Years 10-11: Content of Curriculum

Contents

[Years 10-11: Content of Curriculum 1](#_Toc120630346)

[English: 2](#_Toc120630347)

[English Language: 2](#_Toc120630348)

[English Literature: 2](#_Toc120630349)

[Maths: 3](#_Toc120630350)

[Science (Combined): 4](#_Toc120630351)

[Science (Triple): 4](#_Toc120630352)

[History: 5](#_Toc120630353)

[Geography: 6](#_Toc120630354)

[RE: 7](#_Toc120630355)

[French: 8](#_Toc120630356)

[German: 9](#_Toc120630357)

[Spanish: 10](#_Toc120630358)

[SPIRIT: 11](#_Toc120630359)

[Core PE: 11](#_Toc120630360)

[Product Design: 11](#_Toc120630361)

[Food and Nutrition: 13](#_Toc120630362)

[Art: 13](#_Toc120630363)

[Drama: 14](#_Toc120630364)

[Music: 16](#_Toc120630365)

[Computer Science: 17](#_Toc120630366)

[Business Studies: 18](#_Toc120630367)

[Child Development: 19](#_Toc120630368)

[Engineering Design: 20](#_Toc120630369)

[Sports studies: 21](#_Toc120630370)

[IT: 24](#_Toc120630371)

[Media Studies: 25](#_Toc120630372)

[Core Enrichment: 26](#_Toc120630373)

# English:

## English Language:

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| Year 10 |  |
| Autumn 1 | Fight for Freedom – Studying a range of fiction and non-fiction texts that link to the theme of freedom fighting. Learning to know how to analyse language, compare texts and analyse structure.  |
| Autumn 2 | Narrative Writing – Learning to know how to create an effective narrative or descriptive piece of writing, applying a range language features. |
| Spring 1 | Non-Exam Assessment – Speaking and Listening. Students learn to know how to apply persuasive writing to their own speech.  |
| Spring 2 | Writers’ Viewpoints and Perspectives – Students explore the ways in which writers present their viewpoints and perspectives in non-fiction texts, focusing on how these have changed over time.  |
| Summer 1 | Journalism – Students explore the different ways in which journalists write articles to effectively present their viewpoint and opinion. These lessons focus on both analysis of language, and the application of writing features independently.  |
| Summer 2 | Paper 1 Preparation – Students explore a number of short non-fiction texts and apply Paper 1 skills (language and structural analysis, writing creatively and responding to a statement) in order to prepare for their Mock exam in English Language Paper 1.  |
| Year 11 |
| Autumn 1 | Revision of Paper 1 and Paper 2 language skills for mock exams. Including, language analysis, structural analysis, comparison skills, writing creatively and writing non-fiction texts. |
| Autumn 2 | Mock exam revision. Following mocks, revision of creative and persuasive writing skills. |
| Spring 1 | Mock exam feedback – students work on their weaker areas as informed by the mocks sat in Autumn 2.  |
| Spring 2 | Revision of Paper 1 skills. (Language analysis, structural analysis, writing creatively). |
| Summer 1 | Revision of Paper 2 skills. (Language analysis, comparison skills, writing persuasively). |

## English Literature:

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| Year 10 |  |
| Autumn 1 | Study of An Inspector Calls – Students study J. B. Priestley’s play, focusing on plot, character, theme, and structure.  |
| Autumn 2 | Study of An Inspector Calls – Students study J. B. Priestley’s play, focusing on plot, character, theme, and structure. |
| Spring 1 | Study of the Strange Case of Dr Jekyll and Mr Hyde – Students study Robert Louis Stevenson’s novella, focusing on plot, character, theme, and structure.  |
| Spring 2 | Study of the Strange Case of Dr Jekyll and Mr Hyde – Students study Robert Louis Stevenson’s novella, focusing on plot, character, theme, and structure. |
| Summer 1 | Study of Macbeth – Students study Shakespeare’s play, focusing on plot, character, theme and structure. |
| Summer 2 | Study of Macbeth – Students study Shakespeare’s play, focusing on plot, character, theme and structure. |
| Year 11 |
| Autumn 1 | Revision of all texts in preparation for mock exams. This includes The Strange Case of Dr Jekyll and Mr Hyde, An Inspector Calls and Macbeth. |
| Autumn 2 | Power and Conflict Poetry – Students study 15 Power and Conflict poems, looking at ways in which they can be compared.  |
| Spring 1 | Unseen Poetry focus and revision of all texts covered so far. |
| Spring 2 | Revision of all texts. |
| Summer 1 | Revision of all texts.  |

# Maths:

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| --- | --- |
| Year 10 |  |
| Autumn 1 | Fractions, Decimals and PercentagesAngles and BearingsSequences |
| Autumn 2 | GraphsCollecting and Presenting DataArea and Perimeter |
| Spring 1 | Pythagoras Theorem TrigonometryIndices  |
| Spring 2 | SurdsStandard FormQuadratics, Rearranging Formulae, and Identities |
| Summer 1 | Area under a graph |
| Summer 2 | Scatter GraphsAlgebraic Fractions |
| Year 11 |
| Autumn 1 | InequalitiesQuadraticsTrigonometryEquation of a circle |
| Autumn 2 | Vectors and GraphsDirect and Indirect Proportion |
| Spring 1 | Algebraic FractionsCircle TheoremNumerical Methods |
| Spring 2 | Transforming Functions |
| Summer 1 | Revision and Mock Exams |

# Science (Combined):

|  |  |
| --- | --- |
| Year 10 | For 2022-2023 only |
| Autumn 1 | Cell BiologyChemical ChangesParticle Model of matter |
| Autumn 2 | BioenergeticsQuantitativeAtomic structure  |
| Spring 1 | Homeostasis and response-photosynthesisEnergy changesRadiation  |
| Spring 2 | Homeostasis and response-respirationRates-practical focus Forces-use of equations |
| Summer 1 | Ecology- Adaptations,Rate and extend of chemical changeNewton's Laws of motion |
| Summer 2 | Ecology- interdependence and competitionReversible reactionsWaves |
| Year 11 |
| Autumn 1 | Inheritance, variation, and evolution-reproductionChemical analysisElectromagnetic waves |
| Autumn 2 | Inheritance and variation-evolutionOrganicMagnetism |
| Spring 1 | Review of Biology unitsChemistry of the atmosphereUsing resourcesElectromagnets |
| Spring 2 | Review of required practical skillsExam practice in preparation for the summer exams |
| Summer 1 | Review of topics for all 3 disciplines, focusing on areas identified from the mock papers Exam practice in preparation for the summer exams |

