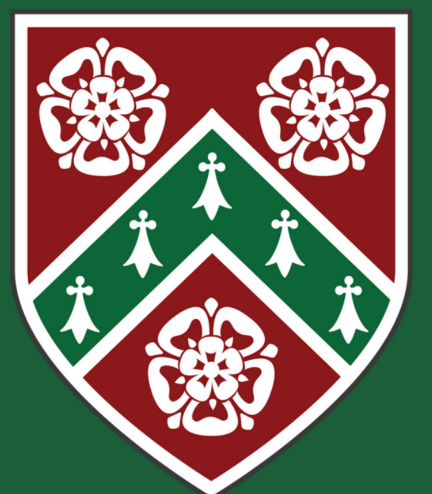


HONLEY HIGH SCHOOL

YEAR 10 CURRICULUM 2023-2024

STRIVE FOR THE HIGHEST



Head of Year: Mrs K Moylan (k.moylan@honley.tlt.school)

Pastoral Head of Year: Mr S Broughton (s.broughton@honley.tlt.school)

Year 10

	English	Maths	Science	Option A	Option B	Option C	Option D	RS	Core PE	iGen	Total
Number of lessons	9	9	9	5	5	5	4	1	2	1	50



English Year 10

AUTUMN 1

English Literature. Macbeth, and Eduqas Poetry Anthology.

Students begin the year with a full, 'cold' read of the play 'Macbeth', and then study poems from the Eduqas English Literature anthology that are thematically linked to the Shakespeare text.

Prior Learning: Shakespearean language and the theory of tragedy. How character is presented/developed. Knowledge of poetic form and language techniques.

CAREERS LINKS

Author, nurse, teacher, presenter, politician, public speaker, editor, screen writer, lawyer, university lecturer, journalist, broadcaster

AUTUMN 2

English Literature Macbeth
Students complete their study of 'Macbeth'.

English Literature: A Christmas Carol
Students begin their study of the text, focusing on a 'cold read' and an in-depth study of Staves 1-3.

Prior Learning
All the reading skills that students have built up over Key Stage Three will be put to great use here.

CHARACTER LINKS

Moral character (using traits of compassion, courage, honesty, respect when exploring issues such as grief and isolation). Civic virtues (citizenship, community when considering poetic forms linked to different cultures and historic traditions). Intellectual virtues (critical thinking, reasoning, reflection). Performance virtues (confidence, resilience)

SPRING 1

English Literature: A Christmas Carol and linked Anthology poems
Developing more detailed knowledge of the text and key moments in it. They then study further anthology poems that are thematically linked to the novella.

English Literature: An Inspector Calls.
Introducing the play in its context. Cold reading of the play and discussion of plot and characters.

Prior Learning
Use of quotations to support character development. Contest: 19th century history and Dickens in particular.

SPRING 2

English Literature: An Inspector Calls. Anthology poems.
Continuing study of the play, and its characters, themes and relationships. Study of poems from the anthology that are thematically linked to the text.

English Literature: An Inspector Calls. Anthology poems.
Continuing study of the play, and its characters, themes and relationships. Study of poems from the anthology that are thematically linked to the text

Prior Learning
Study of drama in Year 8 and 9. Previous text study earlier in Year 10. Narrative writing from Year 9.

KEY ASSESSMENT DATES

Students will complete classroom based-assessment tasks during each unit of study throughout Year 10, preparing them for GCSE mock examinations in English Language Paper One and English Literature Paper One in July

SUMMER 1

English Language Eduqas Component One.
Students are introduced to the English Language examination and the requirements of the reading and writing sections, with opportunities to practise the skills acquired.

English Language Eduqas Component One.
Students are introduced to the English Language examination and the requirements of the reading and writing sections, with opportunities to practise the skills acquired.

Prior Learning
Deep reading skills, covered in all text study in Y10 so far. Further practise in crafting writing for structure and accuracy.

SUMMER 2

English Literature Component One.
Revisiting the texts studied earlier in the year to test knowledge recall and practise examination questions.

English Language: Component One skills
Revising reading and writing skills and practising exam questions.

English Language Speaking and Listening
The final part of the Summer Term will be spent preparing students for the Spoken Language element of GCSE English Language. Students will prepare and plan a speech.

Prior Learning
All the study in Year 10 so far, leading up to this end-of-year assessment period. Mock exams will take place in Summer Term 2.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Foundation Maths Year 10

AUTUMN 1

Percentages - Finding percentage of amounts - Percentage increase & decrease	Quadratic Equations - Expanding double brackets - Solving quadratics by factorising - Quadratic graphs	Angles in Parallel Lines - Angles - Bearings	Prior Learning Forming and solving equations (Year 9) Brackets, equations & inequalities (Year 8)
-------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------	----------------------------------------------------------------------------------------------------------------

AUTUMN 2

Statistical Diagrams - Pie charts - Sampling - Averages	Revision and Retention - Bespoke class intervention based on prior learning.	Prior Learning Geometric reasoning (Year 7) Deduction (Year 9) The data handling cycle (Year 8)
-------------------------------------------------------------------------	----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------

SPRING 1

Right-Angled Triangles - Pythagoras' Theorem - 2D trigonometry	Probability - Two-way tables - Frequency trees - Tree diagrams	Prior Learning Straight line graphs (Year 9) Linear equations & inequalities (Year 10) Pythagoras' theorem (Year 9)
-----------------------------------------------------------------------------	--------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------

SPRING 2

Ratio - Sharing into a ratio - Ratio as fractions	Revision & Retention - Bespoke class intervention based on prior learning.	Prior Learning Ratio & proportion problems (Year 9) Multiplicative reasoning (Year 8)
----------------------------------------------------------------	------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

SUMMER 1

Sequences - Linear sequences - Special sequences including Fibonacci	Simultaneous Equations - Solving linear simultaneous equations - Solving simultaneous equations graphically	Arcs and Sectors - Area and circumference of a circle - Length of an arc - Area of a sector	Prior Learning Sequences (Year 8) Area of circles and trapezia (Year 8)
-----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------

SUMMER 2

Compound Measures - Speed, distance, time - Mass, density, volume - Pressure, force, area	Non-Calculator Methods - Fraction arithmetic - Estimation - Error intervals	Prior Learning Sets & probability (Year 7) Probability (Year 9) Adding and subtracting fractions (Year 7)
-----------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------

CAREERS LINKS

Accountancy, chef, banking insurance, bookmaking, risk analyst, news reporting, analyst, businessperson, performance analyst. Actuaries, economist, meteorologist, carpenter, welder, construction, architecture, joinery, games designer, software design & IT, engineering, catering, hairdressing

CHARACTER LINKS

Perseverance and determination skills are fostered (performance virtues) particularly when students do not arrive at the correct answer first time and when trial and error skills are needed. Independent and groupwork encourages critical thinking, judgement and reasoning skills (intellectual virtues) to arrive at the outcome

KEY ASSESSMENT DATES

Mock exams: June 24

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Crossover Maths Year 10

AUTUMN 1

Linear Equations & Inequalities - Forming and solving equations & inequalities - Solving simultaneous equations	Powers & Surds - Laws of indices - Calculating with surds - Rationalising the denominator	Limits of Accuracy - Upper and lower bounds - Truncation	Direct & Inverse Proportion - Direct and inverse proportion - Work rate	Prior Learning Forming and solving equations (Year 9) Indices (Year 8) Multiplicative reasoning (Year 8)
----------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------	------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------

AUTUMN 2

Quadratic Equations - Factorising quadratics - Using the quadratic formula - Completing the square	Circle Theorems - Using circle theorems to find missing angles - Circle theorem proof	Prior Learning Brackets, equations & inequalities (Year 8) Geometric reasoning (Year 7) Deduction (Year 9)
--------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------

SPRING 1

Quadratic & Other Graphs - Plotting graphs - Understanding parallel and perpendicular lines - Using the equation of a circle	Simultaneous Equations - Linear simultaneous equations - Non-linear quadratic equations - Solving simultaneous equations graphically	Prior Learning Straight line graphs (Year 9) Linear equations & inequalities (Year 10)
--------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------

SPRING 2

Triangles - Pythagoras' Theorem - 2D trigonometry - Sine and Cosine rules	Revision & Retention - Bespoke class intervention based on prior learning.	Prior Learning Pythagoras' theorem (Year 9) Ratio & proportion problems (Year 9)
-------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------

SUMMER 1

Quadratic & Geometric Sequences - Linear sequences - Nth term of a quadratic sequence - Understanding geometric sequences	Ratio & Algebra - Using ratio with linear equations - Using ratio with quadratic equations	Bearings - Read and interpret bearings - Bearings with trigonometry	Statistical Diagrams - Cumulative frequency graphs - Box plots - Histograms	Prior Learning Sequences (Year 8) The data handling cycle (Year 8) Triangles (Year 10) Ratio & Proportion problems (Year 9)
-----------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------

SUMMER 2

Algebraic Fractions - Algebraic fraction arithmetic - Solving algebraic fractions	Probability - Tree diagrams - Conditional probability - Algebraic tree diagrams	Prior Learning Sets & probability (Year 7) Probability (Year 9) Adding and subtracting fractions (Year 7)
------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------

CAREERS LINKS

Accountancy, chef, banking insurance, bookmaking, risk analyst, news reporting, analyst, businessperson, performance analyst. Actuaries, economist, meteorologist, carpenter, welder, construction, architecture, joinery, games designer, software design & IT, engineering, catering, hairdressing

CHARACTER LINKS

Perseverance and determination skills are fostered (performance virtues) particularly when students do not arrive at the correct answer first time and when trial and error skills are needed. Independent and groupwork encourages critical thinking, judgement and reasoning skills (intellectual virtues) to arrive at the outcome

