



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 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 a 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 Outcome: Spring Assessment 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) 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: Summer Assessment Duration: 6 weeks</p>
Maths	<p>Topic: Similarity Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy Focus: Students will develop their understanding on congruency, similarity and enlargement. Students will also focus on trigonometry. Outcome: End of block tests (open book). Duration: 18 lessons</p>	<p>Topic: Developing Algebra Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy Focus: Students will develop their understanding of representing solutions of equations and inequalities. Students will also focus on simultaneous equations. Outcome: End of block tests (open book) and Autumn assessment. Duration: 20 lessons</p>	<p>Topic: Geometry Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy Focus: Students will develop their understanding on angles and bearings, working with circles and vectors. Outcome: End of block tests (open book). Duration: 18 lessons</p>	<p>Topic: Proportions and Proportional Change Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy Focus: Students will develop their understanding on ratios and fractions, percentages to include interest and probability. Outcome: End of block tests (open book) and Spring assessment. Duration: 20 lessons</p>	<p>Topic: Delving into Data Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy Focus: Students will develop their understanding of collecting, representing and interpreting data. Outcome: End of block tests (open book). Duration: 16 lessons</p>	<p>Topic: Using Number Resources: CGP textbooks, Sparx Maths, Exam pro, Corbett Maths, On Maths, Maths Made Easy Focus: Students will develop their understanding on using non calculator methods, types of number and sequences, indices and roots. Outcome: End of block tests (open book) and Summer Assessment. Duration: 20 lessons</p>
Biology	<p>See Chemistry Curriculum Overview</p>	<p>Topic: Cell Biology Review Resources: PowerPoints, 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: PowerPoints, 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: PowerPoints, 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: PowerPoints, 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>	<p>See Physics Curriculum Overview</p>

<p>Chemistry</p>	<p>Topic: Atomic Structure Review Resources: PowerPoints, 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: PowerPoints, 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 Resources: PowerPoints, 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: PowerPoints, 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>	<p>See Biology/Physics Curriculum Overviews</p>	<p>See Physics Curriculum Overview</p>
<p>Physics</p>	<p>See Chemistry Curriculum Overview</p>	<p>Topic: Forces Resources: PowerPoints, Practical Activities, Handouts, Physics Book Focus: Introducing vectors of forces, and fields of force (electrostatic, magnetic, GFS) 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: PowerPoints, 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: PowerPoints, 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: Powerpoints, 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: PowerPoints, 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 (SHC) 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>
<p>Art</p>	<p>Topic: Skills development 3D work. Resources: card, tape paint etc Focus: 3D pieces (Celebrity and Iconic) Outcome: 3D studies inspired from research into the theme of Celebrity. Duration:9-12 lessons.</p>	<p>Topic: Set Portfolio Project 1: 'Identity': From portraits, Celebrity, Resources: Paint, Printing equipment, Clay, Card and mixed media. Focus: Record from observation (primary and secondary sources) research the meaning of 'Identity'. Outcome: Extend observational drawing. Incorporate new images to link with work from 'IDENTITY'. Develop the use of lettering /typography mixed media. Develop and improve all material use and techniques. Include further printmaking and offer the potential for relief and 3D work. Duration: 9-12 lessons</p>	<p>Topic: Development Project: 'Identity' 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. 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 IDENTITY. Outcome: Portfolio of Work (Coursework). Duration: 9-12 lessons</p>	<p>Topic: Preparation for Year 10 mock exam piece Introduction Theme 2. Resources: Students develop their own outcomes relevant to the Assessment Criteria Focus and Outcome: Planning and preparing a 2nd theme for the Portfolio of evidence. Duration: 9-12 lessons</p>	<p>Topic: Preparation for Year 10 mock exam piece Introduction Theme 2. 