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Business Studies	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and key questions	Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK. Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students must understand how these interdependencies and relationships underpin business decisions. The subject content has been organised into themes according to business contexts to ensure a holistic approach is adopted throughout the course of study. This develops students' understanding of the interdependent nature of business activity, business operations, finance, marketing and human resources as well as external influences within a business context. It also supports students in applying their knowledge and understanding of how these interdependencies underpin business decision making. Both themes in the subject content represent this holistic approach through the application to different business contexts. This approach allows students to draw on knowledge and understanding from across their course of study as appropriate in any question on either paper. It also provides the basis for contextualised responses which is a key business skill.					
Focus	Topic 1.1 Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.	Topic 1.2 Spotting a business opportunity – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition	Topic 1.3 Putting a business idea into practice – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.	Topic 1.4 Making the business effective – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan	Topic 1.5 Understanding external influences on business – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.	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.
Knowledge (incl. links to prior and future learning)	Introduction to the marketing mix – Mini Project linked to Apple. 1.1.1. The dynamic nature of business 1.1.2 Risk & reward	1.2.1 Customer needs 1.2.2 Market research 1.2.3 Market segmentation 1.2.4 The competitive environment	1.3.1 Business aims and objectives 1.3.2 Business revenues, costs & profits 1.3.3 Cash and cash flow 1.3.4 Sources of business finance	1.4.1 The options for start-up & small businesses 1.4.2 Business location 1.4.3 The marketing mix 1.4.4 Business plans	1.5.1 Business stakeholders 1.5.2 Technology & business. 1.5.3 Legislation & business 1.5.4 The economy & business 1.5.5 External influences	Begin Theme 2 2.1.1 Business growth 2.1.2 Changes in business aims and objectives 2.1.3 Business and globalisation 2.1.4 Ethics, the environment

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	1.1.3 The role of business enterprise					and business Prior knowledge and links to Theme 1: 1.3.1 – business aims & objectives 1.3.2 – business revenues, costs & profit 1.3.4 – sources of business finance 1.4.1 – the options for start-up & small businesses 1.4.3 - The marketing mix
Skills (incl. links to prior and future learning)	**AO1** - Demonstrate knowledge and understanding of business concepts and issues **AO2** - Apply knowledge and understanding of business concepts and issues to a variety of contexts **AO3** - Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions Quantitative skills - Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions, including: • information from graphs and charts • profitability ratios (gross profit margin and net profit margin) • financial data, including profit and loss, average rate of return and cash-flow forecasts • marketing data, including market research data • market data, including market share, changes in costs and changes in prices. These quantitative skills will be assessed in both Papers 1 and Paper 2, totalling 10% of the marks available for the qualification. Questions involving quantitative skills will always be in a business assessment context.					
Assessment Focus	Baseline assessment – knowledge check so far – 1.1.1, 1.1.2 & 1.1.3	End of topic assessment 1.2	End of topic assessment 1.3	End of topic assessment 1.4 and 1.5	Progress Exams Theme 1	Calculation assessment – quantitative skills.
Cross-curricular links	English - We encourage students to use connecting phrases like 'so that', in 'order to' and so on to build analysis and application in their examination responses (throughout course).	Psychology – the thought process consumers go through when buying a product and consumer buying habits.	Maths: numeracy skills, calculations of percentage changes, notions of correlation, cause and effect and confidence can give rise to useful discussion of economic and business	Geography – globalisation, locational decisions.	Design Technology - students are familiar with CAD/CAM (and with different methods of production – technology based methods.	Geography – globalisation, locational decisions.

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			data with those who have studied statistics.		Geography – globalisation and stakeholders.	
Reading Opportunities	• Tutor2u Introduction to Edexcel GCSE Business – this introduces the key aspects of the course and what to expect - https://ondemand.tutor2u.net/students/getting-started-edexcel-gcse-business • Students should be considering purchasing the Pearson Edexcel Revision guide and workbook. The revision guide is useful for consolidating any misconceptions. The workbook could be saved until Year 11 to work through practice questions. These can be purchased in the school shop or they are available on Amazon and WHSmith. https://www.whsmith.co.uk/products/revise-edexcel-gcse-91-business-revision-guide-includes-online-edition-revise-edexcel-gcse-business-/mixed-media/9781292190716.html https://www.whsmith.co.uk/products/revise-edexcel-gcse-91-business-revision-workbook-for-the-2017-qualifications-revise-edexcel-gcse-bu/andrew-redfern/paperback/9781292190709.html • The exam board has a number of assessment materials that can be used by students from previous exam years, with correlating mark schemes too. Please take note that only exam papers from 2018 are valid as the examination qualification for GCSE business changed in 2017. You will not be able to access the 2022 papers as these are password protected. It is up to students if they would like to complete these for revision or again save them until Year 11. https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials. • Tutor2u is a fantastic resource that has many useful areas of revision for Year 10 students. Each year it gets better and better and more resources are available to students. The following links are just a few resources that students can take advantage of https://www.tutor2u.net/business/live/archive?level=gcse these are replays of 'Tutor2u Live' from last year and are relevant as they cover various topics that could come up in their summer exams/mock examinations. https://www.tutor2u.net/business/blog/gcse-igcse-business-studies-revision-notes-master-listing this is great as students have access to revision notes for pretty much all topics from the GCSE specification, there are also quizzes attached to topics too. • Students should have an awareness of current news stories too. This will develop their understanding of context and how the content they are learning links to real life businesses. https://www.bbc.co.uk/news/business • BBC bitsesize - another great resource with key revision links that students can use. This is concise and helps if students are particularly struggling with the content. https://www.bbc.co.uk/bitesize/subjects/zpsvr82					
Careers (enrichment opportunities and futures)	• Cadbury World/Thorpe Park – putting into practice all key content they would have learnt since September including: market research, production and • Year 10 work experience – make links to any key content that has been covered since September. • Make Your Mark with a Tenner competition. • Two Teachers – National competition.					