KEY ASSESSMENT DATES

Autumn assessment: Dec 23
 Spring assessment: April 24
 Mock exams: June 24



Higher Maths Year 10

AUTUMN 1

Linear Equations & Inequalities <ul style="list-style-type: none"> - Forming and solving equations & inequalities - Solving simultaneous equations 	Powers & Surds <ul style="list-style-type: none"> - Laws of indices - Calculating with surds - Rationalising the denominator 	Limits of Accuracy <ul style="list-style-type: none"> - Upper and lower bounds - Truncation 	Direct & Inverse Proportion <ul style="list-style-type: none"> - Direct and inverse proportion - Work rate 	Prior Learning <ul style="list-style-type: none"> - Forming and solving equations (Year 9) - Indices (Year 8) - Multiplicative reasoning (Year 8)
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

AUTUMN 2

Quadratic Equations <ul style="list-style-type: none"> - Factorising quadratics - Using the quadratic formula - Completing the square 	Circle Theorems <ul style="list-style-type: none"> - Using circle theorems to find missing angles - Circle theorem proof 	Prior Learning <ul style="list-style-type: none"> - Brackets, equations & inequalities (Year 8) - Geometric reasoning (Year 7) - Deduction (Year 9)
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SPRING 1

Quadratic & Other Graphs <ul style="list-style-type: none"> - Plotting graphs - Understanding parallel and perpendicular lines - Using the equation of a circle 	Simultaneous Equations <ul style="list-style-type: none"> - Linear simultaneous equations - Non-linear quadratic equations - Solving simultaneous equations graphically 	Quadratic & Geometric Sequences <ul style="list-style-type: none"> - Linear sequences - Nth term of a quadratic sequence - Understanding geometric sequences 	Prior Learning <ul style="list-style-type: none"> - Straight line graphs (Year 9) - Linear equations & inequalities (Year 10) - Sequences (Year 8)
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SPRING 2

Ratio & Algebra <ul style="list-style-type: none"> - Using ratio with linear equations - Using ratio with quadratic equations 	Revision & Retention <ul style="list-style-type: none"> - Bespoke intervention based on prior learning. 	Prior Learning <ul style="list-style-type: none"> - Ratio & scale (Year 8) - Ratio & proportion problems (Year 9) - Quadratic equations (Year 10)
------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SUMMER 1

Triangles <ul style="list-style-type: none"> - Pythagoras' Theorem - 2D trigonometry - Sine and Cosine rules 	Statistical Diagrams <ul style="list-style-type: none"> - Cumulative frequency graphs - Box plots - Histograms 	Algebraic Fractions <ul style="list-style-type: none"> - Algebraic fraction arithmetic - Solving algebraic fractions 	Bearings <ul style="list-style-type: none"> - Read and interpret bearings - Bearings with trigonometry 	Prior Learning <ul style="list-style-type: none"> - Pythagoras' theorem (Year 9) - The data handling cycle (Year 8) - Adding and subtracting fractions (Year 7)
------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SUMMER 2

Probability <ul style="list-style-type: none"> - Tree diagrams - Conditional probability - Algebraic tree diagrams 	Iteration <ul style="list-style-type: none"> - Compound interest - Rearranging equations - Iterative processes 	Prior Learning <ul style="list-style-type: none"> - Sets & probability (Year 7) - Maths & money (Year 9) - Percentages (Year 8)
------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

CAREERS LINKS

Accountancy, chef, banking insurance, bookmaking, risk analyst, news reporting, analyst, businessperson, performance analyst. Actuaries, economist, meteorologist, carpenter, welder, construction, architecture, joinery, games designer, software design & IT, engineering, catering, hairdressing

CHARACTER LINKS

Perseverance and determination skills are fostered (performance virtues) particularly when students do not arrive at the correct answer first time and when trial and error skills are needed. Independent and groupwork encourages critical thinking, judgement and reasoning skills (intellectual virtues) to arrive at the outcome

KEY ASSESSMENT DATES

Autumn assessment: Dec 23
Spring assessment: April 24
Mock exams: June 24

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Maths Year 10 - Statistics

AUTUMN 1

Types of Data	Population and Sampling	Sampling Methods	Planning and Collecting Data	Prior Learning Representing Data Y8 The Data Handling Cycle Y8
---------------	-------------------------	------------------	------------------------------	----------------------------------------------------------------------

AUTUMN 2

Qualitative and Discrete Data	Prior Learning The Data Handling Cycle Y8
-------------------------------	----------------------------------------------

SPRING 1

Continuous Data	Prior Learning Measures of Location Y8
-----------------	-------------------------------------------

SPRING 2

Continuous Data (cont.)	Tabulation	Measures of Central Tendency	Prior Learning Representing Data Y8
-------------------------	------------	------------------------------	----------------------------------------

SUMMER 1

Measures of Central Tendency (cont.)	Measures of Dispersion	Prior Learning Representing Data Y8 The Data Handling Cycle Y8
--------------------------------------	------------------------	----------------------------------------------------------------------

SUMMER 2

Box Plots, Skewness and Representing Outliers	Prior Learning Representing Data Y8 The Data Handling Cycle Y8
-----------------------------------------------	----------------------------------------------------------------------

CAREERS LINKS

Accountancy, chef, banking insurance, bookmaking, risk analyst, news reporting, analyst, businessperson, performance analyst. Actuaries, economist, meteorologist, carpenter, welder, construction, architecture, joinery, games designer, software design & IT, engineering, catering, hairdressing

CHARACTER LINKS

Perseverance and determination skills are fostered (performance virtues) particularly when students do not arrive at the correct answer first time and when trial and error skills are needed. Project work encourages critical thinking, judgement and reasoning skills (intellectual virtues) to arrive at the outcome.

KEY ASSESSMENT DATES

Autumn assessment: Dec '23
Spring assessment: April '24
Mock exams: June '24



Combined Science Year 10

AUTUMN 1

B1 – Cell Biology Cell types, the cell cycle, calculating magnification, stem cells, diffusion, osmosis, active transport exchange surfaces	C1 – Atomic Structure and Bonding Bonding, reactivity and periodicity, the periodic table and its history, alkali metals, halogens, noble gases	P1 – Energy Energy transfers, GPE, KE, EPE, Thermal Energy, Specific Heat Capacity, Conservation of Energy, Energy Resources	B2 - Organisation Digestive System, Enzymes, Food Tests, The Heart, Blood Vessels, Heart, Lungs, Non-communicable disease, cancer	Prior Learning B1 – Cells 2, Cell Processes (Y9) C1 – Atomic Structure (Y9) P1 – Energy 2 (Y9) B2 – Circulatory & Digestive System (Y9)
-------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

AUTUMN 2

C2 – Bonding, Structure and the Properties of Matter Bonding and properties of small covalent, giant covalent, polymers, ionic compounds, metals and alloys	P3 – Particle Model of Matter Density, internal energy, specific latent heat, particle motion in gases	Prior Learning C2 – Bonding (Y9) P3 – Particle Model 2 (Y9)
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------

SPRING 1

B3 – Infection and Response Communicable diseases, pathogens, the immune system, Drug discovery and development and plant diseases	C3 – Quantitative Chemistry Conservation of mass, apparent mass change, Relative formula mass and percentage by mass, Moles, concentration and limiting reactants	C4 – Chemical Changes Reactivity series, redox reactions, salt forming reactions, Electrolysis	Prior Learning B3 – Disease (Y9) C3 – Balancing Equations (Y8) C4 – Acids 2 (Y9)
----------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------

SPRING 2

P4 – Atomic Structure Development of the model of the atom, radioactive decay, half-life, uses of nuclear radiation, contamination and irradiation	B4 - Bioenergetics Photosynthesis, transpiration, translocation, uses of glucose, Limiting factors of photosynthesis, Respiration/response to exercise, metabolism	Prior Learning P4 – Radiation (Y9) B4 – Photosynthesis (Y8) Respiration (Y8)
--------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------

SUMMER 1

C5 – Energy Changes Exothermic and Endothermic reactions and their reaction profiles. Bond energy calculations and Investigating energy changes	P2 – Electricity Current, Charge, Resistance, Series and Parallel Circuits, Ohmic/Non-ohmic components, Energy and Power in electrical circuits. The national grid and transformers	C8 – Chemical Analysis Pure and Impure substances, formulations and chromatography	Prior Learning C5 – Chemical Energy (Y9) P2 – Electricity 2 (Y9) C8 – Particle Model (Y7/Y8)
-----------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------

SUMMER 2

P5 – Forces Scalar and Vector quantities, Resultant Forces, Elastic and inelastic deformation, Speed/Vecloty, graphs of motion. Acceleration and Newtons laws of motion. Momentum	Mock Preparation and Intervention Curriculum based on the needs of students identified from the year 10 summative assessments	Prior Learning P5 – Forces 1 (Y9) Mocks – B1-4, C1-5, P1-4
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

CAREERS LINKS

Health & safety officer, microbiologist, analytical chemist, physicist, particle physicist, physiotherapist, mechanical engineers, sound engineers, studio technicians, astrophysicist, optician, geologist, aeronautics engineers.

CHARACTER LINKS

Motivation, resilience and teamwork (performance virtues). Confidence and determination Listening, critical thinking and problem solving (intellectual virtues). Consideration and construction of moral and ethical arguments in science (moral virtues)

KEY ASSESSMENT DATES

Half termly summative assessments in the following week:
Autumn 1 – 09/10/23 (Chem)
Autumn 2 – 20/11/23 (Bio)
Spring 1 – 08/01/24 (Phys)
Spring 2 – 19/02/24 (Chem)
Summer 1 – 08/04/24 (Bio)
Summer 1 – 20/05/24 (Phys)
Year 10 Mock Exams (19/06-05/07/24)



Biology Year 10

AUTUMN 1

B1 – Cell Biology
 Cell types, the cell cycle, calculating magnification, stem cells, binary fission and Microbiology, diffusion, osmosis, active transport exchange surfaces

Prior Learning
 B1 – Cells 2, Cell Processes (Y9)

CAREERS LINKS

Health & safety officer, microbiologist, analytical chemist, physicist, particle physicist, physiotherapist, mechanical engineers, sound engineers, studio technicians, astrophysicist, optician, geologist, aeronautics engineers.

