



Year 10

Curriculum Journey

2021 – 2022

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Business Studies GCSE

Business Studies Vocational

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Music

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Physical Education

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Science

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Urdu

Work Skills

Subject: Art – Theme: Portraiture and Still Life

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| Year group: 10 | | Exam Board: AQA 40% Terminal exam 60% Portfolio |
| | Content | Department Assessment(s) |
| Autumn Term 1 | Researching Portrait Art and artists Observational tonal and linear drawings of their portrait. Transcription Analytical writing | Sketchbook |
| Autumn Term 2 | Drawing from observation in a variety of materials and processes Developing and experimenting with their own ideas and compositions Lino cut printing | Sketchbook |
| Spring Term 1 | Reviewing, refining and modifying work Second unit on the theme of Still Life Researching art genres AO1 Experimenting with different types of drawing from observation in a range of materials Transcription Analytical writing | Sketchbook Final lino cut composition Sketchbook |
| Spring Term 2 | Recording observations in a range of media and processes. Developing and experimenting with their own ideas and compositions Reviewing, refining and modifying as work progresses | Sketchbook |
| Summer Term 1 | Preparing and experimenting with planning the final outcome referring to artists and developing skills in the chosen mediums for the artwork | Mock Exam |
| Summer Term 2 | Review of work Improvements to sketchbook work Reflective writing. | Sketchbook and final piece |

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| <p>Homework</p> | <p>Substantial pieces of Homework is set once a week in Key Stage 4, sometimes there will be two smaller pieces to complete such as preparing tasks, writing or research for the following lesson.</p> <p>It will be a task to prepare for a lesson or to develop and hone skills taught in class</p> <p>Drawing tasks should take 90 minutes to complete as an A3 piece in their books</p> |
| <p>Subject / Department Key Terms</p> | <p>Research, Connect, Analyse, Describe, Explore Experiment, Demonstrate, Develop, Connect Plan, Design , Refine, Modify, Explain Produce</p> |
| <p>Recommended Reading / Viewing</p> | <p>Understanding Art...Isms by Stephen Little</p> <p>Tate.org – Art gallery website</p> <p>NPG.org – Portrait Gallery website</p> <p>AQA Art and Design Student Handbook</p> |
| <p>How can technology help in this subject?</p> | <p>Technology can support research and knowledge when looking at works of art as well as aid the production of art such as the use of Photoshop and photo editing apps on the computer. Students are at times encouraged to use their phones to take photos, and draw from images where they need to enlarge areas for drawing.</p> |
| <p>Personal Equipment needed to support home learning</p> | <p>2B pencil, an eraser, a sharpener, coloured pencils, paint set (water based), gel pens, glue</p> |
| <p>Skills required to succeed in this subject...</p> | <p>Research</p> <p>Drawing Practice</p> <p>An interest in the Arts</p> <p>An interest in nature, current news and the world in general can inform ideas</p> |
| <p>Vision for this subject...</p> | <p>Students invest their time and energy to genuinely resolve questions, themes and problems in a creative and inquisitive manner. This should always be completed to the best of their ability.</p> |

Subject: Business Studies GCSE

Year group: 10

**Exam Board:
Edexcel**

| | Content | Department Assessment(s) |
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| Autumn Term 1 | Topic 1.1 Enterprise and Entrepreneurship | 1.1 End of Topic Test |
| Autumn Term 2 | Topic 1.2 Spotting a business opportunity | 1.2 End of Topic Test |
| Spring Term 1 | Topic 1.3 Putting a business idea into practice | 1.3 End of Topic Test |
| Spring Term 2 | Topic 1.4 Making the business effective | 1.4 End of Topic Test |
| Summer Term 1 | Topic 1.5 Understanding external influences on business | 1.5 End of Topic Test |
| Summer Term 2 | Revision on topics 1.1-1.5 | Business studies paper 1 Investigating a small business |
| Homework | Homework is set once a week in Key Stage 4, this is in the form of short answers questions as well as longer 6/9/12 mark questions. Revision tasks are also set on Seneca learning online as well as materials being uploaded on to Google classroom. | |

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| <p>Subject / Department Key Terms</p> | <p>Point, Evidence, Explain and Link (PEEL) Business calculation: Gross profit margin (GPM) Net profit margin (NPM) Average rate of return (ARR)</p> |
| <p>Recommended Reading / Viewing</p> | <p>Second edition Business Ian Marcouse GCSE BITESIZE: Business GCSE Edexcel YouTube: Bizzwizard, Two teachers Seneca Learning: GCSE Edexcel business studies</p> |
| <p>How can technology help in this subject?</p> | <p>Technology can support student with retaining information it allows them to understand concepts visually and on a more practical level.</p> |
| <p>Skills required to succeed in this subject...</p> | <p>Notes taking Personal research Practicing exam technique and answering long exam questions Practical projects</p> |
| <p>Vision for this subject...</p> | <p>Business studies should allow students to be creative whilst learning the fundamentals of opening and running a business.</p> |

Subject: Vocational Business (Cambridge Nationals)

| Year group: 10 | | Exam Board: OCR |
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| | Content | Department Assessment |
| Autumn Term 1 | <p>R064 LO1: Understand how to target a market</p> <p>R065 Task 1 - Market Segmentation & Customer Profile Task 2 - Market Research & Sampling Methods</p> | <p>LO1 End of Topic Test</p> <p>R065 Task 1 and 2</p> |
| Autumn Term 2 | <p>R064 LO2: Understand what makes a product/service financially viable LO5: Understand factors for consideration when starting up a business</p> <p>R065 Task 2 - Carry out and analyse market research to make decisions Task 3 - Create design ideas</p> | <p>LO2 End of Topic Test</p> <p>R065 Task 2 and 3</p> |
| Spring Term 1 | <p>R064 LO3: Understand product development LO4: Understand how to attract and retain customers</p> <p>R065 Task 3 - Create design ideas Task 4 - Self assessment</p> | <p>LO3 and LO4 End of Topic Test</p> |
| Spring Term 2 | <p>R064 LO6: Functional activities</p> <p>R065 Task 4 - Peer assessment and final modifications to design</p> | <p>R065 Tasks 3 and 4</p> |
| Summer Term 1 | <p>R064 Revision & Practice Paper</p> <p>R065 Implementing teacher feedback for tasks 1-4</p> | <p>R064 Practice Paper</p> <p>R065 - Completion of tasks 1-4</p> |
| Summer Term 2 | <p>R064 Year 10 Exam</p> <p>R065 Implementing teacher feedback for tasks 1-4</p> | <p>R064 Year 10 Exam</p> <p>R065 - Completion of tasks 1-4</p> |

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| <p>Homework</p> | <p>Revision for end of topic tests.</p> <p>Case studies</p> <p>Completion of R065 coursework tasks</p> <p>Homework is set in the form of short/medium answer questions as well as longer 8 mark questions. Case studies are also provided to develop students' comprehension and analysis skills. Revision tasks are also set for end of topics tests and students are allowed to continue/complete their R065 coursework from home.</p> |
| <p>Subject / Department Key Terms</p> | <p><i>A list of keywords are provided for each student in Google Classroom and on paper.</i></p> |
| <p>Recommended Reading / Viewing</p> | <p>Cambridge National Level 1/2 Enterprise and Marketing by Tess Bayley</p> <p>My Revision Notes: Cambridge National Level 1/2 Enterprise and Marketing</p> <p>YouTube MissChambersICT R064 Video Playlist, YouTube Time2Resources Enterprise and Marketing Playlist, YouTube MrWeir OCR Level 2 Enterprise and Marketing Playlists, BBC Bitesize Business</p> |
| <p>How can technology help in this subject?</p> | <p>World Wide Web - researching and investigating</p> <p>Word processing - typing up theory and work based tasks</p> <p>Survey applications - to collect and help in the analysis of market research for task 2.</p> |
| <p>Skills required to succeed in this subject...</p> | <p>Notes taking</p> <p>Personal research</p> <p>Debating</p> <p>Comprehension for case studies</p> <p>Practicing exam questions & using mark schemes to self-assess answers</p> |
| <p>Vision for this subject...</p> | <p>Students will:</p> <p>Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.</p> <p>Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.</p> <p>Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.</p> <p>Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.</p> <p>Use an enquiring, critical approach to make informed judgements</p> <p>Investigate and analyse real business opportunities and issues to construct well argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business.</p> <p>Develop and apply quantitative skills relevant to business, including using and interpreting data</p> |

Subject: Classics

Year group: Year 10

Exam Board: OCR

| | Content | Department Assessment |
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| Autumn Term 1 | <p>Class Civ: GCSE The Homeric World - key sites, including Mycaenae, Tiryns, and Troy; the dating of the Mycaenean age; themes in Homer's Odyssey; the character of Odysseus; the portrayal of key characters.</p> <p>Latin and Greek: Recap of Chapter 7 in Taylor's textbook.</p> | <p>Class Civ: written assessment</p> <p>Latin and Greek: written assessment and translation exercises.</p> |
| Autumn Term 2 | <p>Class Civ: GCSE Myth and Religion Unit - Recap of previous units; start Religion and the City Temples</p> <p>Latin and Greek: Begin Chapter 8 in Taylor's textbook: middle voice and deponent verbs; aorist middle; overview of participles; genitive absolute; reflexive pronouns; third person possessives; compound negatives.</p> | <p>Class Civ: written assessment</p> <p>Latin and Greek: written assessment and translation exercises.</p> |
| Spring Term 1 | <p>Class Civ: GCSE Myth and Religion - Festivals</p> <p>Latin and Greek: Continue Chapter 8 in Taylor's textbook: middle voice and deponent verbs; aorist middle; overview of participles; genitive absolute; reflexive pronouns; third person possessives; compound negatives.</p> | <p>Class Civ: written assessment</p> <p>Latin and Greek: written assessment and translation exercises.</p> |
| Spring Term 2 | <p>Class Civ: GCSE Myth and Religion - Myth and Symbols of Power: the Centauromachy as depicted on the Parthenon; the Amazonomachy as depicted on the Bassae frieze.</p> <p>Latin and Greek: Begin Chapter 9 in Taylor's textbook: irregular third declension nouns; mixed declension adjectives; verbs with epsilon contraction; the augment and verbs; compound adjectives and privative alpha; tense and aspect; imperatives.</p> | <p>Class Civ: written assessment</p> <p>Latin and Greek: written assessment and translation exercises.</p> |
| Summer Term 1 | <p>Class Civ: GCSE Myth and Religion - Death and Burial</p> <p>Latin and Greek: Continue Chapter 9 in Taylor's textbook: irregular third declension nouns; mixed declension adjectives; verbs with epsilon contraction; the augment and verbs; compound adjectives and privative alpha; tense and aspect; imperatives.</p> | <p>Class Civ: written assessment</p> <p>Latin and Greek: written assessment and translation exercises.</p> |

