

Year 10 Curriculum Plan 2019-2020

Subject and Exam Board	1	2	3	4	5	6
Art AQA	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 by gargoyles and own photography.	Twisted Faces Creating ceramic heads 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	<ul style="list-style-type: none"> • G20 Health and safety • G4 Salon reception 	<ul style="list-style-type: none"> • G18 Promoting additional services and products • G8 Developing your personal effectiveness 	B4 Provide facial skin care treatment	<ul style="list-style-type: none"> • B5 Enhance the appearance of eyebrows and eyelashes • B6 carry out waxing services 	<ul style="list-style-type: none"> • 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	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

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			B5.11 Plant defence responses Half term assessment			
Business Edexcel	<p>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.</p> <p>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).</p>	<p>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.</p> <p>Assessment End of unit assessment on 2.2. This will be a mixture of multiple choice, 3 (explain) and 6 mark questions (discuss).</p>	<p>Topic 2.3 Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.</p> <p>Assessment End of unit assessment on 2.3. This will be a mixture of multiple choice, 3 and 6 mark questions (Discuss and analyse).</p>	<p>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.</p> <p>Assessment End of unit assessment on 2.4. This will be a mixture of multiple choice, 6 and 6 mark questions.</p>	<p>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.</p> <p>Assessment End of unit assessment on 1.5. This will be a mixture of multiple choice, 9 (justify) and 12 mark questions (evaluate).</p>	<p>Theme 2 revision & key focus on exam technique.</p> <p>Assessment Year 10 mock exams – end of unit assessment. This will be part of a past paper.</p>
Chemistry AQA	<p>Review of Chemistry fundamentals</p> <p>Triple groups to also do</p>	<p>C4: Chemical calculations C4.1: Relative masses and moles C4.2: Equations and calculations</p>	<p>C5: Chemical changes C5.1: The reactivity series C5.2: Displacement reactions</p>	<p>C7: Energy changes C7.1: Exothermic and endothermic reactions</p>	<p>C8.1: Rate of reaction C8.2: Collision theory and surface area C8.3: The effect of temperature</p>	<p>C9: Crude oil and fuels C9.1: Hydrocarbons C9.2: Fractional distillation of oil C9.3: Burning hydrocarbon fuels</p>

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	<p>C2.6: The transition elements (TS)</p> <p>C3.10: Nanoparticles (TS)</p> <p>C3.11: Applications of nanoparticles (TS)</p>	<p>C4.3: From masses to balanced equations</p> <p>C4.4: The yield of a chemical reaction (TS)</p> <p>C4.5: Atom economy (TS)</p> <p>C4.6: Expressing concentrations</p> <p>C4.7: Titrations (TS)</p> <p>C4.8: Titration calculations (TS)</p> <p>C4.9: Volumes of gases (TS)</p> <p>Formative Assessment</p>	<p>C5.3: Extracting metals</p> <p>C5.4: Salts from metals</p> <p>C5.5: Salts from insoluble bases</p> <p>C5.6: Making more salts</p> <p>C5.7: Neutralisation and the pH scale</p> <p>C5.8: Strong and weak acids</p> <p>Formative Assessment</p> <p>C6: Electrolysis</p> <p>C6.1: Introduction to electrolysis</p> <p>C6.2: Changes at electrodes</p> <p>C6.3: The extraction of aluminium</p> <p>C6.4: Electrolysis of aqueous solutions</p> <p>Formative Assessment</p>	<p>C7.2: Using energy transfers from reactions</p> <p>C7.3: Reaction profiles</p> <p>C7.4: Bond energy calculations</p> <p>C7.5: Chemical cells and batteries (TS)</p> <p>C7.6: Fuel cells (TS)</p> <p>Formative Assessment</p>	<p>C8.4: The effect of concentration and pressure</p> <p>C8.5: The effect of catalysts</p> <p>C8.6: Reversible reactions</p> <p>C8.7: Energy and reversible reactions</p> <p>C8.8: Dynamic equilibrium</p> <p>C8.9: Altering conditions</p> <p>Formative Assessment</p>	<p>C9.4: Cracking hydrocarbons</p> <p>Formative Assessment</p> <p>C10: Organic reactions (TS)</p> <p>C10.1: Reactions of the alkenes (TS)</p> <p>C10.2: Structures of alcohols, carboxylic acids and esters (TS)</p> <p>C10.3: Reactions and uses of alcohols (TS)</p> <p>C10.4: Carboxylic acids and esters (TS)</p> <p>C11: Polymers (TS)</p> <p>C11.1: Additional polymerisation (TS)</p> <p>C11.2: Condensation polymerisation (TS)</p> <p>C11.3: Natural polymers (TS)</p> <p>C11.4: DNA (TS)</p> <p>Formative Assessment</p>
<p>Computer Science</p> <p>OCR</p>	<p>CS:</p> <p>1.1 Systems architecture</p> <p>1.2 Memory</p> <p>1.3 Storage</p>	<p>CS:</p> <p>1.4 Wired and wireless networks</p> <p>2.2 Programming techniques</p>	<p>CS:</p> <p>1.5 Network topologies, protocols and layers</p> <p>2.2 Programming techniques</p>	<p>CS:</p> <p>1.6 System security</p> <p>2.1 Algorithms</p>	<p>CS:</p> <p>1.7 Systems software</p> <p>2.3 Producing robust programs</p>	<p>CS:</p> <p>2.6 Data representation</p>