AUTUMN 2

B2 - Organisation
 Digestive System, Enzymes, Food Tests, The Heart, Blood Vessels, Heart, Lungs, Non-communicable disease, cancer

B3 - Infection & Response
 Communicable diseases, pathogens, the immune system, Drug discovery and development, monoclonal antibodies, plant diseases and defences

Prior Learning
 B2 – Circulatory & Digestive System (Y9)
 B3 – Disease (Y9)

SPRING 1

B3 - Infection & Response
 Communicable diseases, pathogens, the immune system, Drug discovery and development, monoclonal antibodies, plant diseases and defences

B4 - Bioenergetics
 Photosynthesis, transpiration, translocation, uses of glucose, Limiting factors of photosynthesis, Respiration/response to exercise, metabolism

Prior Learning
 B3 – Disease (Y9)
 B4 – Photosynthesis (Y8)
 Respiration (Y8)

CHARACTER LINKS

Motivation, resilience and teamwork (performance virtues). Confidence and determination Listening, critical thinking and problem solving (intellectual virtues). Consideration and construction of moral and ethical arguments in science (moral virtues)

SPRING 2

B4 - Bioenergetics
 Photosynthesis, transpiration, translocation, uses of glucose, Limiting factors of photosynthesis, Respiration/response to exercise, metabolism

Prior Learning
 B4 – Photosynthesis (Y8)
 Respiration (Y8)

SUMMER 1

B5 - Homeostasis
 Thermoregulation, The nervous system, reflexes, the brain and the eye. Endocrine system, blood glucose control, the menstrual cycle contraception and fertility. Kidneys, ADH, dialysis & transplant. Plant hormones.

Prior Learning
 B5 – Control Systems (Y9)

KEY ASSESSMENT DATES

Termly summative assessments in the following weeks:
 Autumn 2 – 20/11/23
 Spring 2 – 19/02/24
 Summer 1 – 20/05/24
 Year 10 Mock Exams (19/06-05/07/24)

SUMMER 2

B5 - Homeostasis
 Thermoregulation, The nervous system, reflexes, the brain and the eye. Endocrine system, blood glucose control, the menstrual cycle contraception and fertility. Kidneys, ADH, dialysis & transplant. Plant hormones.

Mocks and Intervention
 Curriculum based on the needs of students identified from the year 10 summative assessments

Prior Learning
 B5 – Control Systems (9)
 B1-4 for Mock Exam



Chemistry Year 10

AUTUMN 1

C1 – Atomic Structure and Bonding

Bonding, reactivity and periodicity, the periodic table and its history, alkali metals, halogens, noble gases and transition metals

C2 – Bonding, Structure and the Properties of Matter

Bonding and properties of small covalent, giant covalent, polymers, ionic compounds, metals, alloys and nanoparticles

Prior Learning

C1 – Atomic Structure (Y9)
C2 – Bonding (Y9)

CAREERS LINKS

Health & safety officer, microbiologist, analytical chemist, physicist, particle physicist, physiotherapist, mechanical engineers, sound engineers, studio technicians, astrophysicist, optician, geologist, aeronautics engineers.

AUTUMN 2

C3 – Quantitative Chemistry

Conservation of mass, apparent mass change, Relative formula mass and percentage by mass, Moles, concentration, limiting reactants. Percentage yield, atom economy, titration calculations and gas volume calculations

Prior Learning

C3 – Balancing Equations (Y8)

SPRING 1

C4 - Chemical Changes

Reactivity series, redox reactions, salt forming reactions, Electrolysis Half equations

Prior Learning

C4 – Acids 2 (Y9)

CHARACTER LINKS

Motivation, resilience and teamwork (performance virtues). Confidence and determination Listening, critical thinking and problem solving (intellectual virtues). Consideration and construction of moral and ethical arguments in science (moral virtues)

SPRING 2

C4 - Chemical Changes

Reactivity series, redox reactions, salt forming reactions, Electrolysis Half equations

C5 - Energy Changes

Exothermic and Endothermic reactions and their reaction profiles. Bond energy calculations and Investigating energy changes

Prior Learning

C4 – Acids 2 (Y9)
C5 – Chemical Energy (Y9)

SUMMER 1

C8 – Chemical Analysis

Pure and Impure substances, formulations and chromatography, flame emission spectroscopy, testing for ions in solution

Prior Learning

C8 – Particle Model (Y7/Y8)

KEY ASSESSMENT DATES

Termly summative assessments in the following weeks:
Autumn 2 – 20/11/23
Spring 2 – 19/02/24
Summer 1 – 20/05/24
Year 10 Mock Exams (19/06-05/07/24)

SUMMER 2

Revision & Exam Preparation

Targeting key topics and core units. Building exam technique and reducing errors in exam situations. Consolidating the required practicals

Mocks and Intervention

Curriculum based on the needs of students identified from the year 10 Summative Assessments

Prior Learning

C1-5 for Mock Exam



Physics Year 10

AUTUMN 1

P1 – Energy
Energy transfers, GPE, KE, EPE, Thermal Energy, Insulation, Specific Heat Capacity, Conservation of Energy, Energy Resources

P3 – Particle Model of Matter
Density, internal energy, specific latent heat, particle motion in gases, gas volumes and pressure

Prior Learning
P1 – Energy 2 (Y9)
P3 – Particle Model 2 (Y9)

AUTUMN 2

P3 – Particle Model of Matter
Density, internal energy, specific latent heat, particle motion in gases, gas volumes and pressure

P4 – Atomic Structure
Development of the model of the atom, radioactive decay, half-life, uses of nuclear radiation, contamination and irradiation, fission and fusion

Prior Learning
P3 – Particle Model 2 (Y9)
P4 – Radiation (Y9)

SPRING 1

P2 - Electricity
Static, Current, Charge, Resistance, Series and Parallel Circuits, Ohmic/Non-ohmic components, Energy and Power in electrical circuits. The national grid and transformers

Prior Learning
P2 – Electricity 2 (Y9)

SPRING 2

P2 - Electricity
Static, Current, Charge, Resistance, Series and Parallel Circuits, Ohmic/Non-ohmic components, Energy and Power in electrical circuits. The national grid and transformers

Prior Learning
P2 – Electricity 2 (Y9)

SUMMER 1

P5 – Forces
Scalar and Vector quantities, Resultant Forces, Elastic and inelastic deformation, Moments, Levers and gears, Pressure in fluids (upthrust)Speed/Velocity, graphs of motion. Acceleration and Newtons laws of motion. Momentum and conservation of momentum

Prior Learning
P5 – Forces 1 (Y9)

SUMMER 2

P5 – Forces
Scalar and Vector quantities, Resultant Forces, Elastic and inelastic deformation, Moments, Levers and gears, Pressure in fluids (upthrust)Speed/Velocity, graphs of motion. Acceleration and Newtons laws of motion. Momentum and conservation of momentum

Mocks and Intervention
Curriculum based on the needs of students identified from the year 10 summative assessments

Prior Learning
P5 – Forces 1 (Y9)
P1-4 For Mock Exam

CAREERS LINKS

Health & safety officer, microbiologist, analytical chemist, physicist, particle physicist, physiotherapist, mechanical engineers, sound engineers, studio technicians, astrophysicist, optician, geologist, aeronautics engineers.

CHARACTER LINKS

Motivation, resilience and teamwork (performance virtues). Confidence and determination Listening, critical thinking and problem solving (intellectual virtues). Consideration and construction of moral and ethical arguments in science (moral virtues)

KEY ASSESSMENT DATES

Termly summative assessments in the following weeks:
Autumn 2 – 20/11/23
Spring 2 – 19/02/24
Summer 1 – 20/05/24
Year 10 Mock Exams (19/06-05/07/24)



Geography Year 10

AUTUMN 1

People of the UK

This unit looks focuses on the following key ideas; how the UK is connected to many other countries and places through trade, the UK is a diverse and unequal society which has geographical patterns, there are different causes and consequences of development within the UK. Students investigate the consequences of economic decline in Salford. The students then look at how the UK's population has changed over time.

Prior Learning

Y8 - distribution of the population on the UK and the causes, consequences and responses to an ageing population.

AUTUMN 2

People of the UK

This second half of this unit looks at the causes and consequences of urban trends in the UK. The unit ends with a case study of Liverpool investigation it's challenges and ways of life, influenced by its people, culture and geography.

Prior Learning

Y8 – Impacts of migration

SPRING 1

People of the Planet

This topic begins by looking at patterns of uneven development around the world and how we can measure the levels of development. Students will then focus on the causes of uneven development and look at a case study of Ethiopia to further investigate some of the issues raised.

Prior Learning

Y7 – Africa topic (Ethiopia and urbanisation)
Y8 – Megacities
Y9 – Slums

SPRING 2

People of the Planet

The topic ends by looking at the distribution of megacity and the causes of urbanisation and then looking at Mumbai's challenges and ways of life, influenced by its people and culture.

Landscapes of the UK

This unit begins by looking at the characteristics of UK landscapes. Students study the five geomorphic processes which shape the land. Students then look at a range of landforms within the coastal landscape and end by looking at a case study of the Holderness Coast.

Prior Learning

Y7 – Africa topic (Ethiopia and urbanisation)
Y8 – Megacities
Y9 – Slums
Y8 – Coasts

SUMMER 1

Landscapes of the UK

The second half of this unit looks at the range of landforms created by rivers which change with distance from their source within a river basin and end by looking at a case study of the River Tees.

Prior Learning

Y7 – Rivers

SUMMER 2

Fieldwork and Mocks

The final term draws together the fieldwork enquires and preparation for mock exams.

