

# Yearly Overviews: Year 10

In addition to the curriculum information on each subject page, these slides provide an overview of what your child will be learning throughout the year, including the different topics, knowledge, skills, assessment and relevant links. There are also summaries of the curriculum **intent** (the overarching aims in terms of what students will learn), **implementation** (how classes are structured and allocated curriculum time) and **impact** (what students should know and understand as a result of the delivery of the curriculum)

*Please note, Food and Drama will be added shortly*



# Year 10 English Overview

**Intent – the Big Picture:** *The Key Stage 4 curriculum builds upon every aspect of previous study, consolidating and developing core disciplinary skills in formal writing, comparison, expression and analysis. This is delivered against the framework provided by AQA for both English Language and English Literature respectively – each counts as one separate GCSE in it's own right. The mature concepts and texts experienced in Key Stage 3 are taken a step further as students begin to reach the peak of their maturity, with classrooms becoming focal points for intense academic discussion related to personal, social emotional and political development, the nature of society and the importance of respect for everyone in the world in which we live.*

## Implementation:

*Students have five one hour lessons per week, including one library lesson every half-term. Each half term a new aspect of the GCSE course is introduced which builds on prior knowledge and skills, accumulated at Key Stage 3. A variety of teaching activities in mixed attainment settings will foster skills in reading, writing, speaking and listening and retrieval practice. Students will work both independently and collaboratively with different learning partners and will be exposed to a range of challenging and diverse texts from a range of genres and eras.*

*Homework Projects are designed to engage students with each unit of work, seeing them complete work that should enhance their understanding of topics and sit alongside classwork.*

## Impact:

*All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using the Progress Trees for each unit to capture key vocabulary, links, personal progress and progress towards their targets.*

*Students should feel challenged, but not overwhelmed as they develop their formal writing abilities and academic voices.*

Unit	Knowledge	Skills	Assessment	Links
Anita and Me	Bildungsroman Cultural Belonging/Social Responsibility/Notions of Family The development of 'Modern Britain' Partition Narrative Perspective - Subjectivity Post-Colonial Texts	Reading – annotation, all areas of analysis from KS3. Writing – limitations on writing frames, essay writing skills, developing detail related to a question.	Continuous formative assessment with heavy student reflection related to at least three formal essays, written at key points in the study of the text.	Y7 – Short Stories/World Poetry Y8 – Animal Farm/Gothic Fiction/The Romantics Y9 – Of Mice and Men/Conflict Poetry
A Christmas Carol	Socio-Political Context – Social Divide/Social Responsibility Foils/Symbolism/Allegory/Construction of Character/Narrative Perspective – Omniscient	Reading – annotation, all areas of analysis from KS3. Writing – essay writing skills – using TEALEAC structures to analyse across texts.	Continuous formative assessment with heavy student reflection related to at least three formal essays, written at key points in the study of the text.	Y7 – Short Stories Y8 – Animal Farm/Gothic Fiction/The Romantics Y9 – Of Mice and Men/Anita and Me
Love and Relationships Poetry	Poetic Devices Structural Terminology Form and Tone Perspective in relation to emotional themes. Gender roles.	Reading – annotation, comparison. Writing – embedding TEALEAC, Thesis Statements.	Continuous formative assessment with heavy student reflection related to at least four formal essays, written at key points in the study of the text.	Y7 – World Poetry Y8 – The Romantics Y9 – Conflict Poetry Analysis and comparison skills from Literature texts.
English Language Paper 1	Structural terminology Evaluation tools All KS3 skills related to form, tone, language analysis – will vary depending on the extracts chosen for study, which are continually reviewed.	Reading – comprehension, analysis of language and structure, evaluation of texts. Fiction Writing – pacing, structure, all skills from KS3.	Formative assessment with heavy student reflection related to at least one response from Questions 2, 3 and 4, plus at least two Q5 responses in combination with self and peer assessment.	Y7 – Short Stories/Voices in the Park Y8 – Animal Farm Y9 – Of Mice and Men/Creative Writing
English Language Paper 2	Objectivity and Subjectivity Importance of Perspective All KS3 skills related to form, tone, language analysis – will vary depending on the extracts chosen for study, which are continually reviewed.	Reading – comprehension, analysis of language and structure, comparison. Non-Fiction Writing – pacing, structure, all skills from KS3.	Formative assessment with heavy student reflection related to at least one response from Questions 2, 3 and 4, plus at least two Q5 responses in combination with self and peer assessment.	Y7 – Love Where You Live/Voices in the Park Y8 – Opinion Writing Y9 – Non-Fiction Reading and Writing Analysis and comparison skills from Literature texts.
English Language: Speaking and Listening  English Literature: Unseen Poetry	Speaking – volume, voice, control related to the delivery of challenging topics. Speaking – body language Speaking – Controlling anxiety Group collaboration Independent learning and research.  Poetic Devices/Structural Terminology/Form and Tone	All KS3 speaking skills  Unseen Poetry: comprehension, independent analysis of language and structure, evaluation of texts.	Formal GCSE assessed grade awarded: Pass, Merit, Distinction – does not count towards overall English Language grade.  Formative assessment of at least two Unseen Poetry questions, plus student self reflections.	Y7 – Zoo Drama Y8 – Public Speaking Y9 – Othello/Non-Fiction



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**Implementation:** Students have 4 hours of maths each week. They are taught in higher and foundation groups with one group also studying further maths.

There are 20 units of work covered over 2 years. Units vary in length but are normally between 3 and 4 weeks

During lessons students are encouraged to work collaboratively by discussing and reasoning when problem solving. Tasks are designed to be rich and develop deep thinking and fluency in every strand.

At the end of each unit students complete an end of unit test. This is made up of GCSE questions and is marked by their classroom teacher.

**Impact:** All students will acquire a deep understanding of the mathematical concepts covered which will allow them to develop their own methods. Rules and tricks are discouraged at every point. Methods will be discovered rather than taught

Students will develop a growth mindset and start to value and recognise the impact of hard work and resilience above any perceived ability.

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Unit	Knowledge	Skills	Assessment	Links
1 – Numeracy Skills	Students will become fluent with mental strategies to solve numerical problems with all operations	<p>Apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative; understand and use place value</p> <p>Recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions); use conventional notation for priority of operations, including brackets, powers, roots and reciprocals</p> <p>Use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation theorem</p>	End of Unit Test	Unit 2 - reverse operations Unit 5 – HCF LCM
2 – Graphs Charts and Diagrams	<p>Students will recognise, and draw a series of statistical diagrams</p> <p>Students will interpret these diagrams and compare distributions from data sets</p>	<p>Interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, tables and line graphs for time series data and know their appropriate use</p> <p>Use and interpret scatter graphs of bivariate data; recognise correlation</p>	End of Unit test	Unit 10 – Data distribution and choosing appropriate diagrams



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Unit	Knowledge	Skills	Assessment	Links
3 – Introduction to Algebra	Students will become fluent in algebra vocabulary, notation, manipulation and simplifications	Use and interpret algebraic manipulation  Substitute numerical values into formulae and expressions, including scientific formulae  Simplify and manipulate algebraic expressions (including those involving surds)  Know the difference between an equation and an identity; argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments	End of Unit Test	Unit 7 – Linear Graphs  Unit 8 – Equations and inequalities  Unit 13 – Quadratics  Unit 17 - Algebraic proof
4 – Area, perimeter and volume	Students will understand how to calculate the area. Perimeter and volume of a range of shapes. They will understand how to apply this knowledge to problem solving type questions	Know and apply formulae to calculate: area of triangles, parallelograms, trapezia; volume of cuboids and other right prisms (including cylinders)  Identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference, tangent, arc, sector and segment  Know the formulae: circumference of a circle = $2\pi r = \pi d$ , area of a circle = $\pi r^2$ ; calculate: perimeters of 2D shapes, including circles; areas of circles and composite shapes; surface area and volume of spheres, pyramids, cones and composite solids	End of Unit test	Unit 11 – Trigonometry  Unit 15 – transformations  Unit 20 - circles
5 – Fractions Decimals Percentages	Students will be confident working with and changing between fractions, decimals and percentages	Work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and 7/2 or 0.375 or 3/8)  Change recurring decimals into their corresponding fractions and vice versa  Apply the four operations, including formal written methods, to decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative; understand and use place value		Unit 1 - Numeracy  Unit 6 – Ratio and proportion  Unit 14 - Probability



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6 – Ratio and Proportion		<p>Divide a given quantity into two parts in a given part:part or part:whole ratio; express the division of a quantity into two parts as a ratio; apply ratio to real contexts and problems</p> <p>Express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1</p> <p>Solve problems involving direct and inverse proportion, including graphical and algebraic representations</p>	End of Unit Test	<p>Unit 1 - Numeracy</p> <p>Unit 12 – Numerical expressions</p> <p>Unit 16 – Compound measures</p>
7 – Linear Graphs	<p>Know and understand the equation of a linear graph</p> <p>Understand gradient and how to calculate it</p> <p>Apply in a real life context</p>	<p>Work with coordinates in all four quadrants</p> <p>Plot graphs of equations that correspond to straight-line graphs in the coordinate plane; use the form <math>y = mx + c</math> to identify parallel lines; find the equation of the line through two given points or through one point with a given gradient</p> <p>Identify and interpret gradients and intercepts of linear functions graphically and algebraically</p>	End of Unit test	<p>Unit 3 – Introduction to Algebra</p> <p>Unit 8 – Equations and inequalities</p> <p>Unit 13 – Quadratics</p> <p>Unit 17 - Algebraic proof</p>
8 – Equations and Inequalities	Understand how to solve equations and inequalities algebraically	<p>Solve linear equations in one unknown algebraically (including those with the unknown on both sides of the equation)</p> <p>Solve linear inequalities in one variable; represent the solution set on a number line</p>	End of Unit test	<p>Unit 3 – Introduction to Algebra</p> <p>Unit 7 – Linear Graphs</p> <p>Unit 13 – Quadratics</p> <p>Unit 17 - Algebraic proof</p>
9 - Angles	<p>Know, use and be able to prove angle rules.</p> <p>Answer questions with reasoning</p>	<p>Use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries; use the standard conventions for labelling and referring to the sides and angles of triangles; draw diagrams from written description</p> <p>Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles; understand and use alternate and corresponding angles on parallel lines; derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons)</p>	End of Unit test	<p>Unit 4 – Area and perimeter</p> <p>Unit 11 – Trigonometry</p> <p>Unit 15 – transformations</p> <p>Unit 20 - circles</p>



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Unit	Knowledge	Skills	Assessment	Links
Unit 10 - Averages	Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through: Appropriate graphical representation involving discrete, continuous and grouped data, including box plots Appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers, quartiles and inter-quartile range)	Interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, tables and line graphs for time series data and know their appropriate use  Construct and interpret diagrams for grouped discrete data and continuous data, i.e. histograms with equal and unequal class intervals and cumulative frequency graphs, and know their appropriate use	End of Unit Test	Unit 2 – Charts and diagrams
Unit 11 – Pythagoras and Trigonometry	Know the formulae for: Pythagoras' theorem $a^2 + b^2 = c^2$ and the trigonometric ratios, Apply them to find angles and lengths in right-angled triangles in two-dimensional figures Know the exact values of $\sin \theta$ and $\cos \theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ and $90^\circ$ ; know the exact value of $\tan \theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ$ and $60^\circ$	Apply Pythagoras theorem and trigonometry to problem solving type questions both with and without a calculator	End of Unit test	Unit 4 – Area and perimeter  Unit 15 – transformations  Unit 19 – sine and cosine  Unit 20 - circles
Unit 12 – Numerical Expressions	Round numbers and measures to an appropriate degree of accuracy Use equality notation to specify simple error intervals due to truncation or rounding Apply and interpret limits of accuracy, including upper and lower bounds Calculate with and interpret standard form $A \times 10^n$ , where $1 \leq A < 10$ and $n$ is an integer Use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5; estimate powers and roots of any given positive number Simplify surd expressions involving squares (e.g. $\sqrt{12} = \sqrt{4 \times 3} = \sqrt{4} \times \sqrt{3} = 2\sqrt{3}$ ) and rationalise denominators	Estimate answers; check calculations using approximation and estimation, including answers obtained using technology  Calculate with roots, integer and fractional indices Calculate exactly with fractions, surds and multiples of $\pi$ ;	End of Unit test	Unit 1 - numeracy



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Unit 13 – Quadratics	Factorising quadratic expressions of the form $x^2 + bx + c$ , including the difference of two squares and factorising quadratic expressions of the form $ax^2 + bx + c$ Simplifying expressions involving sums, products and powers, including the laws of indices. Identify and interpret roots, intercepts, turning points of quadratic functions graphically; deduce roots algebraically and turning points by completing	Solve quadratic equations (including those that require rearrangement) algebraically by factorising, by completing the square and by using the quadratic formula; find approximate solutions using a graph  Deduce expressions to calculate the $n$ th term of linear and quadratic sequences		Unit 3 – Introduction to Algebra  Unit 7 – Linear Graphs  Unit 17 - Algebraic proof
Unit 14 - Probability	Record, describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees Relate relative expected frequencies to theoretical probability, using appropriate language and the 0-1 probability scale  Understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size  Enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams and tree diagrams.  Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions	Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments  Apply the property that the probabilities of an exhaustive set of outcomes sum to one; apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to one  Construct theoretical possibility spaces for single and combined experiments with equally likely outcomes and use these to calculate theoretical probabilities  Calculate and interpret conditional probabilities through representation using expected -way tables, tree diagrams and Venn diagrams.		Unit 5 - Fractions decimals and percentages
Unit 15 - Transformations, constructions and vectors	Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional scale factors)	Use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line		Unit 4 – Area and perimeter  Unit 11 – Trigonometry  Unit 15 – transformations  Unit 20 - circles



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Unit 15 - Transformations, constructions and vectors	Describe translations as 2D vectors Apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors		End of unit test	
Unit 16 – Compound measures and similarity	Change freely between related standard units (e.g. time, length, area, volume/capacity, mass) and compound units (e.g. speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts Express a multiplicative relationship between two quantities as a ratio or a Fraction	Use compound units such as speed, rates of pay, unit pricing, density and pressure  Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs	End of Unit test	Unit 1 numeracy  Unit 6 – Ratio and Proportion
Unit 17 – Sequences Proof and functions	Generate terms of a sequence from either a term-to-term or a position-to-term rule Recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions, Fibonacci type sequences, quadratic sequences, and simple geometric progressions ( $rn$ where $n$ is an integer, and $r$ is a rational number $> 0$ )  Interpret simple expressions as functions with inputs and outputs.  Interpret simple expressions as functions with inputs and outputs; interpret the reverse process as the 'inverse function'; interpret the succession of two functions as a 'composite function' (the use of formal function notation is expected)	Deduce expressions to calculate the $n$ th term of linear sequences Make deductions, inferences and draw conclusions from mathematical information Construct chains of reasoning to achieve a given result Interpret and communicate information accurately Present arguments and proofs Assess the validity of an argument and critically evaluate a given way of presenting information.	End of Unit test	Unit 3 Introduction to Algebra  Unit 8 equations





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Unit	Knowledge	Skills	Assessment	Links
Unit 18 – Non Linear Graphs and Simultaneous equations	<p>Plot and interpret graphs (including reciprocal graphs and exponential) and graphs of non-standard functions in real contexts to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration</p> <p>Solve two simultaneous equations in two variables (linear/linear or linear/quadratic) algebraically; find approximate solutions using a graph</p>	<p>Recognise, sketch and interpret graphs of linear functions, quadratic functions, simple cubic functions, the reciprocal function with <math>x \neq 0</math></p> <p>Plot and interpret graphs (including reciprocal graphs) and graphs of non-standard functions in real contexts to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration</p>	End of Unit test	Unit 7 linear graphs
Unit 19 - Sine and cosine rule	<p>Know and apply the sine rule and cosine rule to find unknown lengths and angles</p> <p>Know and apply the sine rule for area to calculate the area, sides or angles of any triangle</p>	Use problem solving techniques to calculate missing sides and angles using sine and cosine rules	End of Unit Test	Unit 11 – trigonometry
Unit 20 – Circles	<p>Identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference, tangent, arc, sector and segment</p> <p>Recognise and use the equation of a circle with centre at the origin; find the equation of a tangent to a circle at a given point</p>	Apply and prove the standard circle theorems concerning angles, radii, tangents and chords, and use them to prove related results	End of Unit Test	Unit 9 – Angles



# Year 7 Science Overview

**Intent – the Big Picture:** Year 7 Science provides students with a challenging, stimulating and exciting Science curriculum which introduces the fundamental ideas of Scientific skills and theory on which they can build their future learning. Practical scientific enquiry is at the heart of our Year 7 curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

**Implementation:** Students have three one-hour lessons per week. Students will cover a range of Biology, Chemistry and Physics topics, that whilst taught discretely, carry through key scientific skills. The topics covered fit into the Big Ideas of Science and provide a base on which to build deeper knowledge in year 8 and beyond as we cycle back to the overarching principles, deepening knowledge and understanding. A variety of teaching activities and approaches will foster skills in independent enquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will be gradually introduced and will comprise a range of tasks from written recall, to modelling, to research.