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| <p>Summer Term 2</p> | <p>Class Civ: Overview of Myth and Religion and The Homeric World Unit</p> <p>Latin and Greek: Begin Chapter 10 in Taylor’s textbook: indirect statement; result clauses with infinitive; verbs with alpha contraction; irregular comparatives and superlatives; compound verbs; direct and indirect questions; prepositions.</p> | <p>Class Civ: written assessment</p> <p>Latin and Greek: written assessment and translation exercises.</p> |
| <p>Homework</p> | <p>Homework is set fortnightly via google classroom - assignments include recapping and revising activities in class; research tasks and presentations; translation exercises and learning vocabulary.</p> | |
| <p>Subject / Department Key Terms</p> | <p><i>PEGG - (Posture, Expression, Gaze and Gesture)</i></p> <p><i>PARIS - (Physical appearance, Actions, Relations, Inner Thoughts and Speech)</i></p> | |
| <p>Recommended Reading / Viewing</p> | <p>Homer’s <i>Iliad and/ or Odyssey</i> <i>Virgil’s Aeneid, Euripides</i> <i>Medea and Ovid</i> <i>Natalie Hayes, Pandora’s Jar, A Thousand Ships and The Children of Jocasta</i> <i>Bettany Hughes, Venus and Aphrodite and Helen on Troy</i> <i>Antigone by Sophocles</i> <i>The Bacchae by Euripides</i></p> | |
| <p>How can technology help in this subject?</p> | <p>Google Classroom is used regularly to communicate with pupils and set assignments; the use of mobile phones to take part in interactive ‘games’ (i.e. Booklet, Quizlet).</p> | |
| <p>Skills required to succeed in this subject...</p> | <p>Analytical skills - analysing visual and literary materials Note taking, revision strategies to learn key information Critical thinking and evaluation.</p> <p>Ability to understand exam question requirements and how to answer a variety of questions. Know and understand aspects of plot, characterisation, events and settings Apply their knowledge of the cultural contexts in which the texts were produced, to inform their judgements about them Use the texts to develop an understanding of the social, historical and cultural context of the classical world Know and understand the possible responses of different audiences</p> | |
| <p>Vision for this subject...</p> | <p>Classics lessons at Key Stage 4 should be intellectually stimulating and enjoyable for pupils due to a love of mythology of the ancient world, and so this should form a central part of the lessons. Pupils should explore a range of literature and myths from both the Greek and Roman world.</p> | |

Subject: Computer Science

Year group: 10

Exam Board: OCR

| | Content | Department Assessment |
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| Autumn Term 1 | 1.1 Systems Architecture <ul style="list-style-type: none"> • Architecture of the CPU • CPU performance • Embedded Systems 2.1 Algorithms <ul style="list-style-type: none"> • Computational Thinking • Designing, creating and refining algorithms • Searching and sorting algorithms | 1.1 end of topic test 2.1 end of topic test |
| Autumn Term 2 | 1.2 Memory & Storage - Part A <ul style="list-style-type: none"> • Primary storage • Secondary storage 1.2 Memory & Storage - Part B <ul style="list-style-type: none"> • Units • Data storage • Compression | 1.2 Part A end of topic test 1.2 Part B end of topic test |
| Spring Term 1 | 2.2 Programming Techniques - Part A <ul style="list-style-type: none"> • Programming Fundamentals • Data types • Practical Programming Skills | 2.2 Part A end of topic test Practical programming skills in tasks |
| Spring Term 2 | 1.3 Computer networks, connections and protocols - PART A <ul style="list-style-type: none"> • Networks and Topologies | 1.3 Part A end of topic test |
| Summer Term 1 | 1.3 Computer networks, connections and protocols - PART B <ul style="list-style-type: none"> • Wired and Wireless networks, protocols and layers. Practical Programming Skills Revision 1.4 Network Security <ul style="list-style-type: none"> • Threats to computer systems and networks • Identifying and preventing vulnerabilities | 1.3 Part B end of topic test |
| Summer Term 2 | Year 10 Mock Revision 1.5 Systems Software <ul style="list-style-type: none"> • Operating systems • Utility software | Year 10 Mock |

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| <p>Homework</p> | <p>Students will be instructed when to copy the notes from CraignDave YouTube videos as preparation for their next lesson.</p> <p>Revision for end of topic tests</p> |
| <p>Subject / Department KeyTerms</p> | <p><i>for example PEE (Point.Evidence.Explain)</i> <i>WISE (Write.identify.Substitute.Ensure)</i> <i>BUKS (Box.Underline.Knowledge.Structure)</i></p> |
| <p>Recommended Reading / Viewing</p> | <p>CGP GCSE Computer Science OCR Complete Revision & Practice (this can be purchased from school at a discounted rate compared to RRP) My Revision Notes: OCR GCSE (9-1) Computer Science, Third Edition YouTube CraignDave GCSE J277 Video Playlists YouTube MrBrownCS GCSE J277 Computer Science Video Playlists BBC Bitesize GCSE OCR Computer Science</p> |
| <p>How can technology help in this subject?</p> | <p>World Wide Web - researching and investigating Python Programming 101computing.net Google Classroom</p> |
| <p>Skills required to succeed in this subject...</p> | <p>Analysing problems in computational terms. The ability to think creatively, innovatively, analytically, logically and critically. Good literacy and numeracy skills Programming Practicing exam questions & using mark schemes to self-assess answers</p> |
| <p>Vision for this subject...</p> | <p>Computer Science lessons should enable KS4 students to work towards being competent and independent coders with secure digital literacy skills, develop the ability to think computationally when tackling problems, apply the core Computer Science principles, identify and use the programming constructs of sequence, selection and iteration in a range of programming language be discerning researchers, creators and refiners of digital artefacts in the production of their work, be advanced digitally literate users of IT, debate the ethical, legal, cultural and environmental impact of the use of computers and prepare them for KS5 Computer Science & IT courses.</p> |

Subject: CDA / Creative Digital Art – Theme: Juxtaposition Animation

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| Year group: 10 | | Exam Board: AQA 40% Terminal exam 60% Portfolio |
| | Content | Department Assessment(s) |
| Autumn Term 1 | <p>Researching the theme of Juxtaposition, Art and artists annotating and responding to the work Making transcriptions Developing skills in making artwork Annotating processes Drawing from observation in a variety of materials and mediums AO2</p> | Sketchbook |
| Autumn Term 2 | <p>Developing research and information Planning photo shoots Taking photos and experimenting with the outcome using photo editing apps and Photo Shop Developing plans for poster compositions using the research of artists Making the final piece according to planning</p> | <p>Sketchbook</p> <p>Final outcome</p> |
| Spring Term 1 | <p>Reviewing, refining and modifying work Begin second project- Animation Researching art genres AO1 Experimenting with different types of drawing from observation in a range of materials</p> | <p>Sketchbook and Final outcome</p> <p>Sketchbook</p> |
| Spring Term 2 | <p>Experimenting with compositions mixed media drawings and photography Experimenting Making connections with artists, crafts people and designers</p> | Sketchbook |
| Summer Term 1 | <p>Preparing Experimenting and Developing skills in a chosen medium Planning the final outcome Connecting to artists</p> | Sketchbook |
| Summer Term 2 | <p>Self-reflection Utilising analytical skills Reviewing, refining and modifying work Reflective writing</p> | <p>Mock Exam</p> <p>Final piece and sketchbook</p> |

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| <p>Homework</p> | <p>Substantial pieces of Homework is set once a week in Key Stage 4, sometimes there will be two smaller pieces to complete such as preparing tasks, writing or research for the following lesson.</p> <p>It will be a task to prepare for a lesson or to develop and hone skills taught in class</p> <p>Drawing tasks should take 90 minutes to complete as an A3 piece in their books</p> |
| <p>Subject / Department Key Terms</p> | <p>Research, Connect, Analyse, Describe, Explore Experiment, Demonstrate, Develop, Connect Plan, Design , Refine, Modify, Explain Produce</p> |
| <p>Recommended Reading / Viewing</p> | <p>Understanding Art...Isms by Stephen Little Tate.org – Art gallery website NPG.org – Portrait Gallery website AQA Art and Design Student Handbook</p> |
| <p>How can technology help in this subject?</p> | <p>Technology can support research and knowledge when looking at works of art as well as aid the production of art such as the use of Photoshop and photo editing apps on the computer. Students are at times encouraged to use their phones to take photos, and draw from images where they need to enlarge areas for drawing.</p> |
| <p>Personal equipment to support home learning</p> | <p>2B pencil, an eraser, a sharpener, coloured pencils, paint set (water based), gel pens, glue</p> |
| <p>Skills required to succeed in this subject...</p> | <p>Devising and developing ideas Drawing Practice An interest in the Arts An interest in nature, current news and the world in general can inform ideas</p> |
| <p>Vision for this subject...</p> | <p>Students invest their time and energy to genuinely resolve questions, themes and problems in a creative and inquisitive manner. This should always be completed to the best of their ability.</p> |

| Subject: Design and Technology | | |
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| Year group: Year 10 | | Exam Board: Pearsons (Edexcel) |
| | Content | Department Assessment |
| Autumn Term 1 | <p>Health and Safety in the Workshop. Wood joint practice</p> <p>Introduction to materials types to include structure and properties – Timber Softwood, Hardwood, Manufactured Boards – Ferrous and Non- Ferrous metals - Thermoforming/Thermosetting Plastics</p> <p>Electronic systems provide functionality to products and processes, including sensors and control devices to respond to a variety of input she functions of mechanical devices used to produce different sorts of movements, including the changing of magnitude and the direction of forces</p> <p>How the critical evaluation of new and emerging technologies informs design decisions considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment</p> <p>How energy is generated and stored in order to choose and use appropriate sources to make products and power systems</p> <p>categorization of the types, properties and structure of natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles</p> <p>Developments in modern, smart composite materials and technical textiles.</p> | <p>Coursework monitoring Throughout – photographic documentation of practical work</p> <p>Verbal and written feedback to include meaningful and manageable target setting</p> <p>Notes taken in work-books, mind-maps, resources kept in folder</p> |
| Autumn Term 2 | <p>Investigations into environmental, social and the economic challenges when identifying opportunities and constraints that influence the processes of designing and making. Investigating and analysing the work of past and present designers and design companies.</p> <p>Design practice: Using different design strategies to generate initial ideas and avoid design fixation.</p> <p>Develop, communicate, record and justify design ideas, applying suitable techniques</p> <p>Introduction to specialist material area (Timbers)</p> <p>Apply knowledge and understanding of the advantaged, disadvantages and applications of different types of timber.</p> | <p>Coursework monitoring Throughout</p> <p>Verbal and written feedback to include meaningful and manageable target setting</p> <p>Notes taken in work-books, mind-maps, resources kept in folder</p> <p>Mini NEA Brief – Begin Digital Portfolio</p> <p>End-of-module internal assessment</p> |