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<p>Dance</p> <p>AQA</p>	<p>Teacher lead and choreographic tasks to explore the solo performance: Breathe Focusing on Physical Skills</p> <p>Assessment: Solo choreographed and performed – Dance Criteria: solo choreography and performance skills.</p> <p>Dance Appreciation of the third professional dance work.</p>	<p>Teacher lead and choreographic tasks to explore the solo performance: Shift Focusing on Physical Skills</p> <p>Assessment: Group Dance choreographed and performed – Dance Criteria: Group choreography and performance skills.</p> <p>Dance Appreciation of the fourth professional dance work.</p>	<p>Teacher lead and choreographic tasks to explore the Duet and Trio phrase: Flux Focusing on expressive and mental skills</p> <p>Assessment: Duet or Trio Dance choreographed and performed – Dance Criteria: Group choreography and Duet and or Trio performance skills.</p> <p>Dance Appreciation of the fifth professional dance work.</p>	<p>Teacher lead and choreographic tasks to explore the Duet and Trio phrase: Scoop Focusing on expressive and mental skills</p> <p>Assessment: Duet or Trio Dance choreographed and performed – Dance Criteria: Group choreography and Duet and or Trio performance skills.</p> <p>Dance Appreciation of the sixth professional dance work.</p>	<p>Students to explore various types of stimuli in preparation for the prescribed stimuli task list set by AQA.</p> <p>Students to work Independently or in groups</p> <p>Exam questions based on critical appreciation of own work.</p>	<p>Students to demonstrate a creative response to a choice of one stimulus. Students to work in small groups.</p> <p>Assessment Criteria: Group choreography Skills. Exam questions based On the 6 set professional dance works</p> <ul style="list-style-type: none"> • Features of Production • Choreographic Approaches. • Content and intent
<p>Design Technology</p> <p>AQA</p>	<p>Contextual Assessment Hand held product</p> <p>Research, design and develop a hand held device for a client of your choice.</p> <p>Assessment - Folder and success of model.</p>	<p>Contextual Assessment Merchandise</p> <p>Research, design and develop a piece of merchandise for ZSL to help raise awareness of animals.</p> <p>Assessment – Folder and success of model.</p>	<p>Wider issues and Critical Analysis</p> <p>A range of higher marked exam questions.</p>	<p>Mock NEA</p> <p>Design and develop a piece of merchandise that raises awareness of animals for ZSL.</p> <p>Assessment – Folder and model against exam board requirements.</p>	<p>Mock NEA</p> <p>Design and develop a piece of merchandise that raises awareness of animals for ZSL.</p> <p>Assessment – Folder and model against exam board requirements.</p>	<p>NEA</p> <p>Begin NEA 1st June after exam board release.</p>

