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| **Subject and Exam Board** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Art**  **Edexcel** | **Twisted Faces**  Researching portraiture in Western Art. Portrait painting in acrylic paint. | **Twisted Faces**  Researching portraiture in Western Art. Portrait painting in acrylic paint. | **Twisted Faces**  Creating ceramic heads inspired by gargoyles and own photography. | **Twisted Faces**  Creating ceramic heads inspired by gargoyles and own photography. | **Abstract Nature**  Mixed media still life. Relief printing inspired by natural forms. | **Abstract Nature**  Mixed media still life. Relief printing inspired by natural forms. |
| **Beauty Therapy NVQ**  **VTCT** | • G20 Health and safety  • G4 Salon reception | • G18 Promoting additional services and products  • G8 Developing your personal effectiveness | B4 Provide facial skin care treatment | • B5 Enhance the appearance of eyebrows and eyelashes  • B6 carry out waxing services | * N2 Provide manicure services   • N3 Provide pedicure services | **Practical observation Written assessments**  **Written assignments Supplementary questions** |
| **Biology**  **AQA** | B4 Organising animals and plants Recap from Y9  B9 Respiration  B9.1 Aerobic respiration  B9.2 The response to exercise  B9.3 Anaerobic respiration  B9.4 Metabolism and the liver  **Half term assessment** | B8 Photosynthesis  B8.1 Photosynthesis  B8.2 The rate of photosynthesis  B8.3 How plants use glucose  B8.4 Making the most of photosynthesis  RPA – Rates of Photosynthesis  **End of Term Assessment** | B5 Communicable diseases  B5.1 Health and disease  B5.2 Pathogens and disease  B5.3 Growing bacteria in the lab  B5.4 Preventing bacterial growth  B5.5 Preventing infections  B5.6 Viral diseases  B5.7 Bacterial diseases  B5.8 Diseases caused by fungi and protists  B5.9 Human defence responses  B5.10 More about plant diseases B5.11 Plant defence responses  **Half term assessment** | B6 Preventing and treating disease  B6.1 Vaccination  B6.2 Antibiotics and painkillers  B6.3 Discovering drugs  B6.4 Developing drugs  B6.5 Making monoclonal antibodies (H + T)  B6.6 Uses of monoclonal antibodies (H + T)  **Revision for end of term assessment**  **Easter Exams** | B7 Non-communicable diseases  B7.1 Non-communicable diseases  B7.2 Cancer  B7.3 Smoking and the risk of disease  B7.4 Diet, exercise, and disease  B7.5 Alcohol and other carcinogens  **Half term assessment** | B10 The human nervous system  B10.1 Principles of homeostasis  B10.2 The structure and function of the human nervous system  B10.3 Reflex actions  B10.4 The brain (Triple only)  B10.5 The eye (Triple only)  B10.6 Common problems of the eye (Triple only) RPA: Reaction Time  **End of Year Assessment** |
| **Business**  **Edexcel** | Topic 2.1 Growing the business – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.  **Assessment**  End of unit assessment on 2.1. This will be a mixture of multiple choice, 1, 2 and 3 mark questions (explain, identify, state, calculate and outline). | Topic 2.2 Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.  **Assessment**  End of unit assessment on 2.2. This will be a mixture of multiple choice, 3 (explain) and 6 mark questions (discuss). | Topic 2.3 Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.  **Assessment**  End of unit assessment on 2.3. This will be a mixture of multiple choice, 3 and 6 mark questions (Discuss and analyse). | Topic 2.4 Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.  **Assessment**  End of unit assessment on 2.4. This will be a mixture of multiple choice, 6 and 6 mark questions. | Topic 2.5 Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.  **Assessment**  End of unit assessment on 1.5. This will be a mixture of multiple choice, 9 (justify) and 12 mark questions (evaluate). | Theme 2 revision & key focus on exam technique.  **Assessment**  Year 10 mock exams – end of unit assessment. This will be part of a past paper. |
