

## Year 10 Curriculum Plan 2021-22

Subject and Exam Board	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Art</b>  <b>Edexcel</b>	<b>Twisted Faces</b>  Researching portraiture in Western Art. Portrait painting in acrylic paint.	<b>Twisted Faces</b>  Researching portraiture in Western Art. Portrait painting in acrylic paint.	<b>Twisted Faces</b>  Creating ceramic heads by gargoyles and own photography.	<b>Twisted Faces</b>  Creating ceramic heads by gargoyles and own photography.	<b>Abstract Nature</b>  Mixed media still life. Relief printing inspired by natural forms.	<b>Abstract Nature</b>  Mixed media still life. Relief printing inspired by natural forms.
<b>Beauty Therapy NVQ</b>  <b>VTCT</b>	<ul style="list-style-type: none"> <li>• G20 Health and safety</li> <li>• G4 Salon reception</li> </ul>	<ul style="list-style-type: none"> <li>• G18 Promoting additional services and products</li> <li>• G8 Developing your personal effectiveness</li> </ul>	B4 Provide facial skin care treatment	<ul style="list-style-type: none"> <li>• B5 Enhance the appearance of eyebrows and eyelashes</li> <li>• B6 carry out waxing services</li> </ul>	<ul style="list-style-type: none"> <li>• N2 Provide manicure services</li> <li>• N3 Provide pedicure services</li> </ul>	<b>Practical observation</b> <b>Written assessments</b> <b>Written assignments</b> <b>Supplementary questions</b>
<b>Biology</b>  <b>AQA</b>	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	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	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	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)	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	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

## Year 10 Curriculum Plan 2021-22

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	<b>Half Term assessment</b>	<b>End of Term Assessment</b>	B5.10 More about plant diseases B5.11 Plant defence responses <b>Half Term Assessment</b>	<b>Revision for end of term assessment Easter Exams</b>	<b>Half Term Assessment</b>	<b>End of Year Assessment</b>
<b>Business</b> <b>Edexcel</b>	<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><b>Assessment</b> 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><b>Assessment</b> 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><b>Assessment</b> 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><b>Assessment</b> 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><b>Assessment</b> 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 &amp; key focus on exam technique.</p> <p><b>Assessment</b> Year 10 mock exams – end of unit assessment. This will be part of a past paper.</p>

## Year 10 Curriculum Plan 2021-22

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<p><b>Chemistry</b></p> <p><b>AQA</b></p>	<p>Review of Chemistry fundamentals</p> <p>Triple groups to also do</p> <p><b>C2.6: The transition elements (TS)</b></p> <p><b>C3.10: Nanoparticles (TS)</b></p> <p><b>C3.11: Applications of nanoparticles (TS)</b></p>	<p>C4: Chemical calculations</p> <p>C4.1: Relative masses and moles</p> <p>C4.2: Equations and calculations</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><b>C4.7: Titrations (TS)</b></p> <p><b>C4.8: Titration calculations (TS)</b></p> <p><b>C4.9: Volumes of gases (TS)</b></p> <p><b>Formative Assessment</b></p>	<p>C5: Chemical changes</p> <p>C5.1: The reactivity series</p> <p>C5.2: Displacement reactions</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><b>Formative Assessment</b></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><b>Formative Assessment</b></p>	<p>C7: Energy changes</p> <p>C7.1: Exothermic and endothermic reactions</p> <p>C7.2: Using energy transfers from reactions</p> <p>C7.3: Reaction profiles</p> <p>C7.4: Bond energy calculations</p> <p><b>C7.5: Chemical cells and batteries (TS)</b></p> <p><b>C7.6: Fuel cells (TS)</b></p> <p><b>Formative Assessment</b></p>	<p>C8.1: Rate of reaction</p> <p>C8.2: Collision theory and surface area</p> <p>C8.3: The effect of temperature</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><b>Formative Assessment</b></p>	<p>C9: Crude oil and fuels</p> <p>C9.1: Hydrocarbons</p> <p>C9.2: Fractional distillation of oil</p> <p>C9.3: Burning hydrocarbon fuels</p> <p>C9.4: Cracking hydrocarbons</p> <p><b>Formative Assessment</b></p> <p><b>C10: Organic reactions (TS)</b></p> <p><b>C10.1: Reactions of the alkenes (TS)</b></p> <p><b>C10.2: Structures of alcohols, carboxylic acids and esters (TS)</b></p> <p><b>C10.3: Reactions and uses of alcohols (TS)</b></p> <p><b>C10.4: Carboxylic acids and esters (TS)</b></p> <p><b>C11: Polymers (TS)</b></p> <p><b>C11.1: Additional polymerisation (TS)</b></p> <p><b>C11.2: Condensation polymerisation (TS)</b></p> <p><b>C11.3: Natural polymers (TS)</b></p> <p><b>C11.4: DNA (TS)</b></p> <p><b>Formative Assessment</b></p>