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: Iterative Design - Custom USB Memory Stick. Resources: Uncased USB memory stick. Modelling materials and tools. Workshop tools and machinery. Focus: 'Designing & Making Principles' Ergonomics & Anthropometrics. Designing for a target market. CAD design & modelling. Outcome: Theory relating to exam content Finished product developed after several modelling stages. Duration: 9 lessons.</p>	<p>Topic: Manufacturing Skills - Flat Pack Rack. Resources: Pre-cut timber blanks. Templates, jigs, knock down fittings. Workshop tools and machinery. Focus: 'Designing & Making Principles' Flat Pack Furniture concepts. Quantity production. Quality Control. Assembly, finishing, packaging. Outcome: Finished & packaged product. Duration: 9 lessons.</p>	<p>Topic: Sustainable Design Resources: Offcut and reclaimed materials. Workshop tools and machinery. Focus: Industrial production. 'Impact on Society' aspects of designing and making. Sustainability making challenge. Revision Begins alongside project work: Seneca learning online platform. CGP Guides. Outcome: Sustainably designed product. Increased exam awareness. Duration: 9 lessons.</p>	<p>Topic: The 'Work of Others' - Design & Make task. Resources: Full workshop/material access. 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: The 'Work of Others' - Design & Make task. Resources: Full workshop/material access. Focus: Making to a theme in the style of prominent designers. Demonstrating independence when making/testing. Revision: Seneca learning online platform. CGP Guides. Outcome: Increased awareness of GCSE level making processes. Increased exam awareness. Duration: 9 lessons.</p>	<p>Topic: Exam Revision / Non Exam Assessment (NEA). Resources: Revision guides and materials. Google Classroom NEA portfolio. Focus: Pre public exam revision. 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: Eatwell Guide and Macronutrients. Resources: Workbooks, Computers for research and nutritional analysis, ingredients, recipes. Focus: Dietary Recommendations, Protein, Carbohydrates, Fats. Recipe Modification. Outcomes: Teenage nutrition cook, Reducing sugar investigation, portioning a chicken, added fibre and reduced sugar cake, quiche modification. Duration: 12 Lessons.</p>	<p>Topic: Micronutrients & Mock NEA 2. Resources: Workbooks, ingredients, recipes computers for nutritional analysis and research. Focus: Nutrition and health, fat and water soluble vitamins, antioxidants, minerals, technical skills, recipe adaptation. Outcomes: vitamin soup/salad, teenage meal protein, calcium & vitamin D, Family HBV & Eatwell meal, chocolate decorating, Yule log. Duration: 14 Lessons.</p>	<p>Topic: Food Choice & Diet, Nutrition and Health. Resources: Workbooks, computers for research and nutritional analysis, ingredients, recipes. Focus: Technical skills, Dietary needs through life, allergies and intolerances, dietary illnesses, recipe modification, costings. Outcomes: Allergies & Intolerances investigation, Layered chilled dessert, 20% Energy adult dish, 2 courses for specific dietary illness. Duration: 12 Lessons.</p>	<p>Topic: Food Science - Heat transfer, micro-organisms, function of ingredients. Resources: Workbooks, Ingredients, recipes. Focus: Micro-organisms, enzymes, food production, heat transfer, conduction, convection and radiation, raising agents, NEA 1 practice. Outcomes: Vegetable cooking methods investigation, kebabs & vegetables, yeast experiment, enzymic browning, gluten ball investigation, functions of proteins, fats and raising agents, homemade cheese & crackers. Duration: 12 Lessons.</p>	<p>Topic: Food Choice - environment & Mock NEA 2. Resources: Workbooks, ingredients, recipes, computers for nutritional analysis. Focus: Sustainability, organic, food production, seasonality, food poverty. Outcomes: Filleting fish, British seasonal family meal for £10. Duration: 12 Lessons.</p>	<p>Topic: Food Provenance Resources: Workbooks, ingredients, recipes, computers. Focus: Technological Developments, food production, sustainability, revision for end of year mocks. Outcomes: British Afternoon Tea practical to showcase functional properties. Duration: 12 Lessons.</p>