Prior Learning

Field work data collection

CAREERS LINKS

Cartographer, volcanologist, G.I.S data analyst, National Park ranger, town planner tour guide. Glaciologist, engineer, climatologist, oceanographer, research scientist, environmental awareness farmer, food processing, geologist, plantation farming, hydrologist.

CHARACTER LINKS

Students are encouraged to become curious of the world we live in. Students are able to form justified opinions of geographical issues.

KEY ASSESSMENT DATES

1. Causes of uneven development – Autumn 1
2. Salford Quays case study – Autumn 1
3. Ageing population – Autumn 2
4. End of unit assessment – Autumn 2
5. Somerset Levels Case study – Spring 1
6. UK Energy – Spring 1
7. End of unit assessment – Spring 2
8. Holderness case study – Summer 1
9. River Tees case study – Summer 1
10. End of unit assessment – Summer 2
11. Mock – Summer 2

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



History Year 10

AUTUMN 1

America, 1920–1973: Opportunity and Inequality		
Part one – Divided Society The experience of African Americans in 1920s The consequences of Prohibition in the USA	Part two: Bust – Americans' experiences of the Depression and New Deal; American society during the Depression, Hoover's response and election as President. The impact of New Deal on different groups in society; opposition towards the New Deal.	Part two: Bust The impact of the World War Part three: Post-war America Post-war American society and economy: consumerism and the causes of prosperity; the American Dream.

Prior Learning Rise of Hitler in Y9 HT3 Slavery in Y8 HT5

CAREERS LINKS Journalism, Political advisor Solicitor, Police Teaching, Museum curator Human resources Marketing Charities, Banking TV and Radio Broadcasting

AUTUMN 2

America, 1920–1973: Opportunity and Inequality	Britain: Health and the People	Consolidation
Part three: Post-war America Racial tension and developments in Civil Rights. NOW and the feminist movements of 1960s and 70s.	Part 1- Causes and Treatment of Disease Medieval medicine: approaches including natural and supernatural	Revision America, 1920–1973 Part one: American people and the 'Boom' Part two: Bust – Americans' experiences of the Depression Part three: Post-war America

Prior Learning Medieval England in Y7

CHARACTER LINKS Considering institutions such as the Church, State and Monarch fosters critical thinking, curiosity, judgement, and reasoning skills (intellectual virtues). Skills of reflection and resourcefulness are essential (intellectual virtues) when determining interpretations of historical events/causes/effects

SPRING 1

Britain: Health and the People: c1000 to the present day		
Part 1- Causes and Treatment of Disease Renaissance-dealing with disease The impact of the Black Death	Part 1- Causes and Treatment of Disease- Renaissance-modern The Impact of the Plague 1665 The Smallpox epidemic	Part 1- Causes and Treatment of Disease- Renaissance-Modern Industrial: the importance of Pasteur, Robert Koch and Paul Ehrlich; Modern treatment of disease- Penicillin.

Prior Learning Medicine in Y8 HT2 and HT3

KEY ASSESSMENT DATES

SPRING 2

Britain: Health and the People: c1000 to the present day		
Part 2 – Anatomy and Surgery-Industrial and Modern Medical progress: hospitals; the importance of Islamic medicine and surgery; surgery in medieval times. The impact of the Renaissance on Britain: - Vesalius, Paré, William Harvey.	Part 3-Public Health Medieval and Renaissance A revolution in surgery The impact of war and technology on surgery	Part – 3 Public Health Industrial and Modern Public health in the Middle Ages Public health during the Plague and plague; the growth of hospitals.

Prior Learning Medicine in Y8 HT2 and HT3 Industrial Revolution in Y8 HT1

Autumn Term 1 USA 1920-73-Prohibition- Interpretations USA 1920-73- Election of Hoover- Interpretations Autumn Term 2 USA 1920-73-New Deal- 'In what ways...' Civil Rights Interpretations End of unit assessment-All content USA 1920-73 Spring Term 1 Britain Health and the People- Causes and treatment of disease- utility question. Britain Health and the People-Significance of individuals Spring Term 2 Essay question- Surgery Black Death and Cholera epidemics- similarities question Summer Term 1 Essay- causes of WW1. Summer Term 2 USA 1920-73-full mock exam Britain: Health and the People-full mock exam

SUMMER 1

Part – 3 Public Health Industrial and Modern Improvements in public health Modern public health	Exam Skills Consolidation of utility, significance, and similarities questions.	Conflict and tension: the First World War, 1894–1918 The Alliance System • Anglo-German rivalry • Outbreak of war: the assassination of Archduke Ferdinand
--------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Prior Learning World War 1 in Y9 HT1

SUMMER 2

Consolidation/ Revision • USA 1920-73 Opportunity and Inequality • Britain: Health and the People	Year 10 Exams • Exam Preparation time • Feedback from Mock Exams	Conflict and tension: the First World War. Part two: The First World War: stalemate • The Schlieffen Plan • Battle of the Marne • WW1 technology and weapons
----------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Prior Learning Y10 Autumn term World War 1 in Y9 HT2

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Spanish Year 10

AUTUMN 1

Topic 1 Recap of Y9	Topic 2 Family and relationships (tener/ser/Estar)	Prior Learning Present tense (Y7/Y8/Y9) Ser/tener (Y7)
-------------------------------	-----------------------------------------------------------------	---------------------------------------------------------------------

CAREERS LINKS

Journalist, translator, shop assistant, tour guide, civil servant, town planner

AUTUMN 2

Topic 3 Social network use, Para +inf Full present tense	Topic 4 Free time activities (soler past and present, full imperfect tense)	Prior Learning Present tense (Y7/Y8/Y9) Frequency phrases (Y8/Y9) Opinions (Y7/Y8/Y9)
-----------------------------------------------------------------------	---------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------

SPRING 1

Topic 4 Free time activities (soler past and present, full imperfect tense)	Topic 5 Describing your region	Prior Learning Free time (Y7) Soler +infinitive(Y8/Y9) Stem changing verbs (Y7/Y8/Y9)
---------------------------------------------------------------------------------------	------------------------------------------	-------------------------------------------------------------------------------------------------------

CHARACTER LINKS

Performance virtues (confidence, resilience)
Civic virtues (citizenship, community)
Intellectual virtues (critical thinking, reasoning, reflection)
Moral character (compassion, courage, honesty, respect)

SPRING 2

Topic 5 Describing your region		Prior Learning <i>hay/se puede</i> (Y8) Past tenses (Y8/Y9) Conditional tense (Y7/Y8/Y9)
------------------------------------------	--	----------------------------------------------------------------------------------------------------------

SUMMER 1

Topic 6 Problems in your town Conditional tense	Topic 7 A visit in the past (2 tenses)	Prior Learning Conditional tense (Y7/Y8/Y9)
--------------------------------------------------------------	--------------------------------------------------	-------------------------------------------------------

KEY ASSESSMENT DATES

Frequent vocab and grammar tests
W/C 18 September - general conversation speaking.
W/C 22 January- 90/150 word writing

SUMMER 2

Topic 8 Making plans (future tense)		Prior learning Infinitive understanding (Y7/Y8/Y9)
-----------------------------------------------	--	--------------------------------------------------------------

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Religious Studies/Ethics Year 10

AUTUMN 1

Social Science: How do humans make moral decisions? Who decides when life begins?

Students will recap moral decision making. They will develop an understanding of the concepts of the sanctity of life and the quality of life. They will consider the different arguments for and against abortion. Students will also discuss a variety of religious and worldviews regarding contraception and fertility treatments.

Prior Learning

Students will build on the scale of developing well informed views to continue to make connections between religion and belief and ethical issues.

CAREERS LINKS

Jobs and careers relating to working with people such as in the Police, community work, the law, childcare, medical professions, aid work and journalism.

AUTUMN 2

Social Science: How do humans make moral decisions? Who decides when life begins?

Students will consider the different arguments for and against euthanasia.

Prior Learning

Students will build on the ethical issues and concepts explored in the Y9 units.

CHARACTER LINKS

Moral virtues such as compassion, respect and humility are fostered when examining faiths and belief systems. Curiosity, reflection and critical thinking are encouraged (intellectual virtues) when pursuing lines of enquiry into knowledge and truth.

SPRING 1

Philosophy: How far should science go in creating life?

Students will consider ethical questions on the issues of designer babies, cloning and genetic engineering.

Theology and Social Sciences: How are life and death celebrated in religion and other worldviews?

Students will explore different religious views about life after death and the way it is celebrated.

Prior Learning

Students will build on religious teachings and beliefs learned in KS3 and apply them to current ethical issues.

SPRING 2

Philosophy and Social Science: Religion, Peace and Conflict.

Students will consider questions like: Why do wars happen, and can they be justified? What are religious attitudes to war? How does a belief in pacifism affect a person's attitude to war? How can victims of war be helped?

Prior Learning

Students will continue to build on the scale of developing well informed views and continue to make connections between religion and belief and ethical issues. This unit also connects to learning in KS4 science.

KEY ASSESSMENT DATES

Students will be assessed regularly through questioning in lessons and written feedback to more formal assessments.

SUMMER 1

Philosophical and Social Sciences: Religion, Peace and Conflict.

Students will consider questions like: why do wars happen, and can they be justified? Whatever ledges attitudes to war? How does a belief in pacifism affect a person's attitude toward? How can victims of war be helped?

Prior Learning

Students will use key concepts and ideas explored in earlier ethical units and continue to connect to religious and world views.

SUMMER 2

Philosophical, Social Sciences and Theology

Students will explore their own worldview and consider questions that require deeper thinking and then respond in a creative way with a Spirited Arts project.

Prior Learning

Students will use key concepts and ideas explored in earlier ethical units and continue to connect to religious and worldviews.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



AUTUMN 1

Addressing the following PSHCE areas through reading up to page 87 of The Art of Being Normal

Students will explore a range of topics, including Future Planning; Goals and Achievements; Self-confidence and Body Image.