| **Chemistry**  **AQA** | Review of Chemistry fundamentals  Triple groups to also do  **C2.6: The transition elements (TS)**  **C3.10: Nanoparticles (TS)**  **C3.11: Applications of nanoparticles (TS)** | C4: Chemical calculations  C4.1: Relative masses and moles  C4.2: Equations and calculations  C4.3: From masses to balanced equations  C4.4: The yield of a chemical reaction (TS)  C4.5: Atom economy (TS)  C4.6: Expressing concentrations  **C4.7: Titrations (TS)**  **C4.8: Titration calculations (TS)**  **C4.9: Volumes of gases (TS)**  **Formative Assessment** | C5: Chemical changes  C5.1: The reactivity series  C5.2: Displacement reactions  C5.3: Extracting metals  C5.4: Salts from metals  C5.5: Salts from insoluble bases  C5.6: Making more salts  C5.7: Neutralisation and the pH scale  C5.8: Strong and weak acids  **Formative Assessment**  C6: Electrolysis  C6.1: Introduction to electrolysis  C6.2: Changes at electrodes  C6.3: The extraction of aluminium  C6.4: Electrolysis of aqueous solutions  **Formative Assessment** | C7: Energy changes  C7.1: Exothermic and endothermic reactions  C7.2: Using energy transfers from reactions  C7.3: Reaction profiles  C7.4: Bond energy calculations  **C7.5: Chemical cells and batteries (TS)**  **C7.6: Fuel cells (TS)**  **Formative Assessment** | C8.1: Rate of reaction  C8.2: Collision theory and surface area  C8.3: The effect of temperature  C8.4: The effect of concentration and pressure  C8.5: The effect of catalysts  C8.6: Reversible reactions  C8.7: Energy and reversible reactions  C8.8: Dynamic equilibrium  C8.9: Altering conditions  **Formative Assessment** | C9: Crude oil and fuels  C9.1: Hydrocarbons  C9.2: Fractional distillation of oil  C9.3: Burning hydrocarbon fuels  C9.4: Cracking hydrocarbons  **Formative Assessment**  **C10: Organic reactions (TS)**  **C10.1: Reactions of the alkenes (TS)**  **C10.2: Structures of alcohols, carboxylic acids and esters (TS)**  **C10.3: Reactions and uses of alcohols (TS)**  **C10.4: Carboxylic acids and esters (TS)**  **C11: Polymers (TS)**  **C11.1: Additional polymerisation (TS)**  **C11.2: Condensation polymerisation (TS)**  **C11.3: Natural polymers (TS)**  **C11.4: DNA (TS)**  **Formative Assessment** |
| **Computer Science**  **OCR** | CS:   * 1. Systems architecture   2. Memory   3. Storage | CS:   * 1. Wired and wireless networks   2.2 Programming techniques | CS:  1.5 Network topologies, protocols and layers  2.2 Programming techniques | CS:  1.6 System security  2.1 Algorithms | CS:  1.7 Systems software  2.3 Producing robust programs | CS:  2.6 Data representation |
| **Dance**  **AQA** | Teacher lead and  choreographic tasks to  explore the solo  performance: **Breathe**  Focusing on Physical  Skills  **Assessment:** Solo  choreographed and  performed – Dance  Criteria: solo choreography and performance skills.  Dance Appreciation of the third professional dance work. | Teacher lead and  choreographic tasks to  explore the solo  performance**: Shift**  Focusing on Physical  Skills  **Assessment:** Group  Dance choreographed  and performed – Dance  Criteria: Group choreography and performance skills.  Dance Appreciation of the fourth professional dance work. | Teacher lead and  choreographic tasks to  explore the Duet and  Trio phrase: **Flux**  Focusing on expressive  and mental skills  **Assessment:** Duet or  Trio Dance  choreographed  and performed – Dance  Criteria: Group choreography and Duet and or Trio performance skills.  Dance Appreciation of the fifth professional dance work. | Teacher lead and  choreographic tasks to  explore the Duet and  Trio phrase: **Scoop**  Focusing on expressive  and mental skills  **Assessment:** Duet or  Trio Dance  choreographed  and performed – Dance  Criteria: Group choreography and Duet and or Trio performance skills.  Dance Appreciation of the sixth professional dance work. | Students to explore various types of stimuli in preparation for the prescribed stimuli task list set by AQA.  Students to work  Independently or in  groups  Exam questions based on critical appreciation of own work. | Students to demonstrate a creative response to a choice of **one** stimulus.  Students to work in small groups.  **Assessment Criteria:**  Group choreography  Skills.  Exam questions based  On the 6 set  professional dance  works   * Features of   Production   * Choreographic   Approaches.   * Content and   intent |
| **Design Technology**  **AQA** | **Contextual Assessment Hand held product**  Research, design and develop a hand held device for a client of your choice.  **Assessment - Folder and success of model.** | **Contextual Assessment Merchandise**  Research, design and develop a piece of merchandise for ZSL to help raise awareness of animals.  **Assessment – Folder and success of model.** | **Wider issues and Critical Analysis**  A range of higher marked exam questions. | **Mock NEA**  Design and develop a piece of merchandise that raises awareness of animals for ZSL.  **Assessment – Folder and model against exam board requirements.** | **Mock NEA**  Design and develop a piece of merchandise that raises awareness of animals for ZSL.  **Assessment – Folder and model against exam board requirements.** | **NEA**  Begin NEA 1st June after exam board release. |