Unit	Knowledge	Skills	Assessment	Links
<b>Introduction – being a scientist</b>	Recognise hazard symbols Name and describe common lab equipment Label the main parts of a Bunsen burner Label the main parts of a microscope Use key vocabulary used in a scientific investigation	Use a Bunsen burner safely Correctly use a light microscope Conduct a simple experiment and draw conclusions from observations		KS2: builds on work on variables in investigations. Provides an understanding of safety in the lab, including recognition of hazard symbols and safe use of a range of equipment in preparation for future practical work.
<b>Cells, lifestyle and disease</b>	Cell organelles Specialised cells Cells, tissues, organs, organ systems Human reproductive systems Fertilisation and development of a baby Single celled organisms Transmission of disease Human defences against disease Medications and treatments	Using a microscope Drawing images from a microscope	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS2: Grouping of living things based on common characteristics Lifecycles of plants, mammals, insects and birds Year 8: Nutrition and digestion Plants and photosynthesis Cross curricular: history of medicine
<b>States of matter, separating mixtures</b>	Solids, liquids and gases Changing state Diffusion Air pressure Mixtures Solubility Filtration Crystallisation Distillation Chromatography	Make observations from experiments to test theories Conduct investigations into solubility Utilise filtration, crystallisation, distillation, and chromatography to separate mixtures.	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS2: Grouping materials based on properties Solids, liquids and gases Changing state Solubility and filtration Year 7: chemical reactions Year 8: Atoms and the periodic table Year 10 Chemistry: Atoms and the periodic table Year 10 Physics: Particle model of matter
<b>Forces</b>	Types of forces, measuring forces Gravity, mass and weight Friction and reducing drag Hooke's law Days, years and seasons Sun, stars and the moon Solar system Orbits	Correctly use a newton meter Rearrange equations to calculate gravity, mass and weight Rearrange equations to calculate spring constant, mass and extension Conduct investigations into friction and orbit time and draw successful conclusions from observations	2x teacher assessed task per unit (1 of which is an assessment of practical skills) 1x end of topic test, self or peer assessed	KS2: Effect of some forces including water resistance, air resistance and friction Movement of the Earth relative to the sun, and the moon relative to the Earth Use idea of Earth's rotation to explain difference between day and night Year 9: application of forces Year 11: Forces



## Year 7 Science Overview (continued)

**Impact:** All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Unit	Knowledge	Skills	Assessment	Links
<b>Ecosystems and interdependence</b>	Energy through food chains Food webs Interdependence Adaptations of animals and plants Ecosystems Human impacts on ecosystems	Create graphs so show predator prey cycles Analyse data on human impacts on environments Evaluate conservation methods	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS2: classify plants and animals into groups giving reasons for decisions Construct food chains and identify producers, predators and prey Year 8: plants and photosynthesis Year 9: Ecosystems (GCSE content)
<b>Chemical reactions</b>	Physical changes vs chemical reactions Atoms, elements and compounds Exo vs endo- thermic reactions The fire triangle Identifying acids and alkalis pH scale Neutralisation and uses of Reactions of acids with carbonates and metals	Write word equations to represent chemical reactions Identify a reaction as exo or endo thermic Use indicators to identify substances as acid or alkali Successfully conduct investigations into neutralisation Test to identify gases given off in an investigation	2x teacher assessed task per unit (1 of which is an assessment of practical skills) 1x end of topic test, self or peer assessed	KS2: describe changes as reversible or irreversible Year 8: atoms and the periodic table Year 9: Useful reactions Year 10: Bonding and structure, quantitative chemistry, chemical changes, rate and extent of chemical changes, organic chemistry
<b>Energy transfers</b>	Energy stores Conservation of energy Renewable and non-renewable energy resources Temperature and heat Conduction, convection and radiation Insulation	Conduct investigations into conduction, convection and insulation and make conclusions based on observations Evaluate methods of insulation	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS2: observe that some materials change state when heated. Use apparatus to record temperature. Year 8: Waves Year 10: Energy Year 11: Waves

# Year 8 Science Overview



**Intent – the Big Picture:** Year 8 Science provides students with a challenging, stimulating and exciting Science curriculum which introduces the fundamental ideas of Scientific skills and theory on which they can build their future learning. Practical scientific enquiry is at the heart of our Year 8 curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

**Implementation:** Students have three one-hour lessons per week. Students will cover a range of Biology, Chemistry and Physics topics, that whilst taught discretely, carry through key scientific skills. The topics covered fit into the Big Ideas of Science and provide a base on which to build deeper knowledge in year 9 and beyond as we cycle back to the overarching principles, deepening knowledge and understanding. A variety of teaching activities and approaches will foster skills in independent enquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will comprise a range of tasks from written recall, to modelling, to research.

Unit	Knowledge	Skills	Assessment	Links
Nutrition and respiration	Nutrient groups and testing foods Energy in food Enzymes in the digestive system Circulatory system Aerobic and anaerobic respiration Respiratory system Musculoskeletal system Effect of exercise on the body	Plan, conduct, conclude and evaluate a investigation into the energy stored in food. Make observations and conclusions from investigations into the effect of temperature and pH on enzyme action. Observe or complete dissections of lungs and hearts	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS2: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth and their simple functions. Identify and name the parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans. PE: circulatory system, respiration, impact of exercise on body
Electricity and magnetism	Series and parallel circuits Circuit symbols Measuring current, voltage and resistance Electrical appliances Magnetism Electromagnets Static electricity	Correctly set up an electrical circuit Fault find in an electrical circuit Draw accurate circuit diagrams using correct symbols Investigate how the number of coils of wire alters the strength of an electromagnet	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS2: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations of how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.
Materials and Earth resources	Weathering Properties of rock types The rock cycle Metal ores Crude oil and its products Ceramics, polymers and composites LCAs and recycling The composition of the atmosphere The carbon cycle Combustion and impurities in fuels Human impact on the atmosphere – acid rain and greenhouse effect	Identify rock types based on observed properties Evaluate the Lifecycle of products and suggest improvements to reduce impact on the environment.	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS2: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. Resistant materials: properties of materials and how these relate to their function. Geography: the rock cycle and Earth structure



## Year 8 Science Overview (continued)

**Impact:** All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Plants and plant reproduction	<p>Photosynthetic reactions</p> <p>Plant structure (stem, roots, leaves)</p> <p>Rate of photosynthesis</p> <p>Uses of glucose by plants</p> <p>Maximising crops</p> <p>Plant adaptations to different environments</p> <p>Structure of the flower</p> <p>Pollination</p> <p>Seed dispersal</p>	<p>Plan and conduct an investigation into leaf size and the effect on the rate of photosynthesis.</p> <p>Conduct investigations into light levels and the rate of photosynthesis</p> <p>Evaluate the impact on the environment of farming methods</p> <p>Conduct investigation into factors affecting seed dispersal.</p>	<p>2x teacher assessed task per unit</p> <p>1x end of topic test, self or peer assessed</p>	<p>KS2: Identify and describe the functions of different part of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for light and growth (air, light, water, nutrients from the soils, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the lifecycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p><b>Geography:</b> impact of farming on environment.</p>
Waves	<p>Properties of light</p> <p>Reflection and refraction of light</p> <p>Structure of the eye</p> <p>Dispersion of light and the spectrum of colour</p> <p>Filters</p> <p>Electromagnetic spectrum</p> <p>Types of waves</p> <p>How sounds are made</p> <p>How sound travels</p> <p>Structure of the ear</p> <p>Uses of sound, e.g. ultrasound</p>	<p>Identify relationships between the angle of incidence and the angles of reflection and refraction.</p>	<p>2x teacher assessed task per unit</p> <p>1x end of topic test, self or peer assessed</p>	<p>KS2: Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>
Atoms and the periodic table	<p>The development of the periodic table</p> <p>Trends in physical properties</p> <p>Trends in chemical properties</p> <p>Elements, compounds and formulae</p> <p>Conservation of mass</p> <p>Word and symbol equations</p> <p>Rates of reaction</p> <p>Thermal decomposition</p> <p>Common reactions of metals</p> <p>Testing for gases</p>	<p>Write word and symbol equations</p> <p>Conduct investigations to prove that mass is conserved in reactions</p> <p>Conduct tests to identify gases given off in reactions.</p> <p>Use the periodic table to identify group and period numbers of elements.</p>	<p>2x teacher assessed task per unit</p> <p>1x end of topic test, self or peer assessed</p>	<p>KS2: Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity, and response to magnets.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.</p>



# Year 9 Science Overview

**Intent – the Big Picture:** Year 9 Science provides students with a challenging, stimulating and exciting Science curriculum which embeds the fundamental ideas of Scientific skills and theory on which they can build their future GCSE learning. Practical scientific enquiry is at the heart of our Year 9 curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

**Implementation:** Students have three one-hour lessons per week. Students will cover a range of Biology, Chemistry and Physics topics, that whilst taught discretely, carry through key scientific skills. The topics covered fit into the Big Ideas of Science and provide a base on which to build deeper knowledge at GCSE as we cycle back to the overarching principles, deepening knowledge and understanding. A variety of teaching activities and approaches will foster skills in independent inquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will comprise a range of tasks from written recall, to modelling, to research.

Unit	Knowledge	Skills	Assessment	Links
Inheritance and evolution	Environmental vs inherited and continuous vs discontinuous variation Family trees Mendelian genetics Inherited disorders Modelling DNA Genetic engineering Competition and differences between species Natural selection Speciation Environmental change and extinction The fossil record Maintaining biodiversity	Construct punnet squares to calculate the chance of an inherited condition being passed onto offspring	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS2: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. KS4: biology topic 7: inheritance, variation and evolution
Useful reactions	Metal reactions with acids, carbonates and oxides Acids and alkalis Making salts Preparation of a soluble salt Uses of salts Why do metals tarnish The reactivity series Displacement Use of carbon in displacement	Writing and balancing symbol equations	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	Year 8: Atoms and the periodic table KS4: Atomic structure and the periodic table Bonding, structure and properties of matter Quantitative chemistry Chemical changes
Application of forces	Speed, distance, time calculations Acceleration Terminal velocity Reducing drag Moments Pressure Hydraulics	Construct distance time graphs Construct speed time graphs Calculate the moments in given scenarios	2x teacher assessed tasks per unit 1x end of topic test, self or peer assessed	Year 7: Forces KS4: Forces



## Year 9 Science Overview (continued)

**Impact:** All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Unit	Knowledge	Skills	Assessment	Links
Projects	Dependent upon students choice of project.	Independent inquiry into a scientific idea of students choice. Projects are planned, conducted, and concluded independently by students and then presented to the class.	1x student presentation to class, assessed by teacher.	Dependent upon students choice of project.
Bridging materials (revisiting of KS3 fundamentals in preparation for GCSE).	Biomimicry Nanotechnology Microscopy Bioluminescence Conduction, convection and radiation Purifying water and desalination Nervous system Vaccinations Generating electricity Polymers Photosynthesis	Application of key scientific ideas to wider life. Correct preparation of a microscope slide and use of microscope. Magnification calculations	1x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS3: big ideas to transfer into key stage 4; chemical reactions in cells, energy transfers, generating electricity, separating mixtures. KS4: microscopy, nanotechnology, energy transfers, separating mixtures, generating electricity, polymerisation, photosynthesis.
GCSE Biology Ecology	Abiotic and biotic factors Using quadrats and transects Adaptations of plants and animals Extremophiles Water and carbon cycles Biodiversity and waste management Deforestation and land use Global warming Maintaining biodiversity and ecosystems	RP: gathering data on organism numbers using quadrats and transects. Evaluating impact of humans on environment. Evaluate impact of conservation methods.	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS3: Ecosystems and interdependence Geography: impact of humans on the environment.
GCSE Chemistry Using resources	Resources and sustainability Reduce, reuse, recycle Lifecycle assessments Potable water Waste water treatment Hard and soft water	Test water for dissolved solids and pH Conduct lifecycle assessments on a product Compare products using lifecycle assessments	2x teacher assessed task per unit 1x end of topic test, self or peer assessed	KS3: Materials and Earth resources Resistant materials: sustainability of products and materials Geography: water cycle and availability of drinking water.
GCSE Physics Particle model of matter	Density Changing state Internal energy Specific heat capacity Specific latent heat Gas pressure Gas constant	Required practical: investigate specific heat capacity Required practical: Density	2x teacher assessed task per unit 1x end of topic test, self or peer assessed.	



# Year 10 Combined Science Biology Overview

**Intent – the Big Picture:** GCSE Combined Science Biology provides students with a challenging, stimulating and exciting Science curriculum which embeds the fundamental and more complex scientific skills and theory. Alongside in depth coverage of the GCSE specification practical scientific enquiry is at the heart of our GCSE curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

**Implementation:** Students have five one-hour lessons per week which will be divided between biology, chemistry and physics topics on a rota basis. The topics covered follow the GCSE specification and fit into the Big Ideas of Science covered during KS3, deepening knowledge and understanding in these areas. A variety of teaching activities and approaches will foster skills in independent inquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will comprise a range of tasks from written recall and past paper question practice, to modelling, to research.

**Impact:** All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Unit	Knowledge	Skills	Assessment	Links
1. Cell Biology	Eukaryotic and prokaryotic cells Electron vs light microscopy Specialised cells Mitosis Stem cells Diffusion Speeding up diffusion Structure of the lungs Osmosis Active transport	RP: use a light microscope RP investigate different concentrations of solutions on mass of plant tissue Recognise, draw, interpret images of cells Understand how scientific theory has developed over time Use prefixes centi, milli, macro, nano Use models to explain how cells divide Evaluate the use of stem cells Recognise, draw and interpret diagrams showing diffusion, osmosis and active transport Plot two variables from experimental or other data	2x teacher assessed tasks per topic 1x end topic test peer or self assessed	Maths skills: Recognise and use expressions in decimal and standard form Use an appropriate number of significant figures Make order of magnitude calculations Change the subject of an equation Use ratios, fractions and percentages Calculate the surface area to volume ratio of a cube Translate information between graphical and numerical form. Understand that $y = mx + c$ represents a linear relationship Determine the intercept of a linear graph
2. Organisation	Cells, tissues and organs The digestive system Enzymes in the digestive system The heart and blood vessels Components of blood Non communicable diseases including coronary heart disease and cancer Plant tissues and organs Transpiration and translocation Increasing the rate of transpiration	RP: use qualitative reagents to test for carbohydrates, lipids and proteins. RP: investigate the effect of pH on amylase activity Use models to explain enzyme action Evaluate risks related to the use of blood products Interpret images of blood cells Evaluate methods of treating CHD Interpret data about risk factors for certain diseases Observe and draw the cross section of a leaf. Measure rate of transpiration via uptake of water Plot two variables from experimental or other data	2x teacher assessed tasks per topic 1x end topic test peer or self assessed	Maths skills: Use ratios, fractions and percentages Recognise and use expressions in decimal form Construct and interpret frequency tables and diagrams, bar charts and histograms. Use a scatter diagram to identify a correlation between two variables. Translate information between graphical and numerical form. Understand the principles of sampling Process data from investigations into stomata and transpiration rates
3. Infection and response	Types of pathogens Transmission of pathogens Human defence systems Immunity, antibiotics and painkillers Developing new medicines	Evaluate the global use of vaccination in the prevention of disease Understand that results of drug testing and trials are only published after peer review	2x teacher assessed tasks per topic 1x end topic test peer or self assessed	History: History of medicine
4. Bioenergetics	Photosynthetic reactions Plants uses of glucose Factors affecting the rate of photosynthesis Manipulation of conditions to maximise photosynthesis Aerobic respiration Metabolism Response of the body to exercise Anaerobic respiration Fermentation	RP: investigate the effect of light concentration on the rate of photosynthesis Plot two variables from experimental or other data. Use data to relate limiting factors to the cost effectiveness of adding heat, light or carbon dioxide to a greenhouse	2x teacher assessed tasks per topic 1x end topic test peer or self assessed	Maths skills: Solve simple algebraic equations Recognise and use expressions in decimal form Use ratios, fractions and percentages Construct and interpret frequency tables and diagrams, bar charts and histograms Translate information between graphical and numerical form Understand and use symbols $=, <, >, \sim, \geq \leq \alpha$ Solve simple algebraic equations





# Year 10 Combined Science Chemistry Overview

**Intent – the Big Picture:** GCSE Combined Science Chemistry provides students with a challenging, stimulating and exciting Science curriculum which embeds the fundamental and more complex scientific skills and theory. Alongside in depth coverage of the GCSE specification practical scientific enquiry is at the heart of our GCSE curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

**Implementation:** Students have five one-hour lessons per week which will be divided between biology, chemistry and physics topics on a rota basis. The topics covered follow the GCSE specification and fit into the Big Ideas of Science covered during KS3, deepening knowledge and understanding in these areas. A variety of teaching activities and approaches will foster skills in independent inquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will comprise a range of tasks from written recall and past paper question practice, to modelling, to research.

**Impact:** All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Unit	Knowledge	Skills	Assessment	Links
1. Atomic structure and the periodic table	Atoms, elements and isotopes Compounds and mixtures Separating mixtures: filtration, crystallisation, chromatography, distillation Development of the atomic model Electronic structure Development of the periodic table Metals vs non metals Group 1 the alkali metals Group 7 the halogens Group 0 the noble gases	Safe use of a range of equipment to separate chemical mixtures. Understand why and describe how scientific methods and theories have developed over time. Describe atoms using the nuclear model Use SI units and the prefix –nano Represent the electronic structures of the first 20 elements Explain how testing a prediction can support or refute a new idea.	2x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: recognise expressions in standard form
2. Bonding, structure and the properties of matter	Ionic bonding and compounds Covalent bonding and compounds Allotropes of carbon Metallic bonding and compounds Polymers and giant covalent structures Simple molecules States of matter	Recognise substances as small molecules, polymers or giant structures from diagrams showing their bonding. Recognise substances as metallic giant structures from diagrams showing their bonding.	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: visualise and represent 2D and 3D forms including 2D representations of 3D objects Translate information between graphical and numerical form. Recognise and use expressions in decimal form and standard form Use ratios, fractions, percentages Make order of magnitude calculations
3. Quantitative chemistry	Writing chemical equations Conservation of mass Uncertainty of chemical measurements Mr from Ar Moles (HT only) Concentration of solutions Amount of substances in equations (HT) Using moles to balance equations (HT) Limiting reactants (HT)	Understand the use of multipliers in equations in normal script before a formula and in subscript within a formula. Calculate percentage by mass in a compound given the relative formula mass and relative atomic masses. Use the relative formula mass of a substance to calculate the number of moles in a given mass of that substance and vice versa.	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: Recognise and use expressions in decimal and standard form. Use an appropriate number of significant figures. Understand and use the symbols =, <, <<, >>, >, α, ~ Change the subject of an equation Substitute numerical values into algebraic equations using appropriate units for physical quantities.



## Year 10 Combined Science Chemistry Overview (continued)

Unit	Knowledge	Skills	Assessment	Links
4. Chemical changes	Metal oxides Reactivity of metals Extraction of metals and reduction Oxidation and reduction in terms of electrons Reactions of acids Acids and alkalis Making soluble salts Electrolysis	Write ionic equations for displacement reactions. Identify in a given reaction which species are oxidised and which are reduced Predict products from given reactants Use the formulae of common ions to deduce the formulae of salts. RP: preparation of a pure, dry salt Use terms dilute, concentrated, weak, strong in reference to acids Predict products of electrolysis RP: electrolysis of aqueous solutions.	2x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: make order of magnitude calculations
5. Energy changes	Energy changes in chemical reactions Reaction profiles Bond making and bond breaking Calculating energy changes	RP: investigating energy changes Identify reactions as endo or exothermic based on energy changes with the environment Draw reaction profiles for chemical reactions.	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	



# Year 10 Combined Science Physics Overview

**Intent – the Big Picture:** GCSE Combined Science Physics provides students with a challenging, stimulating and exciting Science curriculum which embeds the fundamental and more complex scientific skills and theory. Alongside in depth coverage of the GCSE specification practical scientific enquiry is at the heart of our GCSE curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

**Implementation:** Students have five one-hour lessons per week which will be divided between biology, chemistry and physics topics on a rota basis. The topics covered follow the GCSE specification and fit into the Big Ideas of Science covered during KS3, deepening knowledge and understanding in these areas. A variety of teaching activities and approaches will foster skills in independent inquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will comprise a range of tasks from written recall and past paper question practice, to modelling, to research.