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| <p>Spring Term 1</p> | <p align="center">Specialist Material Area (timbers)</p> <p>Apply knowledge and understanding of the advantages, disadvantages and applications of the following materials in order to discriminate between them and select appropriately.</p> <p align="center">Natural Timber – hardwoods; Natural Timber – Softwoods.</p> <p align="center">Manufactured Timbers</p> <p>Sources and Origins – where natural and manufactured timbers are sourced/manufactured and their geographical origin.</p> <p>Working Properties – the way in which each material behaves or responds to external sources.</p> <p>Social and ecological Footprint of timber. Factors influencing the selection and application of timbers, including ethical factors.</p> | <p>Coursework monitoring Throughout</p> <p>Verbal and written feedback to include meaningful and manageable target setting</p> <p>Notes taken in work-books, mind-maps, resources kept in folder</p> |
| <p>Spring Term 2</p> | <p>Pupils will have knowledge and understanding:</p> <ul style="list-style-type: none"> • of the influence of forces and stresses that act on a material and the methods that can be employed to resist them, such as: Reinforcement and stiffening techniques. • of tock forms/types including standard sizes, PAR, PSE Imperial and metric sizes, • of the application, advantages and disadvantages of processes, scales of production and techniques when manufacturing products. | <p>Coursework monitoring Throughout</p> <p>Verbal and written feedback to include meaningful and manageable target setting</p> <p>Notes taken in work-books, mind-maps, resources kept in folder</p> |
| <p>Summer Term 1</p> | <p>Pupils will have knowledge and understanding:</p> <p>of fabricating and constructing products</p> <p>of the application, advantages and disadvantages of finishing techniques and methods of preservation in order to select the most appropriate technique</p> <p>of Surface finishes and treatment.</p> <p>Mini Contextual Challenge – Coffee Table and</p> <p align="center">Digital folder –</p> | <p>Coursework monitoring Throughout</p> <p>Verbal and written feedback to include meaningful and manageable target setting</p> <p>Notes taken in work-books, mind-maps, resources kept in folder</p> |
| <p>Summer Term 2</p> | <p>Mini Contextual Challenge – Coffee Table and</p> <p align="center">Digital folder.</p> <p>Introduce students to NEA Contextual challenge</p> <p>Questions for year 11 – Explore questions</p> | <p>End of term assessment feedback and peer</p> <p align="center">Assessment</p> |

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| <p>Home work</p> | <p>Homework will be set once per cycle. The homework will be extended task which will build on the knowledge gained during the cycle of learning</p> |
| <p>Subject / Department Key Terms</p> | <p>PPE – Point Evidence Explain/personal Protective Equipment ; WISE – Write, Identify, Substitute, Ensure ; Product Analysis, ACCESSFM, Metacognitive questioning, Growth Mindset, bio-mimicry, iterative designing; ACCESSFM –aesthetics, cost, client, ergonomics, safety, sustainability, function, materials;</p> |
| <p>Recommended Reading / Viewing</p> | <p>Edexcel GCSE (9-1) Design and Technology Student Book (Edexcel GCSE Design and Technology (9-1)) by <u>Mark Wellington</u> (Author), <u>Andrew Dennis</u> (Author), <u>Trish Colley</u> (Author), <u>Tim Weston</u> (Author), <u>Jenny Dhami</u> (Author): ISBN: 9781292184586</p> <p>My Revision Notes: Pearson Edexcel GCSE (9-1) Design and Technology Ian Fawcett, Andy Knight, Jacqui Howells, David Hills-Taylor: ISBN-13978-1510480506</p> |
| <p>How can technology help in this subject?</p> | <p>https://www.technologystudent.com/</p> <p>Focused Internet Based Research</p> <p>CAD, Illustrator,</p> |
| <p>Skills required to succeed in this subject...</p> | <p>Problem solving skills; Good English, Mathematical, Coding, investigative, an ability to use tools and equipment safely and accurately; Computer literacy;</p> |
| <p>Vision for this subject...</p> | <p>Pupils will develop their understanding of product design and manufacture. They will develop problem solving skills.</p> <p>Pupils who achieve well in this course will be able to move on to a level 3 course in product design. Leading to a professional career in either architecture, interior design, industrial design, etc.</p> <p>For those people who prefer to learn by doing, the course will provide them with those skills most valued by employers and apprenticeship schemes.</p> |

| Subject: Drama | | |
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| Year group: year 10 | | Exam Board: Eduqas |
| | Content | Department Assessment |
| Autumn Term 1 | <u>Component 1 – Preparation</u> Students will learn about the key Practitioners and extend their knowledge needed for Component 1 Devising Theatre; Students will partake in practical work to develop their devising technique. Live Theatre Review; Students will develop their critical analysis skills which will include the forming of opinion and responding to possible set questions | AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others. |
| Autumn Term 2 | <u>Component 1 – Preparation</u> Students will extend their knowledge for component 1. Devising Theatre; Students will partake in practical work to develop their devising technique. Live Theatre Review; Students will develop their critical analysis skills which will include the forming of opinion and responding to possible set questions. | AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others. |
| Spring Term 1 | <u>Interpreting Theatre</u> Students are introduced to set text DNA by Dennis Kelly. Explore scripted work looking at the characters, plots, themes and settings of the play. Students explore the text as set designers, actors and directors. Students explore the types of exam questions you can get on a drama paper and how to break them down. | AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others. |
| Spring Term 2 | <u>Interpreting Theatre</u> Students continue to explore the text DNA by Dennis Kelly. Explore scripted work looking at the characters, plots, themes and settings of the play. Students explore the text as set designers, actors and directors. Students explore the types of exam questions you can get on a drama paper and how to break them down. | AO3 - Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 - Analyse and evaluate their own work and the work of others. |

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| <p>Summer Term 1</p> | <p><u>Theatre Practitioners</u> Students explore the theory and Practice of Practitioners Frantic Assembly, Stanislavski, Berkoff and Theatre in Education. Students are grouped to respond to a stimulus, and to devise their own performance work using the theory of the selected practitioner. Students must also develop an online log, written document to support their performance work, which is assessed alongside the performance.</p> | <p>A02- Create and develop ideas to communicate meaning for theatrical performance</p> <p>AO2 - Apply theatrical skills to realise artistic intentions in live performance.</p> <p>AO4 - Analyse and evaluate their own work and the work of others.</p> |
| <p>Summer Term 2</p> | <p><u>Theatre Practitioners</u> Students explore the theory and Practice of Practitioners Frantic Assembly, Stanislavski, Berkoff and Theatre in Education. Students are grouped to respond to a stimulus, and to devise their own performance work using the theory of the selected practitioner. Students must also develop an online log, written document to support their performance work, which is assessed alongside the performance.</p> | <p>A01- Create and develop ideas to communicate meaning for theatrical performance</p> <p>AO2 - Apply theatrical skills to realise artistic intentions in live performance</p> <p>AO4 - Analyse and evaluate their own work and the work of English Yr 10 half-term. Power points and work can be found on Google Classroom.</p> |
| <p>Homework</p> | <p>Students will have access to independent study and specific homework tasks which will be updated after every drama lesson. There is an expectation that students are also using further resources such as GCSE Bitesize online and are communicating with their group and researching themes for practical projects.</p> | |
| <p>Subject / Department Key Terms</p> | <p>Protagonist, Antagonist, conscientious objector, ensemble acting, End on staging, in- the -round, traverse, naturalistic, non- naturalistic, soundscape, symbolism, minimalist, intensity, interactive, floods, fresnal</p> | |
| <p>Recommended Reading / Viewing</p> | <p>https://www.bbc.co.uk/bitesize/subjects/zbckjxs</p> | |
| <p>How can technology help in this subject?</p> | <p>Each class has their own google classroom where they can access all resources and homework which compliments the practical drama lessons.</p> <p>Stage lighting, sound and example video clips/online theatre enhances the theatrical experience and helps students to understand key terms and techniques</p> | |
| <p>Skills required to succeed in this subject...</p> | <p>Self-Confidence, group Confidence improvisation, characterisation, Social Skill, evaluation of self and peers,</p> <p>Voice projection, script Work, line Learning ,communication, mime Skills, acting skills, pronunciation, collaboration, use of stage, evaluation, analysis, interpretation.</p> | |
| <p>Vision for this subject...</p> | <p>Students will have developed skills and techniques that will prepare them for further study in the subject area and in a further career in the theatre industry and many other careers and industries.</p> | |

Subject: Economics

Year group: 10

**Exam Board:
OCR**

Content

Department Assessment(s)

**Autumn
Term 1**

Topic 1.1 Main economic groups Topic 1.2 The basic economic problem

1.1-1.2 End of Topic Test

**Autumn
Term 2**

Topic 2.1 the role of markets Topic 2.2 demand

2.1-2.2 End of Topic Test

**Spring
Term 1**

Topic 2.3 supply Topic 2.4 Price

2.3-2.4 End of Topic Test

**Spring
Term 2**

Topic 2.5 competition Topic 2.6 production

2.5-2.6 End of Topic Test

**Summer
Term 1**

Topic 2.7 the labour market Topic 2.8 The role of money & financial markets

2.7-2.8 End of Topic Test

**Summer
Term 2**

Revision on topics 1.1-2.8

Economics paper 1
Introduction to
Economics

Homework

Homework is set once a week in Key Stage 4, this is in the form of short answers questions as well as longer 6 mark questions. Revision tasks are also set on Seneca learning online as well as materials being uploaded on to google classroom.

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| <p>Subject / Department Key Terms</p> | <p>Point, Evidence, Explain and Link (PEEL) Supply and demand Diagrams Price elasticity of supply (PES)</p> |
| <p>Recommended Reading / Viewing</p> | <p>OCR Economics Christopher Bancroft Revision guide: My revision notes OCR GCSE 9-1 GCSE BITESIZE: Economics YouTube: Crash course economics Seneca Learning: A level Economics (Selected topics)</p> |
| <p>How can technology help in this subject?</p> | <p>Technology can support student with retaining information it allows them to understand concepts visually and on a more practical level.</p> |
| <p>Skills required to succeed in this subject...</p> | <p>Notes taking Personal research Practicing exam technique and answering long exam questions Debating Comprehension for case studies</p> |
| <p>Vision for this subject...</p> | <p>Economics should allow student to see how money flows around the world it should also be a place to learn about economy and how it can affect them personally.</p> |

Subject: GCSE Engineering

Year group: 10

Exam Board: AQA

Content

Department Assessment

Autumn Term 1

Electronics and electrical principles

Students will be introduced to: Electrical principles, e.g. Ohms law, resistance, potential dividers.

Electronics components and how they function in circuits.
Designing (using a Systems approach), constructing, and testing electronic circuits.

Looking at circuit design in terms of input, process, output

Assessment will be through Homework and end of term tests

Autumn Term 2

Using a circuit design package and simulation package eg Circuit Wizard, Picaxe editor

Physical, modelling, using prototyping board for circuit construction and testing.

Working with metals.

Students will learn about:
workshop processes

- cutting
- turning
- drilling

Spring Term 1

Quality control methods, working to tolerances, checking using Vernier calipers/micrometer.

Following production plans.

Understanding materials such as:

Students will learn about:

Polymers, types and properties

Composites and reinforcements

Timber: structural grade timber, selection and testing, uses

Ceramics: advantages and disadvantages

Heat treatment of metals.

Avoiding corrosion and finishes:

Make it go faster?

Introduction to the aerodynamic concept of thrust, drag and lift and applications.