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# Science (Triple):

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| --- | --- |
| Year 10 | For 2022-23 only |
| Autumn 1 | Cell BiologyChemical ChangesParticle Model of matter |
| Autumn 2 | BioenergeticsQuantitativeAtomic structure |
| Spring 1 | Homeostasis and response-photosynthesisEnergy changesRadiation |
| Spring 2 | Homeostasis and response-respirationRates-practical focus Forces-use of equations |
| Summer 1 | Ecology-AdaptationsRate and extend of chemical changeNewton's Laws of motion |
| Summer 2 | Ecology-interdependence and competitionReversible reactionsWaves |
| Year 11 |
| Autumn 1 | Inheritance, variation, and evolution-reproductionChemical analysisElectromagnetic waves |
| Autumn 2 | Inheritance and variation-evolutionOrganicMagnetism |
| Spring 1 | Review of Biology unitsChemistry of the atmosphereUsing resourcesElectromagnetsSpace |
| Spring 2 | Review of required practical skillsExam practice in preparation for the summer exams |
| Summer 1 | Review of topics for all 3 disciplines, focusing on areas identified from the mock papers Exam practice in preparation for the summer exams |

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# History:

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| Year 10 |  |
| Autumn 1 | Paper 1 Crime and Punishment – study of crimes, punishments, the nature of law enforcement and case studies such as the Medieval Church and Gunpowder Plot within the time periods of Medieval England c1000-c1500 and Early Modern England c1500-c1700. |
| Autumn 2 | Paper 1 Crime and Punishment – study of crimes, punishments, the nature of law enforcement and case studies such as Pentonville Prison and Derek Bentley within the time periods of 18th and 19th century Britain and Modern Britain c1900-present day.  |
| Spring 1 | Paper 1 Crime and Punishment – study of crimes, punishments, the nature of law enforcement and case studies such as Derek Bentley within Modern Britain c1900-present day.Paper 1 Whitechapel Historical Environment – a study of crime, policing and the environment of Whitechapel in the late nineteenth century, particularly during the Jack the Ripper murders.  |
| Spring 2 | Paper 2 Early Elizabethan England – a study of Elizabeth’s problems in 1558, the structure of her government and the religious context of England. As well as the problems Elizabeth faced abroad including Catholic plots at home and abroad, relations with Spain and the Netherlands.  |
| Summer 1 | Paper 2 Early Elizabethan England – a study of England’s relations with Spain and the Spanish Armada, as well as what life was like in Elizabethan England e.g. education, leisure activities, poverty and exploration. |
| Summer 2 | Paper 3 Weimar and Nazi Germany – the origins of the Weimar Republic, early problems facing the Republic e.g., challenges from left and right and hyperinflation, economic recovery from 1924 and changes in Weimar society 1924-29.  |
| Year 11 |
| Autumn 1 | Paper 3 Weimar and Nazi Germany – the rise of the Nazi Party including Hitler’s early career, the Munich Putsch, the lean years, and growth in support 1929-32. The creation of the Nazi dictatorship 1933-39 including how Hitler became Fuhrer, the Nazi police state, opposition, and policies towards the churches. |
| Autumn 2 | Paper 3 Weimar and Nazi Germany – life in Nazi Germany 1933-39 including the consideration of Nazi policies towards women, the young and minority groups in Germany. Nazi policies to deal with unemployment and the workers.  |
| Spring 1 | Paper 2 Superpower relations and the Cold War 1941-1991 – early tensions between East and West, the development of the Cold War e.g., Truman Doctrine and Marshall Plan, the Cold War intensifies e.g., arms race and Hungarian Uprising. |
| Spring 2 | Paper 2 Superpower relations and the Cold War 1941-1991 – Cold War crises Berlin, Cuba, and Czechoslovakia. Attempts to reduce tension, flashpoints, and collapse of Soviet Control.  |
| Summer 1 | Paper 1 revision (Crime and Punishment)Paper 2 revision (Early Elizabethan England)Exam practice |

# Geography:

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| Year 10 |  |
| Autumn 1 | UK Urban Landscapes Fieldwork |
| Autumn 2 | UK Urban Landscapes Fieldwork- Salford  |
| Spring 1 | Challenges of an Urbanising world  |
| Spring 2 | River theory  |
| Summer 1 | River theory Fieldwork  |
| Summer 2 | Write-up of fieldworkRevision and end of year assessment |
| Year 11 |
| Autumn 1 | Global atmospheric circulation Cyclones  |
| Autumn 2 | Extreme weather events Climate change  |
| Spring 1 | Consuming energy resources  |
| Spring 2 | People and the biosphere |
| Summer 1 | Revision and exams  |