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<p>Digital Art</p> <p>AQA</p>	<p>Photography foundation</p> <p>Introduction to 35mm DSLR cameras. Formal elements of Photography. Researching 20th century artists/photographers for example: Bresson</p>	<p>Photography foundation</p> <p>Introduction to 35mm DSLR cameras. Formal elements of Photography. Researching 20th century artists/photographers for example: Bresson</p>	<p>Fear</p> <p>Photography and graphics – designing a movie poster based on ‘Fear’ using own photography.</p> <p>Researching artists for e Saul Bass</p>	<p>Fear</p> <p>Photography and graphics – designing a movie poster based on ‘Fear’ using own photography.</p> <p>Researching artists for e Saul Bass</p>	<p>GCSE Exam paper practice</p> <p>Working through a GCSE title theme. Developing and experimenting to create a personal outcome.</p>	<p>GCSE Exam paper practice</p> <p>Working through a GCSE title theme. Developing and experimenting to create a personal outcome.</p>
<p>Drama</p> <p>OCR</p>	<p>Devising Mock</p> <p>Semiotics</p> <p>Analysing Theatre</p>	<p>Performing Texts Mock</p> <p>Technical Theatre</p> <p>Analysing Theatre</p>	<p>Unit 01: Begins Devising</p> <p>Unit 01: Coursework Section One</p> <p>Submit Section One</p>	<p>Unit 01: Continue</p> <p>Unit 01: Coursework Section Two</p>	<p>Unit 01: Exam</p> <p>Submit Section Two</p> <p>Submit Section Three</p>	<p>Written Exam Preparation & Revision</p> <p>Section A & B</p>
<p>Engineering</p> <p>EAL</p>	<p>Practical – Compass</p> <p>Advanced drilling skills.</p>	<p>Working in Industry</p> <p>Unit 1 theory part 1.</p>	<p>Unit 1 P/F</p> <p>Manual handling assessment. Plan and complete a lift as per the manual handling operations regulations 1992.</p>	<p>Unit 2 P/F</p> <p>Drawing techniques. Complete a third angle orthographic drawing of an isometric object given by the exam board.</p>	<p>Unit 17 P/F</p> <p>Manufacturing techniques. Complete four practical tasks and reports set by the exam board.</p>	<p>Unit 17 P/F</p> <p>Manufacturing techniques. Complete four practical tasks and reports set by the exam board.</p>
<p>English</p> <p>AQA</p>	<p>Literature Poetry</p> <ul style="list-style-type: none"> • <i>Remains</i> • <i>Bayonet Charge</i> • <i>Poppies</i> • <i>Checking out me History</i> • <i>London</i> 	<p>Reading and analysing a Shakespeare play.</p> <p>Students should develop an understanding of the significance of context and closely analyse</p>	<p>Reading and analysing a Shakespeare play.</p> <p>Students should develop an understanding of the significance of context</p>	<p>Reading and analysing a modern text.</p> <p>Students should develop an understanding of the significance of context</p>	<p>Reading and analysing a modern text.</p> <p>Students should develop an understanding of the significance of context</p>	<p>In preparation for exam: Revise modern text and poetry. Post Exam: Complete analysis of the remaining power and conflict poems:</p>

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	<ul style="list-style-type: none"> • <i>Extract from, The Prelude</i> • <i>Tissue</i> • <i>The Emigree</i> • <i>The Charge of the Light Brigade</i> <p>Assessment: Analytical essay comparing two poems.</p>	<p>language, structure and form.</p> <p>Students should be prepared for a closed book exam.</p> <p>Assessment: Analytical paragraphs based on an extract from the play</p>	<p>and closely analyse language, structure and form.</p> <p>Students should be prepared for a closed book exam.</p> <p>Assessment: Analytical essay – closed book</p>	<p>and closely analyse language, structure and form.</p> <p>Assessment: Analytical essay – closed book</p>	<p>and closely analyse language, structure and form.</p> <p>Assessment: Analytical essay – closed book</p>	<ul style="list-style-type: none"> • <i>Ozymandias</i> • <i>Exposure</i> • <i>Storm on the Island</i> • <i>War Photographer</i> • <i>Kamikaze</i> • <i>My Last Duchess</i> <p>Assessment: Year 10 exam Modern text/ Power and conflict poems</p>
<p>Food and Nutrition</p> <p>AQA</p>	<p>Functional and chemical properties of food.</p> <p>Theory test</p>	<p>Functional and chemical properties of food.</p> <p>Raising agent question</p>	<p>Mock NEA – Task 1</p> <p>Task 1 practical investigation marked according to exam board.</p>	<p>Food and environment</p> <p>Theory test using exam questions</p>	<p>Mock NEA - Task 2</p> <p>Task 2 – Research and analysis of the chosen task based on exam board requirements.</p>	<p>Revision</p> <p>Mock exam and mock practical assessment based on Task 2 research.</p>
<p>French</p> <p>Edexcel</p>	<p>M4 De la ville à la campagne (From the city to the countryside) <i>Describing where we live and the weather</i></p>	<p>M4 De la ville à la campagne (From the city to the countryside) <i>Describing where we live and the weather</i></p> <p>End of module assessment L R W</p>	<p>M5 Le grand large (Holidays) <i>Holidays and travelling</i></p>	<p>M5 Le grand large (Holidays) <i>Holidays and travelling</i></p> <p>End of module assessment L R W</p>	<p>Introduction to M6 – Au collège (At school) <i>Describing our school experiences, exchanges and studying the French school system</i></p> <p>Preparation for speaking exam and revision for Yr10 mock exams</p>	<p>M6 – Au collège (At school) <i>Describing our school experiences, exchanges and studying the French school system</i></p> <p>Yr10 exams – L R W S Exam feedback</p>