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| Spring Term 2 | <p>Production methods, automation, robotics and their social impact. The environment/pollution in cities, visual impact in the countryside.</p> <p>Making a casting/moulding sand casting , terminology, incl. Building a bridge Calculating factor of safety, weight/load ratio, destructive testing</p> | Assessment will be through Homework |
| Summer Term 1 | <p>Systems: building a small robot</p> <p>Short task using a combination of mechanical and electronic devices, applying knowledge and understanding about: Sensing, using sensors (as available) to detect and measure.</p> <p>Mechanisms: Transmitting power using shafts, gearing systems, belts and pulleys, chains and sprockets. Linkages, push-pull, bell crank, cranks and four bar mechanisms including crank-slider, parallel motion cams and bearings.</p> <p>Pneumatics: single and double acting cylinders, control and check valves.</p> | Short engineered project |
| Summer Term 2 | <p>Mock exam Revision and exam preparation starts Planning for the NEA Problem solving Using a logical and systematic approach to designing Analysing and evaluating existing solutions to problems</p> | Monitoring coursework and providing generic feedback |
| Homework | Homework will be set weekly, depending upon the modules being taught | |
| Subject / Department KeyTerms | <p>PEE (Point.Evidence.Explain); WISE (Write.identify.Substitute.Ensure) 123, FLE(Fulcrum, Load, Effort); Iterations; SCAMPER(Substitute, combine, adapt, modify, put to other uses, eliminate, rearrange) cope, drag, pourer, riser, factor of safety; Stress, Strain and Young’s modulus; FoS- factor of safety; PIC-peripheral interface controller.</p> | |
| Recommended Reading / Viewing | <p>My Revision Notes: AQA GCSE (9-1) Engineering Student eTextbook; Paul Anderson, David Hills-Taylor; ISBN: 9781398315297;</p> <p>AQA GCSE (9-1) Engineering Paperback – 29 Mar. 2018; Paul Anderson (Author), David Hills-Taylor (Author), Mark Griffiths (Contributor)</p> | |
| How can technology help in this subject? | <p>Internet: -research and investigation. CAD – Designing and simulating: circuits; mechanisms and products CAM- for programming CNC machinery to produce products. BBC micro/RaspberryPi /arduino/ -controlling devices.</p> | |

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| <p>Skills required to succeed in this subject...</p> | <p>Problem solving skills; Good English, Mathematical, Coding, investigative, an ability to use tools and equipment safely and accurately; Computer literacy</p> |
| <p>Vision for this subject...</p> | <p>Pupils will develop their understanding of engineering and go on to study a level 3 engineering or product design course, leading to a career in engineering or designing.</p> <p>This course will provide pupils with skills valued by engineering employers and so it will help pupils towards attaining an engineering, or an allied field, apprenticeship.</p> |

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|-------------------------|--|--|
| Subject: English | | |
| Year group: 10 | | Exam Board: AQA |
| | Content | Department Assessment(s) |
| Autumn Term 1 | An Inspector Calls | Literature: Reading Assessment |
| Autumn Term 2 | Macbeth | Literature: Reading Assessment |
| Spring Term 1 | Poetry: Power and Conflict | Literature: Reading Assessment |
| Spring Term 2 | Language Paper 1 | Language: Reading and Writing Assessment |
| Summer Term 1 | The Strange Case of Dr. Jekyll and Mr. Hyde | Literature: Reading Assessment |
| Summer Term 2 | Language Paper 2 | Language: Reading and Writing Assessment |
| Homework | Homework is set once a week in Key Stage 4, this is in the form research, drafting, brainstorming, reading, planning or any other task that the teacher feels facilitates future learning and reinforces what has been previously learnt. Students will also be expected to produce their own revision guides based on what they learn in their lessons. | |

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| <p>Subject / Department Key Terms</p> | <p>There are a range of key terms that are learnt throughout the year that deal with how to analyse writing. These terms will be constantly used throughout all of the SOW to ensure that prior knowledge is being applied and built on.</p> |
| <p>Recommended Reading / Viewing</p> | <p>Youtube will have lots of videos that specifically address the set texts and exam techniques.</p> |
| <p>How can technology help in this subject?</p> | <p>Technology can be used to give students visual stimuli for homework as well as access to videos and recordings that are relevant to the topics. Google classroom is used to share homework and class models for revision purposes.</p> |
| <p>Skills required to succeed in this subject...</p> | <p>Note taking/creation of flash cards/mind maps Practicing exam questions & using mark schemes to self-assess answers Knowledge, understanding and analytical thinking Ability to understand exam question requirements and how to answer a variety of questions posed about a variety of texts</p> |
| <p>Vision for this subject...</p> | <p>English lessons should stimulate curiosity, interest and enjoyment and encourage a safe place for students to experiment and develop their writing and critical evaluation skills.</p> |

| Food and Nutrition | | |
|---------------------------|--|--|
| Year group: 10 | | Exam Board: WJEC Eduqas |
| | Content | Department Assessment |
| Autumn Term 1 | FPT Garnishes - Knife Skills/Fruit/Veg FPT Calzone Pizza - Bread dough FPT Fish Cakes - Coating and combining FPT Cheesecake - Gelation FPT Naan - Additions/Toppings/Global Staple FPT Palmiers - Pastry Preparation/Shaping FPT Casserole - Moist cooking method Theory Booklet: Food Commodities Diet & Good Health | Weighing & Measuring Skills Knife Skills Science of Cooking Food Safety and Hygiene Development of Skills Seasonal/Special Diet/Global Foods Self-assessed/Peer Assessed Teacher Assessed Regular Assessment Test |
| Autumn Term 2 | SCONES INVESTIGATION Report Research, Hypothesis, Plan, Conduct Experiment, Analyse Data, Conclusion. Theory Booklet: Balanced Diet Science of Food STREETFOOD DMA Project Research, Plan, trial dishes, Manufacture, Evaluate. | Teacher Assessed Coursework Portfolio Fair Testing Record and Analysis of Data Assessment 1: Component 2 15% GCSE 8 hours Coursework inc. 1.5 hour Practical Assessment 2: Component 2 35% GCSE 12 hours Coursework inc. 3 hour Practical |
| Spring Term 1 | DMA Research: Research/Mindmap Questionnaire/Results Analysis Sensory Analysis Testing Menu Ideas <u>Trial Dishes & Practise Exam</u> Trial Dish Evaluation Theory Booklet: Why recipes do not succeed. Food Spoilage Food Provenance Sustainability & Food Security | Preparation Process Equipment & Skills Cooking Process Product Outcome Self-Assessment Teacher Assessment |
| Spring Term 2 | DMA Planning: Final Menu & Justification Food Requisitions Production Plan Production Plan Finish and preparing Theory Booklet: Food Manufacturing Primary/Secondary Processing Technological Development | Formal FPT Teacher Assessment Preparation Process Equipment & Skills Cooking Process H & S Product Outcome Self-Assessment Regular Assessment Test <u>Practical Exam 1hour 30 min</u> |

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| Summer Term 1 | Evaluation of Exam DMA Completion: Nutritional Tables Costing Evaluation Conclusion Appendices Exam Preparation | Teacher Assessment |
| Summer Term 2 | Practical Skills Continued: FPT Roast meat & Veg. - Dry heat method FPT Creamed Sponge - Creaming/Processor FPT Quiche - Coagulation/Rubbing In FPT Chocolate Eclairs - Choux Pastry/Piping FPT Hollandaise Sauce/Poached Egg FPT Homemade Pasta & White Sauce | Teacher Assessment |
| Homework | Aims to link real life scenarios and cooking environment with class experiences. E.g. comparison of equipment, grocery shopping, healthy eating, (Eatwell Plate), food preparation and storage, food safety etc. Build independent research skills about global food and knowledge of industrial practices Practise Exam Questions/Past Papers/Revision Guide Flash Cards Development for Revision | |
| Subject / Department Key Terms | Examination Command Words Topic Key Terms and Definitions Equipment and Skills Terms | |
| Recommended Reading / Viewing | Change 4 life http://www.nhs.uk/Change4Life/Pages/be-more-active.aspx BBC Food recipes http://www.bbc.co.uk/food/ BBC Bitesize Food Technology http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/ https://www.youtube.com/watch?v=227cldg0lxk UK Food Banks See Spike in Demand As More Families Affected by Pandemic https://www.youtube.com/watch?v=xJfgXtXeYas Fix Pension Poverty 1.5 million older Australians rely solely on the Age Pension. Almost a third of them are living in poverty. https://www.youtube.com/watch?v=aMV3g4ME6-w One Week Of ONLY Seasonal And Local Food Challenge STREETFOOD: https://www.youtube.com/watch?v=stKQNtc16zc https://www.youtube.com/watch?v=IZGnEC8y158 https://www.youtube.com/watch?v=GOaVYjQ9jFo GCSE FOOD PREPARATION & NUTRITION WJEC Exam Practice Workbook | |
| How can technology help in this subject? | ICT access for research Laptops | |
| Skills required to succeed in this subject... | Numeracy - weighing and measuring, recipe adaptation Literacy - portfolio, key literacy, annotation, evaluation, written response in exam Design skills -illustration Practical Food Preparation skills Research skills Data analysis and presentation skills Reflective Evaluation Skills | |

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| Vision for this subject... | <p>To enable pupils to cook proficiently, selecting appropriate tools and equipment and cooking methods.</p> <p>To be able to read and follow a recipe accurately to produce successful outcomes.</p> <p>To be able to share cooking practises in the home environment and develop skills through further learning at home.</p> <p>To broaden the healthy eating concept and encourage exploration of global cuisine/special diets.</p> |
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| Subject: French | | |
|----------------------------|---|---|
| Year group: Year 10 | | Exam Board: AQA |
| | Content | Department Assessment |
| Autumn Term 1 | Module 4: Town and countryside <ul style="list-style-type: none"> • My area: describing my area, using pronouns, revision of past, present tenses. • Great towns and horrible towns: talking about your town, village or district, using negatives. • Activities in my area: discussing what to see and do, asking questions. | Writing assessment. |
| Autumn Term 2 | <ul style="list-style-type: none"> • The weather: discussing plans and the weather, using the future tense. • My community: describing community projects, using past, present and future tenses. • Reading, listening and writing practices. | Assessment in Listening, Reading and Writing. |
| Spring Term 1 | Module 5: Holiday <ul style="list-style-type: none"> • My dream holiday: talking about an ideal holiday, using the conditional tense. • Staying at a hotel: Booking and reviewing hotels, using reflexing verbs and using the perfect tense. • Food!: Ordering in a restaurant, discovering typical French dishes, using `en + the present participle. | |
| Spring Term 2 | <ul style="list-style-type: none"> • On the road: Talking about travelling, using avant de+ the infinitive. • Shopping abroad: negotiating, buying souvenirs, using demonstrative adjectives and pronouns. <p>A nightmare holiday: Talking about holiday disasters, using the pluperfect tense.</p> | Writing, listening and reading assessments. |
| Summer Term 1 | Module 6: AU college <ul style="list-style-type: none"> • My school: description of my school, my subjects, my life at school. Using the pronouns il and elle • Comparing school in the UK and school in French-speaking countries. Using the pronouns ils and elles. • Discussing school rules: Is it fair or unfair? • Using il faut and il est interdit de. | |
| Summer Term 2 | <ul style="list-style-type: none"> • I am fit and healthy: discussing healthy living and using the imperative. • Health issues: what challenges teenagers have to overcome? Using present and future tenses. • School exchange and using the past, present and future frames. | Listening, reading and writing papers. Mock speaking exams including role play, picture description and general conversation. (July) |