Graphic Communication	<p>Topic: CA - Students work towards chosen brief. Resources: dependent on student pathway. 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 Duration: Dependent on student</p>	<p>Topic: Students will demonstrate skills in A01, A02, A03. Resources: dependent on student pathway Focus: Develop ideas through investigations informed by selecting and critically analysing sources. Focus: Apply an understanding of relevant graphic communication practices in the creative and cultural industries to their work using image and typography. Duration: Dependent on student</p>	<p>Topic: A01, A02, A03. Resources: dependent on student pathway. Focus: Renew their ideas as work progresses through researching, selecting, editing and presenting graphic communication artefact (s)/product(s)/personal outcome (s). Duration: Dependent on student</p>	<p>Topic: A01, A02, A03. Resources: dependent on student pathway. Focus: Record their ideas, observations, insights and independent judgements, in ways that are appropriate to the Graphic Communication title such as, drawing, photographing or applying collected material. Duration: Dependent on student</p>	<p>Topic: A01, A02, A03. Resources: dependent on student pathway. 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, materials and technologies. Duration: Dependent on student</p>	<p>Topic: A01, A02, A03. Resources: dependent on student pathway. 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. Duration: Dependent on student</p>

Computer Science	<p>Topic: Section 4 Algorithmic thinking Resources: MS Office, Python System performance, storage, software. Outcome: Python quiz and worksheet. Duration: 10 lessons</p>	<p>Topic: Section 5 Programming Resources: Python Focus: Strings and program flow Outcome: A series of programs and theory worksheets Duration: 10 lessons</p>	<p>Topic: Section 5 Programming Resources: Python Focus: Boolean operators, arrays, file handling Outcome: A series of programs and theory worksheets Duration: 10 lessons</p>	<p>Topic: Section 6 Design testing and IDEs / Section 3 issues in computing Resources: MS Office, Python Focus: Defensive design, testing, ethics, legislation Outcome: Worksheets, test plans for debugging, coded activity Duration: 10 lessons</p>	<p>Topic: Section 1 Components of a computer system Resources: MS Office, Python Focus: CPU, memory, System performance, storage, software. Outcome: Python quiz and worksheet Duration: 10 lessons</p>	<p>Topic: Section 2 Networks Resources: MS Office, Python Focus: WANS and LANs, network hardware. Outcome: Worksheets, a design for a network, python quiz Duration: 10 lessons</p>
Drama	<p>Topic: Social Drama - set text. Resources: Set text scripts, props, set, student booklet on set text, exercise books. Focus: Understand context and key features of the text– character, theme, plot– Act 1. Outcome: Exam style questions for section A based on Act 1 only. Duration: 9 lessons</p>	<p>Topic: Social Drama - set text. Resources: Set Texts scripts, props, set, student booklet on set text, exercise books. Focus: Develop knowledge of the set text– character, theme, plot– Act 2; familiarise with exam paper. Outcome: Exam style questions for section A based on the whole text. Duration: 11 lessons</p>	<p>Topic: Presenting and Performing Texts. Resources: Various scripts, laptops for contextual research. Focus: Develop knowledge of scripts, playwright, culture and themes. Perform a character, developing characterisation and performance skills. Outcome: Concept proforma (written evaluation of character) and performance of monologue/duologue.</p>	<p>Topic: Devising Drama. Resources: Booklets on 'Refugees', planning on sugar paper, exercise books, stimulus material, laptops for coursework diaries. Focus: Introduction to devising and working from dramatic stimuli. Outcome: Performances completed and a written evaluation (mock style for real devised performances).</p>	<p>Topic: Devising Drama. Resources: Sugar paper, laptops for research, stimulus material, props and costumes. Focus: Start the devising process for the real exam- develop performance skills and use of dramatic conventions to meet artistic intention. Outcome: Section 1 complete, section 2 in progress and a dress rehearsal of the whole devised piece</p>	<p>Topic: Devising Drama. Resources: Laptops for coursework, stimulus material, props, costumes, set, lighting and sound equipment. Focus: Develop, polish and refine devised pieces, use of conventions and performance skills. Outcome: Section 2 complete and section 3 draft- recorded final performance.</p>