**Impact:** All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Unit	Knowledge	Skills	Assessment	Links
1. Energy	Potential energy Kinetic and gravitational potential Elastic potential energy Understanding power Dissipation of energy Specific heat capacity Using Energy resources Global energy supplies	Describe changes involved in the way energy is stored when a system changes for common situations Use calculations to show how the overall energy in a system is redistributed when the system is changed. Recall and apply equations to calculate kinetic energy, elastic potential energy, gravitational potential energy and change in thermal energy. RP: determine specific heat capacity for a given material Recall and apply equations to calculate power and efficiency Compare the use of different energy resources Evaluate the use of energy resources given their impact on the planet	2x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: Convert between decimal and percentage Recognise and use expressions in decimal form Use ratios, fractions and percentages Change the subject of an equation Substitute numerical values into algebraic equations using appropriate units for physical quantities Construct and interpret frequency tables and diagrams, bar charts and histograms Translate information between graphical and numerical form.
2. Electricity	Electric current Series and parallel circuits Investigating circuits Circuit components Electricity in the home Transmitting electricity Power and energy transfers Calculating power	Draw and interpret circuit diagrams Recall and apply the equations to calculate flow of charge, potential difference, power, energy transferred RP investigate resistance in electrical circuits RP investigate the I-V characteristics of a variety of circuit elements Explain why the national grid is an efficient way to transfer electricity Explain the concept of an electric field	2x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: Change the subject of an equation Substitute numerical values into algebraic equations using appropriate units for physical quantities Solve simple algebraic equations Plot two variables from experimental or other data Determine the slope and intercept of a linear graph Draw and use the slope of a tangent to a curve as a measure of rate of change
3. Particle model of matter (recap)	Density Change in state Internal energy Specific latent heat Gas pressure	Recall and apply equations to calculate density, change in thermal energy, energy for a change in state Explain differences in density between states of matter RP calculate density of regular and irregularly shaped objects	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: Recognise and use expressions in decimal and standard form Use ratios, fractions and percentages Change the subject of an equation Substitute numerical values into algebraic equations using appropriate units for physical quantities Understand and use the symbols: =, <, >, $\propto$ , $\sim$ Solve simple algebraic equations Translate between graphical and numerical form



## Year 10 Combined Science Physics Overview (continued)

Unit	Knowledge	Skills	Assessment	Links
4. Atomic structure	Atomic structure Development of the atomic model Radioactive decay Nuclear equations Radioactive half life Irradiation and contamination	Understand why and describe how scientific methods and theories develop over time. Evaluate the best source of radiation to use in a given scenario. Determine the half life of a radioactive isotope from given information Compare hazards of contamination and irradiation.	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: recognise expressions given in standard form Substitute numerical values into algebraic equations using appropriate units for physical quantities Use ratios, fractions and percentages Solve simple algebraic equations Translate information between graphical and numerical form.



# Year 10 Triple Biology Overview

**Intent – the Big Picture:** GCSE Combined Science Biology provides students with a challenging, stimulating and exciting Science curriculum which embeds the fundamental and more complex scientific skills and theory. Alongside in depth coverage of the GCSE specification practical scientific enquiry is at the heart of our GCSE curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

**Implementation:** Students have five one-hour lessons per week which will be divided between biology, chemistry and physics topics on a rota basis. The topics covered follow the GCSE specification and fit into the Big Ideas of Science covered during KS3, deepening knowledge and understanding in these areas. A variety of teaching activities and approaches will foster skills in independent inquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will comprise a range of tasks from written recall and past paper question practice, to modelling, to research.

**Impact:** All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Unit	Knowledge	Skills	Assessment	Links
1. Cell Biology	Eukaryotic and prokaryotic cells Electron vs light microscopy Specialised cells Microbiology Mitosis Stem cells Diffusion Speeding up diffusion Structure of the lungs Osmosis Active transport	RP: use a light microscope RP investigate different concentrations of solutions on mass of plant tissue Recognise, draw, interpret images of cells Understand how scientific theory has developed over time Use prefixes centi, milli, macro, nano Use models to explain how cells divide Evaluate the use of stem cells Recognise, draw and interpret diagrams showing diffusion, osmosis and active transport Plot two variables from experimental or other data RP: use aseptic technique to set up an investigation using a sample of bacteria.	2x teacher assessed tasks per topic 1x end topic test peer or self assessed	Maths skills: Recognise and use expressions in decimal and standard form Use an appropriate number of significant figures Make order of magnitude calculations Change the subject of an equation Use ratios, fractions and percentages Calculate the surface area to volume ratio of a cube Translate information between graphical and numerical form. Understand that $y = mx + c$ represents a linear relationship Determine the intercept of a linear graph
2. Organisation	Cells, tissues and organs The digestive system Enzymes in the digestive system The heart and blood vessels Components of blood Non communicable diseases including coronary heart disease and cancer Plant tissues and organs Transpiration and translocation Increasing the rate of transpiration	RP: use qualitative reagents to test for carbohydrates, lipids and proteins. RP: investigate the effect of pH on amylase activity Use models to explain enzyme action Evaluate risks related to the use of blood products Interpret images of blood cells Evaluate methods of treating CHD Interpret data about risk factors for certain diseases Observe and draw the cross section of a leaf. Measure rate of transpiration via uptake of water Plot two variables from experimental or other data	2x teacher assessed tasks per topic 1x end topic test peer or self assessed	Maths skills: Use ratios, fractions and percentages Recognise and use expressions in decimal form Construct and interpret frequency tables and diagrams, bar charts and histograms. Use a scatter diagram to identify a correlation between two variables. Translate information between graphical and numerical form. Understand the principles of sampling Process data from investigations into stomata and transpiration rates
3. Infection and response	Types of pathogens Transmission of pathogens Human defence systems Immunity, antibiotics and painkillers Developing new medicines Plant defence mechanisms	Evaluate the global use of vaccination in the prevention of disease Understand that results of drug testing and trials are only published after peer review	2x teacher assessed tasks per topic 1x end topic test peer or self assessed	History: History of medicine
4. Bioenergetics	Photosynthetic reactions Plants uses of glucose Factors affecting the rate of photosynthesis Manipulation of conditions to maximise photosynthesis Aerobic respiration Metabolism Response of the body to exercise Anaerobic respiration Fermentation	RP: investigate the effect of light concentration on the rate of photosynthesis Plot two variables from experimental or other data. Use data to relate limiting factors to the cost effectiveness of adding heat, light or carbon dioxide to a greenhouse	2x teacher assessed tasks per topic 1x end topic test peer or self assessed	Maths skills: Solve simple algebraic equations Recognise and use expressions in decimal form Use ratios, fractions and percentages Construct and interpret frequency tables and diagrams, bar charts and histograms Translate information between graphical and numerical form Understand and use symbols $=$ , $<$ , $>$ , $\sim$ , $\geq$ , $\leq$ Solve simple algebraic equations



# Year 10 Triple Chemistry Overview

**Intent – the Big Picture:** GCSE Combined Science Chemistry provides students with a challenging, stimulating and exciting Science curriculum which embeds the fundamental and more complex scientific skills and theory. Alongside in depth coverage of the GCSE specification practical scientific enquiry is at the heart of our GCSE curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

**Implementation:** Students have five one-hour lessons per week which will be divided between biology, chemistry and physics topics on a rota basis. The topics covered follow the GCSE specification and fit into the Big Ideas of Science covered during KS3, deepening knowledge and understanding in these areas. A variety of teaching activities and approaches will foster skills in independent inquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will comprise a range of tasks from written recall and past paper question practice, to modelling, to research.

**Impact:** All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Unit	Knowledge	Skills	Assessment	Links
1. Atomic structure and the periodic table	Atoms, elements and isotopes Compounds and mixtures Separating mixtures: filtration, crystallisation, chromatography, distillation Development of the atomic model Electronic structure Development of the periodic table Metals vs non metals Group 1 the alkali metals Group 7 the halogens Group 0 the noble gases Properties of the transition metals	Safe use of a range of equipment to separate chemical mixtures. Understand why and describe how scientific methods and theories have developed over time. Describe atoms using the nuclear model Use SI units and the prefix –nano Represent the electronic structures of the first 20 elements Explain how testing a prediction can support or refute a new idea.	2x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: recognise expressions in standard form
2. Bonding, structure and the properties of matter	Ionic bonding and compounds Covalent bonding and compounds Allotropes of carbon Metallic bonding and compounds Polymers and giant covalent structures Simple molecules States of matter Nanoparticles	Recognise substances as small molecules, polymers or giant structures from diagrams showing their bonding. Recognise substances as metallic giant structures from diagrams showing their bonding.	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: visualise and represent 2D and 3D forms including 2D representations of 3D objects Translate information between graphical and numerical form. Recognise and use expressions in decimal form and standard form Use ratios, fractions, percentages Make order of magnitude calculations
3. Quantitative chemistry	Writing chemical equations Conservation of mass Uncertainty of chemical measurements Mr from Ar Moles (HT only) Concentration of solutions Amount of substances in equations (HT) Using moles to balance equations (HT) Limiting reactants (HT) Yield and atom economy in reactions Titrations	Understand the use of multipliers in equations in normal script before a formula and in subscript within a formula. Calculate percentage by mass in a compound given the relative formula mass and relative atomic masses. Use the relative formula mass of a substance to calculate the number of moles in a given mass of that substance and vice versa. RP: conduct a titration.	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: Recognise and use expressions in decimal and standard form. Use an appropriate number of significant figures. Understand and use the symbols =, <, <<, >>, >, α, ~ Change the subject of an equation Substitute numerical values into algebraic equations using appropriate units for physical quantities.



## Year 10 Triple Chemistry Overview (continued)

Unit	Knowledge	Skills	Assessment	Links
4. Chemical changes	Metal oxides Reactivity of metals Extraction of metals and reduction Oxidation and reduction in terms of electrons Reactions of acids Acids and alkalis Making soluble salts Electrolysis	Write ionic equations for displacement reactions. Identify in a given reaction which species are oxidised and which are reduced Predict products from given reactants Use the formulae of common ions to deduce the formulae of salts. RP: preparation of a pure, dry salt Use terms dilute, concentrated, weak, strong in reference to acids Predict products of electrolysis RP: electrolysis of aqueous solutions.	2x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: make order of magnitude calculations
5. Energy changes	Energy changes in chemical reactions Reaction profiles Bond making and bond breaking Calculating energy changes Chemical and fuel cells	RP: investigating energy changes Identify reactions as endo or exothermic based on energy changes with the environment Draw reaction profiles for chemical reactions.	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	

# Year 10 Triple Physics Overview



**Intent – the Big Picture:** GCSE Combined Science Physics provides students with a challenging, stimulating and exciting Science curriculum which embeds the fundamental and more complex scientific skills and theory. Alongside in depth coverage of the GCSE specification practical scientific enquiry is at the heart of our GCSE curriculum; enabling students to become confident, inquisitive scientists able to analyse scientific theory, both in the lab and the wider world, with an open but critical mind.

**Implementation:** Students have five one-hour lessons per week which will be divided between biology, chemistry and physics topics on a rota basis. The topics covered follow the GCSE specification and fit into the Big Ideas of Science covered during KS3, deepening knowledge and understanding in these areas. A variety of teaching activities and approaches will foster skills in independent inquiry, modelling, analysis and critical thinking. Students will work both independently and collaboratively to approach a combination of written and practical tasks. Appropriate and timely assessments will be used to check the cumulative knowledge and skills gained by students; to identify those who require extra support, whilst highlight those who are thriving and warrant enhancement opportunities. Homework will comprise a range of tasks from written recall and past paper question practice, to modelling, to research.

**Impact:** All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher and teaching assistants. Students will be able to articulate their progress with confidence, using their learning journey for the year and progress checklist for each topic. Students will demonstrate a sound use of the language of science and be confident in using a range of scientific equipment independently to gather robust data to answer relevant age-appropriate hypotheses.

Unit	Knowledge	Skills	Assessment	Links
1. Energy	Potential energy Kinetic and gravitational potential Elastic potential energy Understanding power Dissipation of energy Specific heat capacity Using Energy resources Global energy supplies	Describe changes involved in the way energy is stored when a system changes for common situations Use calculations to show how the overall energy in a system is redistributed when the system is changed. Recall and apply equations to calculate kinetic energy, elastic potential energy, gravitational potential energy and change in thermal energy. RP: determine specific heat capacity for a given material Recall and apply equations to calculate power and efficiency Compare the use of different energy resources Evaluate the use of energy resources given their impact on the planet	2x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: Convert between decimal and percentage Recognise and use expressions in decimal form Use ratios, fractions and percentages Change the subject of an equation Substitute numerical values into algebraic equations using appropriate units for physical quantities Construct and interpret frequency tables and diagrams, bar charts and histograms Translate information between graphical and numerical form.
2. Electricity	Electric current Series and parallel circuits Investigating circuits Circuit components Electricity in the home Transmitting electricity Power and energy transfers Calculating power Static electricity Electric fields	Draw and interpret circuit diagrams Recall and apply the equations to calculate flow of charge, potential difference, power, energy transferred RP investigate resistance in electrical circuits RP investigate the I-V characteristics of a variety of circuit elements Explain why the national grid is an efficient way to transfer electricity Explain the concept of an electric field	2x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: Change the subject of an equation Substitute numerical values into algebraic equations using appropriate units for physical quantities Solve simple algebraic equations Plot two variables from experimental or other data Determine the slope and intercept of a linear graph Draw and use the slope of a tangent to a curve as a measure of rate of change
3. Particle model of matter (recap)	Density Change in state Internal energy Specific latent heat Gas pressure Increasing the pressure in a gas	Recall and apply equations to calculate density, change in thermal energy, energy for a change in state Explain differences in density between states of matter RP calculate density of regular and irregularly shaped objects	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: Recognise and use expressions in decimal and standard form Use ratios, fractions and percentages Change the subject of an equation Substitute numerical values into algebraic equations using appropriate units for physical quantities Understand and use the symbols: =, <, >, $\propto$ , $\sim$ Solve simple algebraic equations Translate between graphical and numerical form





## Year 10 Triple Physics Overview (continued)

Unit	Knowledge	Skills	Assessment	Links
4. Atomic structure	Atomic structure Development of the atomic model Radioactive decay Nuclear equations Radioactive half life Irradiation and contamination Background radiation Different half lives of radioactive isotopes Uses of nuclear radiation Nuclear fission and fusion	Understand why and describe how scientific methods and theories develop over time. Evaluate the best source of radiation to use in a given scenario. Determine the half life of a radioactive isotope from given information Compare hazards of contamination and irradiation.	1x teacher assessed tasks per topic 1x end of topic test self or peer assessed	Maths: recognise expressions given in standard form Substitute numerical values into algebraic equations using appropriate units for physical quantities Use ratios, fractions and percentages Solve simple algebraic equations Translate information between graphical and numerical form.

## KS4 core PE- Physical Education Overview

### Intent:

The focus for years 10 and 11 remains the development of motor competence, mastering core and advanced skills and sport specific movements.

Some students elect to study GCSE or Cambridge National sport studies, and will therefore be focused on developing performance, against GCSE PE criteria (range of skills, quality of skills, fitness, and decision making). The focus for other students, in addition to progress in skill and knowledge development, will be developing healthy habits, and learning the role sport has to play in living a healthy active lifestyle.

Students will take part in outdoor adventurous activities (cross-country and orienteering) in year 10, and a leadership unit in the summer term, which presents intellectual and physical challenges, developing their teamwork, leadership, communication, resilience and problem-solving skills. Students will develop their teamwork, leadership and sportsmanship, to become **selfless**, and developing their resilience, confidence and determination to be **self-assured** learners.

### Implementation:

Students study two hours of Physical Education a week.

Future learning is underpinned by prior learning, throughout the academic year. An emphasis is placed upon learning key knowledge, mastering core skills, and learning advanced skills across a range of contexts, as well as

Students will undergo a rotation of 4 sports in Autumn, 4 sports in Spring, and 3 in the summer term.

### Impact:

All students will understand the key knowledge, in a range of sports, and will have developed a range of advanced skills in a variety of sporting contexts, including competition.

Students will be able to articulate what they need to improve to improve their performance in PE, and understand the importance of the role physical activity plays, in a healthy active lifestyle.

Year 10 and 11 units	Knowledge	Skills- Mastering core and advanced skills	Assessment	Links
Football	Rules of the game, why we control the ball with the instep, and pass with the instep over short distances, why marking is important, goal side and player-to-player marking, how to find space, and why defensive positioning is important, the offside rule., and team defensive pressure.	Dribbling and ball control (beating opponents), non-dominant foot range of passing, defensive pressure and intercepting, shooting first time, and volleying, defensive positioning (jockeying and shepherding).	Small sided, competitive games, contributing to the termly formal assessment	Football in year 8, 9, 10, 11. Strategies and tactics in all team sports.
Netball	Different types of pass and when to use them, rules of the game (footwork, contact, positions and roles, how to start the game after a foul, tactics of the centre pass, rules of the centre pass, and back line pass strategies and tactics.	Variety of passes (mid and long distance (shoulder pass), footwork (catching and turning in the air), zonal defending, shooting (split landing footwork), the centre pass and back line passes.	Small sided, competitive games, contributing to the termly formal assessment.	Netball in year 8, 9, 10, 11. Strategies and tactics in movement in football (year 7).
Volleyball	Principles of a net game, why we use different shots (dig and set), volleyball rotation, who serves, and when, scoring and umpiring. When to use different types of over-arm serve. When to go for a defensive block, and W formation).	Set shot (volley) and dig placement (front court players), over arm serve (and jump serve), returning the serve, attacking play (3 touch), and defensive block.	Small sided, competitive games, contributing to the termly formal assessment.	Year 8, 9, 10, 11 volleyball. Badminton year 8, 9, 10, 11 (principles of a net game).
Fitness	How to administer the Cooper run, and 30m sprint test, understanding the benefit of continuous (outside running or spin (including safety)), fartlek, interval and circuit training.	Run or spin technique (safety). Performance is cooper run, and sprint test.	Performance in the cooper run and sprint test.	Fitness- Year 7 and 8, 9, 10 cross-country (stamina). All sports- (speed). Year 9, 10 and 11 fitness
Basketball	Rules of the game (travel, double dribble, contact, and back court). Where to inbound the ball after a foul (or free throw in act of shooting).	Chest and bounce pass, dribbling with both hands, set shot, jump-shot, and lay-up, triple threat, attacking movement (cutting),	Small sided, competitive games, contributing to the termly formal assessment.	Year 7, 8, 9, 10, and 11 netball. Year 10 and 11 basketball. Year 8, 9, 10, 11 handball.
Table Tennis	Rules of how to serve (alternating serve, behind the table, bounce both sides, height of toss, open palm etc.), rules of the game (no hand on table, no volley), when to be offensive and defensive. How to control a rally.	Serving- with spin and high toss, push shot- forehand and backhand with spin, offensive hit (smash forehand), and backhand with topspin.	Game play via a ladder competition.	Year 9, 10 and 11 table tennis. Year 8, 9, 10, and 11 badminton.
Handball	Rules of the game (double dribble, travel, when there is a corner or goal keepers' ball, the reason we defend goal side, why speed of fast-break is important.	Catching and passing on the move, dribbling with dominant and non-dominant hand, catching and passing sideways (one handed passing), shooting (the jump shot), offensive break- speed of play.	Small sided, competitive games, contributing to the termly formal assessment.	Invasion sports- all years. Year 9, 10 and 11 handball. Year 9, 10 and 11 basketball.
Badminton	Rules of the game, singles lines, serving order, where to aim (principles of a net game). Singles and doubles rules difference (size of court and tramlines).	Long and short serve, forehand overhead clear, backhand over head clear, forehand and back hand drop shot, forehand and backhand underarm clear (and lift shot), forehand smash.	Game play via a ladder competition.	Year 9, 10 and 11 basketball. Year 9, 10 and 11 badminton. Volleyball- principles of a net game.
Athletics	The start positions for each running event (100m, 200m, 300m, 800m), rules of throwing events (shotput and discus) including safety, breaking lanes in track running, and relay change overs.	Sprint start technique, shot put and discus technique, pacing, relay change overs. Adjusting technique to throw further (shot put and discus).	Competition in: 100m, 200m, 300m, 800m, shot put and discus.	Year 8, Year 9, Year 10 athletics. All year's cross-country.
Leadership	Knowledge of the characteristics of a good leader, how to design a training session, key points.	Leadership skills, communication skills, adaptive teaching, how to progress	Delivery of a training session.	Year 7 OAA. Leadership through the curriculum.
Striking and fielding.	Rules of the game, bowling technique, how to field as an individual and a team (cricket and rounders), what is the drive, cut, and pull shot, and why we use them against different deliveries, what is an over and wicketkeeper (cricket), and positions in rounders.	Bowling technique and variations in delivery, batting technique (grip, stance, footwork, defensive shot (cricket), throwing the ball on the run, long barrier and short barrier, the drive, pull shot, cut shot. Fielding- backing up and positioning.	Small sided, competitive games.	Year 8, 9, 10, 11 rounders and cricket.