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| Homework | Year 10 students will receive homework each week in line with the school home learning policy. Homework will be used to reinforce the learning in the classroom and will come in a number of formats, for example, increasing reading and comprehension skills, translation, learning vocabulary and grammar or it may include flipped learning which learning content for a future lesson which increases learning and productivity. |
| Subject / Department Key Terms | Use of target language in classrooms. |
| Recommended Reading / Viewing | Mot a mot by Paul Humberstone Collins AQA GCSE 9-1 French with Audio access (ebook included) |
| How can technology help in this subject? | Using language learning sites will support in class learning and will boost vocabulary learning and comprehension. The languages department recommends the following sites: www.linguascope.com – see the teacher for the log in www.languagesonline.org.uk |
| Skills required to succeed in this subject... | Students will use all four skills of Speaking, Listening, Reading and Writing. In addition to this, students will have to be independent in learning vocabulary and grammar outside of the lesson. Students are also encouraged to watch French movies and series in French. |
| Vision for this subject... | To engender curiosity about another country and its culture. To develop listening, speaking and memorization skills which can be transferred to other subjects. To develop reading, including literary texts, in a different language. To help our students become independent learners while learning another language. |

Subject: Geography

Year group: Year 10

Exam Board: OCR

Content

Department Assessment

**Autumn
Term 1**

Sustaining Ecosystems

**Autumn
Term 2**

Sustaining ecosystems (continued)
Changing climate

End of unit test

**Spring
Term 1**

Urban futures
Human fieldwork (Westfield
Stratford trip)

End of unit test

Fieldwork test

**Spring
Term 2**

Urban futures (continued)

End of unit test

**Summer
Term 1**

Dynamic development

**Summer
Term 2**

Physical fieldwork (Epping Forest)
Dynamic development (continued)

End of unit test

Fieldwork test

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| <p>Homework</p> | <p>Set every week, as per the progress with the syllabus</p> |
| <p>Subject / Department KeyTerms</p> | <p>Each unit of work has its own key terms</p> |
| <p>Recommended Reading / Viewing</p> | <p>BBC bitesize website Coolgeography website Prisoners of geography by Tim Marshall Worst Journey in the world by Apsley cherry Gerrard</p> |
| <p>How can technology help in this subject?</p> | <p>OS map work site is good for revision</p> |
| <p>Skills required to succeed in this subject...</p> | <p>Literacy eg. PEE (Point.Evidence.Explain) Numeracy, map work, analysis, empathy, evaluation and justification</p> |
| <p>Vision for this subject...</p> | <p>To give students the start of a lifelong awareness and appreciation of how their world works.</p> |

Subject: History

Year group: 10

Pearson + OCR

| | Content | Department Assessment(s) |
|--------------------------|--|---------------------------------|
| Autumn Term 1 | MH - Crime and Punishment AH: Rome and Cleo | Exam |
| Autumn Term 2 | MH - Crime and Punishment AH: Rome and Cleo | Exam |
| Spring Term 1 | MH - Crime and Punishment AH: Rome and Cleo | Exam |
| Spring Term 2 | MH - Cold War AH: Rome and Cleo | Exam |
| Summer Term 1 | MH - Cold War AH: Rome and Cleo | Exam |
| Summer Term 2 | MH - Cold War AH: Rome and Cleo | Exam |

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| <p>Homework</p> | <p>Homework is set in Google Classroom for students to complete at home or within school at break and lunch times. Homework is set on a weekly basis and are normally exam question practice.</p> |
| <p>Subject / Department Key Terms</p> | <p>Students will explore a range of different key terms during their journey in year 10 history where they will be reminded of these key terms during formative and summative assessments.</p> <p>Key term lists are shared with students at the start of each unit and are used frequently throughout.</p> |
| <p>Recommended Reading / Viewing</p> | <p>BBC Bitesize Seneca Learning Numerous youtube clips</p> |
| <p>How can technology help in this subject?</p> | <p>Revision activities Assessment activities</p> |
| <p>Skills required to succeed in this subject...</p> | <p>Knowledge, understanding and analytical thinking Ability to understand exam question requirements and how to answer a variety of questions.</p> |
| <p>Vision for this subject...</p> | <p>History lessons should enable students at KS4 to develop critical thinking abilities as well as solve problems by using evidence and examples to back up their thinking. We aim to be inclusive to all abilities allowing all to thrive and challenge themselves.</p> |

Subject - Literacy

| Year group: 10 | | Exam Board: N/A |
|--------------------------|--|--|
| | Content | Department Assessment |
| Autumn Term 1 | Tutor reading programme reading for approx 15 minutes four mornings per week. | Staff ask explicit, detailed questions about the content of the text. |
| Autumn Term 2 | Tutor reading programme reading for approx 15 minutes four mornings per week. | Debating |
| Spring Term 1 | Tutor reading programme reading for approx 15 minutes four mornings per week. | Focussed listening |
| Spring Term 2 | Tutor reading programme reading for approx 15 minutes four mornings per week. | Q&A about the text |
| Summer Term 1 | Tutor reading programme reading for approx 15 minutes four mornings per week. Command words | Staff use visual observation to assess individual students comprehension |
| Summer Term 2 | Tutor reading programme reading for approx 15 minutes four mornings per week. Command words | Staff use visual observation to assess individual students comprehension |

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| Homework | To read daily for approx 15 - 20 minutes this should amount to on average 150 pages in a students reading book per week. |
| Subject / Department KeyTerms | <p>-Students use a dictionary to investigate the definition or spelling of complicated words from the text. Students use a thesaurus to investigate words in groups of synonyms and related concepts.</p> <p>-EAL students using language specific dictionaries.</p> |
| Recommended Reading / Viewing | <p>Oxford owls free audio books www.oxfordowls.co.uk</p> <p>Kelmscott online library of free audio books</p> <p>Free audio books https://librivox.org/</p> <p>Amazon audio books for kids (free)</p> <p>Good reads (recommendations of book titles) https://www.goodreads.com/</p> <p>Literacy trust https://literacytrust.org.uk/</p> <p>Guardian newspaper books department https://www.theguardian.com/books</p> |
| How can technology help in this subject? | <p>Gives students a wider choice of books to read.</p> <p>Enables students to find out about issues related to literacy.</p> |
| Skills required to succeed in this subject... | <p>Numeracy - processing information, solving problems, understanding and explaining solutions and making decisions based on logical thinking and reasoning.</p> <p>Literacy - reading, evaluating, annotation, research skills, data analysis and presentation skills</p> |
| Vision for this subject... | <p>-To work with parents to emphasize the importance of reading. Research shows that the home environment and parental attitudes to books and reading are key in determining children’s attitudes. Young people are more likely to enjoy reading at home when books and reading are valued.</p> <p>-To have a more ethnically diverse range of books which reflect the students in our school community</p> <p>-To give students the skills and tools to improve their reading ages and foster a culture of reading for enjoyment at Kelmscott school.</p> |

Subject: Mathematics

Year group: 10 Foundation

KS4 Exam Board: OCR

| | Content | Department Assessment(s) |
|----------------------|---|--|
| Autumn Term 1 | Order of operations Rounding, estimation and error intervals factors, multiples and primes FDP Collecting like terms, expanding, factorizing, substitution, rearrange formulae, form expressions and proof Linear Equations, Inequalities Quadratics | OCR check in tests: 1.01-1.03 4.01, 2.01,2.02,2.04 6.01, 6.02, 6.03, 6.04 |
| Autumn Term 2 | Input/output, rearrange and sequences Straight line graphs and Quadratic graphs | OCR check in tests: 7.01,7.02, 7.04 |
| Spring Term 1 | Simultaneous equations Ratio & proportion Sequences Percentages | OCR check in tests: 6.03, 5.01, 6.06 |
| Spring Term 2 | Percentage change Collecting, Organising, presenting and analysing data | OCR check in tests: 2.03, 5.03, 12.01, 12.02, 12.03 |
| Summer Term 1 | Probability Transformations Perimeter, Area & Volume | OCR check in tests: 11.01, 9.01, 10.01- 10.04 Summer exam (1 paper) |
| Summer Term 2 | Perimeter, area & volume continued Circles and cylinders Pythagoras and Trigonometry | OCR check in tests: 10.02-10.05 |

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| Homework | Homework is generally set weekly at Key Stage 4 in a variety of different formats: Hegarty Maths video quizzes, worksheets, revision guide exercises and exam style questions. |
| Subject / Department Key Terms | BIDMAS (Brackets, Indices, division, multiplication, addition, subtraction) RUCSAC (Read, underline, calculate, solve, answer, check) FOIL (First, Outer, Inner, Last) SOH CAH TOA (Trigonometric ratios) CAST rule (Trigonometric values) |
| Recommended Reading / Viewing | <ul style="list-style-type: none"> • BBC Bitesize Maths • Corbettmaths • Hegartymaths • Mathsgoodies • Mathsgenie • Mathsmadeeasy |
| How can technology help in this subject? | Technology can support and enhance students' understanding of Mathematical ideas and can engage students in more active mathematical practices including experimentation, applying mathematical reasoning through investigations and problem solving. This can help broaden and deepen their understanding of mathematical concepts. |
| Skills required to succeed in this subject... | Consistent independent learning to consolidate classroom learning and retrieval practice. Organising learning – Note taking, summarise key formulae and concepts, creating worked examples. Resilience Exam paper practice –In order to familiarise oneself with exam style questioning. |
| Vision for this subject... | To develop students that are confident and secure in their mathematical knowledge. Students should view mathematics as a connected body of ideas and be able to apply their mathematics to solve problems in both familiar and unfamiliar contexts. We want students to be able to apply their knowledge in the real world. |

Subject: Mathematics

Year group: 10 Higher

**KS4 Exam Board:
OCR**

Content

Department Assessment(s)

**Autumn
Term 1**

Solving equations recap, Quadratic equations
(Expanding, factorizing, completing the square,
Quadratic formula, Quadratic graphs)
Ratio, Proportion & Compound Measure
Recurring Decimals.