Music	<p>Topic: Conventions of pop. Resources: Classroom Instruments, Voices. Focus: Historical Context, Musical Features, Bands and artists, Chord Progressions and Harmony, Effects, Music Technology. Outcome: Composition to set briefs. Duration: Autumn Half Term 1</p>	<p>Topic: Concerto Through Time. Resources: Classroom Instruments, Keyboards. Focus: Historical Context, Musical Features, Cadences, Notation, Score reading, Ornamentation. Outcome: Concerto Listening assessment, Solo Performance, Ensemble Performance. Duration: Autumn Half Term 2</p>	<p>Topic: Rhythms of the world. Resources: World Music Instruments (India and South America). Focus: Historical Context, Musical Features, Rhythm and Texture, Culture. Outcome: Solo Performance, Ensemble performance. Duration: Spring Half Term 1</p>	<p>Topic: Rhythms of the world. Resources: World Music Instruments (Africa and Middle east/ Mediterranean). Focus: Historical Context, Musical Features, Rhythm and Texture, Culture. Outcome: Ensemble Performance and Com-position to a set brief. Duration: Spring Half Term 2</p>	<p>Topic: Film Music. Resources: Imacs. Focus: Historical Con-text, Musical Features, Leitmotif, Diegetic and Non-Diegetic. Instru-ments, Dissonance. Outcome: Solo Performance and Com-position to a set brief. Duration: Summer Half Term 1</p>	<p>Topic: Composition. Resources: Imacs, Classroom Instruments, Recording Studio. Focus: Composing, Key Signatures, Chord. Progressions. Composing for your instrument. Outcome: Proposal for Y11 performances. Head start on Free Composition. EOY exam. Duration: Summer Half Term 2</p>
French	<p>Topic: Food, drinks (AQA Unit 3.2) and healthy living (AQA Unit 3.2). Focus: Talking about meals, likes and dislikes of food/drink, food of the world, healthy lifestyles. Verb + infinitive, demonstrative pronouns, revision of pronouns en and y, using complex negative sentences, imperfect tense, devoir and pouvoir + infinitive, il faut/faudrait + infinitive, il vaut/ il vaudrait mieux, Outcome: speaking booklet questions . Duration: 6 weeks</p>	<p>Topic: Customs and festivals (AQA Unit 4). Focus: Talking about celebrations, national and international festivals and special events. perfect tense and revision of the imperfect tense. Deciding between the perfect and imperfect tenses. Perfect infinitive, using au, à la, à l', aux + revision of the future . Outcome: speaking booklet questions . Duration: 8 weeks</p>	<p>Topic: Home and House Chores (AQA Unit 5.1). Focus: describing your home and house, ideal house and discussing what you do to help at home. Revision of adjective positions and agreements, negative sentences, the conditional of regular verbs, house chores. Outcome: speaking booklet questions . Duration: 6 weeks</p>	<p>Topic: Town and region (AQA Unit 5.2) . Focus: describing where I live, what there is and what to do, Places in town, prepositions, depuis + present, negative, demonstrative adjectives, directions, things to do, modal verbs, advantages and inconvenient, conditional. Recognising possessive pronouns. Re-visit the imperfect tense. Outcome: speaking booklet questions . Duration: 5 weeks</p>	<p>Topic: Charity and voluntary work (AQA Unit 5.2). Focus: describing charities and talking about charity work. Vouloir + infinitive, The conditional of vouloir and aimer, en + present participle, vouloir que + subjunctives, recognising the pluperfect. Outcome: speaking booklet questions . Duration: 6 weeks</p>	<p>Topic: Shopping and services– for 2022-2023: sports as well. Focus: buying food, drinks, clothes, tickets, etc... The area is largely based on GCSE Role-Plays. Understanding questions and question words, modal verbs, expressions of wish, declining an item, booking a room/table/tickets, awareness of sizes system in France., quantities. Outcome: Mock writing exam and mock speaking exam. Duration: 6 weeks</p>

<p>Spanish</p>	<p>Topic: Introduction to Spanish Resources: PP, Handouts, 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' Outcome: Topic quiz. Duration: 7 weeks</p>	<p>Topic: Holidays Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP. Focus: Present, preterite, imperfect, link between the preterite and imperfect tense, perfect infinitive. Outcome: Topic Test. Duration: 6 weeks</p>	<p>Topic: School and subjects Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP. Focus: Revision of the preterite tense, adverbs of time and place, revision of modal verbs with different tenses, revision of comparisons, Revisions of the conditional tense. Outcome: Topic Test Duration: 6 weeks</p>	<p>Topic: Family and relationships Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP. Focus: Grammatical markers, extended range of two verbs together using different tenses, adverbs, clauses introduced by when and if Outcome: Topic test. Duration: 8 weeks</p>	<p>Topic: Free time and interests Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP. Focus: Tener and ser present tense . Possessive adjectives, adjective agreement, Present tense, comparatives and superlatives. Introduce /reinforce the preteritetense. Outcome: Topic test Duration: 7 weeks</p>	<p>Topic: Town Resources: AQA book, listening audio, authentic materials such as videos, websites, newspaper articles, PP. Focus: Places in town, prepositions, negative, directions, things to do, positives and negatives, conditional. Outcome: Topic Test. Duration: 5 weeks</p>