| **Digital Art**  **Edexcel** | **Photography foundation**  Introduction to 35mm DSLR cameras. Formal elements of Photography. Researching 20th century artists/photographers for example: Bresson | **Photography foundation**  Introduction to 35mm DSLR cameras. Formal elements of Photography. Researching 20th century artists/photographers for example: Bresson | **Fear**  Photography and graphics – designing a movie poster based on ‘Fear’ using own photography.  Researching artists for example: Saul Bass | **Fear**  Photography and graphics – designing a movie poster based on ‘Fear’ using own photography.  Researching artists for example: Saul Bass | **GCSE Exam paper practice**  Working through a GCSE title theme. Developing and experimenting to create a personal outcome. | **GCSE Exam paper practice**  Working through a GCSE title theme. Developing and experimenting to create a personal outcome. |
| **Drama**  **OCR** | **Semiotics, Proxemics and Acting Styles**  Students will begin this year discovering the detail directors/actors and designers apply to their work.  They will explore acting skills, analysing shapes, distance and sign systems in performance and how they can apply this understanding into their own performance work.  **Assessment:**   * Applying proxemics * Applying semiotics * Ongoing practical workshops of practitioners | **Performing Texts Mock**  This half term students will bring a text to life, directing and performing the text:  **Bang, Bang, You’re Dead** by William Mastrosimone.  Students will explore the text as a whole class and perform to an invited audience in preparation for their performance examination.  **PARENT PERFORMANCE (DEC)**  **Assessment:**   * Coursework – 4 questions * Performance | **Unit 1: Devising Begins & Technical Theatre Design**  Students will begin to explore their first official unit for GCSE Drama;  **Unit 1: Devising**  Students will be given a stimulus (provided by OCR) and they will use research and workshops to explore many possibilities as a response to the stimuli.  They will need to consider technical aspects of performance too.  **Assessment:**   * Section 1: Coursework * Practical workshops participation | **Unit 1: Devising**  This half term will focus on building the performance of their devised exam.  Students will need to apply;   1. A variety of dramatic techniques 2. Multi-role characters 3. Design elements of set, costume, props. 4. Context & Communication 5. Research – from page to stage.   **Assessment:**   * Ongoing rehearsals * Log Book | **Unit 1: Devising Exam**  Students will perform their devised piece to an invited audience.  They will have sourced their set, costume and props. Designed their lighting and sound requirements and completed a cue sheet for the technical crew.  Students will complete all their coursework for the final submission date.  **PARENT PERFORMANCE (MAY)**  **Assessment:**   * ACTUAL Unit 1 EXAM * Section 2: Log Books DEADLINE * Section 3: Evaluation DEADLINE | **Unit 4: Written Exam mock**  In this last half term students will revise over Section A of the written exam.  They will watch a production and analyse it for the Section B of the paper.  Students will learn the structure and the content required for the exam to ensure they are prepared for a complete mock exam practice.  **Assessment:**   * Completion of whole mock exam Section A & Section B |
| **Drama**  **OCR** | Devising Mock  Semiotics  Proxemics | Performing Texts Mock  Technical Theatre  Analysing Theatre | Unit 01: Begins  Devising  Unit 01: Coursework  Section One  Submit Section One | Unit 01: Continue  Unit 01: Coursework  Section Two | Unit 01: Exam  Submit Section Two  Submit Section Three | Written Exam Preparation & Revision  Section A & B |
