and structure of storylines. Outcome: Analytical essay on key theories and key films. Duration: 8 weeks</p>	<p>Topic: Component 3 Production Coursework P1 1 Resources: Computer rooms, Exemplar coursework pieces Focus: Creation of Independent screenplay and shot list. Focus on genre and generic conventions Outcome: Creative writing screenplay and table based shooting script Duration: 6 weeks</p>	<p>Topic: Component 3 Production Coursework P1 2 Resources: Computer rooms, Exemplar coursework pieces Focus: Creation of Independent screenplay and shot list. Focus on genre and generic conventions Outcome: Creative writing screenplay and table based shooting script Duration: 5 weeks</p>	<p>Topic: Component 2 Section B (Global Non-English Language film) Resources: DVD copy of Wajjda and Spirited Away Focus: Representation of characters, Understanding of different cultures and beliefs. How stereotypes and characters are developed in line with a directors intentions. Outcome: Analytical essay discussing the characters and culture of the key films. Duration: 6 weeks</p>	<p>Topic: Revision of Component 2— Exam Technique. Resources: Key scene analysis sheets, Focus: Representation of characters, Narrative and audience theories, Narrative devices, Issues regarding context. Outcome: Full mock exam paper for Component 2 Duration: 2 weeks</p>
Core P.E.	<p>Topic: Evaluation and Goal Setting Focus: Excellence Outcome: Able to offer a detailed evaluation of their own and others performance and have the ability to set a goal relevant to their analysis. Duration: 6-12 lessons A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.</p>	<p>Topic: Developing your Physical Fitness Focus: Determination Outcome: Demonstrates significant progress in improving their personal level of fitness in relation to individual targets. Duration: 6-12 lessons. A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.</p>	<p>Topic: Communication Focus: Respect Outcome: Demonstrates active listening and an ability to communicate with others with clarity and respect in a range of settings and group sizes. Duration: 6-12 lessons. A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.</p>	<p>Topic: Communication Focus: Respect Outcome: Demonstrates active listening and an ability to communicate with others with clarity and respect in a range of settings and group sizes. Duration: 6-12 lessons. A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.</p>	<p>Topic: Communication Focus: Respect Outcome: Demonstrates active listening and an ability to communicate with others with clarity and respect in a range of settings and group sizes. Duration: 6-12 lessons. A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.</p>	<p>Topic: Communication Focus: Respect Outcome: Demonstrates active listening and an ability to communicate with others with clarity and respect in a range of settings and group sizes. Duration: 6-12 lessons. A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities, adventurous activities and healthy related fitness.</p>
Sport Studies	<p>Topic: R1B5 Performance and Leadership in Sports Activities Focus: TA2 Applying practice methods. Outcome: Analysis of skills, Analysis of tactics, Observations of performance, Practice methods, Planning practices, Measuring improvement. Assessment: Logbook of performance / diary of participation, Report of initial performance analysis, Teacher observation record. Duration: 6 weeks</p>	<p>Topic: R1B6 Sport and the media Focus: TA1 The different sources of media that cover sport. Outcome: Understanding of how the three main media types cover sport in the UK. Digital and social media Broadcasting, Printed media. Assessment: Written report comparing how a local club can use each of the three main sources. Duration: 10 lessons</p>	<p>Topic: R1B5 Performance in sports activities Focus: TA1 performance in ONE activity. Outcome: Practice and performance of Skills, Tactics, Decision making, Creativity, Maintaining performance. Assessment: Log book of performance and application of practice methods (to support TA2), Teacher observation record, Record of achievements in sport. Evaluation of final outcomes and use of practice (TA2). Duration: 6 weeks</p>	<p>Topic: R1 B6 sport and the media Focus: TA2 Positive effects of the media. Outcome: Analysis of how media can positively impact: Participation Profile Education Revenue Assessment: Written report on how a local sports club can benefit from using sports media. Duration: 10 lessons</p>	<p>Topic: R1B5 Sport and the media Focus: TA3: Negative effects of the media on sport Outcome: Analysis of how media can negatively impact: Spectatorship Sponsorship (ethics) Global issues Scheduling Inappropriate behaviour Rejection of heroes Scrutiny of players Pressure on players and mental health. Assessment: Written report into negative effects of media on a chosen sport club activity. Duration: 10 lessons</p>	<p>Topic: R1B5 Performance and Leadership in Sports Activities. Focus: TA3 Organising and Planning sports activities. Outcome: Plan for and then lead a sports activity considering: Safety Coaching style Needs of group Objective Avaliable equipment and facilities Deliver and then evaluate a sports session to a group of younger students. Assessment: Produce a written session plan and risk assessment for one sports activity, Teacher observation record of leadership of session, Session plan evaluation and justified suggestions for improvement. Written report. Duration: 10 weeks</p>
Global Citizen	<p>LWW: Careers Key Questions: A career in...? How can career and LMI help me? Jobs and Job Sectors</p>	<p>RE: Why is there suffering? Are there any good solutions? Key Questions: What types of suffering are in the world? Is suffering a natural human state? What do Christians learn from the Bible about why suffering happens? How do they make sense of suffering? Does suffering prove that God does not exist? What did the Buddha teach about suffering? What Buddhist ideas answer questions about suffering? How does belief in life beyond this life make a difference to people's responses to suffering?</p>	<p>LWW: How do we achieve social cohesion? Key Questions: Do we live in an 'anti-social' society? What is the law on crime...gangs...county lines? Why do people become extremists? What is the prevent programme?</p>	<p>RE: How should we respond to crime and punishment? Key Questions: What are the reasons for crime? What is a hate crime? What are the aims and types of punishment? How does the British justice system work? Is forgiveness always possible?</p>	<p>H&W: How do I maintain positive physical health? Key Questions: What are the causes and consequences of homelessness? Why do people commit suicide? Is binge drinking really that dangerous? Are tattoos and piercings safe?</p>	<p>RSE: What are the dangers of unhealthy relationships (physical and emotional)? Key Questions: What is harassment and stalking? Is there anything wrong with porn? What is revenge porn? What is child on child abuse? (sexual harassment, abuse, cyberbullying, sexting, upskirting). Are we a sexist and gender prejudiced society? Followed by an RE series of lessons on beliefs on Life and Death</p>