<p>Geography</p>	<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 Enquiry Human & 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 & physical interrelationships Sustainability Scale Space and place Development</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</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 & 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 & 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 Enquiry Space and place Scale</p>

<p>History</p>	<p>Topic: The Rise of The Nazis Resources: Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images. Range of historical interpretations from textbooks and history books. Extracts from speeches and 'Mein Kampf'. Focus: Building on the final topics of Year 9 to identify and analyse how the problems of Weimar Germany helped the Nazis. Key political terms and analysis of interpretations. Outcome: Students will develop and understanding of how and why the Nazis were able to come to power in Germany. They will gain an insight into what it would have been like to live in Germany at this time Duration: 12 lessons</p>	<p>Topic: What was Life Like in Nazi Germany? Resources: Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images. Range of historical interpretations from textbooks and history books. Past exam papers. Focus: The treatment of key groups by the Nazis, how this affect their lives and how this compared to their experiences before the Nazis and what the Nazis had promised. Reasons for changes and links to Nazi plans and policies. Analysis of interpretations. Outcome: Students will be able to identify changes in the lives of workers, women and young people living in Nazi Germany. They will be able to give evidence of support for the Nazis and Nazi improvements and opposition to the Nazis and difficulties experienced. Duration: 12 lessons</p>	<p>Topic: Nazi Persecution Resources: Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images. Range of historical interpretations from textbooks and history books. Focus: The increasing persecution of minority groups in Nazi Germany—Jews and other religious minorities, gay people, black people and disabled people Outcome: .Students will identify how different minority groups were treated, why the Nazis believed they should be treated in this way, and how German people reacted to what was happening. (Links to PSHE and RE, Holocaust memorial day and LGBTQ+ awareness week). Duration: 12 lessons</p>	<p>Topic: Anglo-Saxon England and Succession. 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. Knowledge, understanding and explanation 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: How Did William and The Normans Keep Control? Resources: Edexcel textbook and CGP revision guide. Documentary clips and source extracts and images. Focus: William's actions to gain and maintain control of Norman England and the reasons behind them. His responses to rebellions and the use of Motte and Bailey castles and land laws. Knowledge, understanding and evaluation of effectiveness. Outcome: Students will build an understanding of life and changes in Norman England and be able to use keywords in their analysis and evaluation. Students will be introduced to exam style questions and how to approach and structure answers for this part of the GCSE paper. Duration: 12 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>Film Studies</p>	<p>Topic: Introduction to Film Studies and Component Section (Contemporary UK film). Focus: Aesthetics and Auteurs through BritishCinema and the cultural context of Bond. Outcome: Group presentation Key elements of film and written assessment of key scenes. Duration: 10 weeks</p>	<p>Topic: Component 2 Section A (Global English Language film). Focus: Narrative theories Plot devices and structure of story-lines. Outcome: Presentation on key theories and an analytical essay key films. Duration: 8 weeks</p>	<p>Topic: Component 3 Production Coursework Pt 1. Focus: Creation of planning stage, Focus on genre and generic Conventions. Outcome: Initial idea folde.r Duration: 3 weeks</p>	<p>Topic: Component 3 Production Coursework Pt 2. Focus: Writing action and structure of screenplays. Outcome: Creative writing Duration: 3 weeks</p>	<p>Topic: Component 2 Section B (Global Non-English Language film) 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. Duration: 8 weeks</p>	<p>Topic: History of Cinema and Revision of Component 2 – Exam Technique. Focus: History of cinema. Representation of characters. Narrative and audience theories. Outcome: Presentation of history of film. Full mock exam. paper for Component 2. Duration: 4 weeks</p>