## Year 10 Curriculum Plan 2021-22

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<p><b>Computer Science</b></p> <p><b>OCR</b></p>	<p>CS: 1.1 Systems architecture 1.2 Memory 1.3 Storage</p>	<p>CS: 1.4 Wired and wireless networks  2.2 Programming techniques</p>	<p>CS: 1.5 Network topologies, protocols and layers  2.2 Programming techniques</p>	<p>CS: 1.6 System security 2.1 Algorithms</p>	<p>CS: 1.7 Systems software 2.3 Producing robust programs</p>	<p>CS: 2.6 Data representation</p>
<p><b>Dance</b></p> <p><b>AQA</b></p>	<p>Teacher lead and choreographic tasks to explore the solo performance: <b>Breathe</b> Focusing on Physical Skills</p> <p><b>Assessment:</b> 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: <b>Shift</b> Focusing on Physical Skills</p> <p><b>Assessment:</b> 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: <b>Flux</b> Focusing on expressive and mental skills</p> <p><b>Assessment:</b> 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: <b>Scoop</b> Focusing on expressive and mental skills</p> <p><b>Assessment:</b> 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 <b>one</b> stimulus. Students to work in small groups.</p> <p><b>Assessment Criteria:</b> Group choreography Skills. Exam questions based On the 6 set professional dance works</p> <ul style="list-style-type: none"> <li>• Features of Production</li> <li>• Choreographic Approaches.</li> <li>• Content and intent</li> </ul>

## Year 10 Curriculum Plan 2021-22

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<b>Design Technology</b>  <b>AQA</b>	<b>Sellotape dispenser project</b>  Research, design and develop a sellotape dispenser for a client of your choice.  <b>Assessment - Folder and success of model.</b>	<b>Mock NEA</b>  Design and develop a piece of merchandise that raises awareness of animals for ZSL.  <b>Assessment – Folder and model against exam board requirements.</b>	<b>Mock NEA</b>  Design and develop a piece of merchandise that raises awareness of animals for ZSL.  <b>Assessment – Folder and model against exam board requirements.</b>	<b>Mock NEA</b>  Design and develop a piece of merchandise that raises awareness of animals for ZSL.  <b>Assessment – Folder and model against exam board requirements.</b>	<b>Mock NEA</b>  Design and develop a piece of merchandise that raises awareness of animals for ZSL.  <b>Assessment – Folder and model against exam board requirements.</b>	<b>NEA</b>  Begin NEA 1 <sup>st</sup> June after exam board release.
<b>Digital Art</b>  <b>Edexcel</b>	<b>Photography foundation</b>  Introduction to 35mm DSLR cameras. Formal elements of Photography. Researching 20th century artists/photographers for example: Bresson	<b>Photography foundation</b>  Introduction to 35mm DSLR cameras. Formal elements of Photography. Researching 20th century artists/photographers for example: Bresson	<b>Fear</b>  Photography and graphics – designing a movie poster based on ‘Fear’ using own photography.  Researching artists for example: Saul Bass	<b>Fear</b>  Photography and graphics – designing a movie poster based on ‘Fear’ using own photography.  Researching artists for example: Saul Bass	<b>GCSE Exam paper practice</b>  Working through a GCSE title theme. Developing and experimenting to create a personal outcome.	<b>GCSE Exam paper practice</b>  Working through a GCSE title theme. Developing and experimenting to create a personal outcome.
<b>Drama</b>  <b>OCR</b>	<b>Semiotics, Proxemics and Acting Styles</b>  Students will begin this year discovering the detail directors/actors and	<b>Performing Texts Mock</b>  This half term students will bring a text to life, directing and performing the text:	<b>Unit 1: Devising Begins &amp; Technical Theatre Design</b>  Students will begin to explore their first official unit for GCSE Drama;	<b>Unit 1: Devising</b>  This half term will focus on building the performance of their devised exam.	<b>Unit 1: Devising Exam</b>  Students will perform their devised piece to an invited audience.	<b>Unit 4: Written Exam mock</b>  In this last half term students will revise over Section A of the written exam.