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English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Literature Paper Two: Modern Texts *Lord of the Flies/An Inspector Calls*	Literature Paper Two: Modern Texts *Lord of the Flies/An Inspector Calls* *Poetry*	English Language Paper 1	Literature Paper One: Shakespeare *The Merchant of Venice*	Literature Paper One: Shakespeare *The Merchant of Venice*	Literature Paper Two: Poetry (Power and Conflict)
Knowledge (incl. links to prior and future learning)	Students will develop their knowledge of the text with an appreciation for the particular aspects of form dependent on whether they are studying the play or novel. They have previously studied both forms in year 9 so will build on prior knowledge of the form and will revisit these for their year 10 and final GCSE exam. Students will also begin studying some of the anthology poems from the AQA power and conflict cluster in preparation for their end of year exam. The poems are:	Students will develop their knowledge of the text with an appreciation for the particular aspects of form dependent on whether they are studying the play or novel. They have previously studied both forms in year 9 so will build on prior knowledge of the form and will revisit these for their year 10 and final GCSE exam.	Students will develop their knowledge of various fiction based extracts as explored in Language Paper 1. Students will also revise descriptive writing features that they developed throughout KS3 in order to write a creative writing piece in the written section of the exam. They will revisit their knowledge of the timings for different questions on Language Paper 1 that they completed in year 9. Students will revise this for	Students will develop their knowledge of Shakespeare and the play 'The Merchant of Venice'. They have previously studied Shakespeare plays in years 7,8 and 9 and so will build on prior knowledge of the form and Shakespeare's language. Students will revisit these for their mock exam in year 11 and final GCSE exam.	Students will develop their knowledge of Shakespeare and the play 'The Merchant of Venice'. They have previously studied Shakespeare plays in years 7,8 and 9 and so will build on prior knowledge of the form and Shakespeare's language. Students will revisit these for their mock exam in year 11 and final GCSE exam.	Students will build on their analysis and comparison of poetry that they completed at KS3. The poems will be revised for the year 10 exam and again for their GCSE exam.

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	1. Poppies 2. War Photographer 3. Remains 4. Kamikaze 5. The Emigree		their final GCSE exam.			
Skills (incl. links to prior and future learning)	Analytical skills. Students will build on their skills of analysing either a novel or a play in Year 9. They will develop the skills of analysis necessary for success at GCSE. They will revisit and revise the text for their year 10 exam and as revision for their final GCSE exam.	Analytical skills. Students will build on their skills of analysing either a novel or a play in Year 9. They will develop the skills of analysis necessary for success at GCSE. They will revisit and revise the text for their year 10 exam and as revision for their final GCSE exam.	Analytical skills. Students will build on their skills of analysis from throughout KS3 and the start of KS4, applying them to fiction texts, revisiting skills of analysing fiction that they developed throughout KS3). Creative Writing. Students will develop skills of creative writing and build on grammatical skills that they have practised throughout KS3.	Analytical skills. Students will build on their skills of analysing a Shakespeare play that they develops at KS3 as well as the analytical skills they have developed throughout the start of year 10. They will develop the skills of analysis necessary for success at GCSE. They will revisit and revise the text for their mock exam and final GCSE exam.	Analytical skills. Students will build on their skills of analysing a Shakespeare play that they develops at KS3 as well as the analytical skills they have developed throughout the start of year 10. They will develop the skills of analysis necessary for success at GCSE. They will revisit and revise the text for their mock exam and final GCSE exam.	Analytical skills. Students will develop the analytical skills that they have worked on throughout KS3 based on a variety of texts. They will develop their ability to write analytical essays which is an essential part of their GCSE Literature and Language exam.
Assessment Focus	Analytical essay.	Analytical essay.	Language Paper 1 – completed paper (reading and writing sections)	Analytical essay.	Analytical essay.	Comparative analytical essay.

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Cross-curricular links	History – exploring the context of the text. Drama – exploring the features of a drama text and considering the impact of staging.	History – exploring the context of the text. Drama – exploring the features of a drama text and considering the impact of staging.	History – exploring fiction texts from across a range of eras.	History – Elizabethan era, anti-semitism and the role of women will be explored. Geography – the significance of Venice as a setting. Drama – exploring the features of a drama text and the impact of staging.	History – Elizabethan era, anti-semitism and the role of women will be explored. Geography – the significance of Venice as a setting. Drama – exploring the features of a drama text and the impact of staging.	History – exploring the context of the poems.
Reading Opportunities	Students will read a play or a novel.	Students will read a play or a novel.	Students will read a range of fiction extracts.	Students will read a Shakespeare play.	Students will read a Shakespeare play.	Students will read a range of poems.
Careers (enrichment opportunities and futures)	Students will develop an appreciation for literature and various writing, which will lead to discussions about the benefits of English for their future.	Students will develop an appreciation for literature and various writing, which will lead to discussions about the benefits of English for their future.	The writing section of the exam considers both narrative and description based questions – students will understand how to approach both styles of questions.	Discussions about aspects of law and society occur as a result of the issues in the play.	Discussions about aspects of law and society occur as a result of the issues in the play.	Some of the poems explore different careers. They will also develop an appreciation for literature and various writing, which will lead to discussions about the benefits of English for their future.