# RE:

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| --- | --- |
| Year 10 |  |
| Autumn 1 | Religion, Crime and PunishmentTo know reasons why people commit crimesTo know the aims of punishmentTo know types of punishment and how they meet the aims of punishmentTo know Christian attitudes towards law breakersTo know what is meant by forgivenessTo know different Christian attitudes to forgivenessTo know what is meant by capital punishment, corporal punishment, community service and prisonTo know Christian attitudes towards capital punishment, corporal punishment, community service and prison |
| Autumn 2 | Religion and LifeTo know contrasting Christian views on creation of the universeTo know contrasting Christian views on creation of humanityTo know what is meant by Big Bang and EvolutionTo know ways humans, use and abuse the environmentTo know ways humans can stop abusing the environmentTo know how humans use animalsTo know what is meant by cosmetic testingTo know what is meant by medical testingTo know reasons why Christians and secular sections of society agree with using animals for medical testingTo know reasons why Christians and secular sections of society disagree with using animals for medical testingTo know what is meant by abortionTo know what is meant by sanctity of lifeTo know Christian attitudes towards abortionTo know what is meant by euthanasiaTo know Christian attitudes towards euthanasia |
| Spring 1 | Religion, Peace, and ConflictTo know what is meant by war and pacifismTo know what is meant by terrorismTo know reasons why war is startedTo know reasons why Christians, agree with warTo know reasons why Christians, disagree with warTo know the conditions of just war theoryTo know what is meant by nuclear war and refer to the case study of Nagasaki and HiroshimaTo know what is meant by Holy WarTo know Christian attitudes to the use of nuclear weapons |
| Spring 2 | To know methods of revisionTo know how to answer exam style questionsTo know how to apply the knowledge learnt to exam style questionsTo know key terms associated with the topics we have covered in year 9 and 10To know Christian attitudes towards the topics we have covered |
| Summer 1 | To know what is meant by freewill and determinismTo know what is meant by fertility treatmentTo know what is meant by religious pluralismTo know what a cover letter is and what is containsTo know where to find information about options and what is available to students after GCSE |

# French:

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| Year 10 |  |
| Autumn 1 | Know how to talk about family and friends Know how to describe relationships Know how to use past tense to say what you did with friends |
| Autumn 2 | Know how to use future tense to give future weekend plans with family Know how to describe your schoolKnow how to give opinions of school subjects and school rules |
| Spring 1 | Know how to use past tense to say what you did yesterday in school Know how to use future tense to talk about future education plans |
| Spring 2 | Know how to describe house, town and regionKnow how to say what we can do in different regionsKnow how to give advantages and disadvantages of where we live |
| Summer 1 | Know how to use the past tense to say where you used to liveKnow how to talk about a dream house, town, or region |
| Summer 2 | Know how to prepare for speaking and writing examsKnow how to prepare for listening and reading exams |
| Year 11 |
| Autumn 1 | Know the vocabulary to talk about environmental and social problemsKnow how we can do to protect the environmentKnow how to say what you would like to do to improve global problems |
| Autumn 2 | Know how to say what sports and activities you doKnow how use past tense to say what sport and activities you have doneKnow how to use future tense to say what sports and activities you will/would like to do |
| Spring 1 | Know vocabulary for jobs and work placesKnow vocabulary to talk about part time jobs and work experienceKnow how to use future tense to say what you will/would like to do as a job |
| Spring 2 | Know vocabulary to talk about festivals and celebrationsKnow how to say what you did to celebrate Christmas |
| Summer 1 | Know the different exam techniques needed for listening, speaking, reading, and writing |

# German:

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| --- | --- |
| Year 10 |  |
| Autumn 1 | Know how to say what sports and activities you doKnow how to use past tense to say what sport and activities you have done Know how to use future tense to say what sports and activities you will/would like to do |
| Autumn 2 | Know how to say where you normally go on holiday Know how to say where you went on holiday last yearKnow how to say where you will go on holiday next year |
| Spring 1 | Know how to describe a dream/ideal holidayKnow transactional language associated with holidays |
| Spring 2 | Know how to describe house, town and regionKnow how to say what we can do in different regionsKnow how to give advantages and disadvantages of where we live |
| Summer 1 | Know how to use the past tense to say where you used to liveKnow how to talk about a dream house, town, or region |
| Summer 2 | Know how to prepare for speaking and writing examsKnow how to prepare for listening and reading exams |
| Year 11 |
| Autumn 1 | Know the vocabulary to talk about social problems (drugs, smoking and alcohol)Know vocabulary to talk about environmental problemsKnow how to say what we can do to protect the environment |
| Autumn 2 | Know how to say what you would like to do to improve global problemsKnow vocabulary for jobs and work placesKnow vocabulary to talk about part time jobs and work experienceKnow how to use future tense to say what you will/would like to do as a job |
| Spring 1 | Know how to talk about family and friends Know how to describe relationships Know how to use past tense to say what you did with friends |
| Spring 2 | Know how to use future tense to say what you will do with familyKnow transactional language for the speaking exam |
| Summer 1 | Know the different exam techniques needed for listening, speaking, reading, and writing |

# Spanish:

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| --- | --- |
| Year 10 |  |
| Autumn 1 | Know how to describe about schoolKnow how to give opinions of school subjects and school rulesKnow how to use past tense to say what you did yesterday in school  |
| Autumn 2 | Know how to use future tense to talk about future education plans Know how to talk about family and friends Know how to describe relationships  |
| Spring 1 | Know how to use past tense to say what you did with friendsKnow how to use future tense to say what you will do with family |
| Spring 2 | Know how to say what sports and activities you doKnow how to use past tense to say what sport and activities you have done |
| Summer 1 | Know how to use future tense to say what sports and activities you will/would like to doKnow how to describe house, town and regionKnow how to say what we can do in different regionsKnow how to give advantages and disadvantages of where we live |
| Summer 2 | Know how to use the past tense to say where you used to liveKnow how to talk about a dream house, town or regionKnow how to prepare for speaking and writing examsKnow how to prepare for listening and reading exams |
| Year 11 |
| Autumn 1 | Know the vocab for food and Spanish specialitiesKnow how to talk about Spanish celebrationsKnow how to say what you normally do to celebrate |
| Autumn 2 | Know how to describe a special day in the past Know vocabulary for jobs and work placesKnow vocabulary to talk about part time jobs and work experience |
| Spring 1 | Know how to use future tense to say what you will/would like to do as a jobKnow vocabulary to talk about environmental problemsKnow how to say what we can do to protect the environment |
| Spring 2 | Know how to discuss healthy lifestyles in different tensesKnow how to talk about sports events and volunteering |
| Summer 1 | Know the different exam techniques needed for listening, speaking, reading, and writing |