## KS4 core PE- Physical Education Overview

### Intent:

The focus for years 10 and 11 remains the development of motor competence, mastering core and advanced skills and sport specific movements.

Some students elect to study GCSE or Cambridge National sport studies, and will therefore be focused on developing performance, against GCSE PE criteria (range of skills, quality of skills, fitness, and decision making). The focus for other students, in addition to progress in skill and knowledge development, will be developing healthy habits, and learning the role sport has to play in living a healthy active lifestyle.

Students will take part in outdoor adventurous activities (cross-country and orienteering) in year 10, and a leadership unit in the summer term, which presents intellectual and physical challenges, developing their teamwork, leadership, communication, resilience and problem-solving skills. Students will develop their teamwork, leadership and sportsmanship, to become **selfless**, and developing their resilience, confidence and determination to be **self-assured** learners.

### Implementation:

Students study two hours of Physical Education a week.

Future learning is underpinned by prior learning, throughout the academic year. An emphasis is placed upon learning key knowledge, mastering core skills, and learning advanced skills across a range of contexts, as well as

Students will undergo a rotation of 4 sports in Autumn, 4 sports in Spring, and 3 in the summer term.

### Impact:

All students will understand the key knowledge, in a range of sports, and will have developed a range of advanced skills in a variety of sporting contexts, including competition.

Students will have a firm grasp, of how to play a range of sports, across different disciplines.

Students will be able to articulate what they need to improve to improve their performance in PE, and understand the importance of the role physical activity plays, in a healthy active lifestyle.

	Knowledge	Skills- Mastering core and advanced skills	Assessment	Links
Football	Mastering of: Rules of the game, why we control the ball with the instep, and pass with the instep over short distances, why marking is important, goal side and player-to-player marking, how to find space, and why defensive positioning is important, the offside rule., and team defensive pressure.	Mastering of: Dribbling and ball control (beating opponents), non-dominant foot range of passing, defensive pressure and intercepting, shooting first time, and volleying, defensive positioning (jockeying and shepherding).	Small sided, competitive games, contributing to the termly formal assessment	Football in year 8, 9, 10, 11. Strategies and tactics in all team sports.
Netball	Mastering of: Different types of pass and when to use them, rules of the game (footwork, contact, positions and roles, how to start the game after a foul, tactics of the centre pass, rules of the centre pass, and back line pass strategies and tactics.	Mastering of: Variety of passes (mid and long distance (shoulder pass), footwork (catching and turning in the air), zonal defending, shooting (split landing footwork), the centre pass and back line passes.	Small sided, competitive games, contributing to the termly formal assessment.	Netball in year 8, 9, 10, 11. Strategies and tactics in movement in football (year 7).
Volleyball	Mastering of: Principles of a net game, why we use different shots (dig and set), volleyball rotation, who serves, and when, scoring and umpiring. When to use different types of over-arm serve. When to go for a defensive block, and W formation).	Mastering of: Set shot (volley) and dig placement (front court players), over arm serve (and jump serve), returning the serve, attacking play (3 touch), and defensive block.	Small sided, competitive games, contributing to the termly formal assessment.	Year 8, 9, 10, 11 volleyball. Badminton year 8, 9, 10, 11 (principles of a net game).
Fitness	Mastering of: How to administer the Cooper run, and 30m sprint test, understanding the benefit of continuous (outside running or spin (including safety)), fartlek, interval and circuit training.	Mastering of: Run or spin technique (safety). Performance is coper run, and sprint test.	Performance in the cooper run and sprint test.	Fitness- Year 7 and 8, 9, 10 cross-country (stamina). All sports- (speed). Year 9, 10 and 11 fitness
Basketball	Mastering of: Rules of the game (travel, double dribble, contact, and back court). Where to inbound the ball after a foul (or free throw in act of shooting).	Mastering of: Chest and bounce pass, dribbling with both hands, set shot, jump-shot, and lay-up, triple threat, attacking movement (cutting),	Small sided, competitive games, contributing to the termly formal assessment.	Year 7, 8, 9, 10, and 11 netball. Year 10 and 11 basketball. Year 8, 9, 10, 11 handball.
Handball	Mastering of: Rules of the game (double dribble, travel, when there is a corner or goal keepers' ball, the reason we defend goal side, why speed of fast-break is important.	Mastering of: Catching and passing on the move, dribbling with dominant and non-dominant hand, catching and passing sideways (one handed passing), shooting (the jump shot), offensive break- speed of play.	Small sided, competitive games, contributing to the termly formal assessment.	Invasion sports- all years. Year 9, 10 and 11 handball. Year 9, 10 and 11 basketball.
Badminton	Mastering of: Rules of the game, singles lines, serving order, where to aim (principles of a net game). Singles and doubles rules difference (size of court and tramlines).	Mastering of: Long and short serve, forehand overhead clear, backhand over head clear, forehand and back hand drop shot, forehand and backhand underarm clear (and lift shot), forehand smash.	Game play via a ladder competition.	Year 9, 10 and 11 basketball. Year 9, 10 and 11 badminton. Volleyball- principles of a net game.
Athletics (Y10 only)	Mastering of: The start positions for each running event (100m, 200m, 300m, 800m), rules of throwing events (shotput and discus) including safety, breaking lanes in track running, and relay change overs.	Mastering of: Sprint start technique, shot put and discus technique, pacing, relay change overs. Adjusting technique to throw further (shot put and discus).	Competition in: 100m, 200m, 300m, 800m, shot put and discus.	Year 8, Year 9, Year 10 athletics. All year's cross-country.
Leadership (Y10 only)	Mastering of: Knowledge of the characteristics of a good leader, how to design a training session, key points.	Mastering of: Leadership skills, communication skills, adaptive teaching, how to progress	Delivery of a training session.	Year 7 OAA. Leadership through the curriculum.
Striking and fielding.	Mastering of: Rules of the game, bowling technique, how to field as an individual and a team (cricket and rounders), what is the drive, cut, and pull shot, and why we use them against different deliveries, what is an over and wicketkeeper (cricket), and positions in rounders.	Mastering of: Bowling technique and variations in delivery, batting technique (grip, stance, footwork, defensive shot (cricket), throwing the ball on the run, long barrier and short barrier, the drive, pull shot, cut shot. Fielding- backing up and positioning.	Small sided, competitive games.	Year 8, 9, 10, 11 rounders and cricket.



## Year 10 ART Overview

### Intent – the Big Picture:

**In Year 10 GCSE Art** to provide a learning environment where students feel safe and willing to take creative risks. To encourage collaborative thinking and learning where individuals demonstrate respect to the work of other, They discuss ideas and concepts which are both challenging and ambitious. To nurture a trust between teacher and student to enable. To become more resilient, self reflective and able to endure when the process of making becomes challenging. To have a good understanding of the GCSE course structure, assessment criteria and what makes a good piece of art.

#### Implementation:

Students have two one hour lessons per week and have an opportunity to attend after school support sessions from May onwards. Each half term a new unit of work is introduced which builds on KS3 knowledge and skills, and prepares for deeper knowledge and understanding. Most assessment happens during the lessons with 1:1 tutorial time with the teacher. This approach enables tailored support and suitable challenge. Students will work both independently mostly in their A3 sketchbooks. Three short units of work in the first half of year 10 aim to prepare students for their NEA from the Spring Term onwards. Homework will focus on refining technical skills, further research or consolidating learning by presenting work, 1 hour a week, most weeks.

#### Impact:

Students will: develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. • develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills

Unit	Knowledge	Skills	Assessment	Links
<b>MIXED MEDIA</b>	Introduction to the GCSE Assessment Objectives Choose most appropriate media ensuring it is fit for purpose. Materials and techniques Lino cuts and printmaking Lino artists <b>AO2 Refine and AO3 Record</b>	Observational skills Drawing using a range of media Painting Mixed media	Ongoing. Assessment activity at end of unit - to create a final outcome idea (AO4) Use of OCR assessment criteria	Builds on previous techniques and materials Prepares for NEA and further learning at post 16 courses and careers in the creative industries.
<b>CULTURES</b>	Choice of a culture to research and present information <b>AO1 Develop and AO3 Record</b> How to present effectively and informatively Students' preference of a range of media and techniques.	Observational skills Drawing using a range of media Painting Mixed media Researching, interpreting and presenting information	Ongoing. Assessment activity at end of unit - to create a final outcome idea (AO4) Use of OCR assessment criteria	Builds on previous techniques and materials Prepares for NEA and further learning at post 16 courses and careers in the creative industries.
<b>PORTRAITS</b>	Portrait artists and how portraits as an art genre fits into the history of art and culture. Proportions of the human face The use of graphite or charcoal to produce a monochrome portrait. Developing an idea inspired by a portrait artist.	Applying facial proportions to a drawing. Using either graphite or charcoal to demonstrate a range of mark making and techniques with tonal values. Rendering light and dark to create form and surface texture Accuracy of finer detail to communicate the components of the face effectively.	Ongoing. Assessment activity at end of unit - to create a final outcome idea (AO4) Use of OCR assessment criteria	Builds on previous techniques and materials Prepares for NEA and further learning at post 16 courses and careers in the creative industries.
<b>NEA - PORTFOLIO</b>	The Assessment Objectives - RECORD, DEVELOP, REFINE and PRESENT About the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, and cultures. The ways in which meanings, ideas and intentions can be communicated through visual language, using formal elements. The properties and effects of different media, materials, techniques and processes, and the ways in which they can be used in relation to own creative intentions. The different purposes, intentions and functions of art, craft and design in a variety of contexts.	Develop their ideas through investigations informed by selecting and critically analysing sources. Apply an understanding of relevant art, craft and design practices in the creative industries to their own work. Refine their art, craft and design ideas as work progresses through recording, researching, selecting, editing and presenting. Record ideas, observations, insights and independent judgements, such as recording through drawing and creating images with mixed media.	Ongoing during lesson one to one tutorials. Use of OCR assessment criteria.	Utilising knowledge and experience of previous mini projects in Year 10. Prepares for Set Task, the timed final exam. Prepares for further learning for post 16 courses and careers in the creative industries.



# Year 10 GRAPHICS Overview

## Intent – the Big Picture:

In Year 10 GCSE Graphics we aim to provide a learning environment where students feel safe and willing to take creative risks. To encourage collaborative thinking and learning where individuals demonstrate respect to the work of others. They discuss ideas and concepts which are both challenging and ambitious, to nurture a trust between teacher and student to enable them to become more resilient, self reflective and able to endure when the process of making becomes challenging. To have a good understanding of the GCSE course structure, assessment criteria and what makes a good piece of Graphics.

### Implementation:

Students have two one hour lessons per week and have an opportunity to attend after school support sessions from May onwards. Each half term a new unit of work is introduced which builds on KS3 knowledge and skills, and prepares for deeper knowledge and understanding. Most assessment happens during the lessons with 1:1 tutorial time with the teacher. This approach enables tailored support and suitable challenge. Students will work both independently mostly in their digital portfolio's. Multiple skills workshops in the first half of year 10 aim to prepare students for their NEA from the Spring Term onwards. Homework will focus on refining technical skills, further research or consolidating learning by presenting work, 1 hour a week, most weeks.

### Impact:

Students will: develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. • develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills

Unit	Knowledge	Skills	Assessment	Links
<b>Photoshop Key Skills Double Exposure</b>	Introduction to the GCSE Assessment Objectives Layers – Layer Masks - Green screen – Overlays Studying the work of Dan Mountford Creating a double exposure image using knowledge learned during Layers  <b>AO1 Artist, AO2 Refine and AO3 Record</b>	Photoshop Lasso Selections Layer Mask Layering Overlays	Ongoing. Assessment activity at end of unit - to create a final outcome idea (AO4) Use of OCR assessment criteria	Builds on previous techniques Prepares for NEA and further learning at post 16 courses and careers in the creative industries.
<b>Photoshop Key Skills Dispersion</b>	Creating the illusion of movement in an image using the dispersion technique  Building on prior knowledge of layer masks and overlays.  Developing compositional skills  Presentation of Key skills to date, composition of page layouts	Photoshop Layer masks Selections Custom brushes Multiple layers Liquefy (distortion)	Ongoing. Assessment activity at end of unit - to create a final outcome idea (AO4) Use of OCR assessment criteria	Builds on previous techniques  Prepares for NEA and further learning at post 16 courses and careers in the creative industries.
<b>Photoshop Key Skills PORTRAITS</b>	Study of portraiture  What makes a good photographic portrait – composition, focus, lighting, expression, props, background  Refining an image – removing blemishes and altering tones	Photography Photoshop Dodge and burn Layers styles Spot healing Clone stamp	Ongoing. Assessment activity at end of unit - to create a final outcome idea (AO4) Use of OCR assessment criteria	Builds on previous techniques Prepares for NEA and further learning at post 16 courses and careers in the creative industries.



# Year 10 GRAPHICS Overview

## Intent – the Big Picture:

In Year 10 GCSE Graphics we aim to provide a learning environment where students feel safe and willing to take creative risks. To encourage collaborative thinking and learning where individuals demonstrate respect to the work of others. They discuss ideas and concepts which are both challenging and ambitious, to nurture a trust between teacher and student to enable them to become more resilient, self reflective and able to endure when the process of making becomes challenging. To have a good understanding of the GCSE course structure, assessment criteria and what makes a good piece of Graphics.

### Implementation:

Students have two one hour lessons per week and have an opportunity to attend after school support sessions from May onwards. Each half term a new unit of work is introduced which builds on KS3 knowledge and skills, and prepares for deeper knowledge and understanding. Most assessment happens during the lessons with 1:1 tutorial time with the teacher. This approach enables tailored support and suitable challenge. Students will work both independently mostly in their digital portfolio's. Multiple skills workshops in the first half of year 10 aim to prepare students for their NEA from the Spring Term onwards. Homework will focus on refining technical skills, further research or consolidating learning by presenting work, 1 hour a week, most weeks.

### Impact:

Students will: develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. • develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills

Unit	Knowledge	Skills	Assessment	Links
<b>Illustrator Key Skills</b>	Use of illustrator to create and develop a character design	Pen and curve tools Layers Shape builder Colour	Ongoing. Assessment activity at end of unit - to create a final outcome idea (AO4) Use of OCR assessment criteria	Builds on previous techniques and materials Prepares for NEA and further learning at post 16 courses and careers in the creative industries.
<b>Practice NEA project Alberto Seveso</b>	The knowledge acquired through the key skills workshops. Students will look at the layered portraiture work of Alberto Seveso to compile a short personal response that covers assessment objectives 1, 2, 3 and 4	Layering Selections Masks Layer styles Overlays Colours Photography	Ongoing. Assessment activity at end of unit - to create a final outcome idea (AO4) Use of OCR assessment criteria	Builds on previous techniques and materials Prepares for NEA and further learning at post 16 courses and careers in the creative industries.
<b>NEA - PORTFOLIO</b>	The Assessment Objectives - RECORD, DEVELOP, REFINE and PRESENT About the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, and cultures. The ways in which meanings, ideas and intentions can be communicated through visual language, using formal elements. The properties and effects of different media, materials, techniques and processes, and the ways in which they can be used in relation to own creative intentions. The different purposes, intentions and functions of art, craft and design in a variety of contexts.	Develop their ideas through investigations informed by selecting and critically analysing sources. Apply an understanding of relevant art, craft and design practices in the creative industries to their own work. Refine their Graphic design ideas as work progresses through recording, researching, selecting, editing and presenting. Record ideas, observations, insights and independent judgements, such as recording through drawing and creating images with mixed media.	Ongoing during lesson one to one tutorials. Use of OCR assessment criteria.	Utilising knowledge and experience of previous mini projects in Year 10. Prepares for Set Task, the timed final exam. Prepares for further learning for post 16 courses and careers in the creative industries.





# Year 10 Business Overview

**Intent – the Big Picture:** Year 10 Business introduces students to business in the real world, business operations and human resources. Whilst learning about different aspects of how businesses are run, students are given the opportunity to apply their understanding to different business contexts. During each topic, students read several case studies and have opportunity to respond to them both verbally and in writing. Through their reading lists given at the start of the unit, we not only set the scene for the forthcoming content for that unit, but also instil the idea that choosing which books to read is wider than fiction and can be enjoyable as well as informative.

## Implementation:

Students have 2 hours per week of Business. There are seven topics in Unit 1, the first four were covered in Year 9. At the start of the topic, students are given a list of reading opportunities (autobiography or business reference books) and possible careers based on that topic.

Classes are mixed ability and within each class students will experience a variety of teaching strategies to enable those with different learning styles to stay engaged.

## Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher. Students will be able to articulate their progress with confidence, using their Progress Record Sheets. They will be able to verbalise how they have made progress and which Business skills they need to continue to work on.

Students will improve their spelling, particularly of the key words that they are learning in that topic and will be able to use these fluently within their written answers. Applying knowledge to different business scenarios will be improved along with the ability to analyse and evaluate business information and issues.