Curriculum Map – Year 10

Geography	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Topic 1 Hazards	Topic 2 Development Dynamics	Topic 3 Urbanising World See Hazards	Topic 4 UK Physical Geography See Hazards	Topic 5 UK Urban Geography See Hazards	Topic 6 Geographical Investigations See Hazards
Overview and Key Questions Specification: Pearson Edexcel B https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification_GCSE_L1-L2_Geography_B.pdf	By definition, all topic content is included in the Specification material, which is accessed via the link on the left. The content included in Hazards applies across all Topics. Students and parents are strongly encouraged to read the specification outline and supporting documents. Enquiry-based learning – the specification content is framed by geographical enquiry questions that encourage an investigative approach to each of the key ideas. As part of this enquiry process, students are encouraged to use integrated geographical skills, including appropriate mathematics and statistics, in order to explore geographical questions and issues. Provides an engaging real-world focus – students are encouraged to make geographical decisions by applying their knowledge, understanding and skills to real-life 21st-century people and environment issues. Engaging and manageable fieldwork – fieldwork environments are aligned with the core content of the course so that the experience of fieldwork can reinforce and enlighten learning in the classroom, and learning in the classroom can underpin learning in the field. Fieldwork tasks will remain for the lifetime of the specification so there is less time spent on planning and administration and more time to bring geography to life in the field. Straightforward assessments that are accessible for all abilities – there are three externally examined papers that provide gradual progression in demand throughout the topics. Across all three assessments there is consistent use of 12 different command words so that students know what to expect. Continuous progression – the new specification content develops students' knowledge and understanding of place, process and interaction by first introducing them to global issues and then to UK issues, including two fieldwork investigations. Building on this, via a decision making exercise, students will investigate a contemporary local, national or regional people and environment issues within a global setting, drawing on their wider knowledge and understanding from across the course. Supports progression to A Level – the compulsory and optional topic content gives students to the opportunity to lay a foundation of knowledge and understanding that can be further developed at A Level.					

Curriculum Map – Year 10

Knowledge (incl. links to prior and future learning)	Builds on the basic knowledge gained in the KS3 curriculum. The focus in KS4 is enquiry led with a range of Case studies allowing students to apply the underlying Geographical theories to real world events with a focus on solution and mitigation. Students are encouraged to draw knowledge from across the entire school curriculum and their own lived experience to apply to these enquiries.
Skills (incl. links to prior and future learning)	Geographical Skills Students are required to develop a range of geographical skills, including mathematics and statistics skills, throughout their course of study. These skills may be assessed across any of the examined papers. The full list of geographical skills is provided on page 37. Some geographical skills are specific to particular topic content, these are numbered within the content and indicated in the 'integrated skills' sections within the topics throughout the content pages.
Assessment Focus	In class, marked and graded assessment using GCSE questions & mark schemes with detailed feedback to students one both content and exam skills. Focus in assessment is on concise writing, developing an argument and numeracy. These core life skills will provide a foundation for any future career or study.
Cross-curricular links	Geography, which is the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities, links to all other subjects at KS4, in particular, Science, Maths, Business, Art, Digital Art, ICT and Technology.
Reading Opportunities	The school is a member of the Royal Geographical Society and students have access to the monthly magazines of the society and to its website, which provides a wide range of articles and books across the entire specification. Students have access to the monthly magazine of the Geographical Association (10 years), which are held in the department.
Careers (enrichment opportunities and futures)	Student visits to the Royal Geographical Society for guest lectures. Encouragement to enter student competitions run by the RGS and the GA to encourage independent learning and to build confidence. Two compulsory fieldtrips: One to the River Chess and the other to London to apply field work skills and develop report writing skills Students are encouraged to consider careers in Geography and linked occupations. Students who wish to proceed to A-Level are specifically encouraged to consider Geography as part of their studies.

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	Geography graduates have one of the highest rates of graduate employment, pursuing a wide range of career paths. It's often said that there is no such thing as a geography job; rather there are multiple jobs that geographers do. Geography graduates are very employable, with the skills, knowledge and understanding gained during a geography degree are held in high regard by employers.

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History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	American West The early settlement of the West, c1835 - c1862 How did the indigenous people adapt to live on the Great Plains? How did American settlers adapt to live on the Great Plains?	American West The development of the plains, c1862 - c1876 What impact did the American Civil War have upon the Great Plains? Manifest Destiny, the Transcontinental Railroads and the gold and land rushes – which had the biggest impact upon Plains settlement? What was meant by "the Wild West?" Conflict and Conquest, c1876 – c1895	Anglos Saxon England and the Norman Conquest, 1060 - 1066 What were the key features of Anglo Saxon society? Why was there a succession crisis at the start of 1066? Why did the Anglo Saxons lose the Battle of Fulford? Why did King Harald Hardrada lose the battle of Stamford Bridge? Why did King William lose the Battle of Hastings? How did King William control England after 1066?	C1000 – c1500 – crime, punishment and law enforcement in early modern England. How was Anglo Saxon England policed? How were people punished if they broke the law in Anglo Saxon England? What changes did the Normans make to law and order in England? How did law and order change by the end of the Middle Ages? What stayed the same? C1500 – c1700 – crime, punishment and law enforcement in the 16th to the 18th century	How was law and order maintained in Britain between C1700 –c1900? What changed and what remained the same? C1900 - today– crime, punishment and law enforcement in recent times. How was law and order maintained in Twentieth Century Britain to the present day? What changed and what remained the same?	Why was Whitechapel difficult to police? How did the police attempt to protect the public from "Jack the Ripper?"