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	<p>designers apply to their work.</p> <p>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.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Applying proxemics</li> <li>• Applying semiotics</li> <li>• Ongoing practical workshops of practitioners</li> </ul>	<p><b>Bang, Bang, You're Dead</b> by <i>William Mastrosimone</i>.</p> <p><i>Students will explore the text as a whole class and perform to an invited audience in preparation for their performance examination.</i></p> <p><b>PARENT PERFORMANCE (DEC)</b></p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Coursework – 4 questions</li> <li>• Performance</li> </ul>	<p><b>Unit 1: Devising</b></p> <p>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.</p> <p>They will need to consider technical aspects of performance too.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Section 1: Coursework</li> <li>• Practical workshops participation</li> </ul>	<p>Students will need to apply;</p> <ol style="list-style-type: none"> <li>1) A variety of dramatic techniques</li> <li>2) Multi-role characters</li> <li>3) Design elements of set, costume, props.</li> <li>4) Context &amp; Communication</li> <li>5) Research – from page to stage.</li> </ol> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Ongoing rehearsals</li> <li>• Log Book</li> </ul>	<p>They will have sourced their set, costume and props. Designed their lighting and sound requirements and completed a cue sheet for the technical crew.</p> <p>Students will complete all their coursework for the final submission date.</p> <p><b>PARENT PERFORMANCE (MAY)</b></p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• ACTUAL Unit 1 EXAM</li> <li>• Section 2: Log Books DEADLINE</li> <li>• Section 3: Evaluation DEADLINE</li> </ul>	<p>They will watch a production and analyse it for the Section B of the paper.</p> <p>Students will learn the structure and the content required for the exam to ensure they are prepared for a complete mock exam practice.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Completion of whole mock exam Section A &amp; Section B</li> </ul>
<b>Engineering</b>  <b>EAL</b>	<p><b>Unit 3 P/F</b></p> <p>Unit 3 theory – properties of</p>	<p><b>Working in Industry</b></p>	<p><b>Unit 1 P/F</b></p> <p>Manual handling assessment.</p>	<p><b>Unit 2 P/F</b></p> <p>Drawing techniques.</p>	<p><b>Unit 17 P/F</b></p> <p>Manufacturing techniques.</p>	<p><b>Unit 17 P/F</b></p> <p>Manufacturing techniques.</p>