UNIT 1: Business in the Real World				
Topic	Knowledge	Skills	Assessment	Links
<b>Topic Five:</b> Business location	<b>Our intention is to equip students with the knowledge to understand that location is an important choice for a business and that it can have a big impact on its overall success. Students should be able to:</b> <ul style="list-style-type: none"> <li>understand the factors that influence where a business is located</li> </ul>	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues	<b>Take One and Take Two Spell check of topic key words at:</b> <ul style="list-style-type: none"> <li>start of Topic One and end of Topic Two</li> </ul>	KS3: Year 8 – Topic One
<b>Topic Six:</b> Business planning	<b>Our intention is to ensure that students understand the importance of business planning and how it can help a business to get to where they want to be. Students should be able to:</b> <ul style="list-style-type: none"> <li>understand the reasons why businesses create plans</li> <li>understand the main sections of a business plan and analyse the benefits and drawbacks of business planning</li> <li>understand the difference between variable, fixed and total costs and the concept of revenue, costs, profit and loss</li> </ul>	<b>AO2C:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts  <b>AO2Q:</b> Ability to calculate and interpret quantitative data in different business contexts to support, inform and justify business decisions	<ul style="list-style-type: none"> <li>start of Topic Three and end of Topic Four</li> </ul> <b>Knowledge checkers:</b> <ul style="list-style-type: none"> <li>end of Topic Two</li> <li>end of Topic Four</li> </ul>	KS3: Year 8 – Topic Two
<b>Topic Seven:</b> Expanding a business	<b>Our intention is to provide students with the knowledge required to examine why and how businesses can expand. Students should be able to:</b> <ul style="list-style-type: none"> <li>understand the methods used by businesses when expanding (organic growth through franchising, opening new stores and expanding through e-commerce, outsourcing and external growth through mergers and takeovers)</li> <li>discuss the advantages and disadvantages of methods of growth</li> <li>understand the meaning of purchasing and technical economies of scale and the benefits of growth</li> <li>understand the drawbacks of growth due to diseconomies of scale</li> <li>understand that with growth businesses increase the risk of diseconomies of scale occurring due to poor communication, coordination issues and reduced staff motivation</li> <li>calculate and interpret average unit costs</li> </ul>	<b>AO3A:</b> Analyse business information and issues to demonstrate understanding of business activity  <b>AO3E:</b> Evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions	<ul style="list-style-type: none"> <li>One question per topic (either 4, 6 or 9 marker)</li> </ul> <b>End of Unit Assessment:</b> <ul style="list-style-type: none"> <li>End of unit 1 assessment</li> </ul>	



# Year 10 Business Overview

**Intent – the Big Picture:** Year 10 Business introduces students to business in the real world, business operations and human resources. Whilst learning about different aspects of how businesses are run, students are given the opportunity to apply their understanding to different business contexts. During each topic, students read several case studies and have opportunity to respond to them both verbally and in writing. Through their reading lists given at the start of the unit, we not only set the scene for the forthcoming content for that unit, but also instil the idea that choosing which books to read is wider than fiction and can be enjoyable as well as informative.

## Implementation:

Students have 2 hours per week of Business. There are **four topics in Unit 3**. At the start of the topic, students are given a list of reading opportunities (autobiography or business reference books) and possible careers based on that topic.

Classes are mixed ability and within each class students will experience a variety of teaching strategies to enable those with different learning styles to stay engaged.

## Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher. Students will be able to articulate their progress with confidence, using their Progress Record Sheets. They will be able to verbalise how they have made progress and which Business skills they need to continue to work on.

Students will improve their spelling, particularly of the key words that they are learning in that topic and will be able to use these fluently within their written answers. Applying knowledge to different business scenarios will be improved along with the ability to analyse and evaluate business information and issues.

UNIT 3: Business Operations					
Topic	Knowledge	Skills	Assessment	Links	
<b>Topic One:</b> Production processes	<b>Our intention is to enable students to understand the different production methods and how operations can be undertaken more efficiently, using a few resources as possible. Students should be able to:</b> <ul style="list-style-type: none"> <li>understand job and flow production methods and understand when each is appropriate</li> <li>consider how production might be made more efficient by the use of lean production techniques</li> </ul>	<b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues	<b>Take One and Take Two Spell check of topic key words at:</b> <ul style="list-style-type: none"> <li>✓ start of Topic One and end of Topic Two</li> <li>✓ start of Topic Three and end of Topic Four</li> </ul> <b>Knowledge checkers:</b> <ul style="list-style-type: none"> <li>✓ end of Topic Two</li> <li>✓ end of Topic Four</li> </ul> <b>Extended writing in context:</b> <ul style="list-style-type: none"> <li>✓ One question per topic (either 4, 6 or 9 marker)</li> </ul> <b>End of Unit Assessment:</b> <ul style="list-style-type: none"> <li>✓ Quantitative Skill Checker (plus an optional follow-up QS checker)</li> <li>✓ End of unit 3 assessment</li> </ul>	KS3: Year 7 – Topic Two	
<b>Topic Two:</b> The role of procurement	<b>Our intention is to equip students with the knowledge required to understand the relationship between a business and its suppliers. Students should be able to:</b> <ul style="list-style-type: none"> <li>evaluate the use of managing stock using JIT to a given business</li> <li>recognise that the benefits of reduced costs must be balanced against the cost of more frequent deliveries and lost purchasing economies of scale</li> <li>understand the benefits of having spare stock to satisfy demand balanced against the cost of holding buffer stock</li> <li>analyse the factors that affect the choice of supplier for a given business</li> <li>understand what procurement and logistics are and their effect on a business</li> <li>recognise that the benefits of reduced costs must be balanced against the quality of service</li> <li>understand what a supply chain is and recognise the benefits of managing an effective supply chain</li> </ul>	<b>AO2C:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts  <b>AO2Q:</b> Ability to calculate and interpret quantitative data in different business contexts to support, inform and justify business decisions  <b>AO3A:</b> Analyse business information and issues to demonstrate understanding of business activity  <b>AO3E:</b> Evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions			KS3: Year 7 – Topic Two
<b>Topic Three:</b> The concept of quality	<b>Our intention is to ensure that students understand the meaning and importance of quality along with how it can be achieved and the costs involved in doing so. Students should be able to:</b> <ul style="list-style-type: none"> <li>understand customer expectations of quality in terms of production of goods and the provision of services</li> <li>understand how businesses identify quality problems</li> <li>understand how businesses measure quality and the consequences of these issues</li> <li>understand the methods of maintaining consistent quality</li> <li>identify the advantages to a business of using TQM</li> <li>identify the possible quality issues as businesses grow, particularly if outsourcing and franchising is used</li> </ul>				
<b>Topic Four:</b> Good customer service	<b>Our intention is to ensure that students understand what is meant by customer service and the ways in which businesses can offer these to a high standard including the use of ICT. Students should be able to:</b> <ul style="list-style-type: none"> <li>understand the sales process</li> <li>understand the importance of providing good service to customers and analyse the techniques businesses use to provide good customer service</li> </ul>				



# Year 10 Business Overview

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## Implementation:

Students have 2 hours per week of Business. There are **four topics in Unit 4**. At the start of the topic, students are given a list of reading opportunities (autobiography or business reference books) and possible careers based on that topic.

Classes are mixed ability and within each class students will experience a variety of teaching strategies to enable those with different learning styles to stay engaged.

## Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher. Students will be able to articulate their progress with confidence, using their Progress Record Sheets. They will be able to verbalise how they have made progress and which Business skills they need to continue to work on.

Students will improve their spelling, particularly of the key words that they are learning in that topic and will be able to use these fluently within their written answers. Applying knowledge to different business scenarios will be improved along with the ability to analyse and evaluate business information and issues.

UNIT 4: Human Resources				
Topic	Knowledge	Skills	Assessment	Links
<b>Topic One:</b> Organisational structure	<p><b>Our intention is to equip students with the knowledge to understand that different businesses use different organisational structures and that this may change over time. Students should be able to:</b></p> <ul style="list-style-type: none"> <li>understand internal organisational structures, span of control, chain of command, layering and delegation</li> <li>understand why businesses have internal organisational structures, including an understanding of different job roles and responsibilities throughout the business</li> <li>understand the impact that having a tall or flat organisational structure has on how a business is managed</li> <li>understand how organisational structure may affect the different ways of communication</li> </ul>	<p><b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues</p> <p><b>AO2C:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts</p>	<p><b>Take One and Take Two Spell check of topic key words at:</b></p> <ul style="list-style-type: none"> <li>start of Topic One and end of Topic Two</li> <li>start of Topic Three and end of Topic Four</li> </ul>	
<b>Topic Two:</b> Recruitment and selection of employees	<p><b>Our intention is to equip students with the knowledge to understand that businesses operate an effective recruitment and selection process to enable them to recruit the best employees. Students should be able to:</b></p> <ul style="list-style-type: none"> <li>understand the difference between and the benefits and drawbacks of internal and external recruitment</li> <li>outline the main stages in the recruitment and selection process, including an understanding of job analysis, job description, person specification, and selection methods</li> <li>analyse the benefits of having an effective recruitment and selection process for a business, including high productivity, high quality output or customer service and staff retention</li> <li>understand the difference between part time and full time contracts, job share and zero hour contracts</li> <li>understand the benefits of full and part time employment</li> </ul>	<p><b>AO2Q:</b> Ability to calculate and interpret quantitative data in different business contexts to support, inform and justify business decisions</p> <p><b>AO3A:</b> Analyse business information and issues to demonstrate understanding of business activity</p>	<p><b>Knowledge checkers:</b></p> <ul style="list-style-type: none"> <li>end of Topic One</li> <li>end of Topic Two</li> <li>end of Topic Four</li> </ul>	KS3: Year 8 – Topic Three
<b>Topic Three:</b> Motivating employees	<p><b>Our intention is to enable students to understand that motivation is important because a motivated workforce can help to make a business very competitive. Students should be able to:</b></p> <ul style="list-style-type: none"> <li>understand the benefits of a motivated workforce, such as staff retention and high productivity</li> <li>understand the use of financial methods of motivation (including an understanding of the main methods of payment including salary, wage, commission and profit sharing)</li> <li>understand the use of non-financial methods of motivation, including styles of management, importance of training and greater responsibility, fringe benefits</li> </ul>	<p><b>AO3E:</b> Evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</p>	<p><b>Extended writing in context:</b></p> <ul style="list-style-type: none"> <li>One question per topic (either 4, 6 or 9 marker)</li> </ul>	KS3: Year 7 – Topic Three
<b>Topic Four:</b> Training	<p><b>Our intention is to equip students with the knowledge to understand that training employees can bring a range of benefits to businesses and help them to be more competitive than its rivals. Students should be able to:</b></p> <ul style="list-style-type: none"> <li>explain the benefits of training employees for a business, including increased productivity, ability to deal with changes in technology, increased motivation, staff retention, production of high quality goods and good customer service</li> <li>understand the methods of training undertaken by businesses, including induction training, on the job training and off the job training</li> <li>explain the benefits of induction training</li> <li>analyse the benefits and drawbacks of on the job and off the job training and evaluate which would be the most appropriate method for a variety of businesses</li> </ul>		<p><b>End of Unit Assessment:</b></p> <ul style="list-style-type: none"> <li>Quantitative Skill Checker (plus an optional follow-up QS checker)</li> <li>End of unit 4 assessment</li> </ul>	



# Year 10 Business Overview (from Sept 2026)

**Intent – the Big Picture:** Year 10 Business introduces students to business in the real world, business operations and human resources. Whilst learning about different aspects of how businesses are run, students are given the opportunity to apply their understanding to different business contexts. During each topic, students read several case studies and have opportunity to respond to them both verbally and in writing. Through their reading lists given at the start of the unit, we not only set the scene for the forthcoming content for that unit, but also instil the idea that choosing which books to read is wider than fiction and can be enjoyable as well as informative.

## Implementation:

Students have 2 hours per week of Business. There are **seven topics in Unit 1**. At the start of the topic, students are given a list of reading opportunities (autobiography or business reference books) and possible careers based on that topic.

Classes are mixed ability and within each class students will experience a variety of teaching strategies to enable those with different learning styles to stay engaged.

## Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher. Students will be able to articulate their progress with confidence, using their Progress Record Sheets. They will be able to verbalise how they have made progress and which Business skills they need to continue to work on.

Students will improve their spelling, particularly of the key words that they are learning in that topic and will be able to use these fluently within their written answers. Applying knowledge to different business scenarios will be improved along with the ability to analyse and evaluate business information and issues.

UNIT 1: Business in the Real World				
Topic	Knowledge	Skills	Assessment	Links
<b>Topic One:</b> The purpose and nature of businesses	<p><b>Our intention is to provide students with knowledge on why and how people set up businesses along with the different factors in the business environment that affect them. Students should be able to:</b></p> <ul style="list-style-type: none"> <li>understand what a business is and the reasons for starting a business</li> <li>understand the difference between goods and services, needs and wants and the meaning of factors of production</li> <li>define opportunity cost and the three sectors of industry: primary, secondary and tertiary</li> <li>understand the term enterprise and what is meant by an entrepreneur</li> <li>outline the characteristics and the objectives of an entrepreneur</li> <li>understand that businesses face a constantly changing business environment</li> </ul>	<p><b>AO1:</b> Demonstrate knowledge and understanding of business concepts and issues</p> <p><b>AO2C:</b> Apply knowledge and understanding of business concepts and issues to a variety of contexts</p>	<p><b>Take One and Take Two Spell check of topic key words at:</b></p> <ul style="list-style-type: none"> <li>start of Topic One and end of Topic Two</li> </ul>	<p>KS3: Year 7 – Topic One</p> <p>KS3: Year 7 – Topic Three</p>
<b>Topic Two:</b> Business ownership	<p><b>Our intention is to enable students to understand the different types of ownership that are in the UK. Students should be able to :</b></p> <ul style="list-style-type: none"> <li>understand the different legal structures that businesses adopt</li> <li>analyse the benefits and drawbacks of each legal structure</li> <li>explain which legal structure would be most appropriate for a variety of business examples, including new start-up businesses and large established businesses</li> </ul>	<p><b>AO2Q:</b> Ability to calculate and interpret quantitative data in different business contexts to support, inform and justify business decisions</p>	<ul style="list-style-type: none"> <li>start of Topic Three and end of Topic Four</li> <li>start of Topic Five and end of Topic Seven</li> </ul>	
<b>Topic Three:</b> Setting business aims and objectives	<p><b>Our intention is to enable students to understand that if businesses are clear with what they want to achieve, they will find it easier to sort out priorities and make decisions. Students should be able to:</b></p> <ul style="list-style-type: none"> <li>understand the main aims and objectives for businesses and the role of objectives in running a business</li> <li>understand how and why the objectives set may change as businesses evolve</li> <li>consider how the objectives of larger more established businesses might differ from smaller start-up businesses</li> <li>understand how and why the objectives set will differ between businesses</li> <li>understand the success of a business can be measured in other ways than profit</li> </ul>		<p><b>Knowledge checkers:</b></p> <ul style="list-style-type: none"> <li>end of Topic One</li> <li>end of Topic Three</li> </ul>	
<b>Topic Four:</b> Stakeholders	<p><b>Our intention is to enable students to understand that there are many groups of people that are affected by business activity. Students should be able to:</b></p> <ul style="list-style-type: none"> <li>understand what is meant by a stakeholder, who the main stakeholders are and their main objectives</li> <li>understand the impact and influence stakeholders have on businesses and their objectives and how businesses may face conflict between stakeholders</li> </ul>	<p><b>AO3A:</b> Analyse business information and issues to demonstrate understanding of business activity</p>	<ul style="list-style-type: none"> <li>end of Topic Five</li> <li>end of Topic Seven</li> </ul>	
<b>Topic Five:</b> Business location	<p><b>Our intention is to equip students with the knowledge to understand that location is an important choice for a business and that it can have a big impact on its overall success. Students should be able to:</b></p> <ul style="list-style-type: none"> <li>understand the factors that influence where a business is located</li> </ul>	<p><b>AO3E:</b> Evaluate business information and issues to demonstrate understanding of</p>	<p><b>Extended writing in context:</b></p> <ul style="list-style-type: none"> <li>One question per topic (either 4, 6 or 9 marker)</li> </ul>	<p>KS3: Year 8 – Topic One</p>
<b>Topic Six:</b> Business planning	<p><b>Our intention is to ensure that students understand the importance of business planning and how it can help a business to get to where they want to be. Students should be able to:</b></p> <ul style="list-style-type: none"> <li>understand the reasons why businesses create plans</li> <li>understand the main sections of a business plan and analyse the benefits and drawbacks of business planning</li> <li>understand the difference between variable, fixed and total costs and the concept of revenue, costs, profit and loss</li> </ul>			
<b>Topic Seven:</b> Expanding a business	<p><b>Our intention is to provide students with the knowledge required to examine why and how businesses can expand. Students should be able to:</b></p> <ul style="list-style-type: none"> <li>understand the methods used by businesses when expanding (organic growth through franchising, opening new stores and expanding through e-commerce, outsourcing and external growth through mergers and takeovers)</li> <li>discuss the advantages and disadvantages of methods of growth</li> <li>understand the meaning of purchasing and technical economies of scale and the benefits of growth</li> <li>understand the drawbacks of growth due to diseconomies of scale</li> <li>understand that with growth businesses increase the risk of diseconomies of scale occurring due to poor communication, coordination issues and reduced staff motivation</li> <li>calculate and interpret average unit costs</li> </ul>	<p>business activity, make judgements and draw conclusions</p>	<p><b>End of Unit Assessment:</b></p> <ul style="list-style-type: none"> <li>End of unit 1 assessment</li> </ul>	



# Year 10 Design & Technology Overview

Year 10 D&T aims to be prepare pupils for the challenges of the GCSE exam and NEA by develop knowledge/skills from KS3. Nurturing a trust between teacher and student, providing a learning environment so pupils feel safe and willing to take creative risks. Encouraging collaborative thinking and learning where individuals demonstrate respect for the work of others and can realistically reflect on their own strengths and weaknesses. Pupils need to have a good understanding of the GCSE course requirements and the skill set to design and make an aesthetically pleasing and functional prototype. They need to understand manufacturing techniques, consider where and how the materials are sourced and incorporate awareness of social, cultural, environmental and economic factors into their work.

## Implementation:

D&T is delivered for two hour per week throughout the academic year, pupils have the same consistent teacher and access to a design classroom, workshop and CAD/CAM area.

The curriculum is taught through practical units of work that involve designing and prototyping. Weekly homework is set that links the theoretical knowledge required to the kinaesthetic learning that takes place in school, this is either book work and reading or online learning.

This curriculum has to be completed by June so that the NEA can begin, this is an independent task that requires the pupils to research, set a brief, design, develop, plan, prototype and evaluate a product for a client of their choice.

## Impact:

Pupils will acquire the knowledge and ability to work independently in the workshop, designing, modelling and producing functioning prototypes of quality. They will learn to analyse and evaluate products, reflecting on manufacturing techniques and considering where and how the materials are sourced, understanding social, cultural, environmental and economic factors.

Understanding of these skills will be evidenced in their portfolio of work and prototype produced for the NEA.

The ability to apply this knowledge will be examined in the GCSE at the end of the course.