# SPIRIT:

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| --- | --- |
| Year 10 |  |
| Autumn 1 | Healthy Relationships – Learning about consent, the law on sex, contraception, STIs. |
| Autumn 2 | Healthy Technology – Relationships and social media, Digital Footprints, Unwanted attention. |
| Spring 1 | Personal finances – Credit and Debt, cyber crime, fraud and gambling. |
| Spring 2 | Careers – CV planning and writing, Gender Stereotyping in the workplace, Interview skills, networking, selling yourself, apprenticeships and T-Levels. |
| Summer 1 |
| Summer 2 | Families and Parenting – Parenting styles, responsibilities, miscarriage, fertility,. |
| Year 11 |
| Autumn 1 | Risks, first aid, CPR. |
| Autumn 2 | Anti-bullying, Cancers- including different types of cancer, cancer charities and campaigns such as “Movember”. |
| Spring 1 | Healthy Bodies. Revision of consent and contraception.  |
| Spring 2 | Body Image and Body Confidence. |
| Summer 1 | Exam revision techniques. Managing time and anxiety. |

# Core PE:

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| Year 10 |  |
| Autumn 1 | To know the definition of health and fitness |
| Autumn 2 | To know the physical, social, and mental benefits of exercise |
| Spring 1 | To know the components of fitness and how they apply to different sports |
| Spring 2 | To know the immediate, short, and long-term effects of exercise |
| Summer 1 | To know the components of fitness and how they apply to different sports |
| Summer 2 | To know the different training methods and how they apply to different sports |
| Year 11 |
| Autumn 1 | To know the importance of exercise and participation |
| Autumn 2 | To know how to lead a healthy active lifestyle |
| Spring 1 | To know how physical activity can help pupil with prepare to perform |
| Spring 2 | To know the importance of work life balance and the link to local clubs |
| Summer 1 | To know how exercise can aid mental health and well being |

# Product Design:

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| Year 10 |  |
| Autumn 1 | **Resistant Materials**Paper- Specialist materials (Health and safety – risk assessments for timber machining processes. Timbers, characteristics, working properties & applications)Mini NEA-Design and make task |
| Autumn 2 | **Resistant Materials**Paper-Specialist materials (Timbers, manufacturing processes. Joining techniques incl adhesives. Timbers and sustainability issues)Mini NEA-Design and make task |
| Spring 1 | Paper-Specialist materials (Timbers, manufacturing processes. Forming & Laminating timber)Mini NEA-Design and make task |
| Spring 2 | **Resistant Materials**Paper- Specialist materials (Timbers, seasoning, finishing & preserving methods)Mini NEA-Design and make task |
| Summer 1 | **Resistant Materials**Paper- Specialist materials (Timbers, tools & equipment- marking, cutting, drilling tools, jigs & fixtures)Mini NEA-Design and make task |
| Summer 2 | **Resistant Materials/Graphics/Textiles**NEA-Select NEA context from EDEXCEL published list-Complete Analysis of the context |
| Year 11 |
| Autumn 1 | **Resistant Materials/Graphics/Textiles**NEA:- Analysis of existing products- Market Research-Writing a design brief & specificationPaper-Recall/recap exercises on core & specialist questions |
| Autumn 2 | **Resistant Materials/Graphics/Textiles**NEA:-Generating design ideas-Selecting a design idea against the specification (Review)-Modelling chosen designPaper-Recall/recap exercises on core & specialist questions |
| Spring 1 | **Resistant Materials/Graphics/Textiles**NEA--Developing final design-2D & 3D CAD drawings & practical test pieces-Manufacturing specifications-Making of prototypePaper-Recall/recap exercises on core & specialist questions |
| Spring 2 | **Resistant Materials/Graphics/Textiles**NEA--Complete making of prototype-Testing and evaluation of prototype-Life Cycle Analysis Paper-Recall/recap exercises on core & specialist questions |
| Summer 1 | **Resistant Materials/Graphics/Textiles**Preparation for summer exam Practice exam questions |

# Food and Nutrition:

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| Year 10 |  |
| Autumn 1 | To know and understand different factors affecting food choice, including physical activity level (PAL), celebration/occasion, cost of food, preferences, food availability, healthy eating |
| Autumn 2 | To know and understand about food choice including religion, ethical and moral beliefs, and food intolerances/allergiesTo know about the importance of food labellingTo know different marketing influences that can be usedTo know about British and International CuisineTo know a variety of sensory testing methods |
| Spring 1 | To know about food provenanceTo know environmental issues associated with foodTo know the impact of food and food security on local and global markets and communities |
| Spring 2 | To know different food processing and production methodsTo know about technological developments to support better health and food production including fortification and modified foods with health benefits and the efficiency of these |
| Summer 1 | Practise investigation - food science investigation |
| Summer 2 | Practise investigation - food preparation assessment |
| Year 11 |
| Autumn 1 | NEA 1 science investigation (15% overall GCSE)/Revision for mock exams |
| Autumn 2 | NEA 2 food preparation assessment (35% overall GCSE) |
| Spring 1 | NEA 2 food preparation assessment (35% overall GCSE) |
| Spring 2 | Revision for final examination |
| Summer 1 | Revision for final examination |