| **Engineering**  **EAL** | **Practical – Compass**  Advanced drilling skills. | **Working in Industry**  Unit 1 theory part 1. | **Unit 1 P/F**  Manual handling assessment.  Plan and complete a lift as per the manual handling operations regulations 1992. | **Unit 2 P/F**  Drawing techniques.  Complete a third angle orthographic drawing of an isometric object given by the exam board. | **Unit 17 P/F**  Manufacturing techniques.  Complete four practical tasks and reports set by the exam board. | **Unit 17 P/F**  Manufacturing techniques.  Complete four practical tasks and reports set by the exam board. |
| **English**  **AQA** | **Literature Poetry**   * ***Remains*** * ***Bayonet Charge*** * ***Poppies*** * ***Checking out me History*** * ***London*** * ***Extract from, The Prelude*** * ***Tissue*** * **The Emigree** * ***The Charge of the Light Brigade***   **Assessment: Analytical essay comparing two poems.** | **Reading and analysing a Shakespeare play.**  Students should develop an understanding of the significance of context and closely analyse language, structure and form.  Students should be prepared for a closed book exam.  **Assessment: Analytical paragraphs based on an extract from the play** | **Reading and analysing a Shakespeare play.**  Students should develop an understanding of the significance of context and closely analyse language, structure and form.  Students should be prepared for a closed book exam.  **Assessment:**  **Analytical essay – closed book** | **Reading and analysing a modern text.**  Students should develop an understanding of the significance of context and closely analyse language, structure and form.  **Assessment:**  **Analytical essay – closed book** | **Reading and analysing a modern text.**  Students should develop an understanding of the significance of context and closely analyse language, structure and form.  **Assessment:**  **Analytical essay – closed book** | In preparation for exam:  Revise modern text and poetry.  Post Exam:  Complete analysis of the remaining power and conflict poems:   * ***Ozymandias*** * ***Exposure*** * ***Storm on the Island*** * ***War Photographer*** * ***Kamikaze*** * ***My Last Duchess***   **Assessment: Year 10 exam Modern text/ Power and conflict poems** |
| **Food and Nutrition**  **AQA** | **Functional and chemical properties of food.**  Theory test | **Functional and chemical properties of food.**  Raising agent question | **Mock NEA – Task 1**  Task 1 practical investigation marked according to exam board. | **Food and environment**  Theory test using exam questions | **Mock NEA - Task 2**  Task 2 – Research and analysis of the chosen task based on exam board requirements. | **Revision**  Mock exam and mock practical assessment based on Task 2 research. |
| **French**  **Edexcel** | **M4 De la ville à la campagne (From the city to the countryside**)  *Describing where we live and the weather* | **M4 De la ville à la campagne (From the city to the countryside**)  *Describing where we live and the weather*  End of module assessment L R W | **M5 Le grand large (Holidays)**  *Holidays and travelling* | **M5 Le grand large (Holidays)**  *Holidays and travelling*  End of module assessment L R W | **Introduction to M6 – Au collège (At school)**  *Describing our school experiences, exchanges and studying the French school system*  Preparation for speaking exam and revision for Yr10 mock exams | **M6 – Au collège (At school)** *Describing our school experiences, exchanges and studying the French school system*  Yr10 exams – L R W S  Exam feedback |
| **German**  **Edexcel** | **Module 5**  Stimmt 9-1  TRAVEL VISITING VIENNA | **Module 5**  -Stimmt 9-1  TRAVEL | **Module 6**  STIMMT 9-1  HOLIDAY AND TOWN | **Module 6**  -Stimmt 9-1  HOLIDAY AND TOWN | **Module 7**  -Stimmt 9-1  WORK | **Module 7**  -Stimmt 9-1  WORK |
| **Geography**  **Edexcel** | **Forests Under Threat**  - Equatorial Climates  - Taiga Biome: Threats & Protection  - Tropical Rainforests: Threats & Protection  **Assessment**  Decision making exercise | **People and the Biosphere**  - Global Ecosystems  - Biomes  - Goods and Services of Biomes  - Exploitation of Biomes | **Consuming Energy Resources**  - Different Energy Resources  - Extraction of Energy Resources  - Demand & Exploitation of Oil  - Efficient Energy  - Alternatives to Fossil Fuels  **Assessment**  Decision Making Exercise | **Rivers - Field work**  - Geology of the UK  -The Drainage Basin  - Erosion, Transpiration & Deposition  - River Flooding  - Fieldwork (Amersham)  **Assessment**  Rivers Assessment | **The UK Human Landscape**  - Urban Core and Rural Areas of the UK  - Migration  - North / South Divide  - Globalisation, Trade and Investment | **The UK Human Landscape**  - London: Site & Situation, Migration, Decline, Regeneration & Sustainability  - Devon and Cornwall  - **Fieldwork (London)**  **Assessment**  End of Topic Assessment |