Unit	Knowledge	Skills	Assessment	Links
<i>Soma cube</i> (Collaborative, focussed practical task)  For one year only – this unit is being move to the Y9 curriculum	<b>Scales of Production:</b> One-off, batch, mass, continuous <b>Making:</b> quality control and tolerances <b>Material:</b> reflecting on working in a variety of timbers and manufactured boards <b>Drawing:</b> Technical drawing, hand drawn & on CAD, British standards dimensioning <b>Tools:</b> Vernier callipers, dividers, limit gauges	<b>Making:</b> accurately cutting, finishing and assembling a batch of cubes, applying quality checks and tolerances <b>Teamwork:</b> collaborating as a table team to batch produce 4 soma cubes <b>Finishing:</b> independently applying a surface finish and packaging the cube	On-going verbal feedback Summative assessment of <b>practical piece</b> Written feedback using NEA grade descriptors Reflection on feedback (W.W.W. & E.B.I.)	Memory recall of timber & manufactured boards and the tools/equipment for marking out, sanding, cutting and assembly. Drawing skills for KS3.
<i>The Work of Others</i>	<b>Analysing:</b> to compare the work of other designers and appreciate their style and design ethos <b>Research:</b> understanding finding, sorting, selecting and presenting	<b>Research:</b> compile material on four AQA approved designers, pupil choice <b>Presentation:</b> to present information in a visually appealing way	On-going verbal feedback Summative assessment of <b>research material</b> Written feedback Reflection on feedback (W.W.W. & E.B.I.)	Employing research skills developed through Y8 homework and Y9 board game tasks.
<i>Phone Holder</i>	<b>Design:</b> Iterative design strategy <b>Materials:</b> identifying materials & selecting them for their working properties. <b>Making:</b> adhesives and bonding/joining materials	<b>Design:</b> evidencing the iterative process – sketches, technical drawing, CAD, modelling & photographs <b>Making:</b> increasing accuracy & creating functional, aesthetically pleasing models	On-going verbal feedback Summative assessment of <b>design sheets</b> Written feedback using NEA grade descriptors Reflection on feedback (W.W.W. & E.B.I.)	Skills from KS3: designing and making, tools, equipment and machinery, Health & Safety
<i>Drawing skills</i>	Orthographic projection Isometric drawing Perspective drawing British Standard dimensioning CAD	Application of all formal drawing styles by hand and on CAD	Two drawing tasks: 1. Set piece of work with written feedback 2. Second set piece <b>graded</b> with feedback	Formal drawing skills introduced and built on throughout KS3.
<i>Trinket Box</i>	<b>Design:</b> marquetry techniques <b>Making:</b> marquetry, wood joint, box construction	<b>Design:</b> marquetry ideas, modelling and application to box lid <b>Making:</b> marquetry, working to a technical specification, using working drawings and instructions, applying personal quality control checks and tolerances	On-going verbal feedback Summative assessment of <b>design ideas and realisation</b> Written feedback using NEA grade descriptors on realisation of product <b>Peer assessment</b> Reflection on feedback (W.W.W. & E.B.I.)	To all KS3 making, tools and equipment. Soma Cube learning, quality control & tolerances.
<b>NEA STARTS</b>	Testing all aspects of the pupils knowledge, understanding and skills in a design and make independently directed project.		Exam board criteria, marked out of 100. Makes up 50% of the final GCSE grade.  Assessed and moderated by teacher. Submitted to exam board in May of Y11.	To all D&T learning of KS3 & KS4.



## Year 10 French Overview (Sept 2024 onwards)

**•Intent – the Big Picture:** Year 10 French provides students with the opportunity to develop a wide range of vocabulary, enabling them to understand information in French when reading and listening. Students will also learn to exploit a range of grammatical structures alongside their vocabulary to communicate with confidence both orally and in writing on the topics of Identity, Culture, Local Area and Holidays. They will continue to improve their pronunciation, applying phonetical knowledge to their speech in the classroom and with the French assistant, for selected students. They will grow in confidence as their knowledge grows and their skills develop whilst also growing their understanding of, and curiosity about, life in Francophone countries.

### Implementation:

Students have two one hour lessons per week, including time spent with the French assistant for selected students. Each half term a new GCSE unit of work is introduced which builds on KS3 knowledge and skills, and prepares for deeper knowledge and understanding at KS5. A variety of teaching activities in mixed attainment settings will increase understanding and use of vocabulary and grammar and foster skills in listening, speaking, reading and writing. Students will work both independently and collaboratively, completing work in their A4 books and in workbooks.

Homework will be focused on vocabulary learning (30 min a week) a short written task (25 min) and an online listening activity (5 min).

### Impact:

All students will have developed the key knowledge and skills required to access the lessons, with support from their class teacher and French assistant where applicable. Students will be able to articulate their progress with confidence, using the Knowledge Organisers and mind maps for each unit and their vocabulary books to capture key vocabulary, grammar, personal progress and progress towards their targets. Students will have been introduced to reading, listening, speaking and writing strategies to help them succeed in each of the 4 GCSE papers. They will be able to discuss cultural similarities and differences between Shrewsbury and Francophone countries and will be able to discuss further ways they could develop their understanding outside of the classroom.

Unit	Knowledge	Skills	Assessment	Links
GCSE French- <b>Module 1</b> <b>Theme 4: Media and Technology</b> Online activities, TV and Film, Keeping Active	<b>Vocabulary:</b> online activities, TV and film, Sport and Music, Keeping Active <b>Grammar:</b> present tense (regular and irregular verbs), past and future tenses	<b>Listening-</b> Dictation <b>Speaking:</b> Describing photos <b>Writing:</b> 80-90 word task	<b>Listening:</b> End of Module practice questions <b>Speaking:</b> Module 1 Mind map, Practice photo questions <b>Writing:</b> 80-90 word task Regular vocabulary tests	Present tense (yr 7,8,9) Past tense (yr 8,9) Future tense (yr 7,8,9) TV and Film (yr 8,9) Asking questions (yr 8,9)
GCSE French- <b>Module 2</b> <b>Theme 2: My personal World</b> Identity, family, friends, celebrations, role models	<b>Vocabulary:</b> identity, relationships, describing people, role models, celebrations <b>Grammar:</b> adjectives, present tense, reflexive verbs, past tense, future tense, direct object pronouns	<b>Listening-</b> regular practice <b>Speaking:</b> Photo question (24 marks), conversation (36 marks) <b>Reading-</b> to include translation into English <b>Writing:</b> 80-90 word tasks	<b>Listening:</b> End of module practice questions <b>Speaking:</b> Conversation: Module 2 Mind map. Practice photo questions <b>Writing:</b> 80-90 word task at the end of module. Translation into French task. Regular vocabulary tests	Adjectives, present tense, family members Yr 7(I), Yr 8,9 (R) Past and future tense, Celebrations- Yr 8(I), Yr 9 (R)
GCSE French- <b>Module 3</b> <b>Theme: School Life</b> School subjects, school rules, Memories of primary school, learning languages	<b>Vocabulary:</b> school subjects, school rules, languages <b>Grammar:</b> regular present tense (porter), comparative adjectives, il faut, perfect tense, imperfect tense, negatives	<b>Listening-</b> regular practice <b>Speaking:</b> regular practice, especially with assistant <b>Reading-</b> regular practice <b>Writing:</b> 80-90 word tasks, Foundation- describing a photo	<b>Listening:</b> End of Module practice questions <b>Speaking:</b> Conversation: Module 3 Mind map. Practice photo questions <b>Reading:</b> End of Module practice questions <b>Writing:</b> 80-90 word task Regular vocabulary tests	School yr 7(I) Regular present tense yr 7 (I), yr 8,9 (R) Imperfect tense yr 9 Fr/Sp (I) Comparatives yr 8 (I), yr 9 (R) Negatives yr 7 (I), yr 8,9 (R)
GCSE French- <b>Module 4</b> <b>Theme: Lifestyle and Wellbeing</b> Meals and mealtimes, mental health, illness and accidents, lifestyle changes	<b>Vocabulary:</b> food and drink, body parts <b>Grammar:</b> expressions with AVOIR, future tense, imperfect tense, subordinate clauses	<b>Listening-</b> regular practice <b>Speaking:</b> regular practice <b>Reading:</b> regular practice <b>Writing:</b> regular practice (Build up to yr 10 exams)	<b>Listening:</b> May mock exam <b>Speaking:</b> May mock exam <b>Reading:</b> May mock exam <b>Writing:</b> May mock exam	Food and drink yr 7 (I), yr 8,9 (R) Body parts yr 7 (I) Future tense yr 7 (I), yr 8,9 (R) Imperfect tense yr 9 Fr/Sp(I)
GCSE French- <b>Module 5</b> <b>Theme: Travel and Tourism</b> Ideal holidays, holiday activities, festivals, accommodation, staycations	<b>Vocabulary:</b> countries, activities, accommodation, restaurants, festivals, problems <b>Grammar:</b> past, present and future tenses, conditional tense, il vaut, si clauses	<b>Listening</b> <b>Speaking:</b> Photo question conversation <b>Reading</b> <b>Writing:</b> 80-90 word task	<b>Listening:</b> End of Module practice questions <b>Speaking:</b> Conversation: Module 5 Mind map. <b>Reading:</b> End of Module practice questions <b>Writing:</b> 80-90 word task, Foundation describing a photo Regular vocabulary tests	Activities, present and near future tenses Yr 7(I), Yr 8,9 (R) Past tense, countries, time expressions, transport, food- Yr 8(I), Yr 9 (R) Si clauses, negatives, the future tense– Yr 9 Fr/Sp (I)



# Year 10 Geography Overview

## Intent – the Big Picture:

Living with the physical environment is about physical processes and systems, how they change and how people interact with them at a range of scales and in a range of places. It includes: An introduction to UK physical landscapes, Coastal Landscapes in the UK and River landscapes in the UK. Develop an understanding of the world's biomes and the functioning of ecosystems. Develop detailed knowledge of two major biomes (Tropical rainforests and Hot deserts) as well as in depth knowledge of specific case studies. Understand the human threats to these biomes as well as how humans benefit economically from those ecosystems.

## Implementation:

Students have 2 hours per week of Geography in KS4. There are four units of work across the year, plus revision and consolidation time, building on knowledge gained at KS3.

Classes are mixed ability and within each class students will experience a variety of teaching strategies and adaptive teaching, to enable all students to access the curriculum and make progress.

## Impact:

Pupils will use and begin to evaluate a wide range of geographical skills and techniques effectively. Demonstrate understanding of complex interactions and interrelationships between people and the environment. Construct sustained and convincing arguments to draw well-evidenced conclusions. Improvement in regular exam questions throughout the unit and low stakes knowledge testing.

Evidence that students can fully explain impacts of human disruption to natural cycles, with detailed explanation of the processes affected. Pupils will use and evaluate a wide range of geographical skills and techniques effectively.

Unit	Knowledge	Skills	Assessment	Links
Living World: Ecosystems	Clear and accurate knowledge of the functioning of ecosystems and their components e.g. Epping Forest. Strong understanding of tropical rainforest characteristics, deforestation and management techniques. Accurate knowledge of the functioning of these concepts in the Amazon rainforest. Detailed knowledge of plant and animal adaptations in these areas, along with the impacts of human activity.	<ul style="list-style-type: none"> <li>⑩ Describing distribution</li> <li>⑩ Annotation</li> <li>⑩ Locational knowledge</li> <li>⑩ Evaluation</li> <li>⑩ Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Regular consolidation tasks and exam question practice.</li> <li>• Formative assessment through retrieval practice "Geog your Memory"</li> <li>• Seneca homework and revision tasks</li> </ul>	Interleaving of skills in successive units. Repetition of themes of global atmospheric circulation, environmental degradation and economic development.
Living World: Cold Environments	Accurate knowledge of economic development in Alaska, and understanding of environmental degradation in cold environments e.g. polar and tundra regions. Detailed knowledge of plant and animal adaptations in these areas, along with the impacts of human activity.	<ul style="list-style-type: none"> <li>⑩ Describing distribution</li> <li>⑩ Annotation</li> <li>⑩ Locational knowledge</li> <li>⑩ Evaluation</li> <li>⑩ Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Regular consolidation tasks and exam question practice.</li> <li>• Formative assessment through retrieval practice "Geog your Memory"</li> <li>• Seneca homework and revision tasks</li> </ul>	Interleaving of skills in successive units. Repetition of themes of economic development.
Rivers	Use a wide range of geographical skills and techniques accurately, showing understanding of their purpose. Demonstrates clear understanding of the formation of landforms in both coastal and fluvial environments and of interactions and interrelationships between people and the environment when looking at human impact on natural processes at Coasts and River landscapes. Construct coherent arguments to draw conclusions supported by evidence when referring to the success of management strategies within case studies such as Prestatyn/Rhyl, Isle of Wight, Boscastle	<ul style="list-style-type: none"> <li>⑩ Drawing labelled and annotated sketches and diagrams</li> <li>⑩ Using information in photos alongside maps</li> <li>⑩ Literacy – describing landforms and processes</li> <li>⑩ OS maps: symbols, grid references, contours and gradient, straight and curved line distance, spot heights.</li> <li>⑩ Flood hydrographs</li> <li>⑩ OS maps: symbols, grid references, contours and gradient, straight and curved line distance, spot heights.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular consolidation tasks and exam question practice.</li> <li>• Formative assessment through retrieval practice "Geog your Memory"</li> <li>• Seneca homework and revision tasks</li> </ul>	Processes vital for understanding of UK extreme weather event (Boscastle floods). Interleaving of skills in successive units. Repetition of themes of mitigation and adaptation in energy topic.
Coasts	As above - rivers	As above - rivers	<ul style="list-style-type: none"> <li>• Regular consolidation tasks and exam question practice.</li> <li>• Formative assessment through retrieval practice "Geog your Memory"</li> <li>• Seneca homework and revision tasks</li> </ul>	Processes linking to the Rivers unit, plus impacts upon the Human environment (Paper 2).
Natural Hazards "building blocks" and Paper 1 revision	See Year 9 Tectonic and Weather Hazards. Additional challenges for Gifted and Talented/higher grade students; understanding of alternative tectonic plate theory, and advanced knowledge of Global Atmospheric Circulation.	<ul style="list-style-type: none"> <li>• Interpretation of maps, graphs, satellite photography.</li> <li>• Annotation of detailed diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Regular consolidation tasks and exam question practice.</li> <li>• Formative assessment through retrieval practice "Geog your Memory"</li> <li>• Seneca homework and revision tasks</li> </ul>	Interleaving of skills in successive units. Repetition of themes of effects and responses to hazards and understanding of contrasts between levels of development.
Urban Change in the UK	In depth knowledge of the historical issues and challenges facing a UK city (Birmingham). Using geographical skills effectively; use of choropleth maps to show deprivation factors for example. Knowledge of the different types of map and graph available to display data. Detailed knowledge of a small scale and large scale example of regeneration within the city.	<ul style="list-style-type: none"> <li>• Interpretation of maps and graphs.</li> <li>• Numeracy skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular consolidation tasks and exam question practice.</li> <li>• Formative assessment through retrieval practice "Geog your Memory"</li> <li>• Seneca homework and revision tasks</li> </ul>	A grasp of the wider context of the UK is vital for understanding of deep study of Birmingham. AO4 skills such as OS maps, atlas skills and interpretation of graphs etc. run through other units of work.



# Year 10 History Overview – A

**Intent – the Big Picture:** This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

## Implementation:

Students have two 60-minute lessons per week. Content and learning is chronologically sequenced and builds on prior knowledge and skills. A variety of teaching activities in mixed attainment settings will foster skills in reading, writing, speaking and listening and retrieval practice. Students will work both independently and collaboratively with different learning partners and will be exposed to a range of challenging and diverse evidence from a range of genres and eras. Homework will be set weekly, but will feature a variety of tasks, including exam-style questions, reading, quizzes, research, etc.

## Impact:

1. Understanding the Development of Modern Democracies and Dictatorships
2. Critical Analysis and Interpretation of Historical Events
3. Awareness of the Causes and Consequences of War
4. Lessons on Human Rights and ethics
5. Building empathy and understanding different perspectives
6. Enhanced research and communication skills
7. Relevance to contemporary issues
8. Preparation for further education and careers.

Overall, the study of Germany from democracy to dictatorship between 1890 and 1945 through the AQA GCSE History syllabus equips students with a comprehensive understanding of crucial historical events and processes, critical analytical skills, and a deeper appreciation of the importance of democracy and human rights.

Unit	Knowledge	Skills	Assessment	Links
<p><i>AQA GCSE Germany: Democracy to Dictatorship, 1890-1945</i></p> <p>Part one: Germany and the growth of democracy</p>	<p>Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.</p> <p>Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.</p> <p>Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.</p>	<p><i>AO1 Knowledge and Understanding</i>  <i>AO2 Concepts</i>  <i>AO3 Sources</i>  <i>AO4 Interpretations</i></p>	<ul style="list-style-type: none"> <li>• Extended writing to explain the problems faced and the actions/approaches taken.</li> <li>• Judgement question: how explosive was the situation inside Germany? Who or what posed the greatest problem for the governments of Germany?</li> <li>• Assessment point: short revision test</li> <li>• Assessment point: students do exam style questions based on Part 1. Opportunity to discuss how to approach exam style questions with the class, perhaps focusing on interpretations (using provenance and contextual knowledge) and on writing point, evidence and explanation (PEE) paragraphs in preparation for Questions 5 and 6.</li> </ul>	<p>W. Carr, 'A History of Germany 1815-1990' (Hodder Arnold) Chapter 7.            Christopher Clark's biography 'Kaiser Wilhelm II: A life in Power'            E. Dobernt, 'Convert to Freedom'            Egon Larsen, 'Weimar Eyewitness'            W. Guttman, 'The Great Inflation'</p>
<p><i>AQA GCSE Germany: Democracy to Dictatorship, 1890-1945</i></p> <p>Part two: Germany and the Depression</p>	<p>The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal.</p> <p>The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.</p> <p>The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.</p>	<p><i>AO1 Knowledge and Understanding</i>  <i>AO2 Concepts</i>  <i>AO3 Sources</i>  <i>AO4 Interpretations</i></p>	<ul style="list-style-type: none"> <li>• Overview opportunity: students explain the relative importance of the factors which allowed Hitler to become Führer</li> <li>• AQA past papers cover Part two – opportunities here for students to practise understanding interpretations and writing analytical point, evidence and explanation (PEE) paragraphs.</li> <li>• Assessment point: students analyse two interpretations about the rise of the Nazis and explain which interpretation they found more convincing; complete a bullet point explanation question.</li> </ul>	<p>Fritz Tobias, 'The Reichstag Fire: legend and Truth'            William L Shirer, 'The Rise and Fall of the Third Reich'</p>
<p><i>AQA GCSE Germany: Democracy to Dictatorship, 1890-1945</i></p> <p>Part three: The experiences of Germans under the Nazis</p>	<p>Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.</p> <p>Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.</p> <p>Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.</p>	<p><i>AO1 Knowledge and Understanding</i>  <i>AO2 Concepts</i>  <i>AO3 Sources</i>  <i>AO4 Interpretations</i></p>	<ul style="list-style-type: none"> <li>• Enquiry question: 'Totalitarian regimes controlled every aspect of life. Why?'</li> <li>• Students prepare a PowerPoint presentation of research into interpretations of Nazi economic policies and actions.</li> <li>• Assessment point: short quiz of factual material.</li> <li>• Exercises which practice writing point, evidence and explanation paragraphs.</li> <li>• Students complete Section A from the specimen paper in 50 minutes under exam conditions.</li> </ul>	<p>Albert Speer, 'Inside the Third Reich'            William L Shirer, 'The Rise and Fall of the Third Reich'</p>





# Year 10 History Overview – B

**Intent – the Big Picture:** This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers the role of nationalist movements in causing and sustaining conflict. It focuses on the causes and events of the Cold War in Asia and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

## Implementation:

Students have two 60-minute lessons per week. Content and learning is chronologically sequenced and builds on prior knowledge and skills. A variety of teaching activities in mixed attainment settings will foster skills in reading, writing, speaking and listening and retrieval practice. Students will work both independently and collaboratively with different learning partners and will be exposed to a range of challenging and diverse evidence from a range of genres and eras. Homework will be set weekly, but will feature a variety of tasks, including exam-style questions, reading, quizzes, research, etc.

