

Curriculum Plan: ART – Year 10

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	How do you draw still life arrangements from observation?	<ul style="list-style-type: none"> Developing an understanding of composition through photography. Tonal Drawing Pen Drawing Photoshop composites Personal choices of what will be pupils would like to draw. Monoprinting 	1. Individual pieces within sketchbook. 2. EA Exam 1 – Tonal drawing of item of food.	<u>Reading List</u> <ul style="list-style-type: none"> <u>Other activities</u> <ul style="list-style-type: none"> Research into background of Icon. Interesting facts.
Term 1b	How can Artists work inspire my own creations?	<ul style="list-style-type: none"> Look at the following artists and create copies of their work to understand the process Auguste Renoir Andy Warhol Sarah Graham Megan Coyle Patrick Caulfield 	3. Artist research piece 1 4. Artist research piece 2	<u>Other activities</u> <ul style="list-style-type: none"> Collecting interesting photographs of interesting people.
Term 2a	How can I develop my project?	<ul style="list-style-type: none"> Research in more depth the theme of Food choosing form one of the developed themes. Sweets In eat in/Takeaway? World Food Sustainable/wasteful 	5. Observational drawing 6. EA Exam 2 Final Piece connected with Icons	<u>Reading List</u> <u>Other activities</u> <ul style="list-style-type: none"> Annotating sketchbook work.
Term 2b	How can I show my own personality within the Food brief?	<ul style="list-style-type: none"> Experimenting with a range of Art techniques and medias to create a range of unique experiments Looking at colour to develop a project Begin to work more independently by choosing a topic that really interesting. Taking inspiration from Andy Warhol to create bold experiments Experimenting with: <ul style="list-style-type: none"> Watercolour Oil Pastel 	7. Experimental piece 1 8. Experimental piece 2	<u>Reading List</u> <u>Other activities</u> <ul style="list-style-type: none"> Take photographs of food that is relevant to your overall theme.
Term 3a	How can I further develop my work to make it more experimental?	<ul style="list-style-type: none"> Start to combine techniques Create experiments using: <ul style="list-style-type: none"> Printing Photoshop Fineliner Collage Explore stitch as an Art technique Create a final piece plan that summarises the portfolio of work. 	9. Evaluation of Artists, experiments and portfolio 10. EA Exam 3 – Final piece plan	<u>Reading List</u> <ul style="list-style-type: none"> One man's eye – Seigal, A <u>Other activities</u> <ul style="list-style-type: none"> Continual work towards your GCSE portfolio will be key to improving your grade – add in experiments, observations, photographs and artist research pieces that you think will link closely and help to show a story.
Term 3b	How do I finish my final piece with accuracy and precision to ensure the highest grade?	<ul style="list-style-type: none"> Create a final piece that tells a story of your journey through your portfolio. Refining skills to create accurate final pieces. 	11. Final piece 12. Complete Natural Forms project	<u>Other Activities</u> <ul style="list-style-type: none"> Look through your portfolio to identify where your ideas for your final piece came from. If there are links missing, try to add in more observations, experiments or artists that would bridge the gap and help your work to flow.

Curriculum Plan: Business & Enterprise – Year 10

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1	<p>What are different types of businesses in the local area?</p> <p>Could I be an entrepreneur? What skills would I need?</p> <p>What is meant by a target market?</p>	<ul style="list-style-type: none"> • Identification of business types. • Identifying local business ownership within Swanscombe and surrounding areas. • Identification of the skills and characteristics needed by entrepreneurs. • Highlighting of target markets by chosen entrepreneurs to research. 	<p>1. Coursework submissions</p> <p>Students within Unit 1- Section 1.1-1.4 will be developing their knowledge and understanding of the different business ownership types and will be looking to link this knowledge with local businesses.</p> <p>Students will further develop their understanding with target markets for these companies and looking to apply this understanding towards setting up a company of their choice.</p> <p>Within Unit 1 – Section 2.1-2.5 Students will be identifying the key skills and characteristics of an entrepreneur.</p> <p>2. EA Exam 1</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Thinking Like An Entrepreneur: How To Make Intelligent Business Decisions That Will Lead To Success In Building And Growing Your Own Company Peter I.Hupalo ISBN-13: 978-0967162409 <p><u>Other activities</u></p> <ul style="list-style-type: none"> • Interview a local tradesman or business owner and discuss the skills they feel is needed to run a business.
Term 2	<p>What risks would you be willing to make when starting a business?</p> <p>What rewards could you get when running a business?</p> <p>What business will you plan for?</p>	<ul style="list-style-type: none"> • Identification of the various risks to a new business or enterprise. • Identification of the various rewards to a new business or enterprise. • Planning stages of a new business idea. 	<p>3.Coursework submissions</p> <p>Within Unit 1 – Section 3.1-3.3 students will be studying the risks entrepreneurs face when starting a business. Students will also be looking at the possible rewards that could come from taking the calculated risks.</p> <p>4. Research project -Research a famous business man/women. Describe their business and how it is owned and run. Describe the risks and rewards they would have received when starting their businesses.</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Managing Business Risk: A Practical Guide to Protecting Your Business Hardcover – 3 Mar 2008 by Jonathan Reuvid (Author) ISBN-13: 978-0749450595 <p><u>Other activities</u></p> <p>Interview a local businessman/Woman and discover what risks are realistic for them.</p>
Term 3	<p>What makes a good business plan?</p> <p>How can you discover if a business will be successful or minimal risk?</p>	<ul style="list-style-type: none"> • Investigations into different business ideas. • Justification of business ideas and plans. • Delivery of business plans 	<p>5.Coursework submissions</p> <p>Within Unit 1 – Section 4.1-4.5 students will be looking to develop their ideas of a business into a formal plan. Students will be finding supporting evidence to ensure that their plans have calculated risk and provides ample opportunities for success.</p> <p>6. EA Exam 2</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Creating a Business Plan (Pocket Mentor) by Harvard Business Press ISBN-13: 978-1422118856 • The Right-Brain Business Plan: A Creative, Visual Map for Success by Jennifer Lee ISBN-13: 978-1577319443 • Managing Business Risk: A Practical Guide to Protecting Your Business Hardcover – 3 Mar 2008 by Jonathan Reuvid (Author) ISBN-13: 978-0749450595
Term 4	<p>Which ways can businesses source money?</p>	<p>Research into different sources of funding</p> <p>Identify and explain a minimum of 3 different sources of funding for a new business or enterprise</p> <p>Compare the</p>	<p>7.Coursework submissions</p> <p>Within Unit 3 – Section 1.1 - 1.4 students will develop their understanding of funding of business projects and will be able to critically analyse and compare the different sources of funding. This will give a greater depth of understanding of how businesses begin and develop.</p> <p>8. Research project- Research the lending available from 3 different banks</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Business Funding Secrets: How to Get Small Business Loans, Crowd Funding, Loans from Peer to Peer Lending, Government Grants and Personal Funding Ideas. by Boomy Tokan ASIN: B00BF2UOBW • Funding the Family Business: The Handbook for Raising Personal Support Paperback – Jul 2006 by Myles Wilson