| **History**  **Edexcel** | **Anglo Saxon and Norman England Norman England** c1060 – 88 – crime, punishment and law enforcement in medieval England.  The feudal system and role of the Church  Summative assessment: the Saxon justice system was harsh and primitive.” How far do you agree? (16 marks) | **Crime and Punishment:**  C1000 – c1500 – crime, punishment and law enforcement in early modern England.  Formative assessment: explain one way in which policing in the later Middle ages was similar to policing in 1000AD (4 marks) | **Crime and Punishment:**  C1500 – c1700 – crime, punishment and law enforcement in the 18th and 19th century  Formative assessment: “the most important factor in explaining witch hunts in the years 1500 – 1700 was religion. How far do you agree? (16 marks) | **Crime and Punishment:**  C1700 –c1900  – crime, punishment and law enforcement in recent times  Summative assessment:  Between 1700 and 1900 the Tolpuddle martyrs were the greatest threat to the authorities.” How far do you agree? (16 marks) | **Crime and Punishment**  C1900 - present  Formative assessment:  How useful are sources A and B for an enquiry into the effectiveness of the police in Whitechapel? (8 marks) | **Crime and Punishment:** Crime, policing and the inner city – Whitechapel.  Mock exam on Crime and Punishment and Whitechapel – whole GCSE paper |
| **Hospitality and Catering**  **AQA** | **Controlled assessment continued.**  Research to be assessed to exam board requirements. | **Controlled assessment continued.**  Research to be assessed to exam board requirements. | **Controlled assessment**  Internal controlled assessment to be completed under examination conditions. | **Roles and responsibilities of environmental officers. Food safety legislation.**  End of topic test using exam questions. | **Food poisoning and bacteria**.  Group oral presentation | **Revision**  End of year exam |
| **ICT**  **iMedia / Certificate in Digital Applications**  **OCR** | R082: Creating Digital Graphics | R082: Creating Digital Graphics | R091: Designing a game concept | R091: Designing a game concept | R082: Creating Digital Graphics Improvements | R082: Creating Digital Graphics Improvements |
| **Maths**  **AQA** | **Higher**   * Section 18 - Functions * Section 19 - Sets * Section 20 - Angles & 2D Shapes   **Foundation**   * Section 19 - Pythagoras & Trigonometry * Section 22 - Area & Perimeter * Section 23 - 3D Shapes   Topic tests – 50 mins  End of term Assessment – 50 mins | **Higher**   * Section 21 - Circle Geometry * Section 25 - Pythagoras & Trigonometry * Section 22 - Units, Measuring & Estimating   **Foundation**   * Section 25 - Collecting Data * Section 26 - Analysing Data * Section 27 - Probability   Topic tests – 50 mins  End of term Assessment – 50 mins | **Higher**   * Section 31 - Collecting Data * Section 32 - Averages & Ranges * Section 33 - Displaying Data   **Foundation**   * Section 20 - Vectors * Section 24 - Transformation * Section 21 - Constructions   Topic tests – 50 mins  End of term Assessment – 50 mins | **Higher**   * Section 29 - Transformations * Section 24 - Constructions * Section 30 - Congruence & Similarity   **Foundation**   * Section 17 - Speed, Density & Pressure * Section 18 - Scale Drawings & Bearings * Section 3 - Powers & Roots   Topic tests – 50 mins  End of term Assessment – 50 mins | **Higher**   * Section 34 - Probability * Section 35 - Probability for Combined Events * Section 26 - Vectors   **Foundation**   * Section 7 - Percentages * Section 8 - Algebraic Expressions   Topic tests – 50 mins  End of term Assessment – 50 mins | **Higher**   * Section 27 - Perimeter & Area * Section 28 - 3D Shapes   **Foundation**   * Section 4 - Multiples & Factors * Section 5 - Fractions * Section 6 - Ratios   Topic tests – 50 mins.  End of term Assessment – 50 mins  End of Year Exams |
| **Media**  **WJEC** | Media Language  Representation  Context  Print Advertising (A)  **Assessment:**  Component 01 mock question | Media Language  Representation  Context  Magazines (A)  **Assessment:**  Component 01 mock question | Media Language  Representation  Audience  Industry  Newspapers (A & B)  **Assessment:**  Component 01 mock question | Media Language  Representation  Audience  Industry  Radio & Film marketing (B)  **Assessment:**  Component 01 mock question  *NEA brief given out* | NEA  Research  Planning  SOA  Creation of product | NEA  **Assessment:**  NEA – 30% of final GCSE level |