## Impact:

1. Understanding the Development of Modern Democracies and Dictatorships
2. Critical Analysis and Interpretation of Historical Events
3. Awareness of the Causes and Consequences of War
4. Lessons on Human Rights and ethics
5. Building empathy and understanding different perspectives
6. Enhanced research and communication skills
7. Relevance to contemporary issues
8. Preparation for further education and careers.

Overall, the study of Germany from democracy to dictatorship between 1890 and 1945 through the AQA GCSE History syllabus equips students with a comprehensive understanding of crucial historical events and processes, critical analytical skills, and a deeper appreciation of the importance of democracy and human rights.

Unit	Knowledge	Skills	Assessment	Links
<p><i>AQA GCSE Conflict and tension in Asia, 1950-75</i></p> <p>Part one: Conflict in Korea</p>	<p>The causes of the Korean War: nationalism in Korea; US relations with China; the division of Korea; Kim Il Sung and Syngman Rhee; reasons why the North invaded the South in June 1950; US and the UN responses; USSR's absence from the UN.</p> <p>The development of the Korean War: the UN campaign in South and North Korea; Inchon landings and recapture of South Korea; UN forces advance into North Korea; reaction of China and intervention of Chinese troops October 1950; the sacking of MacArthur.</p> <p>The end of the Korean War: military stalemate around the 38th Parallel; peace talks and the armistice; impact of the Korean War for Korea, the UN and Sino-American relations.</p>	<p><i>AO1 Knowledge and Understanding</i></p> <p><i>AO2 Concepts</i></p> <p><i>AO3 Sources</i></p> <p><i>AO4 Interpretations</i></p>	<ul style="list-style-type: none"> <li>• contrasting sources and ask them to compare the sources' usefulness in helping us to understand the impact of the Korean War.</li> <li>• agree/disagree style question based on the specimen paper.</li> <li>• Class discussion and exam-style question: students consider the following question: 'during the Korean War, critics said that the USA simply pulled the strings of the UN like a puppet' – how far do you agree?</li> </ul>	<p><a href="#">The world after WWII and before the Cold War - The Cold War origins, 1941-1948 - AQA - GCSE History Revision - AQA - BBC Bitesize</a></p> <p><a href="#">The Korean War - The Cold War, 1948-1960 - AQA - GCSE History Revision - AQA - BBC Bitesize</a></p>
<p><i>AQA GCSE Conflict and tension in Asia, 1950-75</i></p> <p>Part two: Escalation of conflict in Vietnam</p>	<p>The end of French colonial rule: Dien Bien Phu and its consequences; Geneva Agreement, 1954; civil war in South Vietnam; opposition to Diem; the Vietcong – aims, support, leadership and guerrilla tactics and Ho Chi Minh.</p> <p>The US involvement: the Domino Theory; intervention under Eisenhower and Kennedy; Strategic Hamlets programme.</p> <p>Johnson's War: the Gulf of Tonkin; the US response to Vietcong tactics; the mass bombing campaign; demands for peace and growing student protests in the USA; My Lai and its public impact; Search and Destroy tactics and impact; the Tet Offensive and its consequences for the war.</p>	<p><i>AO1 Knowledge and Understanding</i></p> <p><i>AO2 Concepts</i></p> <p><i>AO3 Sources</i></p> <p><i>AO4 Interpretations</i></p>	<ul style="list-style-type: none"> <li>• Students research and write a response to the following question: why did the USA become increasingly involved in Vietnam?</li> <li>• a 'write an account' style question relating to events in Part two and an evaluate 16-mark question relating to one of the enquiry questions from lessons 10 to 21.</li> <li>• Class discussion: what do your students need to think about when writing narrative accounts and answering 16-mark evaluative questions?</li> </ul>	<p><a href="#">Background to the Vietnam War - The Vietnam War - AQA - GCSE History Revision - AQA - BBC Bitesize</a></p> <p><a href="#">The Vietcong - The Vietnam War - AQA - GCSE History Revision - AQA - BBC Bitesize</a></p> <p><a href="#">Why did America become involved in Vietnam? - The Vietnam War - AQA - GCSE History Revision - AQA - BBC Bitesize</a></p>
<p><i>AQA GCSE Conflict and tension in Asia, 1950-75</i></p> <p>Part three: The ending of conflict in Vietnam</p>	<p>Nixon's War: Vietnamisation; chemical warfare; bombing campaign of 1970–1972; relations with China; widening of the war into Laos and Cambodia.</p> <p>Opposition to war: Kent State University; the importance of the media and TV in influencing public opinion; the context of the Watergate affair.</p> <p>The end of the war: the Paris Peace talks; the role of Kissinger; the US withdrawal; fall of Saigon; the price of conflict; problems of Vietnam in 1975.</p>	<p><i>AO1 Knowledge and Understanding</i></p> <p><i>AO2 Concepts</i></p> <p><i>AO3 Sources</i></p> <p><i>AO4 Interpretations</i></p>	<ul style="list-style-type: none"> <li>• two sources relating to either Parts one, two or three and ask them to evaluate their utility.</li> <li>• answer a 16-mark evaluative question which asks them to consider the most important reason why the USA lost the war.</li> </ul>	<p><a href="#">Why US tactics failed in the Vietnam War - The Vietnam War - AQA - GCSE History Revision - AQA - BBC Bitesize</a></p> <p><a href="#">Ending the war in Vietnam - The Vietnam War - AQA - GCSE History Revision - AQA - BBC Bitesize</a></p> <p><a href="#">The Paris Peace Accords - The Vietnam War - AQA - GCSE History Revision - AQA - BBC Bitesize</a></p>



# Year 10 Computer Science Overview (1 of 3)

**Intent – the Big Picture:** Year 10 Computer Science will start to cover each of the elements that is required for the two examination papers that the students will take in Year 11. Students will start to study Computer Systems in more depth, with regards to the different components, their purpose and how they work. They will also continue to develop knowledge and practical skills on writing algorithms and programming. Students will be able to identify the key knowledge of the units for the specification through the use of their knowledge organisers and retrievers. They should reflect on their learning through the use of end of unit exam questions and low-stakes knowledge tests to track their progression.

## Implementation:

GCSE Computer Science is delivered with two one-hour lessons per week. As with previous years, students will have access to their own computer in an ICT suite with continued access to the digital platforms and software applications needed to access, produce and submit their work. BOOST & Office 365 are the main resources that students will access.

As with KS3, a typical lesson consists of a recap of prior learning with a recall starter (if part of a sequence of lessons). Learning objectives and key terminology for the lesson will also be clearly identified. Students will be expected to log in and access the digital resources. Students will complete a variety of activities that may include the use of Internet resources and other software applications such as a high level programming language IDE. Progression will be measured through the completion of a knowledge test for each of the lessons delivered. Students will also have access to their GCSE knowledge organisers and retrievers.

## Impact:

Students should be able to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. They will be able to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. They should be able to think creatively, innovatively, analytically, logically and critically and be able to apply mathematical skills relevant to computer science. Students will understand the components that make up digital systems, and how they communicate with one another and with other systems. Students will be more aware of the impacts of digital technology to the individual and to wider society.

Students looking to study Computer Science at A level should have acquired the base knowledge, problem-solving and practical programming skills required.

Unit	Knowledge	Skills	Assessment	Links
1.1 Systems Architecture	<p><b>1.1.1 - The purpose of the CPU</b></p> <ul style="list-style-type: none"> <li>What actions occur at each stage of the fetch-execute cycle</li> </ul> <p><b>CPU Components &amp; their functions</b></p> <ul style="list-style-type: none"> <li>The role/purpose of each component and what it manages, stores, or controls during the fetch-execute cycle</li> </ul> <p><b>Von Neumann Architecture</b></p> <ul style="list-style-type: none"> <li>The purpose of each register, what it stores (data or address)</li> <li>The difference between storing data and an address</li> </ul> <p><b>1.1.2 - CPU Performance</b></p> <ul style="list-style-type: none"> <li>Understanding of each characteristic (clock speed, cache size, number of cores)</li> <li>The effects of changing any of the common characteristics on system performance, either individually or in combination</li> </ul> <p><b>1.1.3 - Embedded systems</b></p> <ul style="list-style-type: none"> <li>What embedded systems are</li> <li>Typical characteristics of embedded systems</li> <li>Familiarity with a range of different embedded systems</li> </ul>		<p>1.1 Knowledge tests</p> <p>1.1 Revision quizzes</p> <p>1.1 End of unit exam questions</p> <p>Year 10 examination paper</p>	<p>Builds on prior knowledge gained from the KS3 unit on:</p> <ul style="list-style-type: none"> <li>Understanding Computers.</li> </ul>
2.1 Algorithms	<p><b>2.1.1 - Computational thinking</b></p> <ul style="list-style-type: none"> <li>Understanding of these principles and how they are used to define and refine problems</li> </ul> <p><b>2.1.2 - Designing, creating &amp; refining algorithms</b></p> <p><b>2.1.3 – Searching &amp; sorting algorithms</b></p> <ul style="list-style-type: none"> <li>Understand the main steps of each algorithm</li> <li>Understand any pre-requisites of an algorithm</li> <li>Apply the algorithm to a data set</li> <li>Identify an algorithm if given the code or pseudocode for it</li> </ul>	<p>Produce simple diagrams to show the structure of a problem, subsections and their links to other subsections.</p> <p>Complete, write or refine an algorithm. Identify syntax/logic errors in code and suggest fixes.</p> <p>Create and use trace tables to follow an algorithm.</p>	<p>2.1 Knowledge tests</p> <p>2.1 Revision quizzes</p> <p>2.1 End of unit exam questions</p> <p>Year 10 examination paper</p>	<p>Builds on prior knowledge gained from the KS3 unit on:</p> <ul style="list-style-type: none"> <li>Computational Thinking &amp; Logic</li> <li>Games Programming with Scratch</li> <li>An Introduction to Python</li> <li>Further Python</li> </ul>



## Year 10 Computer Science Overview (2 of 3)

**Intent – the Big Picture:** Year 10 Computer Science will start to cover each of the elements that is required for the two examination papers that the students will take in Year 11. Students will start to study Computer Systems in more depth, with regards to the different components, their purpose and how they work. They will also continue to develop knowledge and practical skills on writing algorithms and programming. Students will be able to identify the key knowledge of the units for the specification through the use of their knowledge organisers and retrievers. They should reflect on their learning through the use of end of unit exam questions and low-stakes knowledge tests to track their progression.

### Implementation:

GCSE Computer Science is delivered with two one-hour lessons per week. As with previous years, students will have access to their own computer in an ICT suite with continued access to the digital platforms and software applications needed to access, produce and submit their work. BOOST & Office 365 are the main resources that students will access.

As with KS3, a typical lesson consists of a recap of prior learning with a recall starter (if part of a sequence of lessons). Learning objectives and key terminology for the lesson will also be clearly identified. Students will be expected to log in and access the digital resources. Students will complete a variety of activities that may include the use of Internet resources and other software applications such as a high level programming language IDE. Progression will be measured through the completion of a knowledge test for each of the lessons delivered. Students will also have access to their GCSE knowledge organisers and retrievers.

### Impact:

Students should be able to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. They will be able to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. They should be able to think creatively, innovatively, analytically, logically and critically and be able to apply mathematical skills relevant to computer science. Students will understand the components that make up digital systems, and how they communicate with one another and with other systems. Students will be more aware of the impacts of digital technology to the individual and to wider society.

Students looking to study Computer Science at A level should have acquired the base knowledge, problem-solving and practical programming skills required.

Unit	Knowledge	Skills	Assessment	Links
1.2 Memory & Storage	<p>1.2.1 – Primary Storage (Memory)</p> <ul style="list-style-type: none"> <li>The need for primary storage</li> <li>RAM &amp; ROM</li> <li>Virtual memory</li> </ul> <p>1.2.2 – Secondary Storage</p> <ul style="list-style-type: none"> <li>The need for secondary storage</li> <li>Types of storage</li> <li>Advantages &amp; disadvantages of different storage methods</li> </ul> <p>1.2.3 – Units</p> <ul style="list-style-type: none"> <li>Units of data storage</li> <li>Conversion to binary</li> <li>Data capacity</li> </ul> <p>1.2.4 – Data Storage</p> <ul style="list-style-type: none"> <li>Binary conversion</li> <li>Binary addition &amp; Binary shifts</li> <li>Hexadecimal conversion</li> <li>Character/Image/Audio representation</li> </ul> <p>1.2.5 – Compression</p> <ul style="list-style-type: none"> <li>Lossy &amp; Lossless Compression</li> </ul>		<p>1.2 Knowledge tests</p> <p>1.2 Revision quizzes</p> <p>1.2 End of unit exam questions</p> <p>Year 10 examination paper</p>	<p>Builds on prior knowledge gained from the KS3 unit on:</p> <ul style="list-style-type: none"> <li>Understanding Computers.</li> </ul>
2.2 Programming Fundamentals	<p>2.2.1 - Programming fundamentals</p> <ul style="list-style-type: none"> <li>Variables, constants, inputs &amp; outputs</li> <li>Programming constructs</li> <li>Use of operators</li> </ul> <p>2.2.2 - Data Types</p> <ul style="list-style-type: none"> <li>Integer, String, Float &amp; Boolean data types</li> </ul> <p>2.2.3 - Additional programming techniques</p> <ul style="list-style-type: none"> <li>Basic string manipulation</li> <li>File handling</li> <li>SQL</li> <li>Arrays</li> <li>Random number generation</li> </ul>	<p>Practical programming skills in Python:</p> <p>Variables, string manipulation, data casting, lists, searching &amp; sorting algorithms etc.</p>	<p>2.2 Knowledge tests</p> <p>2.2 Revision quizzes</p> <p>2.2 End of unit exam questions</p> <p>Year 10 examination paper</p>	<p>Builds on prior knowledge gained from the KS3 unit on:</p> <ul style="list-style-type: none"> <li>An Introduction to Python</li> <li>Further Python</li> </ul>



## Year 10 Computer Science Overview (3 of 3)

**Intent – the Big Picture:** Year 10 Computer Science will start to cover each of the elements that is required for the two examination papers that the students will take in Year 11. Students will start to study Computer Systems in more depth, with regards to the different components, their purpose and how they work. They will also continue to develop knowledge and practical skills on writing algorithms and programming. Students will be able to identify the key knowledge of the units for the specification through the use of their knowledge organisers and retrievers. They should reflect on their learning through the use of end of unit exam questions and low-stakes knowledge tests to track their progression.

### Implementation:

GCSE Computer Science is delivered with two one-hour lessons per week. As with previous years, students will have access to their own computer in an ICT suite with continued access to the digital platforms and software applications needed to access, produce and submit their work. BOOST & Office 365 are the main resources that students will access.

As with KS3, a typical lesson consists of a recap of prior learning with a recall starter (if part of a sequence of lessons). Learning objectives and key terminology for the lesson will also be clearly identified. Students will be expected to log in and access the digital resources. Students will complete a variety of activities that may include the use of Internet resources and other software applications such as a high level programming language IDE. Progression will be measured through the completion of a knowledge test for each of the lessons delivered. Students will also have access to their GCSE knowledge organisers and retrievers.

### Impact:

Students should be able to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. They will be able to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. They should be able to think creatively, innovatively, analytically, logically and critically and be able to apply mathematical skills relevant to computer science. Students will understand the components that make up digital systems, and how they communicate with one another and with other systems. Students will be more aware of the impacts of digital technology to the individual and to wider society.

Students looking to study Computer Science at A level should have acquired the base knowledge, problem-solving and practical programming skills required.

Unit	Knowledge	Skills	Assessment	Links
1.3 Computer Networks, Connections & Protocols	<p>1.3.1 – Networks &amp; topologies</p> <ul style="list-style-type: none"> <li>• LANs &amp; WANs</li> <li>• Network Performance</li> <li>• Client-server &amp; Peer-to-Peer</li> <li>• Network hardware</li> <li>• Internet technologies</li> <li>• Network topologies – Star &amp; Mesh</li> </ul> <p>1.3.2 – Wired &amp; wireless networks, protocols &amp; layers</p> <ul style="list-style-type: none"> <li>• Types of connection (wired/wireless)</li> <li>• Encryption</li> <li>• IP &amp; MAC addresses</li> <li>• Standards</li> <li>• Protocols(Transmission/File/Web/Email)</li> <li>• Layers</li> </ul>		<p>1.1 Knowledge tests</p> <p>1.1 Revision quizzes</p> <p>1.1 End of unit exam questions</p> <p>Year 10 examination paper / Year 11 mock examination paper</p>	<p>Builds on prior knowledge gained from the KS3 unit on:</p> <ul style="list-style-type: none"> <li>• Introduction to Computer Networks</li> </ul>
2.3 Producing Robust Programs	<p>2.3.1 – Defensive design</p> <ul style="list-style-type: none"> <li>• Anticipating misuse</li> <li>• Authentication</li> <li>• Input validation checks</li> <li>• Maintainability</li> </ul> <p>2.3.2 – Testing</p> <ul style="list-style-type: none"> <li>• Types of testing</li> <li>• Syntax &amp; Logic errors</li> <li>• Using suitable test data</li> <li>• Refining algorithms</li> </ul>	<p>Practical programming skills in Python:</p>	<p>1.1 Knowledge tests</p> <p>1.1 Revision quizzes</p> <p>1.1 End of unit exam questions</p> <p>Year 10 examination paper / Year 11 mock examination paper</p>	<p>Builds on prior knowledge gained from the KS3 unit on:</p> <ul style="list-style-type: none"> <li>• An Introduction to Python</li> <li>• Further Python</li> </ul>



# Year 10 Music Overview

Intent – the Big Picture: Year 10 Music introduces the four areas of study (Musical Forms & Devices, Music for Ensemble, Film Music and Popular Music). Students will also choose and develop their solo and ensemble performances as well as completing their first composition, the free composition. The course is assessed on AO1 – Perform with technical control, expression & interpretation; AO2 – Compose and develop musical ideas with technical control and coherence; AO3 – Demonstrate and apply musical knowledge; and AO4 – Use appraising skills to make evaluative and critical judgements about music

## Implementation:

Students have two one hour music lessons a week. For the majority of the course students spend one hour on appraisal skills and one hour on performance or compositional skills, however this can fluctuate when coursework deadlines are approaching if needed. Each half term a new AoS is introduced and all are revisited at the end of the year and in Y11. Performance and composition coursework is started in Y10 and the focus between pieces of coursework is rotated each half term to ensure students are balancing their time between each piece effectively. Students work both collaboratively and independently as required on both appraisal and coursework tasks.