OCR check in tests:
6.01 , 6.03 , 7.01, 5.01, 5.02,
10.01, 10.01

**Autumn
Term 2**

Surds
Angles
Index Laws
Standard Form

OCR check in tests:
3.03 , 8.03 , 3.01 , 3.02

**Spring
Term 1**

Statistics (Time series, Sampling Histograms,
cumulative frequency & Box plots)
Straight Line graphs
Simultaneous equations

OCR check in tests:
12.01, 12.02, 12.03
7.02, 6.03

**Spring
Term 2**

Direct/Inverse proportion
Area recap/Volume
Inequalities (Linear and Quadratic)

OCR check in tests:
5.02, 6.02
10.02,10.03,10.04
6.04, 7.01, 7.02

**Summer
Term 1**

Pythagoras & Trigonometry
Sequences (Linear & quadratic)
Similarity
Transformations

OCR check in tests:
10.05, 6.06
9.01, 9.02, 9.04

**Summer
Term 2**

Bounds & choices/outcomes
Probability
Algebraic fractions and Rearranging formulae

OCR check in tests:
4.01, 11.01, 11.02, 6.02

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| Homework | Homework is generally set weekly at Key Stage 4 in a variety of different formats: Hegarty Maths video quizzes, worksheets, revision guide exercises and exam style questions. |
| Subject / Department Key Terms | <p>BIDMAS (Brackets, Indices, division, multiplication, addition, subtraction) RUCSAC (Read, underline, calculate, solve, answer, check) FOIL (First, Outer, Inner, Last) SOH CAH TOA (Trigonometric ratios) CAST rule (Trigonometric values)</p> |
| Recommended Reading / Viewing | <ul style="list-style-type: none"> • BBC Bitesize Maths • Corbettmaths • Hegartymaths • Mathsgoodies • Mathsgenie • Mathsmadeeasy |
| How can technology help in this subject? | Technology can support and enhance students' understanding of Mathematical ideas and can engage students in more active mathematical practices including experimentation, applying mathematical reasoning through investigations and problem solving. This can help broaden and deepen their understanding of mathematical concepts. |
| Skills required to succeed in this subject... | <p>Consistent independent learning to consolidate classroom learning and retrieval practice.</p> <p>Organising learning – Note taking, summarise key formulae and concepts, creating worked examples.</p> <p>Resilience</p> <p>Exam paper practice –In order to familiarise oneself with exam style questioning.</p> |
| Vision for this subject... | To develop students that are confident and secure in their mathematical knowledge. Students should view mathematics as a connected body of ideas and be able to apply their mathematics to solve problems in both familiar and unfamiliar contexts. We want students to be able to apply their knowledge in the real world. |

Subject: Music**Year group: Year 10****Exam Board:
Edexcel**

| | Content | Department Assessment |
|--------------------------|--|--|
| Autumn Term 1 | Composition 1 Listening and appraising | Focus on Sound check in test Homework |
| Autumn Term 2 | Solo performance Listening and appraising | Focus on Sound check in test Homework |
| Spring Term 1 | Composition 2 Listening and appraising | Focus on Sound check in test Homework Composition Assessment |
| Spring Term 2 | Ensemble performance 1 Listening and appraising | Focus on Sound check in test Homework Performance assessment |
| Summer Term 1 | Solo performance 2 Listening and appraising | Focus on Sound check in test Performance Assessment Homework |
| Summer Term 2 | Ensemble performance 1 Listening and appraising | Focus on Sound check in test Ensemble assessment Homework |

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| Homework | Homework is set every week, and comprises a mix of written, listening and composing tasks. It is also recommended that students practice on their own three times per week, spending at least 30 minutes practising at a time. |
| Subject / Department KeyTerms | Harmony, Key, Chord Structure, Inversions, Cadences, Texture, Rhythm, Melody |
| Recommended Reading / Viewing | BBC Bitesize KS4 Edexcel GCSE Music Study Guide Edexcel GCSE Music Revision Guide Focus on sound |
| How can technology help in this subject? | Music technology is used extensively at KS4, where students must compose and create pieces of music. Students must also be able to analyse works of music, therefore listening to set works is necessary. Students also use the app focus on sound to study, which contains all analysis, set works, and music theory. These apps and technology help with knowledge retention and musical analysis. |
| Skills required to succeed in this subject... | Perform pieces with fluency and sensitivity Compose using a range of musical elements, creating musical ideas with appeal and development Demonstrate, through aural identification, some knowledge of musical elements, contexts and language Evaluate music and use of musical terminology |
| Vision for this subject... | GCSE Music is for students who enjoy playing, listening to and composing their own music, and would like to expand their knowledge of all genres of music. At KS4 students follow the Edexcel syllabus. The syllabus looks at composition and listening through four areas of study: Instrumental music 1700-1820, Vocal music, Music for stage and screen and Fusions. |

| Subject: Photography | | |
|-----------------------------|--|---------------------------------|
| Year group: 10 | | Exam Board: AQA |
| | Content | Department Assessment(s) |
| Autumn Term 1 | Introduction to the DSLR and subject specific terms and equipment Artist research. Photo-shoot planning. Editing techniques and image manipulation on Adobe Photoshop. Annotation. Drawing from observation. | Sketchbook |
| Autumn Term 2 | Experimentation mixed-media and printing techniques. Dark room experimentation. Editing photos /image manipulation. Annotation. | Sketchbook |
| Spring Term 1 | Working to a brief. Designing branding. Poster analysis. Artist research. Devising and developing ideas Recording ideas, observations and insights relevant to intentions as work progresses. | Sketchbook |
| Spring Term 2 | Presenting a personal and meaningful outcome. | Sketchbook and final outcome |
| Summer Term 1 | Introduction to Portraiture. Artist research. Manipulating Portraits using a range of materials and technology. Photo-shoot planning. Editing photos. | Sketchbook |
| Summer Term 2 | Enhanced editing techniques and manipulation on Adobe Photoshop. Annotation. Refining and developing work by exploring ideas. Experimenting with different materials. | Sketchbook |

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| <p>Homework</p> | <p>Homework is set once a week in Key Stage 4. Homework's include artist research and analysis, planning for photo-shoots, annotating contact sheets, artist transcriptions, developing and improving pieces of work.</p> |
| <p>Subject / Department Key Terms</p> | <p>Canon terms – Aperture, Shutter Speed, ISO, lens mount, shutter button, viewfinder, mode dial, focus ring, zoom ring, quick control, card slot, battery compartment.</p> <p>Photo shoot Planning – concepts, lighting, gel lights, equipment, composition, models/objects, tripod, contact sheets, annotation.</p> <p>Key vocabulary – Still life, macro photography, rule of thirds, proximity, contrast, point of view, depth of field, form, Portraiture, abstract, digital, balance, mixed-media, perspective, proportion, repetition, symbolise, symmetry, transcription, contrast, texture, tone, value.</p> |
| <p>Recommended Reading / Viewing</p> | <p>Snapshot.canon-asia.com – Knowing the different parts of the canon camera.</p> <p>Photography Magazines / Books – Aesthetica, National Geographic, Outdoor Photographer, Adobe photoshop manual</p> <p>Websites</p> <p>http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</p> <p>https://www.behance.net</p> <p>https://www.1854.photography</p> <p>Pinterest</p> <p>Public Galleries and collections</p> <p>https://www.tate.org.uk/visit/tate-modern</p> <p>https://www.kew.org/</p> <p>https://thephotographersgallery.org.uk</p> <p>https://www.vam.ac.uk/collections/photographs</p> |
| <p>How can technology help in this subject?</p> | <p>The art / Photography course enables students to use technology creatively. This includes working with digital imaging and light sensitive materials.</p> |
| <p>Skills required to succeed in this subject...</p> | <p>Competent at using the DSLR camera and digital software (photoshop, InDesign, illustrator).</p> <p>Critical analysis / Self-Reflection. Good subject knowledge, using correct vocabulary.</p> <p>Ability to use appropriate media and materials.</p> <p>Ability to present a personal, informed and meaningful response, from initial research through to a final piece.</p> |
| <p>Vision for this subject...</p> | <p>Photography lessons should engage students in lens-based art, which encourages them to be imaginative, technical and reflective thinkers. It should encourage the development of transferable skills such as critical and analytical thinking as well as creative problem solving.</p> |

Subject: Physical Education GCSE

Year group: Year 10

Exam Board:
AQA

| | Content | Department Assessment |
|----------------------|--|---|
| Autumn Term 1 | <p>Paper 1 Unit 1: Anatomy & Physiology</p> <ul style="list-style-type: none"> • Structure & function of the musculo-skeletal system. • Structure & function of the Cardio-respiratory system. <p>Paper 2 Unit 1: Sports Psychology</p> | <p>On-going throughout lessons.</p> <p>Mini recall tests.</p> <p>End of Unit tests.</p> |
| Autumn Term 2 | <ul style="list-style-type: none"> • Classification of skills. • Use of goal setting & SMART targets to improve/optmise performance. <p>(Practical lessons will also take place)</p> | <p>Practical assessment following AQA marking criteria.</p> |
| Spring Term 1 | <p>Paper 1 Unit 1: Anatomy & Physiology</p> <ul style="list-style-type: none"> • Anaerobic and aerobic exercise. • Short and long term effects of exercise. <p>Unit 2: Movement Analysis</p> | <p>On-going throughout lessons.</p> <p>Mini recall tests.</p> <p>End of Unit tests.</p> |
| Spring Term 2 | <ul style="list-style-type: none"> • Lever systems, examples of their use in activity and the mechanical advantage they provide in movement. <p>Paper 2 Unit 1: Sports Psychology</p> <ul style="list-style-type: none"> • Mental preparation for performance. <p>Unit 2: Socio-cultural Influences</p> <ul style="list-style-type: none"> • Engagement patterns of different social groups in physical activity and sport. • Commercialisation of physical activity and sport. <p>(Practical lessons will also take place)</p> | <p>Practical assessment following AQA marking criteria.</p> |
| Summer Term 1 | <p>Paper 1: Unit 2: Movement Analysis</p> <ul style="list-style-type: none"> • Planes & Axes of movement. <p>Unit 3: Physical Training</p> <ul style="list-style-type: none"> • The relationship between health & fitness & the role exercise plays in both. <p>Paper 2: Unit 2: Socio-cultural Influences</p> | <p>On-going throughout lessons.</p> <p>Mini recall tests.</p> <p>End of Unit tests.</p> |
| Summer Term 2 | <ul style="list-style-type: none"> • Ethical and socio-cultural issues in physical activity and sport. <p>Unit 3: Health, Fitness & Well-being</p> <ul style="list-style-type: none"> • Physical, emotional & social health, fitness and well-being. <p>(Practical lessons will also take place)</p> | <p>Practical assessment following AQA marking criteria.</p> |

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| <p>Homework</p> | <p>HW will be set according to tasks covered in lessons.</p> <p>Most homework time will be given for re-capping and revising the theory work covered in lessons.</p> <p>At times, mini projects may be set.</p> |
| <p>Subject / Department Key Terms</p> | <p><i>Key words given and explained during lessons.</i></p> <p><i>Specific terminology for different topics covered will be required to be learnt and understood and this will continue to be re-visited in lessons: e.g. Names of fitness components, bones, muscles, basic information processing, etc.</i></p> |
| <p>Recommended Reading / Viewing</p> | <p>Watch as many different sports on TV.</p> <p>Encourage to watch major sporting events; e.g. FIFA World Cup; Wimbledon Tennis; London Marathon; Olympics & Paralympics etc.</p> <p>Watch documentaries on issues/topics covered in the AQA specification.</p> <p>'BBC Bitesize' revision and AQA revision booklets.</p> |
| <p>How can technology help in this subject?</p> | <p>Not applicable within practical lessons as we do not have access in the different teaching areas. In the classroom:</p> <ul style="list-style-type: none"> • Analysis of movement & performance. • Slow motion clips of sporting actions. • You tube clips on topics covered. • Recording practical session for self-analysis and evaluation. |
| <p>Skills required to succeed in this subject...</p> | <ul style="list-style-type: none"> • Confidence; team work; communication; positive attitude; decision making; • Various practical skills for different activities. • Exam writing techniques. |
| <p>Vision for this subject...</p> | <p>For every student to improve skills & tactical awareness and also their confidence and enjoyment of various activities so that they are more willing and motivated to maintain fitness and well-being outside of school through exercise.</p> <p>To enable students to have the opportunity of future careers in sport.</p> |