# Art:

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| Year 10 |  |
| Autumn 1 | Study Irving Penn’s cranium photography and Henry Moore’s sketchesFurther develop understanding of the formal elementsKnow how to analyse specific artworksKnow how to use a DSLR camera with studio lighting |
| Autumn 2 | Know how to record from primary source photographsKnow how to apply expressive mark-making using a variety of mediaExplore experimental drawing methods |
| Spring 1 | Know how to generate ideas to address AO3Know how to develop ideas and manipulate tone and line to create abstracted skull studies from direct observation and their own photographs |
| Spring 2 | Knowledge of digital media techniques including double exposure inspired by Danielle Zalcman and Stephanie Jung |
| Summer 1 | Knowledge of mixed media painters – Kurt Jackson and Janine BaldwinDevelop Ideas - Explore the qualities of emulsion, graphite, ink and coffee |
| Summer 2 | Knowledge of artists studied will inform their outcome and help make creative decisions about their composition for a final pieceKnowledge of the time scale required for completing a *‘Personal Response’* to help prepare for the AQA GCSE Unit 2 Controlled Assessment |
| Year 11 |
| Autumn 1 | Knowledge about lithographs and woodcut printmakers – Helen Brown and Daryl StorrsKnow how to critically reflect upon artwork using subject specific language. Increased knowledge about the Fauvism |
| Autumn 2 | Know how to record and apply a variety of media/techniques working from their own landscape photographyKnow how to simplify photographs in the style of the artists’ studiedIncreased knowledge of mark-making techniques including hatching, pointillism, and stippling |
| Spring 1 | Unit 2 AQA exam unit of work (40% of final marks)Know how to generate ideas inspired by artists listed on the paper |
| Spring 2 | Know how to record from primary sources and develop ideas using a variety of media, techniques, and processes |
| Summer 1 | Knowledge of time scale required for completing their 10-hour timed exam pieceKnowledge of all artists studied in this unit will inform their personal response and help make creative decisions about their own composition |

# Drama:

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| Year 10 |  |
| Autumn 1 | **Billy Elliot**Watch Billy Elliot the Musical in preparation for the 32-mark live review question. Re-watch as homework throughout the year.**Blood Brothers**To know the themes and issues within Willy Russell’s play ‘Blood Brothers’ and how to refer to these themes throughout the essays.To know the plot context of Act 1 of the play, in preparation for design and performance exam questions.To know how to design, describe and analyse a costume for the key characters within Blood Brothers. To know the expectation of the 4-mark question and the design elements needed to address this question.To know the expectation of the 8-mark question and the vocal and physical skills needed to address this question. |
| Autumn 2 | **Blood Brothers**To know the plot context of Act 2 of Blood Brothers.To know the expectation of the 12-mark question and the specific skills that need to be incorporated within this question.To know the expectation of the 20-mark question and the vocal and physical skills needed to address this question and to know how to link their ideas to the play as a whole.To know how to create a piece of theatre from a script. |
| Spring 1 | **Devising Exam** To know the expectation of the AQA GCSE Drama Component 2 Devising Exam – worth 40% of the GCSE.To know how to plan a performance inspired by a range of stimuli.To know how to rehearse a devised performance.  |
| Spring 2 | **Devising Exam** To know the expectation of the rehearsal process for the devised exam.To know explorative strategies to include in the devised performance to create an inventive performance. |
| Summer 1 | **Devising Exam**To know the expectations of the Devising Log, the coursework that goes alongside the devising performance.To know how to analyse and evaluate their own work. |
| Summer 2 | **Devising Exam** To complete the Devising Coursework.**Billy Elliot**To revise the play and know how to answer the 32-mark essay question. Know how to describe a scene, offer analysis of the skills used and make evaluative comments, offering a personal response. |
| Year 11 |
| Autumn 1 | **Scripted Exam**To know how to create a performance from a script.To know the context of the given extracts for the scripted performance.To know the different characters of the given extracts. |
| Autumn 2 | **Scripted Exam**To rehearse the given extracts for the scripted exam.To know individual lines off script.To know how to add the correct emotions to scenes to ensure that personal interpretation is accurate to the play as a whole. |
| Spring 1 | **Scripted Exam**To rehearse with costume and props in preparation for the exam this half term.To perform the exam to a visiting AQA examiner. |
| Spring 2 | **Billy Elliot**To know and recap the plot of Billy Elliot.To know quotes from a range of different scenes.**Blood Brothers**To know and recap the plot of Blood Brothers.To know the different exam techniques needed for the written exam. |
| Summer 1 | **Billy Elliot**To know and recap how to answer the 32 Mark essay question, know how to describe a scene, offer analysis of the skills used and make evaluative comments, offering a personal response.**Blood Brothers**To know and recap how to answer the 4 different questions on Blood Brothers.To know the different exam techniques needed for the written exam. |

# Music:

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| Year 10 |  |
| Autumn 1 | Know the elements of music including note value, time signatures & rhythmic devices. Know how to decode music theory and interpret standard notation.Know how to analyse music, recognising key components of music (Melody, Articulation, Dynamics, Texture, Structure).Know the origins and key features of traditional Blues music, demonstrating and understanding of its development through time.Know how to perform with accuracy of pitch and intonation as a solo performer. |
| Autumn 2 | Know how to analyse music, recognising key components of music (Melody, Articulation, Dynamics, Texture, Structure).Know the origins and key features of traditional African music, demonstrating and understanding of its development through time. Know key African instruments and rhythmic features.Know how to effectively perform as a solo vocalist/instrumentalist.Know how to listen and appraise music, responding to feedback as a musician. |
| Spring 1 | Know traditional features of African, Blues and Indian music.Know how to identify and describe music using the elements of music. Know how to apply performance techniques to solo performance.Know how to compose and develop a melody and harmonic progression.  |
| Spring 2 | Know traditional features of Indian music and western classical music from 1650-1910.Know how to identify and describe music using the elements of music. Know how to apply performance techniques to solo performance.Know how to compose and develop a melody and harmonic progression. |
| Summer 1 | Know the key musical features within Paul Simon’s album *Graceland* as part of understanding traditional fusion music. Know the key features of Popular Music since 1950.Know how to perform music accurately from a written score and/or guide track as a soloist and ensemble musician.Know how to apply compositional techniques to create a free composition.Know how to write music that is idiomatic across a range of traditional instruments.  |
| Summer 2 | Know how to analyse music using MAD-T-SHIRT (Musical Elements).Know how to identify key features within unfamiliar listening tasks.Know the key musical features within Paul Simon’s album *Graceland* as part of understanding traditional fusion music. Know how to produce a written score and present music appropriately when composing music. |
| Year 11 |
| Autumn 1 | Know how to perform music from a written score.Know how to present music appropriately in a written score and refine free compositions.Know the key features of Instrumental Music Set Works. |
| Autumn 2 | Perform and record a solo performance.Refine and submit free compositions.Know how to write music for an assigned brief focusing on Instrumental music and/or film music.Know the key features of Instrumental and Vocal Music Set Works.Recap musical elements and music theory in preparation for analysing music.  |
| Spring 1 | Perform and record a solo & ensemble performance.Refine and submit set brief compositions.Know the key features of Instrumental and Vocal Music Set Works.Recap musical elements and music theory in preparation for analysing music.Know and recap set works as part of section A, appraising music.Know how to write an extended essay, comparing two pieces of music in similar styles. |
| Spring 2 | Perform and record a solo & ensemble performance.Refine and submit set brief compositions.Know the key features of fusion music set works.Recap musical elements and music theory in preparation for analysing music.Know and recap set works as part of section A, appraising music.Know how to write an extended essay, comparing two pieces of music in similar styles. |
| Summer 1 | To know and recap set works in preparation for the listening and appraising exam.To know how to dictate (write) music by listening to pitch and rhythm.Exam revision. |