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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	Topic 1 Hazardous Earth Tectonics test	Topic 1 Hazardous Earth Tropical Revolving Storms Assessment	Topic 5 - UK Evolving Human Landscape	Topic 5 London Case study London case study test (exam based)	Topic 6 Fieldwork plus Rivers Rivers	Topic 6 Fieldwork River Chess Stratford Paper 2 Mock Exam
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 18 th and 19 th 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

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<p>ICT</p> <p>iMedia / Certificate in Digital Applications</p> <p>OCR</p>	<p>R082: Creating Digital Graphics</p>	<p>R082: Creating Digital Graphics</p>	<p>R091: Designing a game concept</p>	<p>R091: Designing a game concept</p>	<p>R082: Creating Digital Graphics Improvements</p>	<p>R082: Creating Digital Graphics Improvements</p>
<p>Maths</p> <p>AQA</p>	<p>Higher</p> <ul style="list-style-type: none"> Section 18 - Functions Section 19 - Sets Section 20 - Angles & 2D Shapes <p>Foundation</p> <ul style="list-style-type: none"> Section 19 - Pythagoras & Trigonometry Section 22 - Area & Perimeter Section 23 - 3D Shapes <p>Topic tests – 50 mins End of term Assessment – 50 mins</p>	<p>Higher</p> <ul style="list-style-type: none"> Section 21 - Circle Geometry Section 25 - Pythagoras & Trigonometry Section 22 - Units, Measuring & Estimating <p>Foundation</p> <ul style="list-style-type: none"> Section 25 - Collecting Data Section 26 - Analysing Data Section 27 - Probability <p>Topic tests – 50 mins End of term Assessment – 50 mins</p>	<p>Higher</p> <ul style="list-style-type: none"> Section 31 - Collecting Data Section 32 - Averages & Ranges Section 33 - Displaying Data <p>Foundation</p> <ul style="list-style-type: none"> Section 20 - Vectors Section 24 - Transformation Section 21 - Constructions <p>Topic tests – 50 mins End of term Assessment – 50 mins</p>	<p>Higher</p> <ul style="list-style-type: none"> Section 29 - Transformations Section 24 - Constructions Section 30 - Congruence & Similarity <p>Foundation</p> <ul style="list-style-type: none"> Section 17 - Speed, Density & Pressure Section 18 - Scale Drawings & Bearings Section 3 - Powers & Roots <p>Topic tests – 50 mins End of term Assessment – 50 mins</p>	<p>Higher</p> <ul style="list-style-type: none"> Section 34 - Probability Section 35 - Probability for Combined Events Section 26 - Vectors <p>Foundation</p> <ul style="list-style-type: none"> Section 7 - Percentages Section 8 - Algebraic Expressions <p>Topic tests – 50 mins End of term Assessment – 50 mins</p>	<p>Higher</p> <ul style="list-style-type: none"> Section 27 - Perimeter & Area Section 28 - 3D Shapes <p>Foundation</p> <ul style="list-style-type: none"> Section 4 - Multiples & Factors Section 5 - Fractions Section 6 - Ratios <p>Topic tests – 50 mins. End of term Assessment – 50 mins End of Year Exams</p>

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<p>Media WJEC</p>	<p>Media Language Representation Context Print Advertising (A)</p> <p>Assessment: Component 01 mock question</p>	<p>Media Language Representation Context Magazines (A)</p> <p>Assessment: Component 01 mock question</p>	<p>Media Language Representation Audience Industry Newspapers (A & B)</p> <p>Assessment: Component 01 mock question</p>	<p>Media Language Representation Audience Industry Radio & Film marketing (B)</p> <p>Assessment: Component 01 mock question <i>NEA brief given out</i></p>	<p>NEA</p> <p>Research Planning SOA Creation of product</p>	<p>NEA</p> <p>Assessment: NEA – 30% of final GCSE level</p>
<p>Music OCR</p>	<p>GCSE AoS 5 Conventions of pop; Rock and Roll Rock Anthems Pop Ballads (end of topic test after each topic)</p>	<p>GCSE AoS 5 Conventions of pop; Solo artists (end of topic test after each topic) Solo Assessment Ensemble assessment (December)</p>	<p>GCSE AoS 4 Film Music 1 Music and the moving image: Film composition exercises GCSE composition 1 begins</p> <p><i>Composition 1 after school extra sessions</i></p>	<p>GCSE AoS 4 Film Music Leitmotif: Video Game music Film music listening test and written essay GCSE composition 1 continues</p> <p><i>Composition 1 after school extra sessions</i></p>	<p>GCSE composition 1 continues. Solo Assessment 2 Ensemble Assessment 2 AoS Listening revision for Y10 exam</p> <p><i>Composition 1 after school extra sessions</i></p>	<p><u>GCSE composition 1</u> <u>DEADLINE July 3rd 2020</u> End of year Listening exam</p> <p><i>Composition 1 after school extra sessions</i></p>
<p>PE Core PE</p>	<p>“Winter Sports”</p> <p>Any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Lessons may include i) the improvement of practical ability</p>	<p>“Winter Sports”</p> <p>Any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Lessons may include i) the improvement of practical ability</p>	<p>“Winter Sports”</p> <p>Any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Lessons may include i) the improvement of practical ability</p>	<p>“Winter Sports”</p> <p>Any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Lessons may include i) the improvement of practical ability</p>	<p>“Summer Sports”</p> <p>Any sport/activity from cricket, athletics, rounders and tennis.</p> <p>Lessons may include i) the improvement of practical ability ii) the improvement of knowledge and understanding within sport</p>	<p>“Summer Sports”</p> <p>Any sport/activity from cricket, athletics, rounders and tennis.</p> <p>Lessons may include i) the improvement of practical ability ii) the improvement of knowledge and understanding within sport</p>