## Year 10 Curriculum Plan 2021-22

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	<p>materials and the effect of heat. Properties of materials and the products which they are made from.</p> <p>End of unit assessment.</p>	<p>Unit 1 theory in preparation for unit 1 completion in HT 3.</p>	<p>Plan and complete a lift as per the manual handling operations regulations 1992.</p>	<p>Complete a third angle orthographic drawing of an isometric object given by the exam board.</p>	<p>Complete four practical tasks and reports set by the exam board.</p>	<p>Complete four practical tasks and reports set by the exam board.</p>
<p><b>English</b></p> <p><b>AQA</b></p>	<p><b>Literature Poetry</b></p> <ul style="list-style-type: none"> <li>• Remains</li> <li>• Bayonet Charge</li> <li>• Poppies</li> <li>• Checking out me History</li> <li>• London</li> <li>• Extract from, The Prelude</li> <li>• Tissue</li> <li>• The Emigree</li> <li>• The Charge of the Light Brigade</li> </ul> <p><b>Assessment:</b> Analytical essay comparing two poems.</p>	<p><b>Language Paper One.</b></p> <p>Students will read and analyse a range of fiction extracts exploring the writer's methods. Students will also develop skills of creative writing, focusing on narrative and descriptive writing skills.</p>	<p><b>Reading and analysing a modern text.</b></p> <p>Students should develop an understanding of the significance of context and closely analyse language, structure and form.</p> <p><b>Assessment:</b> Analytical essay – closed book</p>	<p><b>Reading and analysing a modern text.</b></p> <p>Students should develop an understanding of the significance of context and closely analyse language, structure and form.</p> <p><b>Assessment:</b> Analytical essay – closed book</p>	<p><b>Reading and analysing a Shakespeare play.</b></p> <p>Students should develop an understanding of the significance of context and closely analyse language, structure and form.</p> <p>Students should be prepared for a closed book exam.</p> <p><b>Assessment:</b> Analytical paragraphs based on an extract from the play</p>	<p><b>Reading and analysing a Shakespeare play.</b></p> <p>Students should develop an understanding of the significance of context and closely analyse language, structure and form.</p> <p>Students should be prepared for a closed book exam.</p> <p><b>Assessment:</b> Analytical essay – closed book</p> <p><b>In preparation for end of year exam:</b> Revise modern text and poetry.</p>

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<b>Food and Nutrition</b>  <b>AQA</b>	<b>Functional and chemical properties of food.</b>  Theory test	<b>Functional and chemical properties of food.</b>  Raising agent question	<b>Mock NEA – Task 1</b>  Task 1 practical investigation marked according to exam board.	<b>Food and environment</b>  Theory test using exam questions	<b>Mock NEA - Task 2</b>  Task 2 – Research and analysis of the chosen task based on exam board requirements.	<b>Revision</b>  Mock exam and mock practical assessment based on Task 2 research.
<b>French</b>  <b>Edexcel</b>	<b>M4 De la ville à la campagne (From the city to the countryside)</b> <i>Describing where we live and the weather</i>	<b>M4 De la ville à la campagne (From the city to the countryside)</b> <i>Describing where we live and the weather</i>  End of module assessment L R W	<b>M5 Le grand large (Holidays)</b> <i>Holidays and travelling</i>	<b>M5 Le grand large (Holidays)</b> <i>Holidays and travelling</i>  End of module assessment L R W	<b>Introduction to M6 – Au collège (At school)</b> <i>Describing our school experiences, exchanges and studying the French school system</i>  Preparation for speaking exam and revision for Yr10 mock exams	<b>M6 – Au collège (At school)</b> <i>Describing our school experiences, exchanges and studying the French school system</i>  Yr10 exams – L R W S Exam feedback
<b>German</b>  <b>Edexcel</b>	<b>Module 5</b> Stimmt 9-1 TRAVEL VISITING VIENNA	<b>Module 5</b> -Stimmt 9-1 TRAVEL	<b>Module 6</b> STIMMT 9-1 HOLIDAY AND TOWN	<b>Module 6</b> -Stimmt 9-1 HOLIDAY AND TOWN	<b>Module 7</b> -Stimmt 9-1 WORK	<b>Module 7</b> -Stimmt 9-1 WORK
<b>Geography</b>  <b>Edexcel</b>	<b>Topic 5 – UK Human Challenges</b>  Assessment End of Topic	<b>Topic 5 – UK Human Challenges Finish</b> <b>Topic 1 – Hazardous Earth</b>  Assessment End of Topic	<b>Topic 1 – Hazardous Earth</b>  Assessment Mid Topic Mini	<b>Topic 1 – Hazardous Earth</b>  Assessment End of Topic	<b>Topic 6 – Fieldwork</b>  Fieldwork Mock	<b>Topic 4 – Rivers and Coasts Recap</b>  Mock