		different sources of funding identifying the positive and negative points of each.	/ organisations of your choice. Give the advantages and disadvantages of each.	ISBN-13: 978-0955332005
Term 5	Why is it important to financially plan in a business?	<ul style="list-style-type: none"> • Be able to produce a financial plan for a new business or enterprise • Describe the differences between fixed and variable costs • Produce a cash flow and budget forecast • Create a profit and loss account • Explain the break-even point • Assess the impact of an increase or decrease in sales on cash flow, profit and loss, or break-even point 	<p>9. Coursework submissions.</p> <p>Within Unit 3 – Section 2.1 - 2.6, students will be developing their understanding of cash flow forecasting and will begin to develop their own accounts for their companies. Students will be able to critically analyse their accounts and make suggestions of how to further improve profit margins.</p> <p>10. EA Exam 3</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Cash Flow Forecasting (Essential Capital Markets) Paperback – 30 Nov 2005 by Andrew Fight ISBN-13: 978-0750661362 <p>Cash Flow Analysis and Forecasting: The Definitive Guide to Understanding and Using Published Cash Flow Data (The Wiley Finance Series) Hardcover – 17 Feb 2012 by Timothy Jury ISBN-13: 978-1119962656</p> <p>Creative Cash Flow Reporting and Analysis: Uncovering Sustainable Financial Performance Hardcover – 11 Feb 2005 by Charles W. Mulford (Author), Eugene E. Comiskey (Author)</p> <p>ISBN-13: 978-0471469186</p>
Term 6	Which different financial records would your business need?	<ul style="list-style-type: none"> • Understand responsibilities regarding tax and National Insurance liabilities in the UK • Research into the current guidelines regarding tax, National Insurance and Value Added Tax (VAT) liabilities <p>Understand financial record keeping Describe the importance of keeping up to date financial records.</p>	<p>11. Coursework submissions</p> <p>Within Unit 3 – Section 3.1, 3.2, 4.1 students will be developing understanding of the responsibilities businesses have when paying tax and NI contributions. The students will further extend their knowledge of financial record keeping and how this impacts a company.</p> <p>12. Research project- Researching a limited company of your choice, highlight the sales figures they published in their last tax return.</p>	<p><u>Reading List</u></p> <p>Small Time Operator</p> <p>Bernard B.Kamoroff</p> <p>ISBN-13: 978-0917510182</p> <p>Financial Statement Analysis: A Practitioner's Guide (Wiley Finance) Hardcover – 1 Jul 2011 by Martin S. Fridson (Author), Fernando Alvarez (Author)</p> <p>ISBN-13: 978-0470635605</p>

Curriculum Plan: GCSE Citizenship – Year 10

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	Citizenship Action	Participation in politics Interest groups and charities Pressure groups Digital campaign National Citizenship Service	EA1 Exams: Assessment on types of action and campaign and synoptic elements from the course	Research: PCC research into violent crime and cyber bullying. Reference to research with young people in the Ebbsfleet community
Term 1b	Politics beyond the UK	Comparing government systems Quality of politics China – non-democratic political system	KA1: Synoptic paper covering rights, the law and the legal system; politics and economy	Citizenship Foundation Website United Nations Refugee Agency
Term 2a	Identities and diversity in the UK society	Sense of identity Migration and asylum Building cohesive communities	EA2 Exams: Synoptic paper using past paper questions on migration, asylum with law and politics	http://www.unhcr.org/uk/asylum-and-migration.html https://www.opensocietyfoundations.org/explainers/understanding-migration-and-asylum-european-union
Term 2b	UK and its relations with the wider world	International Partnerships European Union International conflict and crisis Role of non-government organisations (NGOs)	KA2: International issues case study questions with synoptic questions on asylum and the role of NGOs	https://www.greenpeace.org.uk/ https://www.amnesty.org.uk/
Term 3a	Revision of Rights, law and the legal system	Debates and synoptic questions about the nature of rights, the law and the legal system in the UK	EA3 Exams: Synoptic questions on the three exam areas for the GCSE: Citizenship in perspective Citizenship in action Our rights, our society, our world	OCR Revision guide for GCSE Citizenship Parliament website
Term 3b	Revision of politics of the UK and abroad and Citizenship action	Review citizenship action carried out. Practice questions and debates regarding political issues	KA3: Source based questions on synoptic areas of the course.	OCR Revision guide for GCSE Citizenship

Curriculum Plan: Computer Science – Year 10

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	How are programming languages classified? How is software classified? How does an operating system bring together both software and hardware?	<ul style="list-style-type: none"> • High level languages • Low level languages • Assembly language • Compiler • Interpreter • Operating system • Operating system functions 	1. AQA exam questions	Youtube channel: Programming Knowledge Visual Basic.net Tutorial for beginners Or Computer Science Tutor (23 Videos) <i>AQA GCSE Computer Science Course OLD SPEC BUT STILL RELEVANT</i> <i>NB: Visual Studio Express can be downloaded from the Visual Studio website for free (Microsoft Account required) to help your child practice VB.net at home</i>
Term 1b	What is Von Neumann architecture? How does the CPU function?	<ul style="list-style-type: none"> • Fetch, decode, execute • Arithmetic Logic Unit • Control unit • Bus • Clock • Main memory differences • Cores, clock speed and cache 	2. AQA exam questions	Specification: AQA Computer Science 8520 Textbooks available AQA Computer Science – Robson and Heathcote (<i>Used in class</i>) GCSE Computer Science – David Waller Computer Science for GCSE – Steve Cushing
Term 2a	What is the structured approach to programming? How can I make my program more robust and secure	<ul style="list-style-type: none"> • Advantages and disadvantages of the structured approach • Data validation • Simple authentication routines • Data testing – typical and extreme 	3. AQA exam questions	GCSE Computer Science – Kevin Bond Revision Books GCSE Computer Science My Revision Notes – Steve Cushing GCSE Computer Science Exam practice workbook – Letts GCSE
Term 2b	How can I ensure I have all the knowledge required to create meaningful algorithms that can solve a problem?	<ul style="list-style-type: none"> • Pseudocode • Flowcharts • String handling • Algorithm creation 	4. AQA exam questions	GCSE Computer Science – Kevin Bond Revision Books GCSE Computer Science My Revision Notes – Steve Cushing GCSE Computer Science Exam practice workbook – Letts GCSE
Term 3a	How can I prepare fully for my non-exam assessment?	VB.Net - NEA Preparation programs; <ul style="list-style-type: none"> • Cows and Bulls • Card Trick • Area Trainer • Password Checker (2017 NEA material) 	5. Practical skills assessment based on NEA preparation	GCSE Computer Science – Kevin Bond Revision Books GCSE Computer Science My Revision Notes – Steve Cushing GCSE Computer Science Exam practice workbook – Letts GCSE
Term 3b	How can I prepare fully for my non-exam assessment?	VB.Net - NEA Preparation programs; <ul style="list-style-type: none"> • Cows and Bulls • Card Trick • Area Trainer • Password Checker (2017 NEA material) 	6. Practical skills assessment based on NEA preparation	GCSE Computer Science – Kevin Bond Revision Books GCSE Computer Science My Revision Notes – Steve Cushing GCSE Computer Science Exam practice workbook – Letts GCSE

Curriculum Plan: GCSE Design Technology – Year 10

	Enquiry	Key Content	Key Assessments	Further Learning at Home
Term 1a	<p>Which materials would you use for the following applications and why?</p> <p>A high performance sports car?</p> <p>A jet fighter?</p> <p>A budget car?</p>	<p>Learn the key content on the Knowledge Organiser on:</p> <ul style="list-style-type: none"> • Ferrous metals and their uses and finishes • Non – Ferrous metals and their use. • Hardwoods and softwoods, their qualities and uses. • Man- made boards, qualities and uses. • Thermo - plastics and thermosetting plastics and the industrial processes they are used in. • Key words that describe the properties of materials (see organiser) • Carbon footprint and sustainability • Systems control electronics and how to understand input, control and output. 	KA1: EA1 examination on content covered	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Course Textbook pages: <u>14, 16, 18, 24, 28, 58, 60, 70, 88.</u> • <u>Other activities</u> • Read BBC Bitesize on this topic • Read support material on the VLE / K-Organiser.
Term 1b	Give 5 reasons that CAD/CAM is better than handmade?	<ul style="list-style-type: none"> • Industrial Processes (see KA) • CAD/CAM and drawing methods • QC and QA • Jigs, moulds and templates. • The 6 Rs • Power sources and systems • Mechanical systems & levers / cams • Forces and stresses bridge building. 	KA2. Examination on content covered.	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Course Textbook pages: 28-31, 36-44.36-37. <p><u>Other activities</u></p> <ul style="list-style-type: none"> • Read BBC Bitesize on this topic • Read support material on the VLE / K - Organiser
Term 2a	Which smart materials have helped revolutionise motor racing and how?	<ul style="list-style-type: none"> • Revisit wood, metal and plastics to learn standard components. • Paper and Boards (basics) • Textiles (basics) • New materials and smart materials • Printing methods • Fixing methods • Technology in Manufacturing 	KA3: EA2 Examination content covered	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Course Textbook pages: <u>14-19, 48-48-59.</u> <p><u>Other activities</u></p> <ul style="list-style-type: none"> • Read BBC Bitesize on this topic • Read support material on the VLE
Term 2b	Which 4 finishing treatments are commonly used on a house exterior?	<ul style="list-style-type: none"> • Stock forms again • Fixing methods • Shaping and cutting tools and machines • Cutting, drilling and soldering • Moulding and joining • Finishes and treatments 	KA4: Examination content covered	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Course Textbook pages: 59-74. <p><u>Other activities</u></p> <ul style="list-style-type: none"> • Read BBC Bitesize on this topic • Read support material on the VLE
Term 3a	Can you name 3 modernist designers, their best work and how it changed the world of design?	<ul style="list-style-type: none"> • The work of other designers • User needs and ergonomics • Design briefs and specifications • Market research methods • Product analysis (real products) • Design strategies 	KA5: EA3 Examination content covered	<p><u>Reading List</u></p> <p><u>Course book pages: 94-104.</u></p> <p><u>Other activities</u></p> <ul style="list-style-type: none"> • Read BBC Bitesize on this topic • Read support material on the VLE
Term 3b	Which are the 6 key things that should be considered when writing the specification for a new product?	<ul style="list-style-type: none"> • Major project start when brief published • Research into human needs and ergonomics • Research into materials • Research into existing real products • Research into writing briefs and specifications 	KA6: Examination content covered.	<p><u>Reading List</u></p> <ul style="list-style-type: none"> • Course Textbook pages: 105-120 <p><u>Other activities</u></p> <ul style="list-style-type: none"> • Read BBC Bitesize on this topic • Read support material on the VLE