AUTUMN 2

Addressing the following PSHCE areas through reading pages 88-179 of The Art of Being Normal

Students will explore topics, such as: conflict management; being a young parent; concerns around stress and loneliness; staying safe at parties, including issues around alcohol and intimate relationships. DDD Topics include (RSE) consent, contraception and STIs; realistic relationships and images expectations; CSE & grooming; (PSHCE) drug awareness & the law; mental health.

SPRING 1

Addressing the following PSHCE areas through reading pages 180-232 of The Art of Being Normal

Students will explore a range of topics, including media representation; independent living; binge drinking;

SPRING 2

Addressing the following PSHCE areas through reading pages 233-end of The Art of Being Normal

Students will explore a range of topics, including managing anger; emotional literacy; avoiding the lure of gambling.

SUMMER 1

Addressing the following PSHCE areas through reading part 1 of Mind the Gap by Phil Earle

Students will explore a range of topics, including grief; respectful relationships; accessing support in times of need; managing emotions to support positive mental wellbeing.

SUMMER 2

Addressing the following PSHCE areas through reading part 2 of Mind the Gap by Phil Earle

Students will explore a range of topics, including staying safe and self-care.

CAREERS LINKS

Developing transferrable skills appropriate for all jobs.

CHARACTER LINKS

Empathy, personal values and role models.

KEY ASSESSMENT DATES

Assessment of understanding is ongoing. No formal assessments take place

Prior Learning:

The iGen curriculum assumes that students will have covered all aspects of KS3 PSHCE, RSE and Citizenship as well as understanding and embracing the school values.

Many of the KS4 topics are covered in core subjects and students revisit issues in greater depth, with a more sophisticated level of exploration.

The learning of this subject is tied to the year-group novel where students cover topics related (where possible) to the chapters, promoting empathy alongside understanding. Topics are selected from the government's curriculum guidelines to best fit with learning across the key stage.



Citizenship Year 10

AUTUMN 1

Life in Modern Britain

Principles and values in British society. Identity and the media and free press.

AUTUMN 2

Life in Modern Britain

The UK's role in key international organisations.

SPRING 1

Life in Modern Britain

Making a difference in society.

SPRING 2

Rights and Responsibilities

Laws in contemporary society and the rights and responsibilities within the legal system.

SUMMER 1

Rights and Responsibilities

How laws protect the citizen and deal with criminals. Universal human rights.

SUMMER 2

Rights and Responsibilities

Universal human rights.
Bringing about change in the legal system.

Taking Citizenship Action

Students plan their own Citizenship Action.

Prior Learning

Learning builds on the curriculum in Identity, Religious Studies, Geography and History at KS3.

CAREERS LINKS

A vast array of career opportunities such as aid worker, teacher, police officer, museum curator youth and community worker

CHARACTER LINKS

Building knowledge and understanding to be an effective UK citizen.

KEY ASSESSMENT DATES

Formative and summative assessments during and at the end of each module

End of Year 10 mock exams (June).

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Year 10 GCSE Drama

AUTUMN 1

Introduction to Theatre Practitioners

All students will work through a variety of workshop style lessons developing a secure knowledge of specific theatre practitioners. These include the work of Berkoff, Stanislavski, Brecht. Students explore the work and techniques of these key practitioners to develop their knowledge and understanding of theatre styles and practitioners. They develop skills in character development, voice, physicality, spatial awareness and stage presence, effect on the audience, technical terms, & stylistic features.

Prior Learning

Refresh their skills on theatrical knowledge. They will use their experience from Year 7 to create detailed improvisation material that is thoughtful and engaging.

CAREERS LINKS

Teacher, Actor, Performer, Presenter, Writer, Playwright, Public Service, Communications, Artist, Industry Professionals.

AUTUMN 2

Introduction to Theatre Practitioners.

All students will continue their work on the three key practitioners.
Live Theatre Review A - students will watch, analyse and discuss the performance of a piece of live theatre.

Prior Learning

Students will use most of the explorative strategies from the previous half term such as Tableaux, thought tracking, crosscutting, narration and mime.

CHARACTER LINKS

Students are encouraged to develop confidence and motivation when performing in front of others (performance virtues). Curiosity, making judgements and reasoning skills are fostered (intellectual virtues) via the introduction of new dramatic material across the year.

SPRING 1 & 2

Component 1 – Task 1

Students will be introduced to Component 1 of the course and develop their improvisation skills to enable their ability to think creatively.

Task 2

Stimuli Exploration - students will explore given stimuli and develop a performance in groups using a chosen practitioner style. They will be given the stimuli and explore each one to stimulate ideas for a performance using various explorative strategies and research tasks

Task 3

Performance Development – students will work in given groups to develop their ideas into a performance with structure, characters, plot, message, stylistic features, etc. The work will be facilitated by teaching staff but will adhere to the process described within the Eduqas GCSE Drama specification

Prior Learning

Students will be introduced to key practitioners in the industry. This will be connected with the Autumn term when exploring a variety of theatre works.

KEY ASSESSMENT DATES

November

Role of an Actor

March

Component one: exploring the performing arts (estimated grading)

May and July

Component one: exploring the performing arts (official grading)

SUMMER 1 & 2

Task 4

Presentation & Feedback – students will rehearse and present their performance in groups for assessment and evaluate their performance to complete their Component 1 work.

Live Theatre Review B - students will watch, analyse, and discuss the performance of a piece of live theatre.

I Love You, Mum – I Promise I Won't Die – Mark Wheeller. Students will explore this set text play. The play will be read as a class and then broken down into sections to explore in more depth. This will create a foundation for the work in Year 11. The work will be practical with additional written tasks to supplement the knowledge and understanding of the play

Prior Learning

Students will use the inspiration from practitioners explored in previous lessons. They also have the opportunity to use skills and techniques explored in the workshops at the start of component one to explore existing performance material with confidence.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



GCSE Music Year 10

AUTUMN 1 / 2

Elements of Music

AOS 1 Forms and Devices

Understanding elements of music and embedding an understanding of how to use elements of music through composition.

Students will also develop their listening skills with a focus on the elements of music.

Understanding key structures and forms in Western Classical Music

Embedding an understanding of periods of music from the Baroque to Romantic period.

Set Work-Badinerie-Bach

Developing an understanding of devices and how they are used in pieces of music

Developing technical and expressive control of their instrument.

Embed ensemble skills focusing on accuracy and technical control of instruments/voice.

Prior Learning

Students should have been involved in some level of musical performances and have an interest in a range of musical styles and genres

CAREERS LINKS

Music Teacher, Music Therapist, Record Producer. Sound Engineer, Sound Designer, Sound Technician. Arts Administrator, Event Manager, Special Effects Technician.

CHARACTER LINKS

Skills of perseverance, resilience, and determination (performance virtues) when attempting to play instruments that students may not have previously encountered. Exploring different cultures and musical structures fosters respect (moral virtues) and community awareness and citizenship (civic virtues).

SPRING 1/2

AOS 2 and 3 Film Music and Ensemble Music

Learn how music technology is used in Film Music

Embed compositional technique- Preparation for FREE composition brief (which is started after half term)

Students develop Listening and Appraising Skills through listening activities and exploration and application of Vocabulary and devices.

Composing (group and individual) and Performance (both solo and group) work is developed using the Areas of Study

Developing technical and expressive control of their instrument.

Embed ensemble skills focusing on accuracy and technical control of instruments/voice.

Prior Learning

Students draw from their knowledge and skills gained during the first term, to use vocal and devices

SUMMER 1 / 2

AOS 4 Popular Music

Embed understanding of elements of music and how they are used in popular music-set work *AFRICA* by *TOTO*

FREE composition is started following on from guided composition tasks to inform learning

Develop solo performance skills further and select pieces for Y10 performance mock

Review and recap listening skills for AOS 1 (particularly embedding theory) AOS 2 and AOS 3

Prior Learning

This unit builds on from AOS 1-3 and looks to further students' musical skills across a range of disciplines.

Students draw from their knowledge and skills gained during the first 2 terms, to use vocab and devices

KEY ASSESSMENT DATES

Key dates will happen throughout the academic year.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Art Year 10

AUTUMN 1

ARCHITECTURE

Mixed media artist Jon Measures acts as inspiration for the initial project of Y10 GCSE Art students who will analysis his multi layered architectural compositions of buildings before creating their own artworks using collage, drawing, mono printing, and mixed media.

Prior Learning
Y9 - Nature

AUTUMN 2

ARCHITECTURE

Students will use their own artworks from the first half-term to design a block print design. Use reduction printing to create layers of colour and textures within their prints. The printing process is followed by a series of workshop focused on mixed media techniques. Students will also have an opportunity to develop personal artworks using a taught technique of their own choice.

Prior Learning
Y9 - Nature

SPRING 1

SELF-IMAGE

Initially using photographer Rankin as inspiration, students will complete a photoshoot to capture expressive portraits of each other. These primary images will then be 'destroyed' using a wide variety of material and processes (including wire work, biro drawing, texture drawing and font design), aiming to increase students' ability to explore ideas and take creative risks. The abstracted figures of painter Christiane Spangsborg will act as an initial inspiration for exploring experimental drawings.

Prior Learning
Y9 - Teesha Moore
Y10 - Architecture

SPRING 2

SELF-IMAGE

Following on from primary photos and drawings, students are introduced to the work of expressive painter Jean-Michel Basquiat. Informed by a short series of painting workshops, students will need to use their primary photos to create their own artwork to the figurative work of Basquiat. This also provide the opportunity to combine artistic influences, ideas, materials and processes explored within this project to create a highly personal and meaningful response to the theme 'Self Image'

Prior Learning
Y9 - Landscape painting
Y10 - Architecture

SUMMER 1

SELF IMAGE

Students will create a highly personal and meaningful response to the theme 'Self Image', using relevant images, materials and processes, to realise their own intentions.