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		What were the Range Wars? What happened when the "Red Indians" resisted white settlement of the Great Plains? When was the Frontier declared closed?	How did the Normans change England? What happened after King William died?	How was law and order maintained in Early Modern England?		
Knowledge (incl. links to prior and future learning)	The "discovery" of the New World and early settlement of America	The settlement of the "Wild West."	The story of 1066. Chalfont St Peter and the Domesday Book.	Crime and Punishment in Anglo Saxon and Norman England.	Crime and Punishment in Tudor and Stuart England. The condition and treatment of the poor. Crime and Punishment in Dickensian times. Crime and Punishment in the Twentieth and	The Jack the Ripper murders

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					Twenty first centuries.	
Skills (incl. links to prior and future learning)	Cause and consequence. Significance.	Cause and consequence. Significance.	Cause and consequence. Significance.	Change and continuity.	Change and continuity.	Cause and consequence. Significance. How to follow up a source.
Assessment Focus	Why was the buffalo important to the Plains Indians? Why did the beliefs and practices of the Plains Indians effect relations with American settlers? Why did the Donner Party fail in their journey, whilst the Mormons succeeded in their?	Why was the West wild? Why was homesteading so difficult? Why did the Range Wars start? Why did the Sioux win the Battle of Little Big Horn? Why was the Battle of Little Big Horn	Why was there a succession crisis at the start of 1066? Why did Duke William win the Battle of Hastings? How did King William conquer England? Why did the death of King William lead to war?	How did law and order develop between Anglo Saxon times and the end of the Middle Ages? What changed and what remained the same? How did law and order develop between end of the Middle Ages and Early Modern times? What changed and what remained the same?	How did law and order develop between Early Modern England and Victorian England? What changed and what remained the same? How did law and order develop in the Twentieth Century to the present day?	Why was Whitechapel difficult to police? Why was their rivalry in the police force? Why were the Jack the Ripper murders unsolved?

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		important to the fate of the Plains Indians?			What changed and what remained the same?	
Reading Opportunities					Oliver Twist. Hard Times. Borstal Boy.	

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IT (Cambridge Nationals Level 1 / 2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview & Key Questions	**Unit R050: IT in the Digital World (Examined Unit)** In this unit students will learn the theoretical knowledge and understanding to apply design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. **Topics include:** ● Design Tools ● Human Computer Interface (HCI) in everyday life ● Data and testing ● Cyber-security and legislation ● Digital Communications ● Internet of Everything (IoE)			**Unit R060: Data Manipulation using Spreadsheets (Coursework Unit)** In this unit students will learn how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements. Students will be able to evaluate your solution based on the user requirements. **Topics include:** ● Planning and designing the spreadsheet solution ● Creating the spreadsheet solution ● Testing the spreadsheet solution ● Evaluating the spreadsheet solution		
Knowledge (incl. Links to prior and future learning)	● Understanding of design principles and methodologies. ● Proficiency in using design software and tools. ● Knowledge of graphic design, layout, and user interface design. ● Awareness of how humans interact with computers and digital devices. ● Understanding of user experience (UX) design principles. ● Knowledge of accessibility and inclusivity in digital interfaces. ● Understanding of data types, structures, and databases. ● Proficiency in data analysis and interpretation. ● Knowledge of software testing methodologies and quality assurance. ● Awareness of cybersecurity threats and vulnerabilities. ● Understanding of encryption, firewalls, and other security measures. ● Knowledge of legal and ethical considerations in handling digital information. ● Understanding of communication protocols and networks. ● Knowledge of different communication technologies (e.g., wired, wireless). ● Proficiency in troubleshooting and maintaining digital communication systems. ● Understanding of the interconnected nature of devices and systems. ● Knowledge of IoT (Internet of Things) technologies. ● Awareness of the impact of IoE on various industries and everyday life.			● Understanding the purpose and scope of the spreadsheet project. ● Identifying and defining the data to be included in the spreadsheet. ● Designing the layout and structure of the spreadsheet, considering user requirements. ● Planning for data validation, formulas, and functions. ● Proficiency in using spreadsheet software (e.g., Google Sheets). ● Data entry and formatting skills to input information accurately. ● Implementation of formulas and functions for calculations. ● Creation of charts and graphs for data visualization. ● Use of advanced features such as pivot tables, macros, and conditional formatting. ● Conducting thorough testing to ensure the accuracy of calculations and data. ● Verifying that formulas and functions work correctly. ● Testing the spreadsheet with different sets of data to identify potential errors. ● Addressing and resolving any issues or bugs in the spreadsheet. ● Assessing the effectiveness of the spreadsheet in meeting the initial objectives. ● Gathering feedback from potential users to identify areas for improvement. ● Evaluating the overall design, layout, and user-friendliness of the spreadsheet. ● Reflecting on the testing phase and making any necessary adjustments. ● Considering ways to optimize and enhance the functionality of the spreadsheet.		