Curriculum Plan: English – Year 10

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	<p>1. What was life like in the 16th century?</p> <p>2. What are the features of a tragedy?</p> <p>3. How can we analyse Shakespearean language?</p>	<ul style="list-style-type: none"> • Life in the Elizabethan era and Shakespeare’s Globe • The Prologue • The Brawl • Romeo and Rosaline • Capulet’s arrangement with Paris • Mother-daughter relationship between Juliet and Lady Capulet • Queen Mab speech • The party • The Balcony scene • Friar conducts the wedding • Deaths of Mercutio and Tybalt 	<p>EA1 exam:</p> <p>How does Shakespeare present toxic masculinity in <i>Romeo and Juliet</i>?</p>	<ul style="list-style-type: none"> • Key contextual information • Characters and their roles • Plot summary • Stagecraft and dramatic devices • Memorise the Prologue and the lovers’ sonnet
Term 1b	<p>1. How do the deaths of Mercutio and Tybalt act as a turning point for the rest of the play?</p> <p>2. How does Juliet’s relationship with her family deteriorate?</p> <p>3. Who is to blame for the tragedy?</p>	<ul style="list-style-type: none"> • Friar advises Romeo • Romeo and Juliet say goodbye • Capulet’s fury • The Nurse’s betrayal • Chance meeting of Paris and Juliet • The Friar’s plan • The Capulets’ grief • Romeo’s denial • The death of Paris • Suicides • Prince’s final speech 	<p>To what extent is the Friar responsible for the deaths of Romeo and Juliet?</p>	<ul style="list-style-type: none"> • Key quotations from Romeo and Juliet • Key contextual information • Stagecraft and dramatic devices
Term 2a	<p>1. How are the themes of power and conflict presented across the poetry anthology?</p> <p>2. How should we approach unseen poetry?</p>	<ul style="list-style-type: none"> • <i>Ozymandias</i>, Shelley • <i>London</i>, Blake • <i>Extract from the Prelude</i>, Wordsworth • <i>My Last Duchess</i>, Browning • <i>Charge of the Light Brigade</i>, Tennyson • <i>Exposure</i>, Owen • <i>Bayonet Charge</i>, Hughes • <i>Storm on the Island</i>, Heaney • <i>War Photographer</i>, Duffy 	<p>EA2 exam:</p> <p>Compare how the theme of power is presented in <i>Ozymandias</i> and one other poem from the anthology.</p>	<ul style="list-style-type: none"> • Memorise <i>Ozymandias</i>, <i>London</i> and <i>Charge</i> • Key quotations • Poetic techniques • Contextual information • Vocabulary and definitions

		<ul style="list-style-type: none"> • <i>Remains</i>, Armitage • <i>Poppies</i>, Weir • <i>Tissue</i>, Dharker • <i>The Emigree</i>, Rumens • <i>Checking Out Me History</i>, Agard • <i>Kamikaze</i>, Garland 		
Term 2b	<p>1. What was life like in pre-war Britain?</p> <p>2. What are the key differences between socialism and capitalism?</p> <p>3. What is the moral message of the play <i>An Inspector Calls</i>?</p>	<ul style="list-style-type: none"> • Introductory stage directions • Mr Birling's monologues • Sheila's guilt • Gerald's affair • Mrs Birling's charity refusal • Eric's secrets • The Inspector's final speech • Gerald's doubt • The last phone call 	How is the theme of responsibility presented in <i>An Inspector Calls</i> ?	<ul style="list-style-type: none"> • Key characters and their roles • Plot summary • Stagecraft and dramatic devices • Contextual information • Key quotations
Term 3a	<p>1. How do we analyse and evaluate the language and structure of fiction?</p> <p>2. How can we create engaging fiction of our own?</p>	<ul style="list-style-type: none"> • Question 2 – language analysis • Question 3 – structure analysis • Question 4 – evaluating and analysing language and structure • Question 5 – descriptive and narrative writing 	EA3 exam: Language Paper 1	<ul style="list-style-type: none"> • A02 techniques • Abstract nouns • <i>Jekyll and Hyde</i> revision • <i>Romeo and Juliet</i> revision
Term 3b	<p>1. How do we analyse and evaluate the language and structure of non-fiction?</p> <p>2. How can we create engaging non-fiction of our own?</p>	<ul style="list-style-type: none"> • Question 2 – summarising • Question 3 – language analysis • Question 4 – comparing use of language and structure • Question 5 – writing different non-fiction text types using GAP 	Language Paper 2	<ul style="list-style-type: none"> • A02 techniques • Discourse markers • Persuasive vocabulary • <i>An Inspector Calls</i> revision • Poetry revision • Unseen poetry

Curriculum Plan: AQA Food Preparation and Nutrition Year 10

	Enquiry Question(s)	Key Content	Key Assessments
Term 1a	1. What are the nutrients needed for a balanced diet?	<ul style="list-style-type: none"> • Protein • Fats • Carbohydrates • Vitamins • Minerals • Substances 	1. Nutrients exam
Term 1b	1. What are the government recommendations for a balanced diet? 2. What are the health risks associated with an unbalanced diet?	<ul style="list-style-type: none"> • Guidelines • Life stages • Dietary requirements • Health risks 	
Term 2a	1. How is heat used in cooking? 2. What are the functional properties of macronutrients in recipes?	<ul style="list-style-type: none"> • Convection • Conduction • Radiation • Functional properties of protein, fats and carbohydrates 	2. Functional properties exam
Term 2b	1. How are raising agents used in cooking? 2. Why does food go off?	<ul style="list-style-type: none"> • Raising agents • Microorganisms • Enzymes • Food spoilage 	
Term 3a	1. What factors will influence a consumer's food choices?	<ul style="list-style-type: none"> • Food choices • Food labelling • Food marketing 	3. Food choices exam
Term 3b	1. How do British and International cuisine compare? 2. What different methods are there of carrying out a sensory evaluation? 3. How does food production affect the environment?	<ul style="list-style-type: none"> • British cuisine • International cuisine • Sensory evaluation • Environmental factors 	

Further Learning at Home

- Practice your cooking skills on a weekly basis to ensure you have developed them enough to manage the practical assessment tasks.
- Text Book: *AQA GCSE Food Preparation and Nutrition* by Yvonne Mackey, Alexis Rickus and Bev Saunder, ISBN: 1471863646.
- Revision Guide: *My Revision Notes: AQA GCSE Food Preparation and Nutrition* by Yvonne Mackey, Alexis Rickus and Bev Saunder, ISBN: 1471886999.
- Websites:
 - a. <http://www.foodfactoflife.org.uk/>
 - b. <https://www.bbc.com/bitesize/subjects/z48jmp3>
 - c. <http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/>
 - d. <https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