OUR WORLD

Taking inspiration from their own research and primary studies, students will explore the theme 'Our World'. Students will need to demonstrate an ability to record their observations and refine their ideas.

Prior Learning
Y10 - Architecture

SUMMER 2

OUR WORLD

Using the imagery from the previous half-term, students will need to work with an increased amount of independence, developing a personal concertina book inspired by the theme of 'Our World'. Students will make visual responses that take inspiration from their chosen artist(s) in suitable materials.

Prior Learning
Y10 - Our World

CAREERS LINKS

Fine Artist, Photographers, Mixed Media Artist. Shoe Designers, Sculptors, Puppet Makers, Animators

CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues) Autonomy (intellectual virtues) when creating independent photographic responses.

KEY ASSESSMENT DATES

Summative assessment takes place every 4 weeks. Coursework is constantly reviewed with verbal feedback. Formative teacher assessment and guidance is ongoing

Mock Exam June

The timeline of projects might change slightly to better reflect student progress.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Photography Year 10

AUTUMN 1

SHAPE – SHAPE SAFARI AND FLETCHER BENTON

Students learn basics of using a digital camera and use shapes within the school environment to develop skills in composition, use of focus, tone, line and detail. Development of Photoshop skills using cropping, quick selection, curves, hue and saturation, black and white. Students study sculptor Fletcher Benton and use his work to inspire their own paper sculptures and photo shoot. Students also study compositional rules of photography to develop analytical and theoretical knowledge.

Prior Learning

Minimal knowledge of working of a camera from own personal use and editing packages online. Some Photoshop experience via ICT

CAREERS LINKS

Fine Artist, Artist, Photographers, Mixed Media Artist, Shoe Designers, Sculptors, Puppet Makers, Animators

AUTUMN 2

SHAPE – VORTOGRAPHY

Students complete the Shape project with a creative take on a kaleidoscope by taking photos through a triangular mirror, results are edited on Photoshop using learnt methods from the start of the course

TONE & LIGHT – EDWARD WESTON

Students start a new project based on the use of tone and light. They research Edward Weston and develop black and white still life images of vegetables. They experiment with lighting effects and use of tone within Photoshop.

Prior Learning

Developed knowledge of Photoshop from HT1. Students may have drawn from still life in Art classes at KS2

CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues) Autonomy (intellectual virtues) when creating independent photographic responses.

SPRING 1

TONE & LIGHT – SHADOW & LIGHT

Students select to research one of the following Photographers: George Hurrell, Annie Leibovitz or Lee Jefferies. They produce analysis of their work and then utilise their knowledge to experiment with various ways to produce shadows and different lighting effects within portraiture. There is a 5-activity carousel in which students work in groups to produce images using props and lighting effects. They then edit these in Photoshop. Students then extend their skills by experimenting with Photomontage, or connector images as another form of representing portraiture.

Prior Learning

Students may have experimented with shadow and lighting within Art, Drama or Science previously. They may have personal knowledge of the photographers selected.

KEY ASSESSMENT DATES

Coursework is constantly reviewed with verbal feedback. Formative teacher assessment and guidance is ongoing. Summative assessment over 4 weeks, combination of lesson and homework. Mock Exam to take place in June

SPRING 2

TONE & LIGHT – LANDSCAPE, FAYE GODWIN

Next to Portraiture, Landscapes are a fundamental part of Photography. Students will explore the work of Faye Godwin and take their own images of local landscapes. They will use Lighting Effects and Controls to subtly edit their work in the style of Faye Godwin using Photoshop.

Prior Learning

Students are likely to have taken landscape images on their phones and will now have comprehensive knowledge of compositional rules from the Shape Project in order to inform their work.

SUMMER 1&2

TEXT & TYPE

Students will be developing their knowledge and skills using the Text tool in Photoshop and combining it with craft-based imagery in a practical and digital project. They will make text from craft-based items that will then be photographed using lighting and digital editing tools. They will study the work of graphic designer David Carson and develop imagery based on Text and Font.

Prior Learning

Prior knowledge of Photoshop throughout the course so far

The timeline of projects might change slightly to better reflect student progress.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Textiles Year 10

AUTUMN 1

ARCHITECTURE

Mixed media artist Jon Measures acts as inspiration for the initial project of Y10 GCSE Art students who will analysis his multi layered architectural compositions of buildings before creating their own artworks using collage, drawing, mono printing and mixed media.

Prior Learning
Y9 - Nature

AUTUMN 2

ARCHITECTURE

Students will use their own artworks from the first half-term to design a block print design. Use reduction printing to create layers of colour and textures within their prints. The printing process is followed by a series of workshop focused on mixed media techniques. Students will also have an opportunity to develop personal artworks using a taught technique of their own choice.

Prior Learning
Y9 - Nature

SPRING 1

SELF-IMAGE

Initially using photographer Rankin as inspiration, students will complete a photoshoot to capture expressive portraits of each other's. These primary images will then be 'destroyed' using a wide variety of material and processes (including wire work, biro drawing, texture drawing and font design), aiming to increase students' ability to explore ideas and take creative risks. The abstracted figures of painter Christiane Spangenberg will act as an initial inspiration for exploring experimental drawings.

Prior Learning
Y9 - Teesha Moore
Y10 - Architecture

SPRING 2

SELF-IMAGE

Following on from primary photos and drawings, students are introduced to the work of expressive painter Jean-Michel Basquiat. Informed by a short series of painting workshops, students will need to use their primary photos to create their own artwork to the figurative work of Basquiat. This also provide the opportunity to combine artistic influences, ideas, materials and processes explored within this project to create a highly personal and meaningful response to the theme 'Self Image'

Prior Learning
Y9 - Landscape painting
Y10 - Architecture

SUMMER 1

SELF IMAGE

Students will create a highly personal and meaningful response to the theme 'Self Image', using relevant images, materials and processes, to realise their own intentions.

OUR WORLD

Taking inspiration from their own research and primary studies, students will explore the theme 'Our World'. Students will need to demonstrate an ability to record their observations and refine their ideas.

Prior Learning
Y10 - Architecture

SUMMER 2

OUR WORLD

Using the imagery from the previous half-term, students will need to work with an increased amount of independence, developing a personal concertina book inspired by the theme of 'Our World'. Students will make visual responses that take inspiration from their chosen artist(s) in suitable materials.

Prior Learning
Y10 - Our World

CAREERS LINKS

Fine Artist, Photographers, Mixed Media Artist. Shoe Designers, Sculptors, Puppet Makers, Animators

CHARACTER LINKS

Respectful and honest feedback (moral virtues) given in peer assessment. Increased confidence and perseverance (performance virtues) Autonomy (intellectual virtues) when creating independent photographic responses.

KEY ASSESSMENT DATES

Summative assessment takes place every 4 weeks. Coursework is constantly reviewed with verbal feedback. Formative teacher assessment and guidance is ongoing

Mock Exam June

The timeline of projects might change slightly to better reflect student progress.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Hospitality & Catering Year 10

AUTUMN 1

PRINCIPLES OF NUTRITION

Students will learn about the definition, source and function of macro and micronutrients.
 Students will also further develop their practical skills during this unit of study.
 PLEASE NOTE THE CURRICULUM CHANGED FROM FOOD & NUTRITION TO HOSPITALITY & CATERING

Prior Learning

There is no requirement for learners to achieve any specific qualifications prior to undertaking this qualification.

CAREERS LINKS

Good preparation for any career in the food, drink and hospitality industry. Recipe and product development. Food promotion and sales. Sales advertising. Education and Child Care sector. Dietician.

AUTUMN 2

HOSPITALITY & CATERING IN ACTION – PREPARATION

During this term, students will complete practice tasks for the NEA assessment.
 Students will complete practice tasks in the following areas:
 - Research and menu planning - Nutritional analysis
 - Preparation, cooking, and presentation of dishes - Evaluation

Prior Learning

Students will continue to build on their knowledge from the Food KS3 curriculum.

CHARACTER LINKS

Moral virtues of respect, honesty and understanding are fostered when considering the role ethics, medical and moral choices come in to play with food. Civic virtues of citizenship, community awareness is harnessed when exploring food cultures and tolerances locally, nationally and globally

SPRING 1

Students will complete an NEA assessment in response to a brief set by the exam board.
 Students will produce assessed materials in the following areas:
 - Research and menu planning - Nutritional analysis
 - Preparation, cooking, and presentation of dishes - Evaluation
 This work will contribute up to 60% of the final assessment grade.

Prior Learning

Students will continue to build on their knowledge from the Food KS3 curriculum.

SPRING 2

Students will produce assessed materials in the following areas:
 - Research and menu planning - Nutritional analysis
 - Preparation, cooking, and presentation of dishes - Evaluation
 This work will contribute up to 60% of the final assessment grade.

Prior Learning

Students will continue to build on their knowledge from the Food KS3 curriculum.

KEY ASSESSMENT DATES

SUMMER 1

Students will gain knowledge and understanding of hospitality and catering provision.
 This will cover:
 - Hospitality and catering providers - Working in the hospitality and catering industry
 - Working conditions in the hospitality and catering industries
 - Contributing factors to the success of hospitality and catering provisions

Prior Learning

Students will continue to build on their knowledge from the Food KS3 curriculum.