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IT (Cambridge Nationals Level 1 / 2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills (incl. links to prior and future learning)	• Creativity: Using design tools requires creativity to develop visually appealing and functional designs. • Problem-solving: Designing involves solving problems related to user experience and functionality. • Technical proficiency: Understanding and using design software effectively. • User-Centered Design: Learning how to design interfaces with the end user in mind. • Critical Thinking: Analyzing and evaluating the usability of different interfaces. • Communication Skills: Effectively communicating design choices to diverse audiences. • Data Analysis: Understanding and interpreting data for decision-making. • Critical Thinking: Evaluating the quality and reliability of data. • Testing and Debugging: Learning how to test software and identify and fix issues. • Cybersecurity Awareness: Understanding the importance of securing digital assets. • Legal and Ethical Considerations: Grasping the legal and ethical aspects of cybersecurity. • Critical Thinking: Analyzing potential security risks and developing strategies to mitigate them. • Communication Skills: Enhancing written and verbal communication skills. • Digital Literacy: Understanding various digital communication platforms and tools. • Collaboration: Working effectively in a digital communication environment. • Systems Thinking: Understanding how different components in the IoE are interconnected. • Innovation: Exploring new possibilities and applications in a connected world. • Adaptability: Grasping the rapid evolution of technology in the context of IoE.			• Analytical Skills: Identifying requirements and understanding how to structure data in a spreadsheet. • Problem-solving: Designing a spreadsheet solution that meets specific needs and objectives. • Organizational Skills: Planning and structuring data effectively for easy interpretation. • Technical Proficiency: Learning to use spreadsheet software effectively. • Data Entry and Formulas: Developing skills in entering data and creating formulas for calculations. • Attention to Detail: Ensuring accuracy in data entry and formula implementation. • Quality Assurance: Learning how to test and validate the functionality of a spreadsheet. • Problem Identification: Developing the ability to identify errors and issues in a spreadsheet. • Testing Techniques: Understanding different testing methods to ensure the accuracy and reliability of the spreadsheet. • Critical Thinking: Analyzing the effectiveness and efficiency of the spreadsheet solution. • User Feedback: Considering user feedback and making improvements based on evaluation. • Documentation Skills: Writing reports or documentation to communicate the evaluation findings. • Time Management: Planning and executing tasks within a set timeframe. • Visual Communication: Creating visually appealing and informative presentations or reports. • Self-assessment: Reflecting on personal and team performance, identifying areas for improvement.		
Assessment Focus	Examined Unit that is assessed during the students Summer Term GCSE exam season. This question paper has two parts: • Part A – worth 15 marks. Includes closed response, multiple choice and short response questions • Part B – worth 55 marks. Includes scenario based short, medium and extended response questions. One question will be a create style question [8 marks]. One extended response question [9 marks] will be assessed using a levels of response mark scheme.			Coursework NEA assessed unit set by OCR. This assessment is marked by the class teacher and moderated by the OCR exams board to ensure all marks are validated. The spreadsheet solution that is created from a provided client brief is assessed using an OCR provided criteria-based rubric following a Plan, Create and Evaluate guideline. Students will have the opportunity to rework their assessment based on overall feedback given by the teacher in year 11.		
Cross-Curricular Links	Media / Business / Computer Science			Computer Science		
Reading Opportunities	Reading for information and repurposing it for the uses of design and answering of scenario-based questions and case studies.			Reading for information and reorganising it based on client briefs.Making sense of the requirements and filtering data into contextual information to create spreadsheet solutions.		

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IT (Cambridge Nationals Level 1 / 2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Careers (enrichment opportunities & futures)	• Design • IT support technician • Cyber intelligence officer • Digital delivery manager • E-learning developer • IT trainer	• Forensic computer analyst • Indexer • IT project manager • Network engineer • Social media manager • Web designer		• Data analyst • Business analyst • Data entry clerk • Data scientist • Database administrator • Administrative assistants	• Indexer • Information scientist • Librarian administrator • Technical architect • Data migration specialist • Spreadsheeting Clerk	

Curriculum Map – Year 10

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	**Set 1-3** Percentages Probability Compound Measures **Set 4-5** Patterns and sequences Ratio and proportion Scatter graphs	**Set 1-3** Accuracy Similarity Inequalities **Set 4-5** Constructions Percentages Collecting data	**Set 1-3** Indices Standard Form Trigonometry **Set 4-5** Accuracy and rounding Circles	**Set 1-3** Sequences Volume and surface area Formulae and Kinematics **Set 4-5** Equations Compound measures	**Set 1-3** Graphical functions Non-right-angled trigonometry **Set 4-5** Pythagoras' Theorem Linear graphs	**Set 1-3** Sectors Proportion and variation Circle Theorems **Set 4-5** Inequalities Transformations Vectors
Knowledge (incl. links to prior and future learning) **Link to prior learning**: See KS3 National Curriculum for Mathematics and KS3 Curriculum plan **Future learning** See Year 11 Curriculum plan	**Sets 1-3** Multiply and divide by powers of ten. Recognise the per cent symbol (%) Understand that per cent relates to number of parts per hundred. Write one number as a fraction of another Calculate equivalent fractions know and apply formulae to calculate areas and volumes **Sets 4-5** Use simple formulae Solve multiplication and division problems Fractions	**Sets 1-3** Place value Round numbers to a given degree of accuracy Calculate square numbers Use standard units of measure Know and apply formulae to calculate: the area and volumes Identify, describe and construct congruent and similar shapes Solve linear equations Plot straight line graphs	**Sets 1-3** Apply the four operations, including formal written methods, to integers. Use and interpret algebraic notation Count backwards through zero to include negative numbers Use negative numbers in context, and calculate intervals across zero Proportion Pythagoras Angle facts Properties of shapes **Sets 4-5**	**Sets 1-3** Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Equivalent expressions Use standard units of measure Know and apply formulae for circles Area and perimeter of 2D shapes Nth term Compound units Solve linear equations **Sets 4-5** Use simple formulae	**Sets 1-3** Plot graphs of equations that correspond to straight-line graphs in the coordinate plane Recognise, sketch and interpret graphs of linear functions Know the trigonometric ratios Sin x = Opp/Hyp, Cos x = Adj/Hyp and Tan x = Opp/Adj. Apply them to find angles and lengths in right-angled triangles and, where possible, general triangles in	**Sets 1-3** Know and apply formulae to calculate: the area of triangles, parallelograms and trapezia; Know the formulae for circumference of a circle and area of a circle Calculate perimeters of 2D shapes, including circles; areas of circles and composite shapes Use ratio notation Express a multiplicative relationship between two quantities as a ratio