Curriculum Plan: Geography Year 10

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	<u>Rivers processes and pressures</u>	<ul style="list-style-type: none"> - Drainage basin - Physical processes: erosion, weathering, mass movement - Characteristics of river profile from source to mouth - Climate and geology affecting river landscape - Storm hydrographs - River features – erosional and depositional - Human activities affecting river - Flooding causes and effects - Flood defences – evaluation - River Severn 	EA1 Exams: GCSE sample questions for the topic area using a range of skills including description and analysis	https://www.bbc.com/education/topics/zskbv4j
Term 1b	<u>UK's evolving human landscape – Birmingham</u>	<ul style="list-style-type: none"> - Human landscape key elements - UK migration - UK economy - Globalisation effects - Birmingham: site - Birmingham: structure - Birmingham: migration - Birmingham: inequality - Birmingham: challenges - Birmingham: changes - Birmingham: regeneration - Birmingham: sustainability - Birmingham: interdependence 	Synoptic paper on all GCSE topic areas covered so far	
Term 2a	<u>People and the biosphere</u>	<ul style="list-style-type: none"> - Biomes and ecosystems - Local factors affecting biomes <ul style="list-style-type: none"> o Altitude o Rock type o Soils o Drainage - Abiotic / biotic interactions <ul style="list-style-type: none"> o Weathering o Photosynthesis o Nutrient cycle - Life support system - Over-exploitation of resources - Malthus / Boserup 	EA2 Exams: GCSE sample questions for the topic area using a range of skills including description and analysis	
Term 2b	<u>Forests under threat</u>	<ul style="list-style-type: none"> - TRF and the equatorial climate <ul style="list-style-type: none"> o Nutrient cycle o Adaptations - Taiga and the subarctic climate <ul style="list-style-type: none"> o Nutrient cycle o Adaptions - Differences: TRF vs taiga <ul style="list-style-type: none"> o Climate graphs o Food webs - TRF threats - Taiga threats - TRF protections <ul style="list-style-type: none"> o CITES o REDD - Taiga protections 	GCSE sample questions for the topic area using a range of skills including description and analysis	

Term 3a	<u>Consuming energy resources</u>	<ul style="list-style-type: none"> - Classifying energy resources - Uneven resource distribution / patterns - Rising demand for oil - Oil and geopolitics - Exploiting ecologically sensitive / isolated areas - Energy efficiency - Alternative energy <ul style="list-style-type: none"> o Solar o Wind o Tidal o Biomass / Nuclear o Geothermal o Water (hydro) - Changing attitudes 	EA3 Exams: Decision making paper completed demonstrating data and source interpretation, analysis and evaluation of a key environmental issue	
Term 3b	<u>Investigations</u>	<ul style="list-style-type: none"> - Fieldwork – preparation and planning - Coastal trip: Reculver <ul style="list-style-type: none"> → primary and secondary research → write up after trip - Urban trip: London <ul style="list-style-type: none"> → primary and secondary research → write up after trip 	Fieldwork sample questions completed as a review of the fieldwork undertaken	

Curriculum Plan: History - Year 10

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	<p>What can sources tell us about the past?</p> <p>How were people cared for on the Western Front?</p>	<ul style="list-style-type: none"> Medical context: x-rays, aseptic surgery, blood transfusions and storage Flanders: trenches Ypres, the Somme, Arras and Cambrai Transport and Communications Medical problems on the Western Front Gas attacks Treatment and evacuation (RAMC and FANY) New techniques (Thomas Splint, mobile x-rays, blood banks, brain & plastic surgery) 	<p>1. EA1 Exam: Practice exam paper on the British sector of the Western Front, 1914-18: injuries, treatments and the trenches, alongside Medicine Through Time.</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> The British Sector of the Western Front, 1914-18: Thorne, S. and Stark, H. Edexcel GCSE History (9-1) Medicine through time, c1250-present
Term 1b	<p>Who were the Plains Indians?</p> <p>Why was there conflict in the American West?</p>	<ul style="list-style-type: none"> Plains Indians society, culture and key individuals Surviving life on the Great Plains Interaction with the US government Migration – reasons, process, problem Early colonist farming Early tensions and Fort Laramie Law and order in the West 	<p>2. Exam style questions on the interaction between the Plains Indians and white settlers</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> Bircher, R., Edexcel GCSE History (9-1) The American West, c1835-c1895
Term 2a	<p>How did the Plains develop between 1862 and 1876?</p>	<ul style="list-style-type: none"> Impact of the Civil War The Homestead Act and Pacific Railroad Act (1862) Homesteading, law and order Ranching and the cattle industry Cowboys and changes to the industry Ranchers vs. homesteaders US government policy → Plains Indians Conflict (Little Crow, Sand Creek, Red Cloud) 	<p>3. EA2 Exam2: Practice exam paper on American West, alongside Medicine Through Time/Western Front</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> Bircher, R., Edexcel GCSE History (9-1) The American West, c1835-c1895
Term 2b	<p>How did 'civilisation' conquer the American West?</p>	<ul style="list-style-type: none"> Farming and the cattle industry Continued settlement growth Continued law and order problems The range wars (Johnson County War) Conflict with Plains Indians (Little Bighorn and Wounded Knee) Extermination of the buffalo The role of the reservations Changing government attitudes Closure of the Indian frontier 	<p>4. Exam style questions on the American West, c1835-c1895</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> Bircher, R., Edexcel GCSE History (9-1) The American West, c1835-c1895
Term 3a	<p>Could the Weimar Republic have survived?</p>	<ul style="list-style-type: none"> Legacy of the First World War The German Revolution Setting up the Weimar Republic Early challenges to Weimar Treaty of Versailles Recovery of the Republic (Stresemann) Social changes under Weimar Cultural changes under Weimar 	<p>5. EA3 Exam: Cumulative exam on everything studied so far: American West, Norman Conquest, Medicine Through Time and Western Front.</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> Child, J., Edexcel GCSE History (9-1) Weimar and Nazi Germany, 1918-1939
Term 3b	<p>How did the Nazi Party develop?</p> <p>How did Hitler rise to power?</p>	<ul style="list-style-type: none"> Early NSDAP and Hitler's takeover The Munich Putsch and consequences The Lean Years & Mein Kampf Wall Street Crash and its effects Why did people support the Nazis? Political developments in 1932 The Political deal 	<p>6. Exam style questions on the Weimar Republic and the early Nazi Party.</p>	<p><u>Reading List</u></p> <ul style="list-style-type: none"> Child, J., Edexcel GCSE History (9-1) Weimar and Nazi Germany, 1918-1939

Curriculum Plan: Mathematics Foundation Year 10 2018-2019

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	<p>How to work out and solve problems with probability? How to use various methods to display and calculated probability? What is the probability of events not happening?</p> <p>How to calculate percentage differences? How to calculate and solve problems with speed, distance and time?</p>	<p>13 Probability Calculate simple probabilities from equally likely events. Understand mutually exclusive and exhaustive outcomes. Use two-way tables to record the outcomes from two events. Work out probabilities from sample space diagrams. Find and interpret probabilities based on experimental data. Make predictions from experimental data. Use Venn diagrams to work out probabilities. Understand the language of sets and Venn diagrams. Use frequency trees and tree diagrams. Work out probabilities using tree diagrams. Understand independent events. Understand when events are not independent. Solve probability problems involving events that are not independent.</p> <p>14 Multiplicative reasoning Calculate a percentage profit or loss. Express a given number as a percentage of another in more complex situations. Find the original amount given the final amount after a percentage increase or decrease Find an amount after repeated percentage change. Solve growth and decay problems. Solve problems involving compound measures. Convert between metric speed measures. Calculate average speed, distance and time. Use formulae to calculate speed and acceleration. Use ratio and proportion in measures and conversions. Use inverse proportions.</p>	EA1 Exam	Edexcel GCSE (9-1) Mathematics: Foundation Student Book Publisher: Pearson Homework set by class teacher twice a week to be accessed via the VLE. Supplemented with PiXL tasks.
Term 1b	<p>How to describe and know the features of 3D shapes? How to draw plans and elevations?</p>	<p>15 Constructions, loci and bearings Recognise 3D shapes and their properties. Describe 3D shapes using the correct mathematical words. Understand the 2D shapes that make up 3D objects. Identify and sketch planes of symmetry of 3D shapes. Understand and draw plans and elevations of 3D shapes. Sketch 3D shapes based on their plans and elevations. Make accurate drawings of triangles using a ruler, protractor and compasses.</p>		