## Impact:

All students will be able to perform with technical control, expression & interpretation (AO1), Compose and develop musical ideas with technical control and coherence (AO2), Demonstrate and apply musical knowledge (AO3) and use appraising skills to make evaluative and critical judgements about music (AO4).

Unit	Knowledge	Skills	Assessment	Links
<p><i>AoS1: Musical Forms &amp; Devices</i></p> <p><i>Ensemble Performance</i></p>	<p><i>Binary, ternary and rondo forms</i>  <i>Repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions</i></p>	<p><i>Performing in front of others</i>  <i>Composing – writing a melody in a simple structure using devices</i>  <i>Listening exercises to identify musical elements (AO3) develop appraisal (AO4) &amp; notation skills</i></p>	<p><i>Ensemble &amp; solo performances</i>  <i>Assessment of simple composition</i>  <i>Short listening test to include basic rhythmic and pitch dictation (separately), and recognition of some devices, elements and instruments</i></p>	<p><i>KS3 skills &amp; knowledge</i>  <i>Prepares students for further work on AoS1 and performance coursework is started</i></p>
<p><i>AoS4: Popular Music</i></p> <p><i>Free Composition</i></p>	<p><i>Rock and pop styles (revisiting Blues from KS3) strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation</i>  <i>Introduction to prepared extract – Toto - Africa: instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change</i></p>	<p>Composing with chords (and melody); also relevant rhythmic ideas            Listening exercises to develop notation skills; aural recognition of the difference between major and minor, and ‘perfect’ intervals i.e. 4<sup>th</sup>, 5<sup>th</sup>, 8ve            Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</p>	<p><i>Short listening tests</i>  <i>Free compositions</i></p>	<p><i>KS3 skills &amp; knowledge</i>  <i>Prepares students for further work on AoS4 and composition coursework is started</i></p>
<p><i>AoS2: Music For Ensemble</i></p> <p><i>Solo performance</i></p>	<p><i>Identifying smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) Composing using texture and sonority (chords and melody) including: Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody</i>  <i>Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</i></p>	<p><i>Free compositions</i>  <i>Listening exercises to develop notation skills and aural awareness</i>  <i>Ongoing listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</i></p>	<p><i>Assessment of compositional ideas</i>  <i>Short listening tests and activities, interspersed throughout SoW</i></p>	<p><i>KS3 skills &amp; knowledge</i>  <i>Prepares students for further work on AoS2 and performance coursework is continued</i></p>
<p><i>AoS3: Film Music</i></p> <p><i>Free Composition</i></p>	<p><i>Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas</i>  <i>The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot The effect of audience, time and place, and how to achieve this through use of the musical elements</i>  <i>Use of sonority, texture and dynamics to create a mood</i>  <i>How to achieve contrasts and develop initial ideas when composing</i></p>	<p><i>Composing to a brief</i>  <i>Use music technology to achieve best effect</i>  <i>Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</i></p>	<p><i>Free Composition</i>  <i>Assessment of film music composition</i>  <i>Short listening tests</i></p>	<p><i>KS3 skills &amp; knowledge</i>  <i>Prepares students for further work on AoS3 and composition coursework is continued</i></p>
<p><i>Revisit all AoS</i></p> <p><i>Ensemble Performance</i>  <i>Free Composition</i></p>	<p><i>Revisit all topics from year 10 using different pieces as listening and performing examples</i></p>	<p><i>Free composition</i>  <i>Work on year 10 performance pieces</i>  <i>Listening exercises to further develop notation skills</i>  <i>Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</i></p>	<p>Mock Performance Assessment            Assessment of composition to WJEC Eduqas criteria. Discussion should follow with learners re. targets, refinement etc.            Mock listening exam based on all areas of study</p>	<p><i>KS3 skills &amp; knowledge</i>  <i>Revisits all AoS and coursework</i></p>



# Year 10 RP Overview

**Intent – the Big Picture:** KS4 students will follow the AQA GCSE RS spec A. In Year 10 students will complete component 1: Study of Religions. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study. Students will study the beliefs, teachings and practices of both Christianity and Islam (details below) and they should be able to refer to scripture and other writings where appropriate.

## Implementation:

Students have 2 hours per week of RP. There will be four topics of study across the year which will be formally assessed in Year 11 as Paper 1 'Study of Religions'. Students will be given an information booklet for each of the topics covered.

Classes are mixed ability and within each class students will experience a variety of teaching strategies to enable those with different learning styles to stay engaged.

## Impact:

All students will understand the key knowledge and skills required to access the lessons, with support from their class teacher. Students will be able to articulate their progress with confidence, using their tracking sheets for guidance. They will be able to verbalise how they have made progress and what skills they need to focus on to further improve.

Students will develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority; including through their reading of key religious texts, other texts and scriptures of the religions they are studying. They will also develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject

Unit	Knowledge	Skills	Assessment	Links
<b>Topic One</b> Christian Beliefs	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering. The oneness of God and the Trinity</li> <li>Beliefs about creation (John 1:1-3 and Genesis 1:1-3).</li> <li>Beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.</li> <li>Beliefs and teachings about the incarnation and Jesus as the Son of God, the crucifixion, resurrection and ascension</li> <li>sin, including original sin</li> <li>the means of salvation, including law, grace and Spirit</li> <li>the role of Christ in salvation including the idea of atonement.</li> </ul>	<p><b>Assessment Objectives:</b></p> <p><b>AO1:</b> Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> <li>beliefs, practices and sources of authority</li> <li>influence on individuals, communities and societies</li> <li>similarities and differences within and/or between religions and beliefs.</li> </ul> <p><b>AO2:</b> Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Ongoing formative assessment, knowledge checker activities and GCSE questions,</p> <p>end of unit assessment (AO1 and AO2)</p>	<p>Year 7 Topics 1-4</p> <p>Year 9 Topic 2</p> <p>Paper 2: All topics</p>
<b>Topic Two</b> Christian Practices	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Different forms of worship and their significance</li> <li>The role and meaning of the sacraments: baptism (infant and believers'), Holy Communion/Eucharist</li> <li>The role and importance of pilgrimage: Lourdes and Iona</li> <li>The role and importance of celebrations: Christmas and Easter</li> <li>The role of the Church in the local community, including food banks and street pastors.</li> <li>The place of mission, evangelism and Church growth.</li> <li>The importance of the worldwide Church including: working for reconciliation, responding to persecution, the work of one Christian charities (CAFOD, Christian Aid, Tearfund)</li> </ul>		<p>Ongoing formative assessment, knowledge checker activities and GCSE questions,</p> <p>end of unit assessment (AO1 and AO2)</p>	<p>Year 7 Topic 5</p> <p>Year 8 Topics 1-2</p>
<b>Topic Three</b> Muslim Beliefs	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>The nature of God: omnipotence, beneficence, mercy, fairness and justice</li> <li>Tawhid (the Oneness of God), Qur'an Surah 112.</li> <li>The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam</li> <li>Angels, their nature and role (Jibril and Mika'il)</li> <li>Predestination and human freedom and its relationship to the Day of Judgement.</li> <li>Akhirah (life after death)</li> <li>Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.</li> <li>The holy books: (Qur'an, the Torah, the Psalms, the Gospel, the Scrolls of Abraham)</li> <li>The imamate in Shi'a Islam: its role and significance.</li> </ul>		<p>Ongoing formative assessment, knowledge checker activities and GCSE questions,</p> <p>end of unit assessment (AO1 and AO2)</p>	<p>Year 7 Topics 1-4</p> <p>Year 9 Topic 2</p> <p>Paper 2: All topics</p>
<b>Topic Four</b> Muslim Practices	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam</li> <li>Shahadah: declaration of faith and its place in Muslim practice.</li> <li>Salah and its significance</li> <li>Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam.</li> <li>Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1-5</li> <li>Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at each site</li> <li>Jihad: the meaning and significance of greater and lesser jihad</li> <li>Festivals including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura</li> </ul>		<p>Ongoing formative assessment, knowledge checker activities and GCSE questions,</p> <p>end of unit assessment (AO1 and AO2)</p> <p>Year 10 exam – students will sit the full GCSE Paper 1 (four topics). The exam will be 1 hour 45 minutes</p>	<p>Year 7 Topics 1 and 5</p> <p>Year 8 Topic 2</p>



# Year 10 Spanish Overview

**Intent – the Big Picture:** Year 10 Spanish provides students with the opportunity to develop a wide range of vocabulary, enabling them to understand information when reading and listening in Spanish. Students will also learn to exploit a range of grammatical structures alongside their vocabulary base to communicate with confidence (both spoken and written communication) on the topics of Identity and Culture, School and Local area, Holiday and Travel. They will continue to improve their pronunciation, applying phonetical knowledge to their speech both in the classroom and with the Spanish Fellow. They will continue to grow in confidence as their knowledge grows and their skills develop whilst also growing their understanding of, and curiosity about, life in Hispanic countries.

**Implementation:**  
 Students have two one hour lessons per week, including time, individually or in small groups, with the Spanish Fellow (where available). There are five GCSE units of work covered in Year 10. These build on KS3 knowledge and skills, and prepares for a deeper knowledge and understanding at both KS4 and KS5. A variety of teaching activities will increase understanding and use of vocabulary and grammatical knowledge as well as fostering the skills of listening, speaking, reading and writing. . Students work both collaboratively and independently to build up their knowledge and confidence to be independent users of Spanish. They complete work in their A4 book and in grammar workbooks.  
 Homework will be focused on vocabulary learning (30 minutes each week) and a task (a written task or further grammatical, listening or reading practice).

**Impact:**  
 All students will have developed the key knowledge and skills required to access the lessons with support from their class teacher and the Spanish Fellow (where available). Students will be able to articulate their progress with confidence, using Knowledge Organisers, Module Clocks (topic specific questions) and their books to capture key vocabulary, grammatical structures, personal progress and progress towards their targets. Students will have been introduced to reading, listening, speaking and writing strategies to help them succeed in each of the four GCSE papers. They will be able to discuss cultural similarities and differences between Shrewsbury and Hispanic countries. They will also be able to discuss further ways they could develop their understanding outside of the classroom.

Unit	Knowledge	Skills	Assessment	Links
GCSE Spanish: Module 1 ¡Desconéctate! (Theme 2 Local Area, Holiday and Travel)	<b>Vocabulary:</b> countries, activities, transport, weather, accommodation, compass points, frequency phrases, time expressions, reservations, problems/ complaints <b>Grammar:</b> sequencers, present, preterite, imperfect, near future and conditional tenses, justified opinions, using different subject pronouns with tenses and opinions, usted form, question words <b>Phonics:</b> A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z	Listening Speaking Reading Writing	Continuous formative assessment Regular vocabulary tests Speaking: Questions (with Spanish Fellow) Writing: 90 word question on holidays (mid point) End of Unit: Listening and Reading Speaking: Module Clock	<b>Prior:</b> Holidays (Year 9 Unit 1) Opinions and 3 main tenses from Years8 and 9 <b>Future:</b> A-Level a sub-theme of tourism in Theme 1
GCSE Spanish: Module 2 Mi vida en el insti (Theme 3 School)	<b>Vocabulary:</b> subjects, opinions, adjectives, teachers, school facilities, primary school, school rules, uniform, colours, school routine, extra-curricular clubs <b>Grammar:</b> adjectives, comparatives and superlatives, negatives, justified opinions, tenses: present, imperfect, preterite, near future and simple future, phrases followed by the infinitive, object pronouns, desde hace <b>Phonics:</b> A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z, CU/CO/CA	Listening Speaking Reading Writing	Continuous formative assessment Regular vocabulary tests Writing: 90 words on school (mid point) Speaking: Role Play End of Unit: Listening, Reading and Writing (2 writing questions per tier) Speaking: Module Clock	<b>Prior:</b> School (Year 8 Unit 3) Opinions and 3 main tenses from Years8 and 9 <b>Future:</b> Knowledge about Hispanic education systems (brief introduction at GCSE)
GCSE Spanish Module 3 Mi gente (Theme 1 Identity and culture)	<b>Vocabulary:</b> socialising, using technology, inviting someone out, reading, frequency phrases, family, physical descriptions, character descriptions, relationships with family and friends <b>Grammar:</b> present tenses, present continuous, relationship verbs (llevarse, please etc), conjunctions, SER vs ESTAR, past and future tenses <b>Phonics:</b> A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z, CU/CO/CA, accent stress	Listening Speaking Reading Writing	Continuous formative assessment Regular vocabulary tests Speaking: Photocard Writing: Translations Sp-Eng and Eng-Sp End of Unit Listening and Reading Speaking: Module Clock	<b>Prior:</b> Family (Year 8 Unit 4), Technology (Year 9. Unit 2), Opinions and 3 main tenses from Years8 and 9 <b>Future:</b> A-Level a sub-theme of familial structures in Theme 1
GCSE Spanish Module 4 Intereses e influencias (Theme 1 Identity and Culture)	<b>Vocabulary:</b> free-time activities, TV programmes and films, nationalities, trending themes, entertainment (including sports), role models <b>Grammar:</b> soler + infinitives, perfect tense, preterite and imperfect tenses, future tenses, stem-changing verbs, intensifiers, words with more than one meaning <b>Phonics:</b> A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z, CU/CO/CA, accent stress	Listening Speaking Reading Writing	Continuous formative assessment Regular vocabulary tests Year 10 Mock exams on all four skill areas (using the first 4 modules from Year 10) End of Unit Listening and Reading used to identify exam techniques and gaps in knowledge Speaking: Module Clock	<b>Prior:</b> Free time (Year 8 Unit 2, Year 9 Unit 2), Opinions and 3 main tenses from Years8 and 9 <b>Future:</b> A-Level a subtheme in Theme 2 (Music)
GCSE Spanish Module 5 Ciudades (Theme 2 Local Area, Holiday and Travel)	<b>Vocabulary:</b> places in town (including shops), adjectives, directions, describing a region, tourist office, activities, weather, gifts, problems, shopping, advantages and disadvantages of city/ countryside, improvements in a town <b>Grammar:</b> tenses: present, preterite, future, conditional, present subjunctive, imperative, se puede, demonstrative adjectives, synonyms and antonyms, idioms <b>Phonics:</b> A, E, I, O, U, LL, Ñ, Y, H, CI/CE, V, GU, G, J, QU, RR, Z, CU/CO/CA, accent stress	Listening Speaking Reading Writing	Continuous formative assessment Regular vocabulary tests Speaking: RolePlay Writing: 90/150 word on your region (Tier appropriate) End of Unit Listening and Reading Speaking: Module Clock	<b>Prior:</b> Where live (Year 8 Unit 5) Where live (Year 8 Unit 5, weather (Year 9 unit 1, Year 10 Unit 1), Opinions and 3 main tenses from Years8 and 9 <b>Future:</b> Use of subjunctive for A-Level



## Year 10 and 11 Citizenship – Personalised Learning Route

**Intent – the Big Picture:** GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens. Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.

**Implementation:** The sequencing of subject content contributes to a strong curriculum by establishing the key terms of each topic area to maximise student understanding and to embed these into their learning. We follow the AQA suggested SOW order. Citizenship is not a specific subject in KS3. In KS4 Citizenship it is offered to a select group of students. GCSE Citizenship is timetabled for 4 hours a week compared to other non-core GCSEs who are timetabled for 2 hours a week. We are able to deliver the specification in a much slower pace. During one of these lessons we are able to provide some pre-teaching for English and we also offer time for the students to study Maths modules through Sparx Maths.

**Impact:** The major contributing factors to our results are to make our lessons achievable and challenging, taking into account the needs of students on the course. The pupils selected for this course have a number of barriers to learning and year on year these fluctuate and can have a significant effect on the overall progress of individuals. With the small number of students (6 – 8), and the nature of the course content students achieve a rounded and considered view of society as well as a GCSE grade. One of the strengths of Citizenship is the strong relationships between staff and students and the relaxed but nurturing environment within the Support HUB.

Unit	Knowledge	Skills	Assessment	Links
3.2 Life in Modern Britain	Students will look at the make-up, values and dynamics of contemporary UK society. They will consider what it means to be British, how our identities are formed and how we have multiple identities. Students will also look at the role and responsibilities of the traditional media, the impact of new media formats and the UK's role in international issues.	<b>3.1</b> Citizenship skills, processes and methods Each of the questions that frame the subject content for this section helps establish a question or hypothesis. This will enable students to develop the citizenship skills, processes and methods listed in this specification. Many of the skills, processes and methods listed can also be developed through the use of a case study approach.	<i>End of section assessments to determine knowledge and understanding.</i> Each unit is broken down into 3 or 4 sections. written and verbal feedback and students are regularly asked to contribute their opinions about a topic as part of the course. We regularly revisit key terms and their understanding of these.	SMSC British Values
3.3 Rights and Responsibilities	Students will look at the nature of laws and the principles upon which laws are based, how the citizen engages with legal processes, how the justice system operates in the UK, how laws have developed over time and how society deals with criminality. Students will consider also how rights are protected, the nature of universal human rights and how the UK participates in international treaties and agreements. This theme also considers how the citizen can both play a part and bring about change within the legal system.		<i>End of section assessments to determine knowledge and understanding.</i> Each unit is broken down into 3 or 4 sections. written and verbal feedback and students are regularly asked to contribute their opinions about a topic as part of the course. We regularly revisit key terms and their understanding of these.	SMSC British Values
3.4 Politics and Participation	Students will look at the nature of political power in the UK and the core concepts relating to democracy and government. This includes how government operates at its various levels within the UK, how decisions are made and how the UK parliament works and carries out its functions. It also looks at the role of political parties, the election system, how other countries govern themselves and how the citizen can bring about political change.		<i>End of section assessments to determine knowledge and understanding.</i> Each unit is broken down into 3 or 4 sections. written and verbal feedback and students are regularly asked to contribute their opinions about a topic as part of the course. We regularly revisit key terms and their understanding of these.	SMSC British Values
3.5 Active Citizenship	Understanding the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions. Formulating citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates. Presenting their own and other viewpoints and representing the views of others, in relation to citizenship issues, causes, situations and concepts. Planning practical citizenship actions aimed at delivering a benefit or change for a particular community or wider society. Critically evaluating the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected		Students are required to undertake an investigation into a citizenship issue of their own choice which involves research, action and reflection. This enables students to understand and assess the actions of others and draw upon others' experiences when undertaking their own investigation.	