# Computer Science:

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| Year 10 |  |
| Autumn 1 | Know how to use basic python commands.Principles of Computer Science: Know how to count using binary and denary number systems. |
| Autumn 2 | Know how to use string manipulation to format output from code.Principles of Computer Science: Know how to apply binary, logical, and arithmetic shifts to numbers in the binary number system. |
| Spring 1 | Know how to create and iterate through lists within python and how to create subprograms.Principles of Computer Science: Know how the CPU and storage work within a computer. |
| Spring 2 | Know how to create and use 2d lists within python and how to apply validation to user input.Principles of Computer Science: Know the key components of software and the features of Operating systems that make them usable. |
| Summer 1 | Know how to conduct merge sorts within python as well as how to read and write to external files.Principles of Computer Science: Know how malware and hacking can be used to target systems and the methods to prevent them. |
| Summer 2 | Know how to use Turtle and logo within python.Principles of Computer Science: Know how networks are constructed and their uses within business. |
| Year 11 |
| Autumn 1 | Know how to use subprograms and global and local variables within python.Principles of Computer Science: Know the underlying architecture of networks and the protocols used to administer networks. |
| Autumn 2 | Know how to identify and program searching and sorting algorithms within python.Principles of Computer Science: Know the ethical and environmental impact of IT as well as the characteristics of high- and low-level languages. |
| Spring 1 | Know how to create and use trace tables to map system output.Principles of Computer Science: Know how sound and images are represented within computer systems and how to calculate file size and transmission times for files over the internet. |
| Spring 2 | Know how to use 2D lists in combination with solving problems and creating systems within python.Principles of Computer Science: Know how to describe the ethics and morals of using IT within the wider world. |
| Summer 1 | Recap, recall and revision techniques in preparation for summer exam. |

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# Business Studies:

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| Year 10 |  |
| Autumn 1 | **Theme 1: Investigating small business (\*Paper code: 1BS0/01)**External influences on businessTo know:Who business stakeholders are and their different objectivesDifferent types of technology used by business and how technology influences business activity  |
| Autumn 2 | The purpose of legislation and the impact of the economic climate on business activityThe importance of external influences on business |
| Spring 1 | **Theme 2: Building a business (Paper code: 1BS0/02)**Growing the businessTo know:Methods of Business growth and the impacts, the types of ownership suitable for large businessesWhy business aims and objectives change and the impact of globalisation and ethics |
| Spring 2 | Making marketing decisionsTo know:How each element of the marketing mix can influence other elements. How the marketing mix builds competitive advantage. How an integrated marketing mix can influence competitive advantage |
| Summer 1 | Making operational decisionsTo know:The purpose of business operations and the different production methods used by businessesHow stock is managed and procured. How quality impacts a business's decisions and the importance of the sales process |
| Summer 2 | Making financial decisionsTo Know:The concept and calculation and interpretation of gross and net profit (margins) and the average rate of returnHow businesses use and interpret quantitative business data to support, inform and justify business decisions |
| Year 11 |
| Autumn 1 | Making human resource decisions alongside of - Revision of all Theme 1 topics in preparation of Mock exams |
| Autumn 2 | Making human resource decisions alongside of - Revision of all Theme 1 topics in preparation of Mock exams |
| Spring 1 | Mock exam feedback to inform revision planning and preparation for pupils to identify areas of weaknesses to improve onRevision of all Theme 2 topics in preparation for summer exam |
| Spring 2 | Recap, recall and revision techniques in preparation for summer exam |
| Summer 1 | Recap, recall and revision techniques in preparation for summer exam |

# Child Development:

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| Year 10 |  |
| Autumn 1 | Know the equipment needs of children 1-5 yearsKnow how to select suitable equipment for a childcare setting |
| Autumn 2 | Know how to create a safe environment for childrenKnow the nutritional needs of children aged 0-5Know how to prepare a baby’s bottle |
| Spring 1 | Know how to make healthy meal choices for the babies and young children at the nursery, including the Government’s dietary recommendations |
| Spring 2 | Know the factors involved in meal choice design for children and design an appropriate menuRecap learn and revise |
| Summer 1 | Recap knowledge learn and revise |
| Summer 2 | Know how children develop from birth to age 5 |
| Year 11 |
| Autumn 1 | Know developmental norms and compare to observation of a child  |
| Autumn 2 | Know how children play and know how to plan a suitable play activityKnow what makes a good play activity |
| Spring 1 | Know how to evaluate a planned play activity |
| Spring 2 | Recap knowledge learn and revise |
| Summer 1 | Recap knowledge learn and revise |