		<p>Identify SSS, ASA, SAS and RHS triangles as unique from a given description. Identify congruent triangles Draw diagrams to scale.</p> <p>16 Quadratic equations and graphs Multiply double brackets. Recognise quadratic expressions. Square single brackets. Plot graphs of quadratic functions. Recognise a quadratic function. Use quadratic graphs to solve problems. Solve quadratic equations $ax^2 + bx + c = 0$ using a graph. Solve quadratic equations $ax^2 + bx + c = k$</p>		
Term 2a	<p>How to work out the volume and surface area of 3D shapes?</p> <p>How to use the laws of indices?</p> <p>How to solve problems with numbers in standard form?</p>	<p>17 Perimeter, area and volume 2 Work out the volume of a pyramid. Work out the surface area of a pyramid. Work out the volume of a cone. Work out the surface area of a cone. Work out the volume of a sphere. Work out the surface area of a sphere. Work out the volume and surface area of Composite solids.</p> <p>18 Fractions, indices and standard form Multiply and divide mixed numbers and fractions To know and use the laws of indices. Write large numbers in standard form. Convert large numbers from standard form into numbers. Write small numbers in standard form. Convert numbers from standard form with negative ordinary numbers To multiply and divide numbers in standard form</p>	EA2 Exam	
Term 2b	<p>How to solve problems with similar shapes?</p> <p>How to understand and prove congruence?</p> <p>How to plot and understand cubic and reciprocal graphs?</p> <p>How to write and solve simultaneous equations?</p>	<p>19 Congruence, similarity and vectors Understand similarity. Use similarity to solve angle problems. Find the scale factor of an enlargement. Use similarity to solve problems. Understand the similarity of regular polygons. Calculate perimeters of similar shapes.</p> <p>20 More algebra Draw and interpret graphs of cubic functions. Draw and interpret graphs of $y = 1/x$. Draw and interpret non-linear graphs to solve Solve simultaneous equations by drawing a graph Write and solve simultaneous equations. Solve simultaneous equations algebraically. Change the subject of a formula. Identify expressions, equations, formulae and functions Prove results using algebra.</p>		

<p>Term 3a</p>	<p>To revise and review Chapter 3 and 7</p>	<p>Review Chapters 3 Graphs, tables and charts Reading data from tables. Use data from tables. Design and use two-way tables. Draw and interpret comparative and composite bar charts. Interpret and compare data shown in bar charts, line graphs and histograms. Plot and interpret time series graphs. 7 Averages and range Calculate the mean from a list and from a frequency table. Compare sets of data using the mean and range. Find the mode, median and range from a stem and leaf diagram. Identify outliers. Estimate the range from a grouped frequency table. Recognise the advantages and disadvantages of each type of average. Find the modal class. Find the median from a frequency table. Estimate the mean of grouped data. Understand the need for sampling. Understand how to avoid bias.</p>	<p>EA3 Exam</p>	
<p>Term 3b</p>	<p>To revise and review Chapter 8 and 9</p>	<p>Review Chapters 8 Perimeter, area and volume 1 Calculate the perimeter and area of rectangles, parallelograms and triangles. Estimate lengths, areas and costs. Calculate a missing length, given the area. Calculate the area and perimeter of trapezia. Find the height of a trapezium given its area. Convert between area measures. Calculate the perimeter and area of shapes made from triangles and rectangles. Calculate areas in hectares, and convert between ha and m². Calculate the surface area of a cuboid. Calculate the surface area of a prism. Calculate the volume of a cuboid. Calculate the volume of a prism. Solve problems involving surface area and volume. Convert between measures of volume. 9 Graphs Recognise, name and plot straight-line graphs parallel to the axes. Generate and plot coordinates from a rule. Plot straight-line graphs from tables of values. Draw graphs to represent relationships. Find the gradient of a line. Identify and interpret the gradient from an equation.</p>		

		<p>Understand that parallel lines have the same gradient.</p> <p>Understand what m and c represent in $y = mx + c$.</p> <p>Find the equations of straight-line graphs.</p> <p>Sketch graphs given the values of m and c.</p> <p>Draw and interpret graphs from real data.</p> <p>Use distance–time graphs to solve problems.</p> <p>Draw distance–time graphs.</p> <p>Interpret rate of change graphs.</p> <p>Draw and interpret a range of graphs.</p> <p>Understand when predictions are reliable.</p>		
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Curriculum Plan: Mathematics Year 10 - Higher 2018-2019

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	<p>How to use upper and lower bounds in relation to trigonometry?</p> <p>How to solve problems using 3D Pythagoras and Trigonometry?</p> <p>How do changes of a function affect trigonometric graphs?</p> <p>How to take stratified samples?</p> <p>How to draw and interpret cumulative frequency graphs?</p> <p>How to draw and interpret box plots?</p>	<p>13 More trigonometry</p> <p>Understand and use upper and lower bounds in calculations involving trigonometry.</p> <p>Understand how to find the sine of any angle.</p> <p>Know the graph of the sine function and use it to solve equations.</p> <p>Understand how to find the cosine of any angle.</p> <p>Know the graph of the cosine function and use it to solve equations.</p> <p>Understand how to find the tangent of any angle.</p> <p>Know the graph of the tangent function and use it to solve equations.</p> <p>Find the area of a triangle and a segment of a circle.</p> <p>Use the sine rule to solve 2D problems.</p> <p>Use the cosine rule to solve 2D problems.</p> <p>Solve bearings problems using trigonometry.</p> <p>Use Pythagoras' theorem in 3D.</p> <p>Use trigonometry in 3D.</p> <p>Recognise how changes in a function affect trigonometric graphs.</p> <p>14 Further statistics</p> <p>Understand how to take a simple random sample.</p> <p>Understand how to take a stratified sample.</p> <p>Draw and interpret cumulative frequency tables and diagrams.</p> <p>Work out the median, quartiles and interquartile range from a cumulative frequency diagram.</p> <p>Find the quartiles and the interquartile range from stem-and-leaf diagrams.</p> <p>Draw and interpret box plots.</p> <p>Understand frequency density.</p> <p>Draw histograms.</p> <p>Interpret histograms.</p> <p>Compare two sets of data.</p> <p>Recognise how changes in a function affect trigonometric graphs.</p>	EA1 Exams	<p>Edexcel GCSE (9-1) Mathematics: Foundation Student Book Publisher: Pearson</p> <p>Homework set by class teacher twice a week to be accessed via the VLE.</p> <p>Supplemented with PiXL tasks.</p>
Term 1b	<p>How to solve simultaneous equations graphically?</p> <p>How to plot and interpret inequalities graphically?</p> <p>How to solve quadratic and cubic graphs using an iterative process?</p>	<p>15 Equations and graphs</p> <p>Solve simultaneous equations graphically.</p> <p>Represent inequalities on graphs.</p> <p>Interpret graphs of inequalities.</p> <p>Recognise and draw quadratic functions.</p> <p>Find approximate solutions to quadratic equations graphically.</p> <p>Solve quadratic equations using an iterative process.</p> <p>Find the roots of cubic equations.</p> <p>Sketch graphs of cubic functions.</p> <p>Solve cubic equations using an iterative process.</p> <p>16 Circle theorems</p> <p>Solve problems involving angles, triangles and circles.</p>		