| **Music**  **OCR** | GCSE AoS 5 Conventions of pop;  Rock and Roll  Rock Anthems  Pop Ballads  (end of topic test after each topic) | GCSE AoS 5 Conventions of pop;  Solo artists  (end of topic test after each topic)  Solo Assessment Ensemble assessment (December) | GCSE AoS 4  Film Music 1  Music and the moving image:  Film composition exercises  GCSE composition 1 begins  *Composition 1 after school extra sessions* | GCSE AoS 4  Film Music  Leitmotif:  Video Game music  Film music listening test and written essay  GCSE composition 1 continues  *Composition 1 after school extra sessions* | GCSE composition 1 continues.  Solo Assessment 2  Ensemble Assessment 2  AoS Listening revision for Y10 exam  *Composition 1 after school extra sessions* | **GCSE composition 1 DEADLINE July 3rd 2020**  End of year Listening exam  *Composition 1 after school extra sessions* |
| **PE**  **Core PE** | “Winter Sports”  Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.  Lessons may include i) the improvement of practical ability  ii) the improvement of knowledge and understanding within sport  iii) understanding of the requirements of a healthy, active lifestyle  iv) leadership and officiating in sport | “Winter Sports”  Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.  Lessons may include i) the improvement of practical ability  ii) the improvement of knowledge and understanding within sport  iii) understanding of the requirements of a healthy, active lifestyle  iv) leadership and officiating in sport | “Winter Sports”  Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.  Lessons may include i) the improvement of practical ability  ii) the improvement of knowledge and understanding within sport  iii) understanding of the requirements of a healthy, active lifestyle  iv) leadership and officiating in sport | “Winter Sports”  Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.  Lessons may include i) the improvement of practical ability  ii) the improvement of knowledge and understanding within sport  iii) understanding of the requirements of a healthy, active lifestyle  iv) leadership and officiating in sport | “Summer Sports”  Generally, students will follow any sport/activity from cricket, athletics, rounders and tennis.  Lessons may include i) the improvement of practical ability  ii) the improvement of knowledge and understanding within sport  iii) understanding of the requirements of a healthy, active lifestyle  iv) leadership and officiating in sport | “Summer Sports”  Generally, students will follow any sport/activity from cricket, athletics, rounders and tennis.  Lessons may include i) the improvement of practical ability  ii) the improvement of knowledge and understanding within sport  iii) understanding of the requirements of a healthy, active lifestyle  iv) leadership and officiating in sport |
| **PE**  **BTEC Sport**  **Edexcel** | **BTEC Sport**  Students begin Unit 1 – Fitness for Sport and Exercise. This is an exam based Unit and lessons will take the form of revision, revision exercises, and exam practice.  Assessment is based on the successful completion of an exam within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. | **BTEC Sport**  Students work through Unit 1 – Fitness for Sport and Exercise. This is an exam based Unit and lessons will take the form of revision, revision exercises, and exam practice.  Assessment is based on the successful completion of an exam within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. | **BTEC Sport**  Students work through Unit 1 – Fitness for Sport and Exercise. This is an exam based Unit and lessons will take the form of revision, revision exercises, and exam practice.  Assessment is based on the successful completion of an exam within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. | **BTEC Sport**  Students begin Unit 2 – The Practical Sports Performer.  Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. | **BTEC Sport**  Students work through Unit 2 – The Practical Sports Performer.  Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. | **BTEC Sport**  Students work through Unit 2 – The Practical Sports Performer.  Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. |