# Engineering Design:

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| Year 10 | R039 Communicating Designs (NEA) |
| Autumn 1 | Revise drawing techniquesDraw 5-6 different design ideas for a product design brief given by OCR using a range of communication techniques from: oblique, isometric, single point perspective, and two-point perspective, thick-thin line, rendering, freehand sketching |
| Autumn 2 | Know how to annotate design ideas with details of function, aesthetics, materials, construction, ergonomics, safety features and size |
| Spring 1 | Know how to select a design to developDevelop chosen design using a range of 3D drawing techniquesKnow how to annotate the developed design |
| Spring 2 | Know how to use 2D & 3D CAD drawings to include lines, arcs, polygons, extrudes, revolves, sizing, dimensioning, shelling & rendering |
| Summer 1 | Know how to present developed design using exploded and orthographic drawing drawn to BS8888 Know how to evaluate developed design |
| Summer 2 | ACCESS FM to analyse an existing product in an assignment set by OCR. Know how to identify the key features of the product and explain its strengths and weaknesses |
| Year 11 (Legacy specification) R108 (Manufacturing a component) |
| Autumn 1 | Know how to use ACCESS FM, students to analyse the specification for an existing productKnow what the potential risks are and produce risk assessments for the centre lathe and milling machine |
| Autumn 2 | Know what is meant by production planning. Produce a detailed production plan for manufacturing a tool maker’s clampKnow what is meant by a time plan and produce a time plan for the manufacture of a tool maker’s clampKnow how to represent the production plan in graphical form, such as a flow diagram. |
| Spring 1 | Know how to use the tool maker’s clamp using milling machine, centre lathe, thread cutting and brazing |
| Spring 2 | Know how to test the product including: weight testing, functional testing, dimension checksKnow how to suggest modifications and recommendations for improvementRevision, including past exam questions, flash cards/mind-maps etc |
| Summer 1 | Preparation for final exam using practice exam questions |

# GCSE PE:

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| Year 10 |  |
| Autumn 1 | Respiratory System Cardiovascular system Developing exam technique   |
| Autumn 2 | Cardiovascular system Effects of exercise  9 mark exam technique  |
| Spring 1 | Components of fitness Testing components of fitness Methods of training Limitations to training and safety Application to exam questions and coursework  |
| Spring 2 | Principles of training Seasonal aspects Recovery methods Application to exam questions and coursework   |
| Summer 1 | Diet and hydration Sedentary lifestyles and obesity Somatotypes Commercialisation Application to exam questions   |
| Summer 2 | Golden triangle  Factors affecting participation – gender, ethnicity, age,  Application to exam questions  |
| Year 11 |
| Autumn 1 | Skeletal system Muscular system Lever, planes and axis Application to exam questions  |
| Autumn 2 | Coursework Arousal  |
| Spring 1 | Skill Classifications  Personality Goal setting Motivation and aggression  Application to exam questions and coursework  |
| Spring 2 | Guidance and Feedback  Information processing Application to exam questions  |
| Summer 1 | Drugs in sport Hooliganism  Technology in sport Application to exam questions  |

# OCR Cambridge National Sport Science:

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| Year 10 |  |
| Autumn 1 | To know how extrinsic factors influence the risk of injury Know how to reduce the risk of sports injuries and deal with medical conditionsKnow how to apply the principles of trainingKnow what is meant by fitness and how it affects skill performanceTo know how to complete fitness testing methods that link to specific components of fitness  |
| Autumn 2 | Know how intrinsic factors influence the risk of injuryKnow how the components of fitness are applied in sport |
| Spring 1 | Know the key components of a warm up Know the physiological and psychological benefits of a warm upKnow the principles of training |
| Spring 2 | Know the key components of a cool downKnow the physiological benefits of a cool downKnow the methods of training |
| Summer 1 | To know the different types of acute injuries and the causes of eachTo know how to organise and plan a fitness training programme |
| Summer 2 | To know the different types of chronic injuries and the causes of eachTo know how to evaluate own performance in the planning and delivery of a fitness programme |
| Year 11 |
| Autumn 1 | To know the relationship between personality and sports performance |
| Autumn 2 | To know how motivation can affect sports performance |
| Spring 1 | To know how aggression can affect sports performance |
| Spring 2 | To know the impact of arousal and anxiety on sports performance |
| Summer 1 | To know how sports psychology strategies can enhance sports performance |

# GCSE Dance:

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| Year 10 |  |
| Autumn 1 | To know a variety of warm up technique phrasesTo know how to lead a short warm up routine with corner workTo know the different performance dance skills and how to apply them to a short solo performanceTo know the performance and choreography skills categories and their definitionsTo know how to apply the skills to a range of section A exam questionsTo know how to improve the performance skills, suggesting methods of improvement |
| Autumn 2 | To know the different performance dance skills and how to apply them to a group dance performanceTo know how to rehearse effectively as a groupTo know what choreographic intent isTo know how to create a choreographic intent from a hypothetical stimulusTo know how to create a motif from a hypothetical stimulus |
| Spring 1 | To know the choreographic processTo know how to create a choreographic intent from a range of stimuliTo know how to choreograph a dance from a range of stimuliTo know the choreographic intent of Emancipation of ExpressionismTo know how the performance environment enhances a performanceTo know key motifs from the anthology piece and apply these to movement content exam questions |
| Spring 2 | To know how to apply choreographic devices to a group danceTo know how to apply a variety of relationship content to a group dance.To know the choreographic intent of ShadowsTo know how the performance environment enhances a performanceTo know key motifs from the anthology piece and apply these to movement content exam questions |
| Summer 1 | To know the set phrase BreatheTo know how to apply the performance skills to a performance of breatheTo know how to analyse own performance skills to discuss strengths of performance skillsTo know how to apply knowledge of performance skills to 6-mark exam questions  |
| Summer 2 | To know the set phrase ScoopTo know how to apply the performance skills to a performance of ScoopTo know the choreographic intent of A Linha CurvaTo know how the performance environment enhances a performanceTo know key motifs from the anthology piece and apply these to movement content exam questions |
| Year 11 |
| Autumn 1 | To know how to research a range of stimuliTo know how to follow the choreographic process to improvise and generate movement from the chosen motif To know the choreographic intent of Artificial ThingsTo know how the performance environment enhances a performanceTo know key motifs from the anthology piece and apply these to movement content exam questions |
| Autumn 2 | To know the exam performance duet/trioTo know how to apply the performance skills to a performanceTo know the choreographic intent of Within Her EyesTo know how the performance environment enhances a performanceTo know key motifs from the anthology piece and apply these to movement content exam questions |
| Spring 1 | To know how to follow the choreographic process when choreographing a danceTo know how to include a range of choreographic devices to add complexity to a danceTo know how dance structure and aural setting can support choreographic intentTo know the choreographic intent of InfraTo know how the performance environment enhances a performanceTo know key motifs from the anthology piece and apply these to movement content exam questions |
| Spring 2 | To know how to select and refine movement to build a whole danceTo know how to rehearse and act upon feedback to improve own choreographyTo know how to write a programme note for the choreography examTo know how to apply choreographic knowledge to 6-mark exam questions |
| Summer 1 | To know how to apply knowledge of the anthology work to a range of 6- and 12-mark exam questionsTo know how to apply performance skills knowledge to a range of exam questionsTo know how to revise effectively for written exam |