	<p>How to recognise and use Circle Theorem?</p> <p>How to find the equation of the tangent to a circle?</p>	<p>Understand and use facts about chords and their distance from the centre of a circle.</p> <p>Solve problems involving chords and radii.</p> <p>Understand and use facts about tangents at a point and from a point.</p> <p>Give reasons for angle and length calculations involving tangents.</p> <p>Understand, prove and use facts about angles subtended at the centre and the circumference of circles.</p> <p>Understand, prove and use facts about the angle in a semicircle being a right angle.</p> <p>Find missing angles using these theorems and give reasons for answers.</p> <p>Understand, prove and use facts about angles subtended at the circumference of a circle.</p> <p>Understand, prove and use facts about cyclic quadrilaterals.</p> <p>Prove the alternate segment theorem.</p> <p>Solve angle problems using circle theorems.</p> <p>Give reasons for angle sizes using mathematical language.</p> <p>Find the equation of the tangent to a circle at a given point.</p>		
<p>Term 2a</p>	<p>How to change the subject of a formula?</p> <p>How to use the four operations with algebraic fractions?</p> <p>How to simplify and expand expressions with Surds?</p> <p>How to use vector notation?</p> <p>How to solve problems using vectors?</p> <p>How to use vector methods to solve geometric problems?</p>	<p>17 More algebra</p> <p>Change the subject of a formula where the power of the subject appears.</p> <p>Change the subject of a formula where the subject appears twice.</p> <p>Add and subtract algebraic fractions.</p> <p>Multiply and divide algebraic fractions.</p> <p>Change the subject of a formula involving fractions where all the variables are in the denominators.</p> <p>Simplify algebraic fractions.</p> <p>Add and subtract more complex algebraic fractions.</p> <p>Multiply and divide more complex algebraic fractions.</p> <p>Simplify expressions involving surds.</p> <p>Expand expressions involving surds.</p> <p>Rationalise the denominator of a fraction.</p> <p>Solve equations that involve algebraic fractions.</p> <p>Use function notation.</p> <p>Find composite functions.</p> <p>Find inverse functions.</p> <p>18 Vectors and geometric proof</p> <p>Understand and use vector notation.</p> <p>Work out the magnitude of a vector.</p> <p>Calculate using vectors and represent the solutions graphically.</p> <p>Calculate the resultant of two vectors.</p> <p>Solve problems using vectors.</p> <p>Use the resultant of two vectors to solve vector problems.</p> <p>Express points as position vectors.</p> <p>Prove lines are parallel.</p> <p>Prove points are collinear.</p> <p>Solve geometric problems in two dimensions using vector methods.</p>	<p>EA2 Exams</p>	

		Apply vector methods for simple geometric proofs.	
Term 2b	<p>How to use equations to solve problem with direct proportion?</p> <p>How to understand and solve problem with inverse proportion?</p> <p>How to understand transformations of graphs?</p> <p>To revise and review Chapter 3</p>	<p>19 Proportion and graphs</p> <p>Write and use equations to solve problems involving direct proportion.</p> <p>Write and use equations to solve problems involving direct proportion.</p> <p>Solve problems involving square and cubic proportionality.</p> <p>Write and use equations to solve problems involving inverse proportion.</p> <p>Use and recognise graphs showing inverse proportion.</p> <p>Recognise graphs of exponential functions.</p> <p>Sketch graphs of exponential functions.</p> <p>Calculate the gradient of a tangent at a point.</p> <p>Estimate the area under a non-linear graph.</p> <p>Understand the relationship between translating a graph and the change in its function notation.</p> <p>Understand the effect stretching a curve parallel to one of the axes has on its function form.</p> <p>Understand the effect reflecting a curve in one of the axes has on its function form.</p> <p>Review Chapters</p> <p>3 Interpreting and representing data</p> <p>Construct and use back-to-back stem and leaf diagrams.</p> <p>Construct and use frequency polygons and pie charts.</p> <p>Plot and interpret time series graphs.</p> <p>Use trends to predict what might happen in the future.</p> <p>Plot and interpret scatter graphs.</p> <p>Determine whether or not there is a linear relationship between two variables.</p> <p>Draw a line of best fit on a scatter graph.</p> <p>Use the line of best fit to predict values.</p> <p>Decide which average is best for a set of data.</p> <p>Estimate the mean and range from a grouped frequency table.</p> <p>Find the modal class and the group containing the median.</p> <p>Construct and use two-way tables.</p> <p>Choose appropriate diagrams to display data.</p> <p>Recognise misleading graphs.</p>	
Term 3a	To revise and review Chapter 4 and 5	<p>Review Chapters</p> <p>4 Fractions, ratio and percentages</p> <p>Add, subtract, multiply and divide fractions and mixed numbers.</p> <p>Find the reciprocal of an integer, decimal or fraction.</p> <p>Write ratios in the form 1 : n or n : 1.</p> <p>Compare ratios.</p> <p>Find quantities using ratios.</p> <p>Solve problems involving ratios.</p> <p>Convert between currencies and measures.</p> <p>Recognise and use direct proportion.</p> <p>Solve problems involving ratios and proportion.</p> <p>Work out percentage increases and decreases.</p> <p>Solve real-life problems involving percentages.</p> <p>Work out percentage increases and decreases.</p>	EA3 Exams

		<p>Solve real-life problems involving percentages.</p> <p>5 Angles and trigonometry</p> <p>Derive and use the sum of angles in a triangle and in a quadrilateral.</p> <p>Derive and use the fact that the exterior angle of a triangle is equal to the sum of the two opposite interior angles.</p> <p>Calculate the sum of the interior angles of a polygon.</p> <p>Use the interior angles of polygons to solve problems.</p> <p>Know the sum of the exterior angles of a polygon.</p> <p>Use the angles of polygons to solve problems.</p> <p>Calculate the length of the hypotenuse in a right-angled triangle.</p> <p>Solve problems using Pythagoras' theorem.</p> <p>Calculate the length of a shorter side in a right-angled triangle.</p> <p>Solve problems using Pythagoras' theorem.</p> <p>Use trigonometric ratios to find lengths in a right-angled triangle.</p> <p>Use trigonometric ratios to solve problems.</p> <p>Use trigonometric ratios to calculate an angle in a right-angled triangle.</p> <p>Find angles of elevation and angles of depression.</p> <p>Use trigonometric ratios to solve problems.</p>		
<p>Term 3b</p>	<p>To revise and review Chapter 7 and 8</p>	<p>Review Chapters</p> <p>7 Area and volume</p> <p>Find the perimeter and area of compound shapes.</p> <p>Recall and use the formula for the area of a trapezium.</p> <p>Convert between metric units of area.</p> <p>Calculate the maximum and minimum possible values of measurement.</p> <p>Convert between metric units of volume.</p> <p>Calculate volumes and surface areas of prisms.</p> <p>Calculate the area and circumference of a circle.</p> <p>Calculate area and circumference in terms of π.</p> <p>Calculate the perimeter and area of semicircles and quarter circles.</p> <p>Calculate arc lengths, angles and areas of sectors of circles.</p> <p>Calculate volume and surface area of a cylinder and a sphere.</p> <p>Solve problems involving volumes and surface areas.</p> <p>Calculate volume and surface area of pyramids and cones.</p> <p>Solve problems involving pyramids and cones.</p> <p>8 Transformations and constructions</p> <p>Draw plans and elevations of 3D solids.</p> <p>Reflect a 2D shape in a mirror line.</p> <p>Rotate a 2D shape about a centre of rotation.</p> <p>Describe reflections and rotations.</p> <p>Enlarge shapes by fractional and negative scale factors about a centre of enlargement.</p> <p>Translate a shape using a vector.</p> <p>Carry out and describe combinations of transformations.</p> <p>Draw and use scales on maps and scale drawings.</p> <p>Solve problems involving bearings.</p> <p>Construct triangles using a ruler and compasses.</p> <p>Construct the perpendicular bisector of a line.</p>		

		<p>Construct the shortest distance from a point to a line using a ruler and compasses.</p> <p>Bisect an angle using a ruler and compasses.</p> <p>Construct angles using a ruler and compasses.</p> <p>Construct shapes made from triangles using a ruler and compasses.</p> <p>Draw a locus.</p> <p>Use loci to solve problems.</p>		
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Curriculum Plan: PE – Year 10