SUMMER 2

Students will gain knowledge and understanding of hospitality and catering provision.
 This will cover:
 - Hospitality and catering providers - Working in the hospitality and catering industry
 - Working conditions in the hospitality and catering industries
 Contributing factors to the success of hospitality and catering provisions

Prior Learning

B Students will continue to build on their knowledge from the Food KS3 curriculum.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



DT Year 10

AUTUMN 1

One- and Two-point Perspective Students develop their drawing skills with One- and Two-point perspective sketching	Soma Cube Students apply their drawing skills to create a solution to the Soma cube before making a cube	Coat Hook Students test their designing and making skills, creating ideas and a finished prototype coat hook made from recycled table legs	Prior Learning Students will draw upon design and sketching skills from KS3 along with knowledge of materials.
Coat Hook Students test their designing and making skills, creating ideas and a finished prototype coat hook made from recycled table legs	Theory: Metal Materials Building on KS3 knowledge and understanding of metal materials, this topic delves deeper into the features and uses of metal materials	Phone Stand Students learn to interpret orthographic drawing to manufacture a mobile phone stand / speaker	Prior Learning Students will draw upon design and sketching skills from KS3 along with knowledge of materials.

CAREERS LINKS

ICT teacher, graphic designer, games developer, product designer, engineer, using CAD as a designer, architect or engineer, fashion designer, fabric specialist, costume designer, textile technician or textile developer, careers in catering, as a chef, food hygiene, product development, manufacturing and many more.

AUTUMN 2

Making Task: Phone Stand Students learn to interpret orthographic drawing to manufacture a mobile phone stand / speaker	Theory: Wooden Materials Building on KS3 knowledge and understanding of wooden materials, this topic delves deeper into the features and uses of wooden materials	Prior Learning During KS3 students will have worked extensively with wooden materials.
Spatula Students learning how wood can be bent before making a laminated spatula	Skills Stick – Wood Students learn about a range of wood joints and manufacturing processes	Prior Learning During KS3 students will have worked extensively with wooden materials.

CHARACTER LINKS

Teamwork, responsibility when using tools and equipment (performance virtues), resilience, learning from failure, awareness of the needs of others, awareness of environmental issues (civic virtues), critical thinking, problem solving, making judgements, awareness of health and wellbeing (moral virtues).

SUMMER 1

Skills Stick- Metal Students learn about a range of metal joining and manufacturing processes.	Polymers + LED Light Students develop further knowledge of Polymers and make a cast resin LED light	Prior Learning During KS3 students gained working knowledge of metals and polymers.
----------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------

KEY ASSESSMENT DATES

Students will complete either in or end of topic assessment.

SUMMER 2

Exam Preparation Students revisit prior knowledge and develop techniques and strategies to support the mock exams	Core technical Principals Students will explore the following topics: Energy generation and storage / New and emerging technologies / Systems approach to designing / Mechanical devices / Materials and properties	Prior Learning
-----------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------

Year 10 mock exam - June

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Construction Year 10

AUTUMN 1

<p>Unit: 1.8 Health & Safety Students will learn about the 1974 Health and Safety at Work Act covering areas of legislation and how they are applied within the Construction industry</p>	<p>Partition Wall Students will plan and build a section of a partition wall including plaster board and electrical sockets</p>	<p>Prior Learning Students will have some prior learning from KS3 in regard to the impact of HASAWA in the workplace. Students will have some prior learning from KS3 practical work that can be applied in terms of marking up materials and using workshop machines.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

CAREERS LINKS

Joinery, carpentry, plasterer. wall/floor tiling, plumbing, kitchen & bathroom fitting. Pathways to higher/further education. Local colleges and apprenticeship applications. Architecture, planning officer, project manager, site manager. Health and safety officer, roles within the HSE, law, site management. Quantity surveyor, project management, materials supply, finance/budget control

AUTUMN 2

<p>Partition Wall Continuation of theory and practical unit from half term 1</p>	<p>Unit 1.1: The Sector Students will learn about the different elements of the building sector including commercial and residential building as well as water supplies and sewerage systems</p>	<p>Unit: 1.2 The Built Environment Life Cycle Students will look at the entire life cycle of a range of building materials from extraction to disposal.</p>	<p>Prior Learning Students will have some prior learning from KS3 practical work that can be applied in terms of marking up materials and using workshop machines.</p>
---------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

CHARACTER LINKS

Performance virtues of teamwork, resilience, perseverance and confidence are fostered when students are working with materials, tools and processes they may not have experienced before. Intellectual virtues of judgement, curiosity and reasoning are vital when completing the practical elements of this qualification

SPRING 1

<p>Basic Electrical work Students will learn how to wire up a plug, how to assemble a one-way lighting circuit and how to assemble and simple ring main.</p>	<p>Prior Learning KS3 Science</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------

SPRING 2

<p>Unit: 1.3 Types of Building Students will look at the features and components of residential and non-residential buildings, bridges and roads.</p>	<p>Unit: 1.4 Technologies and Materials Students will look at the technologies and materials that are used to build, support and shelter modern buildings</p>	<p>Unit: 1.7 Trade Professionals Students will learn about the different professionals involved in the planning, design building and maintaining of built structures.</p>	<p>Prior Learning Students will draw upon previous content from Year 10 along with elements of knowledge from the Year 9 construction project</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------

SUMMER 1

<p>Brickwork / Plumbing Students will learn either the basic steps to plumb and test a radiator or how to mix mortar and lay bricks</p>	<p>Prior Learning Some students may have prior experience in plumbing and brickwork from working at home.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------

KEY ASSESSMENT DATES

Students will complete either in or end of topic assessment.

SUMMER 2

<p>Revision Students revisit prior knowledge and develop techniques and strategies to support the mock exams</p>	<p>Unit: 1.5 Building Structures and forms Students will look at the main types of traditional and modern methods of construction</p>	<p>Unit: 1.6 Sustainable construction Students will look at how the construction industry can meet the needs of current society without effecting future generations.</p>	<p>Prior Learning Students will draw upon previous content from Year 10 along with elements of knowledge from the Year 9 construction project</p>
-----------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 10 mock exam - June

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Computing Year 10

AUTUMN 1

1.1 Systems Architecture – 1.2 Memory and Storage: Purpose of the CPU, the fetch-execute cycle, common CPU components and their function, ALU, CU, Cache, Registers, Von Neumann architecture, MAR, MDR, Program Counter, and Accumulator memory. How common characteristics of a CPU can affect the performance of a CPU. Topic 1.2 covers storage (sizes and devices). Data representation and conversions – binary, denary, hexadecimal, binary addition, and binary shifting. Discuss the relationship between the number of bits per character in a character set, and the number of characters which can be represented in ASCII or Unicode.

Prior Learning
Students will have been introduced to the basics of how computers work and how files are saved as part of KS3 topics

CAREERS LINKS

Cyber security, ICT teacher, graphic designer, games developer, web programmer

AUTUMN 2

1.2 Memory and Storage – 1.3 Computer Network, Connections and Protocols: By the end of this topic, Students will have studied: Types of networks, LAN, WAN and factors that affect the performance of a network. The different roles of computers in a client-server and peer-to-peer server network; the hardware needed to connect stand-alone computers to a LAN including, wireless access points, routers, switches, NIC and transmission media. Students will develop their understanding of the internet as a worldwide collection of computer networks: DNS, Hosting, The Cloud, Web servers and clients. Star and Mesh network topologies. Modes of connection: Wired (Ethernet), Wireless (Wi-Fi, Bluetooth). Encryption. IP addressing and MAC addressing. Standards. Common protocols including TCP/IP, HTTP, HTTPS, FTP, POP, IMAP, SMTP and the concept of layers over a network.

Prior Learning
During KS3 students have been introduced to storage and memory works, this unit will be developing Students understanding further

CHARACTER LINKS

Across the academic year, students are encouraged to develop respect for their own and peers' work (moral virtues), as well as confidence and perseverance to ascertain new skills (performance virtues)

SPRING 1

1.4 Network security Forms of attack – 1.5 System Software: By the end of this topic, Students will have studied: malware, social engineering (e.g., phishing, people as the 'weak point'), brute-force attacks, and denial of service attacks, data interception and theft, and the concept of SQL injection. You will explore common prevention methods: penetration testing, anti-malware software, firewalls, user access levels, passwords, encryption, and the need for physical security. For 1.5 Students will study purpose and functionality of operating systems, user interface, memory management and multitasking, encryption, and usability of computer systems.

Prior Learning
During KS3 Students will have been introduced to the basics of computer networking, LAN/WAN and different network topologies

SPRING 2

1.6 Ethical, legal, cultural and environmental & 2.1 Algorithms: By the end of this topic, Students will have studied the impact of digital technology on individuals and the impact of digital technology on wider society, including ethical issues, legal issues, cultural issues, environmental issues and privacy issues. Students will explore the legislation relevant to Computer Science, including: the Data Protection Act 2018, Computer Misuse Act 1990, Copyright Designs and Patents Act 1998 Software licences (i.e., open source and proprietary).

Prior Learning
Students will have been introduced to cyber security in KS3 and an understanding of different malware and measures to protect a computer system.

KEY ASSESSMENT DATES

Autumn 1: End of unit Test for 1.1
Autumn 2: End of unit Test for 1.2
Spring 1: End of unit Test for 1.3
Spring 2: End of unit Test for 1.5
Summer 1: End of unit Test for 1.6
Summer 2: End of unit Test for 1.6 & computing component 1 mock exam

SUMMER 1

2.1 Algorithms :Principles of computational thinking, including Abstraction, Decomposition and algorithmic thinking. Identify the inputs, processes, and outputs for a problem and create structure diagrams. Create, interpret, correct, and refine algorithms using pseudocode, flowcharts with reference to a high-level programming language such as python. Identify common programming errors including, syntax and logic errors. Apply rules of standard searching algorithms such as binary search, linear search to conduct searches on a set of given data. Use of variables, constants, operators, inputs, outputs and assignments. Basic programming constructs sequence, selection and iteration.

Prior Learning
During KS3, students will have had a basic understanding of system software and the role of an operating system.

SUMMER 2

2.1 Algorithms, Revision and Python Programming
Continuation of topic 2.1 and revision and Python programming practice for Topic 1.