Subject: Religion and Cultural Studies

Year group: 10
Religion and Ethics through Christianity

Exam Board:
Edexcel

| | Content | Department Assessment |
|----------------------|---|--|
| Autumn Term 1 | Unit of learning: Christian Beliefs The Trinity The creation of the universe and humanity The Incarnation The last days of Jesus life The nature of Salvation Christian eschatology Problems of evil and suffering Solutions to evil and suffering | Assessed Work: Exam style questions linked to sample papers. End of unit test. |
| Autumn Term 2 | Unit of learning: Marriage and the family Marriage Sexual relationships Families Support for the family in the local parish. | Assessed Work: Exam style questions linked to sample papers. |
| Spring Term 1 | Unit of learning: Marriage and the family Continued Family planning Divorce Equality of men and women in the family Gender prejudice and discrimination | Assessed Work: Exam style questions linked to sample papers. End of unit test. |
| Spring Term 2 | Unit of learning: Living the Christian life Worship The role of sacraments in Christian life Prayer Pilgrimage Christian religious celebrations | Assessed Work: Exam style questions linked to sample papers. |
| Summer Term 1 | Unit of learning: Living the Christian life Continued The future of the church The importance of the local church The worldwide church Mock Exam Preparation | Assessed Work: Exam style questions linked to sample papers. Year 10 Mock Exam (1 hour 45 minutes) |

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| <p>Summer Term 2</p> | <p>Unit of learning: Matters of life and death Origins and value of the universe Sanctity of life The origins and value of human life The issue of abortion Death and the afterlife Non-religious arguments against life after death Euthanasia The natural world</p> | <p>Assessed Work: Exam style questions linked to sample papers.</p> <p>End of unit test.</p> |
| | <p>Homework is set once a fortnight at Key Stage 4, this could range from extended writing, creating storyboards, posters, informative leaflets researching a particular topic in preparation for the next lesson and anything else that helps to solidify learning and prepares them for their next lesson.</p> | |
| <p>Subject / Department Key Terms</p> | <p><i>There are a range of key terms that are learnt throughout the year that deal with how to analyse writing. These terms will be constantly used throughout all of the SOW to ensure that prior knowledge is being applied and built on.</i></p> <p><i>for example, PE (Point. Explain) PEE (Point. Evidence. Explain)</i></p> | |
| <p>Recommended Reading / Viewing</p> | <p>Books</p> <p>Becoming – Michelle What Happens After You Die – Randy Frazee Brick Lane – Monica Ali A Suitable Boy – Vikram Seth</p> <p>Films</p> <p>Bruce Almighty Heaven Almighty Heaven is for Real</p> | |
| <p>How can technology help in this subject?</p> | <p>Students can use technology to access homework, class work and revision materials from google classroom and other websites like BBC bite size. The use of the media can provide added audio and visual stimuli to complement and concretize what is being taught.</p> | |
| <p>Skills required to succeed in this subject...</p> | <p>Skills - Students are expected to master the following skills by the end of each term this will continue throughout Key stage 3</p> <p>Autumn - Identify and Describe Spring - Compare Summer – Explain and Analyse</p> | |

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| Vision for this subject... | <p>Our vision for RCS is to provide students with a well-rounded and strong appreciation for all religions and cultures expressed within the U.K. and the wider world. We aim to ensure that our students are aware of their own beliefs/faiths/customs/cultures/laws and practices and those of the global community.</p> <p>Students will be given the opportunity to 'learn about' and 'learn from' the main religions of the world and the connection that religion has to culture within the U.K and the wider world. They will also be able to analyse the role that faith and culture plays in nurturing good citizens.</p> |
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| Subject: Combined Science | | |
|----------------------------------|---|---|
| Year group: 10 | | Exam Board: AQA |
| | Content | Department Assessment(s) |
| Autumn Term 1 | B3 Organisation and the digestive system, B4 Organising animals and plants and B5 Communicable diseases | B3 – B4 End of Topic Test |
| Autumn Term 2 | B6 Preventing and treating disease, B7 Non-communicable diseases, B8 Photosynthesis, B9 Respiration and C1 Atomic structure | B5 – B9 End of Topic Test |
| Spring Term 1 | C3 Structure and bonding, C4 Chemical calculations and C5 Chemical changes | C3 – C5 End of Topic Test |
| Spring Term 2 | C6 Electrolysis, C7 Energy changes and P1 Conservation and dissipation of energy | P1 – P3 End of Topic Test |
| Summer Term 1 | P2 Energy transfer by heating, P3 Energy resources, P4 Electric circuits and P5 Electricity in the home | P4 – P7 End of Topic Test |
| Summer Term 2 | P6 Molecules and matter and P7 Radioactivity | Biology Paper 1 Chemistry Paper 1 Physics Paper 1 |

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| <p>Homework</p> | <p>Homework is set once a week in Key Stage 4, this is in the form of 6-mark assessment questions, badger tasks, short answer exam questions and/or long answer exam questions, practical questions, experimental writeups, worksheets or AQA Kerboodle science questions.</p> |
| <p>Subject / Department Key Terms</p> | <p>Read, Decode, Plan and Answer (RDPA) Box, underline, knowledge and structure (BUKS) Write the equation, Identify the value, substitute, ensure you have units (WISE) When interpreting graphs, General trend, specific trend and example (GSE) Point, Evidence, Explain and Link (PEEL)</p> |
| <p>Recommended Reading / Viewing</p> | <p>Biology: A modern introduction by B S Beckett Plants and the Human Brain, by David O Kennedy Chemical kinetics by J. Wiley and sons From Crude Oil to Fast Food by Ian Graham Shocking electricity from the horrible science series Consuming Power by David Nye BBC Bitesize Youtube: Cognito Education, Kay Science & myGCSE Science Focus e learning & Twig-World</p> |
| <p>How can technology help in this subject?</p> | <p>Technology can support students to visually see concepts in science and practical work. The viewing of recommended videos is highly encouraged after lessons and this will allow students to consolidate their learning.</p> |
| <p>Skills required to succeed in this subject...</p> | <p>Research Note taking/creation of flash cards/mind maps Practicing exam questions & using mark schemes to self-assess answers Practical skills in lessons (Required Practical Activities)</p> |
| <p>Vision for this subject...</p> | <p>Science lessons should stimulate curiosity, interest and enjoyment and encourage safe practice in line with health and safety regulation.</p> |

| Subject: Separate Science (Biology, Chemistry & Physics) | | |
|---|---|--|
| Year group: 10 | | Exam Board: AQA |
| | Content | Department Assessment(s) |
| Autumn Term 1 | B3 Organisation and the digestive system, B4 Organising animals and plants, C3 Structure and bonding and C4 Chemical calculations | B3 – B4 End of Topic Test C3 – C4 End of Topic Test |
| Autumn Term 2 | B5 Communicable diseases, B6 Preventing and treating disease, C5 Chemical changes, C6 Electrolysis and C7 Energy changes | C5 – C6 End of Topic Test |
| Spring Term 1 | B6 Preventing and treating disease, B7 Non-communicable diseases, B8 Photosynthesis, B9 Respiration, P1 Conservation and dissipation of energy, P2 Energy transfer by heating and P3 Energy resources | B5 – B7 End of Topic Test P1 – P2 End of Topic Test |
| Spring Term 2 | B9 Respiration, B10 The Human nervous system, B11 Hormonal coordination, P4 Electric circuits and P5 Electricity in the home and P6 Molecules and matter | B8 – B9 End of Topic Test P3 – P4 End of Topic Test |
| Summer Term 1 | B11 Hormonal coordination, B12 Homeostasis in action and B13 Reproduction and P7 Radioactivity | B10 – B13 End of Topic Test P4 – P6 End of Topic Test |
| Summer Term 2 | B13 Reproduction and C8 Rates and equilibrium | Biology Paper 1 Chemistry Paper 1 Physics Paper 1 |

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| <p>Homework</p> | <p>Homework is set once a week in Key Stage 4, this is in the form of 6-mark assessment questions, badger tasks, short answer exam questions and/or long answer exam questions, practical questions, experimental writeups, worksheets or AQA Kerboodle science questions.</p> |
| <p>Subject / Department Key Terms</p> | <p>Read, Decode, Plan and Answer (RDPA) Box, underline, knowledge and structure (BUKS) Write the equation, Identify the value, substitute, ensure you have units (WISE) When interpreting graphs, General trend, specific trend and example (GSE) Point, Evidence, Explain and Link (PEEL)</p> |
| <p>Recommended Reading / Viewing</p> | <p>Biology: A modern introduction by B S Beckett Plants and the Human Brain, by David O Kennedy Chemical kinetics by J. Wiley and sons From Crude Oil to Fast Food by Ian Graham Shocking electricity from the horrible science series Consuming Power by David Nye "Seven Brief Lessons on Physics" by Carlo Rovelli BBC Bitesize Youtube: Cognito Education, Kay Science & myGCSE Science Focus e learning Twig-World</p> |
| <p>How can technology help in this subject?</p> | <p>Technology can support students to visually see concepts in science and practical work. The viewing of recommended videos is highly encouraged after lessons and this will allow students to consolidate their learning.</p> |
| <p>Skills required to succeed in this subject...</p> | <p>Research Note taking/creation of flash cards/mind maps Practicing exam questions & using mark schemes to self-assess answers Practical skills in lessons (Required Practical Activities)</p> |
| <p>Vision for this subject...</p> | <p>Science lessons should stimulate curiosity, interest and enjoyment and encourage safe practice in line with health and safety regulation.</p> |

| Subject Spanish | | |
|------------------------|---|--|
| Year group: 10 | | Exam board Edexcel Pearson |
| | Content | Department Assessment(s) |
| Autumn Term 1 | Local area holiday and travel Holidays and weather Giving an account of a holiday in the past | 2 x 90 word pieces of writing GCSE exam reading/listening on themes covered |
| Autumn Term 2 | School School subjects and facilities Future Education School rules and problems | |
| Spring Term 1 | Identity and Culture Socialising and Family Social Networks | |
| Spring Term 2 | Identity and Culture Free time films and TV Sports Who inspires you | 2 x 150 word pieces of writing GCSE reading/listening papers |
| Summer Term 1 | Local area, holiday and travel directions Describing your region | Oral exam Mock GCSE papers Listening, Reading Writing |
| Summer Term 2 | Geography of Spain Shopping Problems in your area Idioms Preparation for Oral exam | |