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	Multiples Work with coordinates in all four quadrants Understand discrete and continuous data	Identify and interpret gradients and intercepts **Sets 4-5** Parts of a circle Measures Types of angles Multiply and divide by powers of ten. Recognise the per cent symbol (%) Understand that per cent relates to number of parts per hundred Write one number as a fraction of another Calculate equivalent fractions Interpret and construct statistical diagrams for discrete and continuous data Averages	Recognise the value of a digit using the place value table. Round numbers to the nearest integer or given degree of accuracy not including decimal place or significant figure Calculate square numbers up to 12 x 12. Calculate perimeter and areas of 2D shapes, including composite shapes Round numbers to a given degree of accuracy	generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns use and interpret algebraic notation simplify and manipulate algebraic expressions Use standard units of measure Volume of cuboids Area of rectangles/triangles and compound shapes	two and three-dimensional figures **Sets 4-5** derive and apply the properties and definitions of special types of 2D shapes calculate the perimeters of 2D shapes, including composite shapes Describe positions on the full coordinate grid (all four quadrants) Recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule. Generate and describe linear number sequences	Relate ratios to fractions Express the division of a quantity into two parts as a ratio Apply ratio to real contexts and problems Angles in parallel lines Polygons and angles **Sets 4-5** Order positive and negative integers apply the four operations solve linear equations algebraically Reflection and rotation Recognise linear functions
Skills (incl. links to prior and future learning)	Pupils will increase their resilience during the course by learning new concepts, using prior knowledge to develop mathematical fluency and applying skills to various situations and problems. Pupils will be challenged in all lessons and show they have learned from mistakes through multiple tasks, including connecting exercises. The challenge activities will have the aim of developing both skills and high aspirations in both this subject and life beyond. Resilience will also be developed within the Key maths skills below (fluency, reasoning and problem-solving). Pupils will have the opportunity to work together to build and share their ideas on topics, discuss misconceptions and how these topics can be used in real-					

Curriculum Map – Year 10

	life situations. Each topic in Maths contains many sub-topics and skills. In these year groups the topics become more in-depth, build on prior knowledge from KS3 and prepare students for their GCSEs. Therefore, topics repeat from year to year for consolidation and fluency. Students regularly review their learning with knowledge recall starters, interleaving homework tasks and self-assessment of classwork with discussions on misconceptions.
Assessment Focus	**See Knowledge.**
Cross-curricular links	Science - Measures and volume as used in science Physics – Force and velocity Design Technology – Use of shapes for different designs, angles in designs, 3D models vs 2D designs Art – Understanding of fractions and proportions within artwork History – Ratio and proportion in terms of geographical data or comparing from the past and present Science – Supporting finding missing information within investigations Geography – map reading and calculating distances Economics – analysing data, understanding trends and making predictions Computer science – algorithms, data structures and programming Business studies – profit/loss, budgets and financial forecasting Music – Timing and intervals
Reading Opportunities	CGP GCSE Maths AQA Student Book – Higher CGP GCSE Maths AQA Student Book - Foundation
Careers (enrichment opportunities and futures)	All pupils should be numerate and able to use mathematics at both work and in everyday life beyond school. Mathematics is fundamental to future success and closely linked with financial success. It enhances their ability to infer, problem solve, think logically, spot patterns as well as navigate through their chosen career with a well-equipped vocabulary. GCSE maths is essential for further education and many employment opportunities. **Opportunities** Timetable rockstar competition, UKMT Challenge & Career themed lessons

Curriculum Map – Year 10

Media	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Media Language *How does media language create meaning?*	Representation *Compare the representation of age / gender / ethnicity?*	Media Language Representation Audience Industry *Compare how codes and conventions represent issues?* *Define the target audience for The Newspaper?*	Audience Industry *How does The Radio website appeal to audiences?* *Who regulates the radio industry?*	NEA Create a print or audio / visual product based on set brief. *How will you construct representations?* *How will you target your defined audience?*	NEA
Knowledge (incl. links to prior and future learning)	Print Advertising (A) Set case study	Magazines (A) Set case study	Newspapers (A & B) Set case study	Radio & Film marketing (B) Set case study	Create own media product	
Skills (incl. links to prior and future learning)	Analyse how media language creates meaning. Explore conventions of print advertising. Consider context.	Analyse how media language constructs representations. Explore conventions of magazine design. Research representation within industry. Analyse an unseen magazine cover.	Analyse how media language constructs representations / issues. Explore conventions of a broadsheet / tabloid. Research target audience and developments within industry. Analyse an unseen newspaper cover. Consider context.	Investigate the regulation of these industries. Research into audience and how they are targeted. Consider context and how these industries have evolved over time. Explore the impact of recent technology advancements.	Research Planning Photography Photoshop Premiere	

Curriculum Map – Year 10

Assessment Focus	Media Language	Representation	Media Language Representation Audience Industry	Audience Industry	Use of media language to create meaning. Meet the requirements of the set brief.	
Reading Opportunities	https://resources.eduqas.co.uk/pages/ResourceSingle.aspx?rlid=950 https://www.youtube.com/results?search_query=mrs+fisher					