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<b>History</b>  <b>Edexcel</b>	<b>Anglo Saxon and Norman England C1060 – 88</b> – crime, punishment and law enforcement in medieval England. The feudal system and role of the Church  <b>Summative assessment:</b> How far do you agree? (16 marks)	<b>Crime and Punishment: C1000 – c1500</b> – crime, punishment and law enforcement in early modern England.  <b>Formative assessment:</b> explain one way in which policing ...(4 marks)	<b>Crime and Punishment: C1500 – c1700</b> – crime, punishment and law enforcement in the 18 <sup>th</sup> and 19 <sup>th</sup> century  <b>Formative assessment:</b> How far do you agree? (16 marks)	<b>Crime and Punishment: C1700 –c1900</b> – crime, punishment and law enforcement in recent times  <b>Summative assessment:</b> How far do you agree? (16 marks)	<b>Crime and Punishment C1900 - present</b>  <b>Formative assessment:</b> How useful are sources A and B for an enquiry into ... (8 marks)	<b>Crime and Punishment:</b> Crime, policing and the inner city – Whitechapel.  <b>Mock exam</b> on Crime and Punishment and Whitechapel – whole GCSE paper
<b>ICT</b> <b>iMedia / Certificate in Digital Applications</b> <b>OCR</b>	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
<b>Maths</b>  <b>AQA</b>	<b>Higher</b> <ul style="list-style-type: none"> <li>• Section 7- Powers and roots</li> <li>• Section 8 – Formulas</li> <li>• Section 9- Equations</li> <li>• Section 11- Quadratic Equations</li> </ul>	<b>Higher</b> <ul style="list-style-type: none"> <li>• Section 12 – Simultaneous Equations</li> <li>• Section 25 - Pythagoras &amp; Trigonometry</li> <li>• Section 16 – Other Types of graphs</li> </ul>	<b>Higher</b> <ul style="list-style-type: none"> <li>• Section 21- Circle Geometry</li> <li>• Section 28 – 3D shapes</li> <li>• Section 17– Using graphs</li> </ul>	<b>Higher</b> <ul style="list-style-type: none"> <li>• Section 22 – Measuring and Estimating</li> <li>• Section 24 - Constructions</li> <li>• Section 30 - Congruence &amp; Similarity</li> </ul>	<b>Higher</b> <ul style="list-style-type: none"> <li>• Section 26 – Vectors</li> <li>• Section 23- Compound Measures</li> </ul>	<b>Higher</b> <ul style="list-style-type: none"> <li>• Section 19 – Sets</li> <li>• Section 35- Probabilityfor Combined Events</li> </ul>

## Year 10 Curriculum Plan 2021-22

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	<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>Section 19 - Pythagoras &amp; Trigonometry</li> <li>Section 22 - Area &amp; Perimeter</li> <li>Section 23 - 3D Shapes</li> </ul> <p><b>Topic tests – 50 mins</b></p>	<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>Section 25 - Collecting Data</li> <li>Section 26 - Analysing Data</li> <li>Section 27 - Probability</li> </ul> <p><b>Assessment</b> <b>Topic tests – 50 mins</b> <b>End of HT1 &amp; HT2</b> <b>Assessment – 50 mins</b></p>	<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>Section 20 - Vectors</li> <li>Section 24 - Transformation</li> <li>Section 21 - Constructions</li> </ul> <p><b>Topic tests – 50 mins</b></p>	<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>Section 17 - Speed, Density &amp; Pressure</li> <li>Section 18 - Scale Drawings &amp; Bearings</li> <li>Section 3 - Powers &amp; Roots</li> </ul> <p><b>End of HT3 &amp; HT4</b> <b>Assessment – 50 mins</b></p>	<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>Section 7 - Percentages</li> <li>Section 8 - Algebraic Expressions</li> </ul> <p><b>Topic tests – 50 mins</b> <b>End of term</b> <b>Assessment – 50 mins</b> <b>Assessment</b> <b>Topic tests – 50 mins</b></p>	<p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>Section 4 - Multiples &amp; Factors</li> <li>Section 5 - Fractions</li> <li>Section 6 - Ratios</li> </ul> <p><b>Assessment</b> <b>Topic tests – 50 mins</b>  <b>End of Year Exams</b></p>
<p><b>Media</b></p> <p><b>WJEC</b></p>	<p>Media Language Representation Context Print Advertising (A)</p> <p><b>Assessment:</b> Component 01 mock question</p>	<p>Media Language Representation Context Magazines (A)</p> <p><b>Assessment:</b> Component 01 mock question</p>	<p>Media Language Representation Audience Industry Newspapers (A &amp; B)</p> <p><b>Assessment:</b> Component 01 mock question</p>	<p>Media Language Representation Audience Industry Radio &amp; Film marketing (B)</p> <p><b>Assessment:</b> Component 01 mock question <i>NEA brief given out</i></p>	<p>NEA Research Planning SOA Creation of product</p>	<p>NEA</p> <p><b>Assessment:</b> NEA – 30% of final GCSE level</p>
<p><b>Music</b></p> <p><b>OCR</b></p>	<p><b>GCSE AoS 5</b> Conventions of pop; Rock and Roll Rock Anthems Pop Ballads (end of topic test after each topic)</p>	<p><b>GCSE AoS 5</b> Conventions of pop; Solo artists (end of topic test after each topic) Solo Assessment Ensemble assessment (December)</p>	<p><b>GCSE AoS 4</b> Film Music 1 Music and the moving image: Film composition exercises GCSE composition 1 begins <i>Composition 1 after school extra sessions</i></p>	<p><b>GCSE AoS 4</b> Film Music Leitmotif: Video Game music Film music listening test and written essay GCSE composition 1 continues <i>Composition 1 after school extra sessions</i></p>	<p><b>GCSE composition 1</b> continues. <b>Solo Assessment 2</b> <b>Ensemble Assessment 2</b> AoS Listening revision for Y10 exam  <i>Composition 1 after school extra sessions</i></p>	<p><b>GCSE composition 1</b> <b>DEADLINE July 3<sup>rd</sup> 2020</b> End of year Listening exam  <i>Composition 1 after school extra sessions</i></p>