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| <p>Homework</p> | <p>Vocabulary learning/ reading comprehensions/translations and extended writing exercises.</p> <p>Grammar reinforcement</p> |
| <p>Subject / Department Key Terms</p> | <p>Classroom instructions in Spanish – Escuchar / Repetir / Leer / Escribir / Hablar</p> <p>Use of Target Language in the classroom</p> |
| <p>Recommended Reading / Viewing</p> | <p>Podcast</p> <p>Coffee Break Spanish</p> <p>Twitter Ingles al dia</p> <p>Films on Netflix</p> <p>Voces Inocentes</p> <p>Volver</p> |
| <p>How can technology help in this subject?</p> | <p>Websites:</p> <p>www.linguascope.com</p> <p>www.languagesonline.or.uk</p> <p>www.memrize.com</p> <p>www.kahoot.com</p> <p>www.quizlet.com</p> <p>www.spanishdict.com</p> |
| <p>Skills required to succeed in this subject...</p> | <p>Students will use all four skills of Speaking Listening Reading Writing. Students will have to show autonomy in their learning of grammar and vocabulary outside the classroom.</p> <p>Students should watch Spanish films and series in Spanish</p> |
| <p>Vision for this subject...</p> | <p>To engender curiosity about another country and its culture.</p> <p>To develop listening, speaking and memorisation skills which can be transferred to other subjects.</p> <p>To develop student's communication, organization skills as well as their intercultural awareness, through the use of cultural resources.</p> <p>To develop reading, including literary texts, in a different language.</p> <p>To help our students become independent learners while learning another language.</p> <p>To produce students who are confident in speaking and writing in Spanish and who can understand both spoken and written Spanish.</p> <p>Students should also have developed a knowledge of Hispanic culture</p> |

Subject: GCSE ART- Creative Textiles
Themes:-Natural Forms / Fantasy and Folklore

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|-----------------------|---|--|
| Year group: 10 | | Exam Board: AQA 40% Terminal exam 60% Portfolio |
| | Content | Department Assessment(s) |
| Autumn Term 1 | Researching the theme of Natural Forms, Art and artists annotating and responding to work. Transcriptions Experimentation of materials and processes Drawing from observation in a variety of materials and mediums | Sketchbook |
| Autumn Term 2 | Recording observations in a range of materials Developing skills in preparing a planned textile piece Creating, reviewing and refining plans Developing ideas in cloth utilising prior skills and knowledge | Sketchbook |
| Spring Term 1 | Developing ideas in cloth utilising prior skills and knowledge Reflective writing | Sketchbook review Final textile piece |
| Spring Term 2 | Second unit on the theme of Fantasy and Folklore Researching the theme Analysing Art, craft and design Transcriptions Experimentation that connects to artists Annotation Drawing and experimenting from observation in a variety of materials and mediums | Sketchbook |
| Summer Term 1 | Researching different methods creating surface decoration Planning compositions Preparing and experimenting with planning the final outcome | Sketchbook |
| Summer Term 2 | Self-reflection, assessment and peer feedback utilising analytical skills and prior knowledge to move grade on. A03 | Mock exam Final piece and sketchbook work |

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| <p>Homework</p> | <p>Substantial pieces of Homework is set once a week in Key Stage 4, sometimes there will be two smaller pieces to complete such as preparing tasks, writing or research for the following lesson.</p> <p>It will be a task to prepare for a lesson or to develop and hone skills taught in class</p> |
| <p>Subject / Department Key Terms</p> | <p>Research, Connect, Analyse, Describe, Explore Experiment, Demonstrate, Develop, Connect Plan, Design , Refine, Modify, Explain Produce</p> |
| <p>Recommended Reading / Viewing</p> | <p>Understanding Art...Isms by Stephen Little Tate.org – Art gallery website V&A Museum William Morris gallery AQA Art and Design Student Handbook Use of the Kelmscott School Art Handbook</p> |
| <p>How can technology help in this subject?</p> | <p>Technology can support research and knowledge when looking at works of art as well as aid the production of art such as the use of Photo Shop, ,CAD and Laser cutter where appropriate. Students are at times encouraged to use their phones to take photos, and draw from images where they need to enlarge areas for drawing.</p> |
| <p>Personal Equipment needed to support home learning</p> | <p>2B pencil, an eraser, a sharpener, coloured pencils, paint set (water based), gel pens, glue, needle, thread, embroidery hoop</p> |
| <p>Skills required to succeed in this subject...</p> | <p>Creating and developing ideas Drawing Practice An interest in the Arts, popular culture and Film An interest in nature, current news and the world in general can inform ideas</p> |
| <p>Vision for this subject...</p> | <p>Students invest their time and energy to genuinely resolve questions, themes and problems in a creative and inquisitive manner. This should always be completed to the best of their ability.</p> |

Subject: Urdu

Year group: 10

Exam board: AQA

| | Content | Department Assessment(s) |
|----------------------|---|---|
| Autumn Term 1 | Identity and culture Myself and family Invitations Daily Routine Descriptions Film Project | Reading, Listening and Speaking assessment |
| Autumn 2 Term | Local, national, international and global areas of interest -Home, town, neighbourhood and region types of houses and rooms facilities of your area different chores at home Understand the difference of areas in Pakistan and UK Current and future study and employment My Studies and School Compare school in Pakistan and in UK | Writing, Reading and Speaking assessment |
| Spring Term 1 | Identity and culture Free-time activities Music, Cinema & TV Food and eating out Sports Weekend and holidays activities | Reading, Listening and writing assessment |
| Spring Term 2 | Local, national, international and global areas of interest Social issues and solutions Healthy/ unhealthy lifestyles Food | Reading, Listening and writing assessment |
| Summer Term 1 | Current and future study and employment School and education Professions and future choices Identity and culture Customs and festivals in Urdu-speaking countries/ communities. Muslims and other festivals participation Difference and similarities in Muslims and other festivals | Reading, Listening, Speaking and writing assessment |
| Summer Term 2 | Local, national, international, and global areas of interest. Travel and tourism. - planning a visit abroad -Collecting information about places worth seeing -Transport, weather season/comparison Uk weather with Pakistan, accommodation Current and future study and employment. | Reading, Listening, speaking and writing assessment |

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| <p>Homework</p> | <p>Year 11 are receiving weekly homework according to the school homework policy. Homework is based on learning vocabulary, past papers, translation, speaking practice, writing practice:90-120 words, reading and comprehension skills</p> |
| <p>Subject/Department Key Terms</p> | <p>To work across the four key skills (speaking, reading, writing & listening) in lessons.</p> |
| <p>Recommended Reading / Viewing</p> | <p>Urdu online reading ebooks https://evirtualguru.com/e-books/ Urdu books class 1-12</p> |
| <p>How can technology help in this subject?</p> | <p>Urdu in UK Digital resources for GCSE Urdu students www.urduinuk.com Digital books and booklets Past papers Grammar booklets Translation booklet All topics resources according to AQA exam board</p> |
| <p>Skills required to succeed in this subject...</p> | <p>All students will develop four skills: reading, writing ,speaking and listening. They will also expand their skills in learning vocabulary, translation and grammar techniques. Students are also encouraged to watch Urdu movies to develop their vocabulary and pronunciation.</p> |
| <p>Vision for this subject...</p> | <p>Students will be encouraged to learn four skills and apply the techniques in subject areas and daily life. Learning Urdu helps improve students’ cognitive abilities. The introduction of new grammatical rules, new vocabulary, new sentence structures and forming new words are good exercises for the brain. It increases their skills set. Globalization diminishes the boundaries among countries. In order to survive the new environment, it is important to improve their set of skills, to have a market edge and more job chances.</p> |

Subject: Btec Workskills

Year group: Year 10 - Year 11

Exam Board:

Pearson BTEC Entry Level 3 Subsidiary Award

| | Content | Department Assessment |
|--------------------------|---|--|
| Autumn Term 1 | Unit 2 Completing A Job Application Form | <p>Knowledge</p> <p>Relevant Skills and Interests Where to search for vacancies How to apply for job opportunities How to complete basic job application documents</p> <p>Skills</p> <p>Identifying own skills, interests and experience Searching and selecting a relevant job advertisement Presenting personal information and completing application documentation</p> |
| Autumn Term 2 | Unit 4 Taking Part in an interview | <p>Knowledge</p> <p>Purpose of interviews Different types of interview Different formats and contents of interviews Interview planning Interview techniques</p> <p>Skills</p> <p>Planning and organisation Research Communications</p> |
| Spring Term 1 | Unit 5 Respecting Equality and Diversity | <p>Knowledge</p> <p>Equality and diversity Understand the advantages of equality Understand the advantages of diversity Understand how to promote good practise</p> <p>Skills</p> <p>Research Self Reflection Communication</p> |

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| <p>Spring Term 2</p> | <p>Unit 8</p> <p>Know how Literacy skills are used in the workplace</p> | <p>Knowledge</p> <p>Literacy skills needed for the workplace Uses of literacy in the workplace Types of work related tasks Techniques to identify key information from text Strategies to find meaning of words Purpose of communication in formal and informal ways</p> <p>Skills</p> <p>Reading skills Writing skills Speaking and listening skills Communication skills</p> |
| | <p>Unit 9</p> <p>Know how Numeracy Skills are used in the workplace</p> | <p>Knowledge</p> <p>Basic work related numeracy skills The use of numeracy in the workplace Basic work related numeracy tasks How to check and share results</p> <p>Skills</p> <p>Communication and work with others Use mathematical functions Handle information and data</p> |
| <p>Summer Term 1</p> | <p>Unit 12</p> <p>Staying safe in the workplace</p> | <p>Knowledge</p> <p>Employee and employer responsibilities Potential work hazards Sources of support and information Reporting and recording workplace accidents Emergency procedures</p> <p>Skills</p> <p>Problem solving Taking action to minimise risks and hazards Communication</p> |
| | <p>Unit 13</p> <p>Exploring Teamwork in the workplace</p> | <p>Knowledge</p> <p>Team Working in the workplace Understand skills and behaviours needed for effective teamwork Understand key roles within a team Challenges in teamwork</p> <p>Skills</p> <p>Teamwork Interpersonal skills and communication</p> |

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| <p>Summer Term 2</p> | <p>Unit 18 Taking part in Enterprise Activity</p> | <p>Knowledge</p> <p>Understanding 'enterprise' and people who have succeeded in that are Key skills and behaviours needed for the enterprise activities Planning and being part of an enterprise activity How to reflect on the enterprise activity</p> <p>Skills</p> <p>Interpersonal skills and communication Enterprise skills</p> |
| <p>Homework</p> | <p>All coursework and assessments are completed in class with teacher support and guidance. Research tasks may be conducted independently at home.</p> | |
| <p>Subject / Department KeyTerms</p> | <p>Skills and behaviour Job Vacancies Interests Job Roles Interview Purpose Diversity Equality Teamwork Understanding Skills and Behaviours Enterprise Communication</p> | |
| <p>Recommended Reading / Viewing</p> | <p>Edexcel, Btec Pearson Work based learning</p> | |
| <p>How can technology help in this subject?</p> | <p>Increased Confidence when using ICT</p> | |
| <p>Skills required to succeed in this subject...</p> | <p>Confidence when using ICT Listening Researching Independent work Literacy Numeracy</p> | |
| <p>Vision for this subject...</p> | <p>For all learners to be prepared for further education and employment</p> | |