Curriculum Map – Year 10

Core PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	"Team Sports" 1. Football 2. Netball 3. Handball 4. Basketball 5. Ultimate Frisbee 6. Rugby Lessons may include opportunities to; • Use and develop a variety of tactics and strategies to overcome opponents • Develop technique and improve performance • Evaluate performances compared to previous ones and demonstrate improvement across a range of	"Alternative Sports" 1. Capture the Flag 2. Spike ball 3. Dodgeball 4. Kabaddi 5. Tchoukball 6. Kickball 7. Danish Longball Lessons may include opportunities to; • Use and develop a variety of tactics and strategies to overcome opponents • Develop technique and improve performance • Evaluate performances compared to previous ones and demonstrate improvement	"Body, Mind & Fitness" 1. Crossfit / Fun Fitness 2. Couch 2 5K 3. Weight Training 4. Sport Specific Circuit Training 5. Yoga / Just Dance (Girls) OR Insanity (Boys) 6. Boxercise Lessons may include opportunities to; • Evaluate performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve personal bests • Continue to take part regularly in competitive	"SportsEd / Leadership" 1. Football 2. Netball 3. Handball 4. Basketball 5. Ultimate Frisbee 6. Rugby Lessons may include opportunities to; • Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either	"Athletics" 1. 100m 2. Javelin 3. Relay 4. Shot Put 5. 800m 6. Discuss Lessons may include opportunities to; • Develop technique and improve performance • Evaluate performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve personal bests • Continue to take part regularly in competitive sports and activities outside	"Summer Games" 1. Rounders 2. Cricket 3. Softball 4. Tennis / Football Tennis 5. Badminton / hockey 6. Danish Longball Lessons may include opportunities to; • Use and develop a variety of tactics and strategies to overcome opponents • Develop technique and improve performance • Evaluate performances compared to previous ones and demonstrate improvement across a range of

Curriculum Map – Year 10

	physical activities to achieve personal bests • Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs	across a range of physical activities to achieve personal bests • Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs	sports and activities outside school through community links or sports clubs • Develop understanding of importance of health and fitness and how to manage the health & fitness outside of school to help mental health	individually or as a group • Evaluate performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve personal bests • Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs • Develop awareness of potential career possibilities within sport and importance of	school through community links or sports clubs	physical activities to achieve personal bests • Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

Curriculum Map – Year 10

				leadership in those areas • Develop awareness of careers in sport and how sports leadership provides a wide range of opportunity, alongside coaching		
Knowledge (incl. links to prior and future learning)	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership.	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership.	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership	Sports rules, tactics and technique. Benefits of healthy, active lifestyles. Leadership.
Skills (incl. links to prior and future learning)	Head, heart and hands (HHH). Greater emphasis on head and heart.	Head, heart and hands (HHH). Greater emphasis on head and heart.	Head, heart and hands (HHH). Greater emphasis on head and heart.	Head, heart and hands (HHH). Greater emphasis on head and heart.	Head, heart and hands (HHH). Greater emphasis on head and heart.	Head, heart and hands (HHH). Greater emphasis on head and heart.
Assessment Focus	Head, heart and hands.	Head, heart and hands.	Head, heart and hands.	Head, heart and hands.	Head, heart and hands.	Head, heart and hands.
Cross-curricular links	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles	Theoretical links to biology eg – muscles

Curriculum Map – Year 10

Careers (enrichment opportunities and futures)	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams	Extra-curricular clubs and sports teams

Curriculum Map – Year 10

Cambridge National Sports Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	Students begin their Cambridge Nationals Sports Science course with R181	Students continue their Cambridge Nationals Sports Science course with R181	Students continue their Cambridge Nationals Sports Science course with R181	Students continue their Cambridge Nationals Sports Science course with R181	Students continue their Cambridge Nationals Sports Science course with R181	Students continue their Cambridge Nationals Sports Science course with R181
Knowledge (incl. links to prior and future learning)	Applying the Principles of Training- Fitness & How it Affects Skill Performance	Applying the Principles of Training- Fitness & How it Affects Skill Performance	Applying the Principles of Training- Fitness & How it Affects Skill Performance	Applying the Principles of Training- Fitness & How it Affects Skill Performance	Applying the Principles of Training- Fitness & How it Affects Skill Performance	Applying the Principles of Training- Fitness & How it Affects Skill Performance
Skills (incl. links to prior and future learning)	• Completing research • Working with others • Planning training programmes • Evaluating and making recommendations to help • improve performance • Creating and delivering presentations • Writing reports • Leadership skills	• Completing research • Working with others • Planning training programmes • Evaluating and making recommendations to help • improve performance • Creating and delivering presentations • Writing reports • Leadership skills	• Completing research • Working with others • Planning training programmes • Evaluating and making recommendations to help • improve performance • Creating and delivering presentations • Writing reports • Leadership skills	• Completing research • Working with others • Planning training programmes • Evaluating and making recommendations to help • improve performance • Creating and delivering presentations • Writing reports • Leadership skills	• Completing research • Working with others • Planning training programmes • Evaluating and making recommendations to help • improve performance • Creating and delivering presentations • Writing reports • Leadership skills	• Completing research • Working with others • Planning training programmes • Evaluating and making recommendations to help • improve performance • Creating and delivering presentations • Writing reports • Leadership skills