## Year 10 Curriculum Plan 2021-22

Subject and Exam Board	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>PE Core PE</b>	<p><b>“Winter Sports”</b></p> <p>Any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Lessons may include</p> <ul style="list-style-type: none"> <li>i) the improvement of practical ability</li> <li>ii) the improvement of knowledge and understanding within sport</li> <li>iii) understanding of the requirements of a healthy, active lifestyle</li> <li>iv) leadership and officiating in sport</li> </ul> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand</p>	<p><b>“Winter Sports”</b></p> <p>Any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Lessons may include</p> <ul style="list-style-type: none"> <li>i) the improvement of practical ability</li> <li>ii) the improvement of knowledge and understanding within sport</li> <li>iii) understanding of the requirements of a healthy, active lifestyle</li> <li>iv) leadership and officiating in sport</li> </ul> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand</p>	<p><b>“Winter Sports”</b></p> <p>Any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Lessons may include</p> <ul style="list-style-type: none"> <li>i) the improvement of practical ability</li> <li>ii) the improvement of knowledge and understanding within sport</li> <li>iii) understanding of the requirements of a healthy, active lifestyle</li> <li>iv) leadership and officiating in sport</li> </ul> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand</p>	<p><b>“Winter Sports”</b></p> <p>Any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.</p> <p>Lessons may include</p> <ul style="list-style-type: none"> <li>i) the improvement of practical ability</li> <li>ii) the improvement of knowledge and understanding within sport</li> <li>iii) understanding of the requirements of a healthy, active lifestyle</li> <li>iv) leadership and officiating in sport</li> </ul> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand</p>	<p><b>“Summer Sports”</b></p> <p>Any sport/activity from cricket, athletics, rounders and tennis.</p> <p>Lessons may include</p> <ul style="list-style-type: none"> <li>i) the improvement of practical ability</li> <li>ii) the improvement of knowledge and understanding within sport</li> <li>iii) understanding of the requirements of a healthy, active lifestyle</li> <li>iv) leadership and officiating in sport</li> </ul> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand</p>	<p><b>“Summer Sports”</b></p> <p>Any sport/activity from cricket, athletics, rounders and tennis.</p> <p>Lessons may include</p> <ul style="list-style-type: none"> <li>i) the improvement of practical ability</li> <li>ii) the improvement of knowledge and understanding within sport</li> <li>iii) understanding of the requirements of a healthy, active lifestyle</li> <li>iv) leadership and officiating in sport</li> </ul> <p>Students are graded at the end of each unit of work, based on a “Heart, Head and Hands” assessment. This assessment and the teaching beforehand</p>