Term	Enquiry Question(s)	Key Content		Key Assessments	Further Learning for Home
1a	<p>Volleyball, how are you able to use a variety of passes or set pieces to outwit your opponents and gain advantage?</p> <p>Basketball, how can you utilise man to man defence and zonal defence to restore your energy stores in a game of basketball?</p>	<p>Basketball</p> <ul style="list-style-type: none"> Strategies for attack screens Blocks, high & low posts. Attacking role Defending role 	<p>Netball</p> <ul style="list-style-type: none"> Attacking principles Outwitting opposition Defending principles Centre Set Plays 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
1b	<p>Trampolining, how can we ensure that our bodies mass is centralised to ensure stability and momentum in each movement is gained and not killed?</p> <p>Football, through strategic and tactical awareness how can you develop the use of triangular passes to outwit your opponent?</p>	<p>Trampolining</p> <ul style="list-style-type: none"> Front drop development Back drop Routine creation 	<p>Football</p> <ul style="list-style-type: none"> The Use of Width Attacking as a unit/team Defending and defensive roles Formations Roles in a team 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
2a	<p>Badminton, through a game of singles it is pivotal to stay central in the court, how do you manipulate and take control in a doubles game?</p> <p>Handball, through defending in handball you are penalised with a foul, is this tactical or does this waste time?</p>	<p>Badminton</p> <ul style="list-style-type: none"> Recap Badminton Basics Develop Overhead Clear Serves – Short & Long Backhand Clear 	<p>Handball</p> <ul style="list-style-type: none"> Set plays Rules How to outwit an opponent Defensive strategies 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
2b	<p>Volleyball, how do I respond to changing situations within game formations and positional play?</p> <p>Hockey, through a game of hockey, what is more beneficial allowing the player to do the work or the ball?</p>	<p>Volleyball</p> <ul style="list-style-type: none"> Recap volleyball shot basics Game play Strategic positioning Formations and positions 	<p>Hockey</p> <ul style="list-style-type: none"> Dribbling/ passing & receiving with control Attacking play Outwitting Opponents Positioning/team structure Refining game strategies/ competitive games 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club
3a	<p>Athletics, how can we ensure that we are exerting maximum power, strength and endurance in all events to the best of our ability?</p> <p>Tennis, incorporating spin to your shots, what happens to the ball and the speed and length of the</p>	<p>Athletics</p> <ul style="list-style-type: none"> Sprint running (100/200/400 m/Hurdles) Middle distance running – 800m Long 	<p>Tennis</p> <ul style="list-style-type: none"> Service development Topspin/slice Singles play Tactics/ strategies Doubles play Tactics/ 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club

	shot?	jump/Triple jump <ul style="list-style-type: none"> • Shot putt • Javelin • High jump 	strategies		
3b	<p>Athletics, how can we ensure that we are exerting maximum power, strength and endurance in all events to the best of our ability?</p> <p>Striking and Fielding, how can you as a player develop your shot positioning without your fielders reading your game?</p>	Athletics <ul style="list-style-type: none"> • Sprint running (100/200/400 m/Hurdles) • Middle distance running – 800m • Long jump/Triple jump • Shot putt • Javelin • High jump 	Striking and Fielding <ul style="list-style-type: none"> • Fielding fundamentals • Batting • Bowling • Positional roles 	Practical Assessment	AQA GCSE 9-1 Extra Curricular Club

Curriculum Plan: Religious Studies – Year 10

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	Christianity: Marriage and the Family	<ul style="list-style-type: none"> • Marriage • Sexual relationships • Families • Support for families in the local parish • Contraception • Divorce • Equality of men and women in the family • Gender discrimination 	EA1 Exam: Exam style questions – 27 mark section on Marriage and the Family and 23 vocabulary questions	https://www.bbc.com/education/topics/z2mb4j6
Term 1b	Christianity: Matters of Life and Death	<ul style="list-style-type: none"> • The origins and value of the universe • Sanctity of Life • Origins of human life • Abortion • Life after Death • Euthanasia • Christian responses to issues in the natural world 	Two exam board sections for Matters of Life and Death and Marriage and the Family	https://www.bbc.com/education/guides/zypykqt/revision/1 https://www.bbc.com/education/guides/z3fbwmn/revision/1 https://www.bbc.com/education/guides/zx7634j/revision/3 https://www.bbc.com/education/guides/zgvrq6f/revision/1
Term 2a	Revision of Muslim beliefs	<ul style="list-style-type: none"> • Practice questions and debates • Research project for Muslim beliefs and presentation 	EA2 Exam: Full exam board section on Muslim beliefs and key terminology test	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments
Term 2b	Revision of Living the Muslim Life	<ul style="list-style-type: none"> • Practice questions and debates • Research project for Living the Muslim Life and presentation 	Full exam board section on Muslim Life and key terminology test	Edexcel Exam GCSE 1-9 RS website provides details of the specification and past papers to practice
Term 3a	Revision of Crime and Punishment	<ul style="list-style-type: none"> • Practice questions and debates • Research project for Living the Muslim Life and presentation 	EA3 Exam: Full exam board section on Crime and Punishment and key terminology test	Exam board revision guide and workbook for Christianity and Islam
Term 3b	Revision of Peace and Conflict	<ul style="list-style-type: none"> • Practice questions and debates • Research project for Peace and Conflict and presentation 	Full exam board section on Peace and Conflict and key terminology test	

Curriculum Plan: Science – Year 10

	Enquiry Question(s)	Key Content	Key Assessment	Further Learning at Home
Term 1a	What is meant by health?	B5 <ul style="list-style-type: none"> Health and disease Non-communicable disease Cardiovascular disease Pathogens The body's defences 	1. EA1 Exam	<u>Reading List:</u> EDEXCEL GCSE (9-1) Combined Science Text Book (ISBN: 978-1292120195) <ul style="list-style-type: none"> B5: p.67-84 B6: p.86-95
	How are plants adapted for their functions?	B6 <ul style="list-style-type: none"> Photosynthesis Absorbing water and mineral ions Transpiration and translocation 		
1b	What makes an acid an acid?	C8 <ul style="list-style-type: none"> Acids and alkalis Indicators Bases and salts Balancing equations Neutralisation solubility 	2. Test on B5, B6 and C8 (including practical questions)	<u>Reading List:</u> EDEXCEL GCSE (9-1) Combined Science Text Book (ISBN: 978-1292120195) <ul style="list-style-type: none"> C8: p.195-214 C9: p.216-221
	How do we calculate the amount of substances?	C9 <ul style="list-style-type: none"> Masses and empirical formulae Conservation of mass Moles 		
Term 2a	How do forces affect objects?	<p style="text-align: center;">P7 and P8</p> <ul style="list-style-type: none"> Work and power Objects affecting each other Vector diagram 	3. EA2 Exam	<u>Reading List:</u> EDEXCEL GCSE (9-1) Combined Science Text Book (ISBN: 978-1292120195) <ul style="list-style-type: none"> P6: p.354-370 P7 and P8: p.372-377
Term 2b	How do hormones control the human body?	B7 <ul style="list-style-type: none"> Hormones Metabolism The menstrual cycle Controlling blood glucose 	4. Test on C9, P6, P7, P8 and B7 (Including practical questions)	<u>Reading List:</u> EDEXCEL GCSE (9-1) Combined Science Text Book (ISBN: 978-1292120195) <ul style="list-style-type: none"> B7: p.98-109 C10: p.223-228
	How can we use electricity to separate substances? How can we use electricity to separate substances?	C10 <ul style="list-style-type: none"> Electrolysis Products from electrolysis 		
Term 3a	How can we explain reactivity?	C11 <ul style="list-style-type: none"> Reactivity Ores Oxidation and reduction C12 <ul style="list-style-type: none"> Dynamic Equilibrium 	5. EA2 Exam	<u>Reading List:</u> EDEXCEL GCSE (9-1) Combined Science Text Book (ISBN: 978-1292120195) <ul style="list-style-type: none"> C11 and C12: p.230-240 P9: 379-400

	Enquiry Question(s)	Key Content	Key Assessment	Further Learning at Home
	How can we use electricity?	P9 <ul style="list-style-type: none"> • Electric circuits • Current and potential difference • Current, charge and energy • Resistance • Transferring energy • Power • Electrical safety 		
Term 3b	How are substances transported in animals?	B8 <ul style="list-style-type: none"> • Transport and exchange • The circulatory system • Respiration 	6. Test on C10, C11, C12, P9 and B8	<u>Reading List:</u> EDEXCEL GCSE (9-1) Combined Science Text Book (ISBN: 978-1292120195) <ul style="list-style-type: none"> • B8: p.112-121
	What do we need to know about practical science?	Review over the core practicals that students have completed		