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	<p>ii) the improvement of knowledge and understanding within sport</p> <p>iii) understanding of the requirements of a healthy, active lifestyle</p> <p>iv) leadership and officiating in sport</p>	<p>ii) the improvement of knowledge and understanding within sport</p> <p>iii) understanding of the requirements of a healthy, active lifestyle</p> <p>iv) leadership and officiating in sport</p>	<p>ii) the improvement of knowledge and understanding within sport</p> <p>iii) understanding of the requirements of a healthy, active lifestyle</p> <p>iv) leadership and officiating in sport</p>	<p>ii) the improvement of knowledge and understanding within sport</p> <p>iii) understanding of the requirements of a healthy, active lifestyle</p> <p>iv) leadership and officiating in sport</p>	<p>iii) understanding of the requirements of a healthy, active lifestyle</p> <p>iv) leadership and officiating in sport</p>	<p>iii) understanding of the requirements of a healthy, active lifestyle</p> <p>iv) leadership and officiating in sport</p>
<p>PE</p> <p>BTEC Sport</p> <p>Edexcel</p>	<p>BTEC Sport</p> <p>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.</p> <p>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.</p>	<p>BTEC Sport</p> <p>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.</p> <p>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.</p>	<p>BTEC Sport</p> <p>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.</p> <p>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.</p>	<p>BTEC Sport</p> <p>Students begin Unit 2 – The Practical Sports Performer.</p> <p>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.</p>	<p>BTEC Sport</p> <p>Students work through Unit 2 – The Practical Sports Performer.</p> <p>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.</p>	<p>BTEC Sport</p> <p>Students work through Unit 2 – The Practical Sports Performer.</p> <p>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.</p>

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<p>Physics</p> <p>AQA</p>	<p>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</p>	<p>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 ASSESSMENT</p>	<p>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</p>	<p>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 ASSESSMENT</p>	<p>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</p>	<p>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</p>
<p>RE</p> <p>AQA</p>	<p>Religion and Life Mid Unit Test and End of Unit Written Assessment</p>	<p>Religion and Life Mid Unit Test and End of Unit Written Assessment</p>	<p>Crime and Punishment Mid Unit Test and End of Unit Written Assessment</p>	<p>Religion and War Mid Unit Test and End of Unit Written Assessment</p>	<p>Religion and War Mid Unit Test and End of Unit Written Assessment</p>	<p>Religious viewpoint on Human Rights and money Mid Unit Test and End of Unit Written Assessment</p>

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<p>Spanish</p> <p>Edexcel</p>	<p>VIVAGCSE Module 4 – <i>Intereses e influencias</i></p> <p>(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.’</p>	<p>VIVAGCSE Module 4 – <i>Intereses e influencias</i></p> <p>(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.’</p> <p>End of Module 4 Assessment</p>	<p>VIVAGCSE Module 5 – <i>Ciudades</i></p> <p>(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.)</p>	<p>VIVAGCSE Module 5 – <i>Ciudades</i></p> <p>(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.)</p> <p>End of Module 5 Assessment</p>	<p>VIVAGCSE Module 6 – <i>De costumbre</i></p> <p>(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.)</p>	<p>VIVAGCSE Module 6 – <i>De costumbre</i></p> <p>(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.)</p> <p>End of Year 10 Mock Exam (Mod1-6)</p>
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