<p>Core P.E.</p>	<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: 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: 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: be able to demonstrate highly effective verbal and non-verbal communication skills in a range of situations and to a range of 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: be able to demonstrate highly effective verbal and non-verbal communication skills in a range of situations and to a range of 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 Science	<p>Topic: Exam preparation Focus: Responses to common injuries and condition Outcome: Mock answers on the signs, symptoms and treatment of a wide range of sports injuries. Duration: 6 weeks</p>	<p>Topic: Exam preparation Focus: Importance of warm up and cool down routines. Outcome: Mock answers on parts of a warm up and cool down, benefits both physical and psychological. Duration: 4 weeks</p>	<p>Topic: Principles of training Focus: Principles of training Outcome: Essay on the application of 6 training principles: specificity, overload, progression, reversibility, fedium avoidance, moderation. Duration: 4 weeks</p>	<p>Topic: Principles of training Focus: Training methods Outcome: Powerpoint presentation on the different methods of training and their application in the development of different components of fitness. Duration: 6 weeks</p>	<p>Topic: Principles of training Focus: Fitness testing Outcome: Completion and record of a minimum of 8 different fitness tests. A full analysis of results. Duration: 5 weeks</p>	<p>Topic: Principles of training Focus: Training programme Outcome: Design and create a 6 week training programme to meet the needs of the athlete tested in block 3 Duration: 6 weeks</p>
Sport Studies	<p>Topic: R185 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: R185 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: R186 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 and Printed media. Assessment: Written report comparing how a local club can use each of the three main sources. Duration 8 lessons</p>	<p>Topic: R1 856 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: R1856 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 sports club activity. Duration 10 lessons</p>	<p>Topic: R185 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, Available 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>
GCSE PE	<p>Topic: Socio-cultural factors Focus: Sports Psychology. Outcome: Evaluate the different social and cultural influences that affect skill classification gender, ability, barriers, media, commercial influence. Duration: 18 lessons</p>	<p>Topic: Socio-cultural factors Focus: What influences our participation. Outcome: Evaluate the different social and cultural influences that affect participation.: gender, ability, barriers, media, commercial influence. Duration: 18 lessons</p>	<p>Topic: Movement analysis Focus: Biomechanics of movement. Outcome: Offer a detailed analysis of the different forms of movement effected by the muscular and skeletal systems. Understand the effect of different levels acting around different joints. Duration: 18 lessons</p>	<p>Topic: Movement analysis Focus: Biomechanics of movement . Outcome: Offer a detailed analysis of the different forms of movement effected by the muscular and skeletal systems. Understand the effect of different levels acting around different joints. Duration: 18 lessons</p>	<p>Topic: Practical performance Focus: Skill development Outcome: Demonstrate an improvement and refinement in the performance of core skills in chosen sports within a practice environment. Duration: 18 lessons A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities. Students select their sports from a prescribed list (individual and team activities)</p>	<p>Topic: Practical performance Focus: Skill development Outcome: Demonstrate an improvement and refinement in the performance of core skills in chosen sports within a practice environment. Duration: 18 lessons A range of sports which include invasion games, striking and fielding, athletic activities, gymnastic activities. Students select their sports from a prescribed list (individual and team activities)</p>