Curriculum Plan: MFL – Spanish Year 10

	Enquiry Question(s)	Key Content	Key Assessments	Further Learning at Home
Term 1a	How do I talk about my area?	<ul style="list-style-type: none"> Talking about places in a town Ask for and understand directions Talk about shops Shop for souvenirs Describe the features of a region Use se puede and se pueden Plan what to do Understand the geography of Spain 	EA Exam 1: reading, listening and writing.	<u>Reading List:</u> Pages 94-114 Viva EDEXCEL Knowledge Organisers <u>Extra:</u> Pearson workbooks GCSE Bitesize Pearson exam materials (website)
Term 1b	How do I talk about my area?	<ul style="list-style-type: none"> Shop for clothes and presents Use demonstrative adjectives Explain preferences Talk about problems in a town Use the conditional Describe a visit in the past Use idioms 	Speaking.	<u>Reading List:</u> Pages 94-114 Viva EDEXCEL Knowledge Organisers <u>Extra:</u> Pearson workbooks GCSE Bitesize Pearson exam materials (website)
Term 2a	How do I talk about traditions and festivals?	<ul style="list-style-type: none"> Describe mealtimes Talk about daily routine Talk about illnesses and injuries Ask for help at the pharmacy Talk about typical foods Use the passive Compare different festivals Describe a special day Use reflexive verbs in the preterite Infer meaning in literary texts Order food in a restaurant Talk about a music festival 	EA exam 2: reading, listening and writing.	<u>Reading List:</u> Pages 116-136 Viva EDEXCEL Knowledge Organisers <u>Extra:</u> Pearson workbooks GCSE Bitesize Pearson exam materials (website)
Term 2b	How do I talk about jobs?	<ul style="list-style-type: none"> Talk about different jobs Discuss job preferences Talk about how you earn money Talk about work experience 	Speaking.	<u>Reading List:</u> Pages 138-158 Viva EDEXCEL Knowledge Organisers <u>Extra:</u> Pearson workbooks GCSE Bitesize Pearson exam materials (website)
Term 3a	How do I talk about jobs?	<ul style="list-style-type: none"> Talk about the importance of learning languages Apply for a summer job Discuss gap years Discuss plans for the future 	EA Exam 3: reading, listening and writing.	<u>Reading List:</u> Pages 138-158 Viva EDEXCEL Knowledge Organisers <u>Extra:</u> Pearson workbooks GCSE Bitesize Pearson exam materials (website)
Term 3b	How do I talk about the environment?	<ul style="list-style-type: none"> Describe types of houses Talk about the environment Talk about healthy eating Consider global issues Talk about local actions Discuss healthy lifestyles Talk about international sporting events Talk about natural disasters 	End of unit assessment (Pearson)	<u>Reading List:</u> Pages 160-180 Viva EDEXCEL Knowledge Organisers <u>Extra:</u> Pearson workbooks GCSE Bitesize Pearson exam materials (website)

Curriculum Plan: BTEC Sport Year 10

UNIT 2 Overview:

A: Understand the rules, regulations and scoring systems for selected sports

B: Practically demonstrate skills, techniques and tactics in selected sports

C: Be able to review sports performance.

UNIT 1: Overview

A: Know about the components of fitness and the principles of training

B: Explore different fitness training methods

C: Investigate fitness testing to determine fitness levels.

	Enquiry Question(s)	Learning Aim	Key Content	Key Assessments	Further Learning at Home
Term 1a	Sport 1 & 2 Practically demonstrate skills, techniques and tactics	Learning aim A: Understand the rules, regulations and scoring systems for selected sports	Refer to course mapping and gaps. Students to redo coursework with assignment briefs below. Specification found: https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Teaching-and-learning-materials/BTEC-2012-specification-mapping-Sport.pdf	2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.D1. 1B.4, 2B.P4, 1B.5, 2B.P5, 2B.M2 1C.6, 2C.P6, 1C.7, 2C.P7, 2C.M3, 2C.D2	<u>Activities</u> Research chosen sport alongside NGB Analyse chosen sport through a professional game. Sports Coaching for specific drills
Term 1b	Sport 1 & 2 Practically demonstrate skills, techniques and tactics	Learning aim B: Practically demonstrate skills, techniques & tactics in selected sports Learning aim C: Be able to review sports performance	Refer to course mapping and gaps. Students to redo coursework with assignment briefs below. Specification found: https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Teaching-and-learning-materials/BTEC-2012-specification-mapping-Sport.pdf	2A.P1, 2A.P2, 2A.P3, 2A.M1, 2A.D1. 1B.4, 2B.P4, 1B.5, 2B.P5, 2B.M2 1C.6, 2C.P6, 1C.7, 2C.P7, 2C.M3, 2C.D2	<u>Activities</u> Research chosen sport alongside NGB Analyse chosen sport through a professional game. BBC Sport Sports Coaching for specific drills
Unit 1: Fitness for Sport and Exercise					
Term 2a	Why and what fitness components are important for successful participation in given sports. Sports 1 & 2 practically	Learning aim A: Know about the components of fitness and the principles of training	<ul style="list-style-type: none"> • Components of physical fitness • Why fitness components are important for successful participation in given sports. • Exercise intensity and how it can be determined • The basic principles of training (FITT) 	Externally Assessed	<u>Activities</u> Research chosen sport alongside NGB Analyse chosen sport through a professional game. BBC Sport Analyse the demands of the game in regards to the fitness required
Term 2b	How are the fitness tests successful within participation in given sports and how are they carried out safely? Sports 1 & 2 practically	Learning aim B: Explore different fitness training methods	<ul style="list-style-type: none"> • Requirements for each of the following fitness training methods • Fitness training methods 	Externally Assessed	<u>Activities</u> Research chosen sport alongside NGB Analyse chosen sport through a professional game. BBC Sport Analyse the demands of the game in regards to the fitness required

Term 3a	How can you interpret the results and apply these to your chosen Sports?	Learning aim C: Investigate fitness testing to determine fitness levels	<ul style="list-style-type: none"> • Fitness test methods for components of fitness • Importance of fitness testing to sports performers and coaches • Requirements for administration of each fitness test. • Interpretation of fitness test results 	Externally Assessed	<u>Activities</u> Research chosen sport alongside NGB Analyse chosen sport through a professional game. BBC Sport Analyse the demands of the game in regards to the fitness required
Term 3b	Revision of UNIT 1 for computer External Assessment. Students ONLY get TWO attempts in the new specification of 2018.				

10b/st1 3: Monday P3: Theory. Friday P3: Theory. Friday P4: Practical (astro field and gym available) GWO

10c/st1 3: Tuesday P3: Practical (All Areas Available) Wednesday P5 & P6 Theory KTR

- COMPLETION OF UNIT 2 expected by Term 2a
- COMPLETION of UNIT 1 expected by Term 3b

ASSIGNMENT BRIEF UNIT 2

Learning Aim A:

You have been asked by the manager of a sports coaching company to give support to some of the younger children (aged 10 to 11yrs) who attend their coaching sessions. The children often struggle to understand the rules, regulations and scoring systems for the sports they take part in. The manager has asked you to select two sports and cover the rules, regulations and scoring systems for each sport and demonstrate how the rules are applied and who applies these rules in the selected sports, and in specific situations.

- Presentation of rules, regulations and scoring systems
- Presentation notes and slides Observation record
- Practical demonstration of the application of the rules in specific situations
- Video evidence
- Observation record/witness statement

Learning Aim B:

A sports coaching company has decided to develop a section on a sports website to promote themselves in the local community. The manager of the company has asked if you will develop a recording for the site for two selected sports. Learners must describe the components of fitness, technical and tactical demands for the selected sports. The recordings that you produce for each sport should demonstrate you applying the skills, techniques and tactics within a variety of situations (PE lessons, team training sessions and competitive situations). You should ensure that you include a commentary that outlines all the skills, techniques and tactics that you are applying throughout the video.

- Practical demonstration of the skills, techniques and tactics for two selected sports
- Video evidence that demonstrates learners participating in each of the selected sports in specific situations
- Written commentary
- Observation record/witness statement

Learning Aim C:

In order to develop as a sports performer it is important that you can assess your own strengths and areas for development. You have been asked to review your own performance using self-designed observation checklists, recommending activities to improve your performance and justify why you have chosen the activities you have.

- Completed observation checklists for learner's own performance in two selected sports
- Written summary