## Year 10 Curriculum Plan 2021-22

Subject and Exam Board	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	works to develop the whole child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.	works to develop the whole child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.	works to develop the whole child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.	works to develop the whole child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.	works to develop the whole child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.	works to develop the whole child, looking to improve physical, mental and social competencies as well as developing students knowledge and understanding of concepts surrounding sport, officiating, leadership, health and fitness.
<b>PE</b> <b>BTEC Sport</b>  <b>Edexcel</b>	<p>Students begin their BTEC Sport course with Unit 1 – Fitness for Sport and Exercise.</p> <p><b>This is an exam based Unit and lessons will take the form of learning exam based content, revision, revision exercises, and exam practice.</b></p>	<p>Students continue with their BTEC Sport course Unit 1 – Fitness for Sport and Exercise.</p> <p><b>This is an exam based Unit and lessons will take the form of learning exam based content, revision, revision exercises, and exam practice.</b></p>	<p>Students continue with their BTEC Sport Unit 1 – Fitness for Sport and Exercise.</p> <p><b>This is an exam based Unit and lessons will take the form of learning exam based content, revision, revision exercises, and exam practice.</b></p>	<p>Students continue their BTEC Sport course with Unit 6 – Leading Sports Activities.</p> <p><b>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.</b></p>	<p>Students continue their BTEC Sport course; Unit 6 – Leading Sports Activities.</p> <p><b>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.</b></p>	<p>Students continue their BTEC Sport course; Unit 6 – Leading Sports Activities.</p> <p><b>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.</b></p>

## Year 10 Curriculum Plan 2021-22

Subject and Exam Board	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p><b>Physics</b></p> <p><b>AQA</b></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	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  <b>P4.13 FORMATIVE ASSESSMENT</b>	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  <b>P5.6 FORMATIVE ASSESSMENT</b>	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  <b>P6.10 FORMATIVE ASSESSMENT</b>	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 <b>P7.6 FORMATIVE ASSESSMENT</b> 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) <b>P7.11 FORMATIVE ASSESSMENT</b>	P8.1 Vectors and Scalars P8.2 Forces Between Objects P8.4 Resultant Forces  <b>P8.5 FORMATIVE ASSESSMENT</b>  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 <b>P8.12 FORMATIVE ASSESSMENT</b>

## Year 10 Curriculum Plan 2021-22

Subject and Exam Board	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p><b>RE</b></p> <p><b>AQA</b></p>	<p>Christian Beliefs- Paper 1 AQA</p> <p>Christian Practices Paper 1 AQA</p> <p><b>End of Unit Test using workbook to support revision and PLC</b></p>	<p>Islamic Beliefs- Paper 1 AQA</p> <p>Islamic Practices Paper 1 AQA</p> <p><b>End of Unit Test using workbook to support revision and PLC</b></p>	<p>Religion and Life- The religious viewpoints on medical ethics Theme B</p> <p><b>Debate Task and essay written task</b></p>	<p>Human Rights and the effects of money on society Theme F</p> <p><b>Research Task on human rights</b></p>	<p>Relationships and Families</p> <p>Paper 2 AQA Theme A</p> <p><b>End of Unit Test using workbook to support revision and PLC</b></p>	<p>Crime and Punishment Theme D</p> <p><b>Research Task leading to debate/ essay competition</b></p>
<p><b>Spanish</b></p> <p><b>Edexcel</b></p>	<p><b>VIVAGCSE Module 4 – <i>Intereses e influencias</i></b> (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><b>VIVAGCSE Module 4 – <i>Intereses e influencias</i></b> (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><b>End of Module 4 Assessment</b></p>	<p><b>VIVAGCSE Module 5 – <i>Ciudades</i></b> (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><b>VIVAGCSE Module 5 – <i>Ciudades</i></b> (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><b>End of Module 5 Assessment</b></p>	<p><b>VIVAGCSE Module 6 – <i>De costumbre</i></b> (mealtimes, daily routines, illness &amp; 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><b>VIVAGCSE Module 6 – <i>De costumbre</i></b> (mealtimes, daily routines, illness &amp; 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><b>End of Year 10 Mock Exam (Mod1-6)</b></p>