<p>PSHE</p>	<p>Topic: RSE Resources: PSHE Association. Focus: Parenthood, pregnancy and unwanted pregnancy, abortion, adoption, fostering. Outcome: students to become aware of their choices as they become young adults. Duration: 4</p>	<p>Topic: Personal wellbeing Resources: Internet access, Heads Together and Mind. Focus: Fear of Missing Out Online (FOMO), stress and exam stress, cancer signs and symptoms. Outcome: For students to know the signs, symptoms and management methods for stress, anxiety and depression. Duration: 4</p>	<p>Topic: Politics and UK political system (International links) Focus: UK parliamentary system, voting, civil and criminal law, democracy and other types of governments. Outcome: To have an understand of the Fundamental British Values and Law. Duration: 4</p>	<p>Topic: Crime and equality Act 2010 Resources: online Rise Above teaching activities Focus: Knife crime, hate crime and radicalisation., stalking and harassment. and gangs (Including Equality Act 2010). Outcome: for students to know how to cope with pressure and whereto get help and support. Duration: 4</p>	<p>Topic: Crime and equality Act 2010 Resources: online Rise Above teaching activities Focus: Knife crime, hate crime and radicalisation., stalking and harassment. and gangs (Including Equality Act 2010.) Outcome: for students to know how to cope with pressure and whereto get help and support. Duration: 4</p>	<p>Topic: Personal Health and wellbeing Resources: Mind and NHS Focus: Stem cells, organ donations and blood donations. Cosmetics, piercings and cosmetic surgery Outcome: students are aware of risks and potential benefits. Duration: 4</p>
<p>RE</p>	<p>Topic: Religion, violence, terrorism and war. Resources: BBC Bitesize and TES. Focus: Meaning and significance of; peace, justice, forgiveness and reconciliation. Violence, terrorism, reasons for war. Just war, Holy war and pacifism. Outcome: To be able to evaluate and form opinions on questions around the justice of war. Duration: 4 lessons</p>	<p>Topic: Religion and belief in 21st century conflict. Resources: BBC Bitesize and TES. Focus: Religion and belief as a cause of war, nuclear weapons and nuclear deterrence. Weapons of mass destruction. Religion and peace making and religious responses to the victims of war. Outcome: To be able to evaluate and form opinions on how countries should/should not interact with other countries . Duration: 4 lessons</p>	<p>Topic: The Nature of God in Christianity. Resources: NATRE, BBC Bitesize and the AQA textbook. Focus: Nature of God, creation, life after death, heaven and hell. Outcome: Students to understand the Biblical account of God's nature as a Trinity and perfect. Duration: 3 lessons</p>	<p>Topic: Jesus Christ and Salvation part 1. Resources: NATRE and BBC Bitesize. Focus: Incarnation, crucifixion, resurrection, Outcome: Students to understand the role of Jesus as the saviour of mankind through his death and sacrifice. Duration: 3 lessons</p>	<p>Topic: Jesus Christ and Salvation part 2. Resources: NATRE and BBC Bitesize. Focus: ascension and sin (including original sin). Outcome: Students to understand how Jesus' life serves as a model for behaviour as well as enhancing the Trinitarian understanding of God. Duration: 3 lessons</p>	<p>Topic: Families and gender equality. Resources: BBC Bitesize and TES. Focus: The nature of families, the purpose of families, contemporary family issues (Polygamy), the role of men and women, gender equality and gender discrimination. Outcome: Be aware of contrasting perspectives in modern British society. Regarding families and their appropriate formation. Duration: 4 lesson</p>
<p>Dance</p>	<p>Topic: Component 1- Exploring the Performing Arts. Resources: Professional pieces of work (pre choreographed), literacy sources (eg programmes, websites and reviews) 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. 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. Resources: Professional pieces of work (pre choreographed), literacy sources (eg programmes, websites and reviews) 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. 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. Resources: Professional pieces of work (pre choreographed), literacy sources (eg programmes, websites and reviews) 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. 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. Resources: Professional pieces of work (pre choreographed), literacy sources (eg programmes, websites and reviews) 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. 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. Resources: Professional pieces of work (pre choreographed), literacy sources (eg programmes, websites and reviews) 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. 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. Resources: Professional pieces of work (pre choreographed), literacy sources (eg programmes, websites and reviews) 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. Outcome: To learn and understand the professional work of one dance practitioner and to develop individual skills in a targeted and formal performance.</p>