# IT:

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| Year 11 |
| Autumn 1 | **Component 2 Coursework****Learning Aim A - Investigate the role and impact of using data on individuals and organisation**Students will complete a written report based, analysing two sets of data from a supermarket and a holiday company and evaluate:* The features of data collection
* The quality of information collected
* How the data could be used
* Data security for individuals when data is collected
 |
| Autumn 2 | **Component 2 Coursework****Learning Aim B – Create a dashboard using data manipulation tools**Students will learn how to use a range of features and tools in a spreadsheet and use this to summarise one set of data using graphs, tables, and other data manipulation tools**Learning Aim C– Draw conclusions and revie data presentation methods**Students will evaluate their dashboard describing the data manipulation methods used. They will assess the suitability of the different presentation methods they have used to make the dashboard clear and useful |
| Spring 1 | **Component 3 – Effective Digital Working Practices (Exam Preparation)****Learning Aim A – Modern Technologies and their impact on organisations** * Communication technologies
* Ad hoc networks (personal hotspots, personal areas network, open WIFI's)
* Network availability and security (infrastructure, rural locations, blackspots)
* Cloud storage (features and use of cloud storage)
* Cloud computing
* Collaborative technologies
* Using modern technology to manage teams (scheduling and planning, email, communication)
* How modern technologies impact the way organisations operate (file sharing, video conferencing, remote working)

**Revision and exam questions****Learning Aim C – Responsible, ethical and legal use of data*** Sharing data (cookies, transactional data, GPS, tracking)
* Impact of technology on the environment
* Equal access to information and services (The Digital Divide)
* Legal requirements (Data Protection Act, Computer Misue Act, Intellectual property)
* Acceptable Use Policies
* Net Neutrality

**Revision and exam practice** |
| Spring 2 | Learning Aim D – Forms of Notation* Data flow diagrams
* Flow charts
* Systems diagrams

**Revision and exam practice**Learning Aim B – Data Security (revisit – already done last year)**Revision and exam practice** |
| Summer 1 | **Revision and exam practice** |

# Media Studies:

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| --- | --- |
| Year 10 |  |
| Autumn 1 | Introduction to Media Through exploration of Crime Drama in film and television |
| Autumn 2 | Close Study Product – Advertising and Marketing exploring key codes and concepts |
| Spring 1 | NEA Mock – practising production skills and conventions for a print-based media product |
| Spring 2 | Close Study Product – Print Magazines and Newspapers |
| Summer 1 | Close Study Product – Television and exploration of Media industries and business |
| Summer 2 | Exam Paper skills and reviewing Key concepts |
| Year 11 |
| Autumn 1 | NEA – Completing and designing a print-based product to a specific media brief |
| Autumn 2 | Close Study Product – Film and Film industry  |
| Spring 1 | Close Study Product – Online and social media with audience theory and consumption  |
| Spring 2 | Close Study Product – Radio industries and business |
| Summer 1 | Review and recap in preparation for exam  |

# Core Enrichment:

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| --- | --- |
| Year 10 |  |
| Autumn 1 | **Work Placement Students*** Employability ready skills
* Health and Safety
* Work Placement preparation and visits
* Core subject support (maths, English, and science)

**College Students**Begin 14-16 programme at Reaseheath College |
| Autumn 2 | **Work Placement Students*** Employability ready skills
* Health and Safety
* Work Placement preparation and visits
* Core subject support (maths, English, and science)
* Work placement reviews

**College Students*** Continue 14-16 programme at Reaseheath College
* Reports sent home to parents
 |
| Spring 1 | **Work Placement Students*** Continue work placement
* Detailed review of progress and skills gained

**College Students*** Continue 14-16 programme at Reaseheath College
 |
| Spring 2 | **Work Placement Students*** Continue work placement
* Detailed review of progress and skills gained

**College Students*** Continue 14-16 programme at Reaseheath College
 |
| Summer 1 | **Work Placement Students*** Continue work placement
* Detailed review of progress and skills gained

**College Students*** Continue 14-16 programme at Reaseheath College
 |
| Summer 2 | **Work Placement Students*** Continue work placement
* Detailed review of progress and skills gained

**College Students*** Continue 14-16 programme at Reaseheath College
* Some assessments may be taken
 |
| Year 11 |
| Autumn 1 | **College Students*** Continue 14-16 programme at Reaseheath College
* Some assessments may be taken

**Work Placement Students*** Back in school for core subject support
 |
| Autumn 2 | **College Students*** Continue 14-16 programme at Reaseheath College
* Some assessments may be taken

**Work Placement Students*** Back in school for core subject support
* Mock exam support in core subject areas
 |
| Spring 1 | **College Students*** Continue 14-16 programme at Reaseheath College
* Some assessments may be taken
* Support with revision and exam preparation

**Work Placement Students*** Back in school for core subject support
* Mock exam support in core subject areas
 |
| Spring 2 | **College Students*** Continue 14-16 programme at Reaseheath College
* Some assessments may be taken
* Support with revision and exam preparation

**Work Placement Students*** Back in school for core subject support
* Mock exam support in core subject areas
 |
| Summer 1 | **College Students*** Continue 14-16 programme at Reaseheath College
* Support with revision and exam preparation

**Work Placement Students*** Back in school for core subject support
* Mock exam support in core subject areas
 |