Prior Learning
Students will have looked at the ethical and environmental issues surrounding computing at KS3

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



iMedia Year 10

AUTUMN 1

Unit R094

Students are introduced to their first coursework which is worth 25% of their final grade: R094 creating a visual identity and digital graphics. Students will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include Develop visual identity, plan digital graphics for products, create a visual identity and create a digital graphic. Students will start their NEA during this half term

Prior Learning

In Y9, Students complete a multimedia unit which covers a review of interactive multimedia products.

CAREERS LINKS

Cyber Security, ICT Teacher, Graphic Designer, Games Developer, Web Programmer

AUTUMN 2

Unit R094 NEA

Students will work towards completing their R094 coursework during this half term.

Prior Learning

In Y9, Students complete a Photoshop unit of work where they design/plan a digital product to meet a specific client brief.

SPRING 1

R094 NEA

Students will complete their R094 coursework during this half term.

Prior Learning

In Y9, Students touch upon the media/multimedia industry through discussions/specific units

CHARACTER LINKS

Across the academic year, students are encouraged to develop respect for their own and peers' work (moral virtues), as well as confidence and perseverance to ascertain new skills (performance virtues)

SPRING 2

Unit R093

This is assessed by taking an exam in January of Year 11 and is worth 40% of their final grade. In this unit, Students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include pre-production planning and distribution considerations

Prior Learning

In Y9, Students touch upon the media/multimedia industry through discussions/specific units

SUMMER 1

Unit R093

This is assessed by taking an exam in January of Year 11 and is worth 40% of their final grade. In this unit Students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include pre-production planning and distribution considerations

Prior Learning

In Y9, Students touch upon the media/multimedia industry through discussions/specific units

KEY ASSESSMENT DATES

Year 10 coursework is completed between October and July

SUMMER 2

Unit R093

This is assessed by taking an exam in January of Year 11 and is worth 40% of their final grade. In this unit Students will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include Pre-production planning and distribution considerations

Prior Learning

In Y9, Students touch upon the media/multimedia industry through discussions/specific units

R093 Mock Summer 2024

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



Enterprise & Marketing Year 10

AUTUMN 1

Introduction

Learners are introduced to the purpose of enterprise and the role of entrepreneurs. They consider risks and rewards of business activity.

Unit R068

Topic Area 1: Market Research: Learners will understand the purpose of market research for businesses. They will understand a range of primary and secondary methods of market research and the merits of both quantitative and qualitative data

Prior Learning

Learners will have some knowledge of business activity to draw on from their life's experience.

CAREERS LINKS

Self-employed; Business owner; Working within any business organisation; Accountancy and finance; Human resources

AUTUMN 2

Topic Area 1 (continued): Learners will select, carry out and review results of appropriate methods of market research for their coursework task.

Topic Area 2: Market Segmentation: Learners will apply market segmentation to build a customer profile.

Topic Area 3: Product Proposal: Learners will use their knowledge of the design mix and results of their market research to produce designs for a new product.

Prior Learning

Learners will have some knowledge of business activity to draw on from their life's experience.

SPRING 1

Topic Area 3 (continued): Learners will review their design proposals following feedback.

Unit R067

Topic Area 3: Financial calculations: Learners will understand and calculate revenue; fixed, variable and total costs; and profit. Learners will be able to calculate the break-even level of output, and also understand the importance of cash.

Prior Learning

Learners will have some knowledge of calculating profit. In year 9, learners are introduced to fixed and variable costs.

CHARACTER LINKS

Learners consider the qualities required of successful entrepreneurs, including hard-work and resilience. They also consider the ethical and environmental impact of business activity. Learners also develop a greater understanding of the world they live in.

SPRING 2

Topic Area 4: Marketing Mix (Price): Learners will understand different pricing strategies.

Unit R068

Topic Area 4: Review whether a business proposal is financially viable. Learners will calculate costs, revenue, break-even and profit relating to their business proposal. They will also apply a pricing strategy and review the financial viability of the proposal.

Prior Learning

Learners will apply knowledge from Unit R067

SUMMER 1

Topic Area 5: Review the likely success of the business proposal: Identify risks and challenges when launching a new product and understand how risks and challenges can be minimised/overcome.

Unit R067

Topic Area 4: Marketing Mix (Promotion): Learners will understand the relative advantages and disadvantages of different types of advertising medium. They will also consider the appropriateness of different sales promotion techniques.

Prior Learning

Learners will have knowledge and experience of some methods of promotion.

KEY ASSESSMENT DATES

Summative assessment each half term.

R068 coursework submission in May

SUMMER 2

Unit R069

Topic Area 1: Develop a brand identity to target a specific customer profile: Learners will understand brand personality, brand identity and brand image; and the reasons that branding is used. They will understand branding methods and produce a competitor analysis.

Topic Area 2: Create a promotional campaign for a brand and product: Learners will explain the objective of a promotional campaign and create a plan for a promotional campaign.

Prior Learning

Learners will have some knowledge of established brands.



PE Year 10 - Girls

AUTUMN 1 & 2

Students will participate in a range of activities from the following;

Netball
Football
Badminton
Team Games

Prior Learning

Learning builds on skills from Year 9.

Experiences outside of school with clubs and extra-curricular.

CAREERS LINKS

Coaching
PE teaching
Refereeing/ umpiring
Fitness instructor
Physiotherapist
Sport scientist
Sports development officer
Leisure and tourism industry

SPRING 1 & 2

Students will participate in a range of activities from the following;

Netball
Badminton
Football
Team Games
Fitness

Prior Learning

Learning builds on skills from Year 9.

Experiences outside of school with clubs and extra-curricular.

CHARACTER LINKS

Strong character development throughout all PE activities. Each activity promotes and encourages:

- Goal setting and motivation (performance virtues).
- Overcoming barriers and challenges by perseverance and therefore developing resilience (performance virtues).
- Positive moral attributes e.g. courage, honesty, integrity and humility (moral virtues)
- Social confidence by listening to others, expressing views and showing courtesy and respect (moral virtues)

SUMMER 1 & 2

Students will participate in a range of activities from the following;

Athletics
Striking Games

Prior Learning

Learning builds on skills from Year 9.

Experiences outside of school with clubs and extra-curricular.

KEY ASSESSMENT DATES

There is no formal assessment of core PE at Key Stage 4.

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST



GCSE PE Year 10

AUTUMN 1

Component 1 Paper 1 Fitness & Body Systems: Applied Anatomy & Physiology & Practical		Prior Learning There is no assumption of any prior knowledge. Students have looked at the human body in Yr7 science Practical Isolated skills Game play
<u>Skeletal System</u> Functions of the skeletal system / Classification of bones / Structure of the skeletal system / Classification of joints / Types of movement / Long term effects of exercise	<u>Practical</u> Netball / Football / Handball	

AUTUMN 2

Component 1 Paper 1 Fitness & Body Systems: Applied Anatomy & Physiology				Prior Learning There is no assumption of any prior knowledge. Students have looked at the human body in Yr7 science
<u>Muscular System</u> Muscle types (ligaments & tendons) / Muscles / Antagonistic muscle pairs / Muscle fibre types / Short term effects of exercise / Long term effects of exercise	<u>Cardiovascular System</u> Functions of the cardiovascular system / Blood vessels / Vascular shunting / Components of the blood / Short- and long-term effects of exercise	<u>Respiratory System</u> Functions of the respiratory system / Structure of the respiratory system / Alveoli and gas exchange / Composition of air / Short- and Long-term effects of exercise	<u>Aerobic/Anaerobic</u>	

SPRING 1

Component 1 Paper 1 Fitness & Body Systems: Physical Training			Prior Learning There is no assumption of any prior knowledge.
<u>Principles of Training</u> FITT / Individual Needs / Reversibility / Specificity / Threshold of Training / Over Training / Progressive Overload	<u>Methods of Training</u> Continuous / Fartlek / Circuit / Interval / Plyometric / Weight / Resistance / Fitness Classes	<u>Components of Health and Skill Related Fitness</u> Fitness, health, exercise & performance / Cardiovascular Fitness / Muscular Endurance / Flexibility / Reaction Time / Power & Speed / Agility / Balance & Co-ordination / Body Composition / Strength	

SPRING 2

Component 1 Paper 1 Fitness & Body Systems: Physical Training				Prior Learning There is no assumption of any prior knowledge.
<u>Components of Health and Skill Related Fitness</u> Fitness, health, exercise & performance / Cardiovascular Fitness / Muscular Endurance / Flexibility / Reaction Time / Power & Speed / Agility / Balance & Co-ordination / Body Composition / Strength	<u>Warm up & Cool Down</u>	<u>Sports Injuries and Performance Enhancing Drugs</u>	<u>Planes & Levers</u>	

SUMMER 1 & 2

Component 1 Paper 1 Fitness & Body Systems: Physical Training				Prior Learning There is no assumption of any prior knowledge.
<u>Practical</u> Table-Tennis / Badminton / Athletics	<u>PEP</u>	<u>PEP</u>	<u>Revision</u>	

CAREERS LINKS

Coaching
 PE teaching
 Refereeing/ umpiring
 Fitness instructor
 Physiotherapist
 Sport scientist
 Sports development officer
 Leisure and tourism industry

CHARACTER LINKS

Strong character development throughout all PE activities. Each activity promotes and encourages

- Goal setting and motivation (performance virtues).
- Overcoming barriers and challenges by perseverance and therefore developing resilience (performance virtues).
- Positive moral attributes e.g. courage, honesty, integrity and humility (moral virtues)
 - Social confidence by listening to others, expressing views and showing courtesy and respect (moral virtues)

KEY ASSESSMENT DATES

3 required practical activities assessed throughout the course (each worth 10% of final grade).
 Theory work assessed formatively in class and summative assessments after every unit.
 Paper 1 assessment – Yr10 end of year mocks

NITIMUR IN EXCELSIS – STRIVE FOR THE HIGHEST