| **Physics**  **AQA** | P4.1 Electrical Charges and Fields (Triple Only)  P4.2 Current and Charge  P4.3 Potential Difference and Resistance  P4.4 RPA 3a/15a – Resistance of a Length of Wire  P4.5 RPA 3a/15a – Resistance of a Length of Wire- Assessment  P4.6 Component Characteristics | P4.7 RPA 4/16 – IV Characteristics  P4.8 RPA 4/16 – IV Characteristics - Assessment  P4.9 Series Circuits  P4.10 Parallel Circuits  P4.11 RPA 3b/15b – Resistors in Series & Parallel  P4.12 RPA 3b/15b – Resistors in Series & Parallel – Assessment  P4.13 FORMATIVE ASESSMENT | P5.1 Alternating Current  P5.2 Cables and Plugs  P5.3 Electrical Power and Potential Difference  P5.4 Electrical Currents and Energy Transfer  P5.5 Appliances and Efficiency  P5.6 FORMATIVE ASSESSMENT | P6.1 Density  P6.2 RPA 5/17 – Density  P6.3 RPA 5/17 – Density - Assessment  P6.4 States of Matter  P6.5 Changes of State  P6.6 Internal Energy  P6.7 Specific Latent Heat  P6.8 Gas Pressure and Temperature  P6.9 Gas Pressure and Volume  P6.10 FORMATIVE ASESSMENT | P7.1 Atoms and Radiation  P7.2 The Discovery of the Nucleus  P7.3 Changes in the Nucleus  P7.4 More about Alpha, Beta and Gamma Radiation  P7.5 Activity and Half Life  P7.6 FORMATIVE ASSESSMENT  P7.7 Nuclear Radiation in Medicine (Triple Only)  P7.8 Nuclear Fission (Triple Only)  P7.9 Nuclear Fusion (Triple Only)  P7.10 Nuclear Issues (Triple Only)  P7.11 FORMATIVE ASSESSMENT | P8.1 Vectors and Scalars  P8.2 Forces Between Objects  P8.4 Resultant Forces  P8.5 FORMATIVE ASSESSMENT  P8.6 Moments at Work (Triple Only)  P8.7 More about Levers and Gears (Triple Only)  P8.8 Centre of Mass  P8.9 Moments and Equilibrium (Triple Only)  P8.10 The Parallelogram of Forces  P8.11 Resolution of Forces  P8.12 FORMATIVE ASSESSMENT |
| **RE**  **AQA** | Religion and Life  Mid Unit Test and End of Unit Written Assessment | Religion and Life  Mid Unit Test and End of Unit Written Assessment | Crime and Punishment  Mid Unit Test and End of Unit Written Assessment | Religion and War  Mid Unit Test and End of Unit Written Assessment | Religion and War  Mid Unit Test and End of Unit Written Assessment | Religious viewpoint on Human Rights and money  Mid Unit Test and End of Unit Written Assessment |
| **Spanish**  **Edexcel** | **VIVAGCSE**  **Module 4 – *Intereses e influencias***  (free-time activities, stem changing verbs, TV programmes and films, nationality, soler + infinitive, talking about sports, imperfect tense to say what you used to do, talking about trends, perfect tense, entertainment, using ‘otros/demasiados/  todos/ciertos’ etc, talking about role models, past tenses.’ | **VIVAGCSE**  **Module 4 – *Intereses e influencias***  (free-time activities, stem changing verbs, TV programmes and films, nationality, soler + infinitive, talking about sports, imperfect tense to say what you used to do, talking about trends, perfect tense, entertainment, using ‘otros/demasiados/  todos/ciertos’ etc, talking about role models, past tenses.’  End of Module 4 Assessment | **VIVAGCSE**  **Module 5 – *Cuidades***  (places in a town, directions, shops, souvenirs, features of a region, using ‘se puede(n)’, future plans, using the future tense, geography of Spain, shopping for clothes, demonstrative adjectives, problems in a town, conditional tense, using synonyms and antonyms, idioms.) | **VIVAGCSE**  **Module 5 – *Cuidades***  (places in a town, directions, shops, souvenirs, features of a region, using ‘se puede(n)’, future plans, using the future tense, geography of Spain, shopping for clothes, demonstrative adjectives, problems in a town, conditional tense, using synonyms and antonyms, idioms.)  End of Module 5 Assessment | **VIVAGCSE**  **Module 6 – *De costumbre***  (mealtimes, daily routines, illness & injuries, asking for help at the pharmacy, typical foods, passive tense, festivals, avoiding the passive, question words, describing a special day, reflexive verbs in the preterite, ordering in a restaurant, absolute superlatives, music festivals, expressions followed by the infinitive.) | **VIVAGCSE**  **Module 6 – D*e costumbre***  (mealtimes, daily routines, illness & injuries, asking for help at the pharmacy, typical foods, passive tense, festivals, avoiding the passive, question words, describing a special day, reflexive verbs in the preterite, ordering in a restaurant, absolute superlatives, music festivals, expressions followed by the infinitive.)    End of Year 10 Mock Exam (Mod1-6) |