Curriculum Map – Year 10

	• Healthy living and lifestyle skills.	• Healthy living and lifestyle skills.	• Healthy living and lifestyle skills.	• Healthy living and lifestyle skills.	• Healthy living and lifestyle skills.	• Healthy living and lifestyle skills.
Assessment Focus	• Recall knowledge and show understanding of Sport Science concepts • Apply knowledge and understanding of Sport Science concepts • Analyse and evaluate knowledge, understanding and performance • Demonstrate and apply sporting skills and processes relevant to Sport Science.	• Recall knowledge and show understanding of Sport Science concepts • Apply knowledge and understanding of Sport Science concepts • Analyse and evaluate knowledge, understanding and performance • Demonstrate and apply sporting skills and processes relevant to Sport Science.	• Recall knowledge and show understanding of Sport Science concepts • Apply knowledge and understanding of Sport Science concepts • Analyse and evaluate knowledge, understanding and performance • Demonstrate and apply sporting skills and processes relevant to Sport Science.	• Recall knowledge and show understanding of Sport Science concepts • Apply knowledge and understanding of Sport Science concepts • Analyse and evaluate knowledge, understanding and performance • Demonstrate and apply sporting skills and processes relevant to Sport Science.	• Recall knowledge and show understanding of Sport Science concepts • Apply knowledge and understanding of Sport Science concepts • Analyse and evaluate knowledge, understanding and performance • Demonstrate and apply sporting skills and processes relevant to Sport Science.	• Recall knowledge and show understanding of Sport Science concepts • Apply knowledge and understanding of Sport Science concepts • Analyse and evaluate knowledge, understanding and performance • Demonstrate and apply sporting skills and processes relevant to Sport Science.
Cross-curricular links	Theoretical links to biology- eg. Bones / muscle & the heart and lungs	Theoretical links to biology- eg. Bones / muscle & the heart and lungs	Theoretical links to biology- eg. Bones / muscle & the heart and lungs	Theoretical links to biology- eg. Bones / muscle & the heart and lungs	Theoretical links to biology- eg. Bones / muscle & the heart and lungs	Theoretical links to biology- eg. Bones / muscle & the heart and lungs
Reading Opportunities	**Cambridge Nationals Level 1/2 Sport Science Second Edition**- Ross Howitt & Mike Murray	**Cambridge Nationals Level 1/2 Sport Science Second Edition**- Ross Howitt & Mike Murray	**Cambridge Nationals Level 1/2 Sport Science Second Edition**- Ross Howitt & Mike Murray	**Cambridge Nationals Level 1/2 Sport Science Second Edition**- Ross Howitt & Mike Murray	**Cambridge Nationals Level 1/2 Sport Science Second Edition**- Ross Howitt & Mike Murray	**Cambridge Nationals Level 1/2 Sport Science Second Edition**- Ross Howitt & Mike Murray

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	Cambridge National Level1/2 Sport Science Student Book- Layla Green, Andy Neal, Keith Smith & Brett Sutcliffe	**Cambridge National Level1/2 Sport Science Student Book**- Layla Green, Andy Neal, Keith Smith & Brett Sutcliffe	**Cambridge National Level1/2 Sport Science Student Book**- Layla Green, Andy Neal, Keith Smith & Brett Sutcliffe	**Cambridge National Level1/2 Sport Science Student Book**- Layla Green, Andy Neal, Keith Smith & Brett Sutcliffe	**Cambridge National Level1/2 Sport Science Student Book**- Layla Green, Andy Neal, Keith Smith & Brett Sutcliffe	**Cambridge National Level1/2 Sport Science Student Book**- Layla Green, Andy Neal, Keith Smith & Brett Sutcliffe
Careers (enrichment opportunities and futures)	Progression to 6th form sports studies	Progression to 6th form sports studies	Progression to 6th form sports studies	Progression to 6th form sports studies	Progression to 6th form sports studies	Progression to 6th form sports studies

Curriculum Map – Year 10

Technology	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview and Key Questions	New and Emerging Technologies. Cards and boards & mini practical (Sellotape dispenser project).	Materials and their working properties Polymers & mini practical (Sellotape dispenser project).	Timber based materials Mock NEA (small scale coursework project)	Metal based materials Mock NEA (small scale coursework project)	Textile based material Mock NEA (small scale coursework project)	NEA – 1st June Begin NEA 1st June after exam board release.
Knowledge (incl. links to prior and future learning)	Research and Initial ideas, CAD/CAM, Kaizen, scales of production, just in time manufacture, cards and boards, automation.	Cards and boards, sustainability and the environment, people, culture and society, prototyping.	Timber and the tools and adhesives used to make timber products.	Metal and the tools and fixings and fastenings used to make metal products.	Textiles and the tools and fixings and fastenings used to make textile products.	Learning how to research and design a product.
Skills (incl. links to prior and future learning)	Using 2D Design and TinkerCAD. Prototyping using card and rapid prototyping.	Using the laser cutter and 3D printer. Using polymer heating processes.	Using hand tools and workshop machinery.	Using hand tools and workshop machinery.	Using hand tools and sewing machinery.	Differing research techniques and portfolio presentation.
Assessment Focus	Assessment Theory - unit test Practical – Prototype against exam board requirements.	Assessment Theory - unit test Practical – Prototype against exam board requirements.	Assessment – Folder and model against exam board requirements.	Assessment – Folder and model against exam board requirements.	Assessment – Folder and model against exam board requirements.	Assessment – Folder against exam board requirements.
Cross-curricular links	Business – various scale manufacturing methods.	Geography – learning about sustainability and the environment.	Maths – measuring with a ruler and calculating waste.	Maths – measuring with a ruler and calculating waste.	Maths – measuring with a ruler and calculating waste.	Geography – research and analyse gathered research evidence.

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Reading Opportunities	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.	www.technologystudent.com PG online AQA GCSE (9-1) Design and Technology text book. CGP GCSE AQA Design and Technology revision guide.
Careers (enrichment opportunities and futures)	Learning about the different scales of production when manufacturing products.	Learning about the social factors which influence purchasing.	Learning the costings of materials and wastage of materials and the impact on a business.	Learning the costings of materials and wastage of materials and the impact on a business.	Learning the costings of materials and wastage of materials and the impact on a business.	Learning how designers obtain information from a client in order to design a product fit for purpose.