



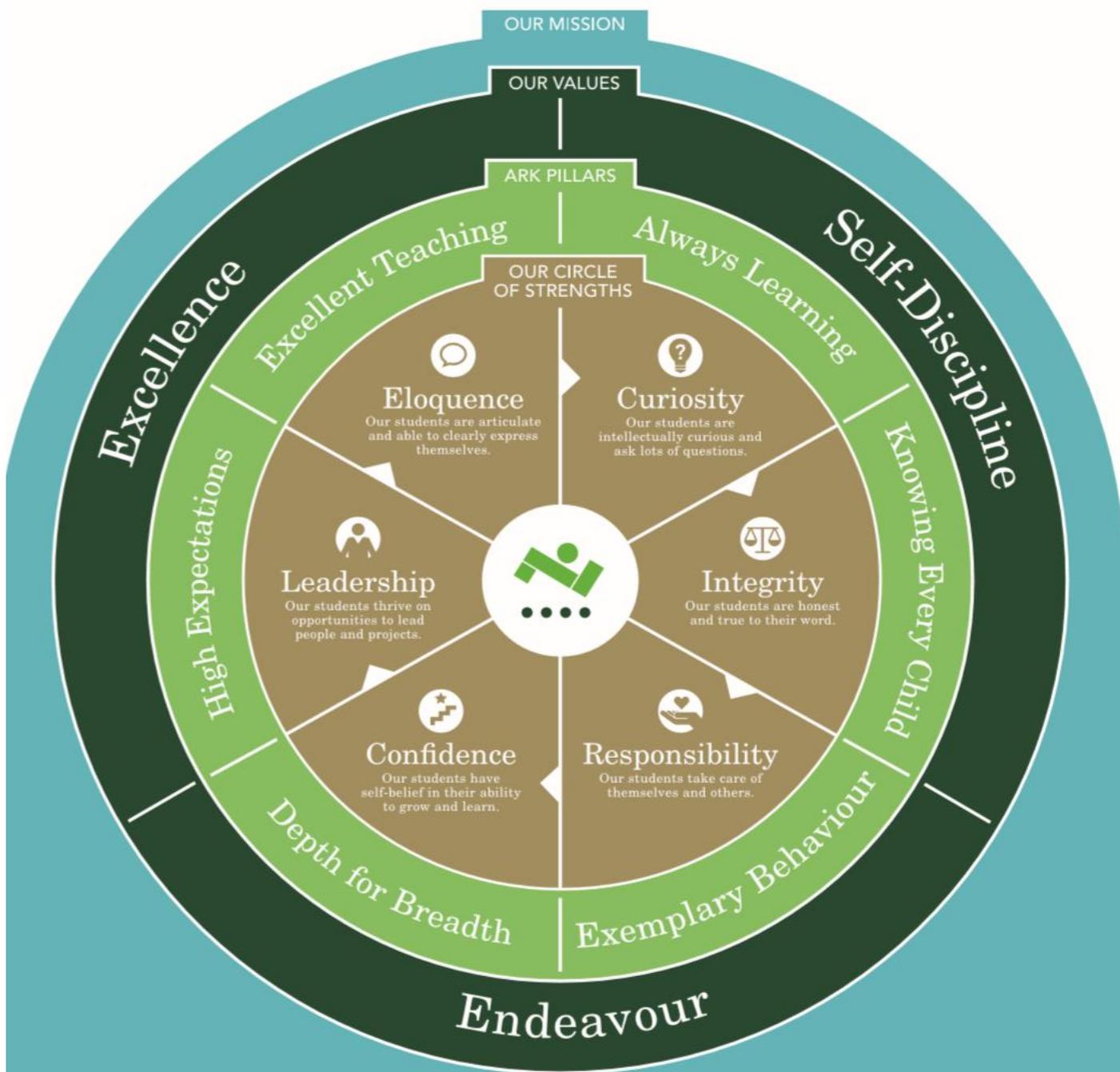
Ark Evelyn Grace
Academy

Year 10 Curriculum Overview 2019-20



<http://evelyngraceacademy.org/>

September 2019.v1



We provide a transformational education that enables our students to live happy and fulfilling personal and professional lives.

‘Cleverer and kinder every day’

Cleverer and kinder every day

Our Curriculum vision

Intent

Knowledge - we have designed a curriculum which is of relevance to our context and student body. At the heart of our curriculum is knowledge and information that adds to our students' cultural capital. The more you know the more you can think about, as you cannot think about that which you do not know. We have decided what the key knowledge is that will enable our students to leave our academy cleverer and kinder. It is shared with our students and parents in curriculum booklets.

Vocabulary – our curriculum will be vocabulary rich as closing the advantage gap is about closing vocabulary gaps between word poor and word rich households.

Mastery – our curriculum will include well-planned opportunities to retrieve essential knowledge and master its application.

Fertile Questions – all of our schemes of learning use questions to stimulate our students' curiosity and develop their independent learning. These questions require developed responses from our students and each lesson provides part of a response to the enquiry question which is answered through acquired and applied knowledge.

Backwards planning - We have identified the essential knowledge for each subject in each year, planning backwards from Year 11. The curriculum therefore sequences this knowledge in an order which helps to grow and develop our students' minds.

Enrichment - We also offer a broad and varied enrichment programme so that students may explore and develop their talents and character beyond the classroom.

Implementation

Groupings - students are set across the core subjects (English, Maths, Science and RE) in KS4 using prior and current attainment data. Careful groupings can significantly improve student progress and we are committed to taking the time and effort required to get groupings right for our students. Groups are reviewed throughout the year, and changes made where appropriate.

Planning - Our curriculum has been thoroughly planned with high expectations and challenge, thinking about what we are teaching and the context and sequence of topics. We give our departments timetabled co-planning time to train and also to prepare their curriculum. This book contains a curriculum overview for each subject laying out the key knowledge that our students will be learning throughout Year 10.

The implementation of our curriculum prioritises;

SAY IT: Eloquence and vocabulary are key to our students becoming clever and kinder.

WRITE IT: We have a whole school approach to improving the quality of writing.

KNOW IT: Our curriculum is knowledge-rich with embedded strategies such as the *ANSWER* model to help our students memorise and apply essential knowledge.

Our priorities are backed up with an emphasis on fertile questions and vocabulary. Fertile questions open our students' minds to possibilities and allow them to think about and explore topics. We focus on vocabulary identifying the key vocab that our students need in every lesson.

Impact

The impact of our curriculum will be reflected in our outcomes across every year and also in how our students act, perform and how they are perceived in our local community.

To support this, we carefully analyse attainment data to target students so that they may attend mastery lessons after school, so that the gaps in understanding are bridged. We also monitor attendance at enrichment activities.

Year overview

Subject	Number of lessons
English	6
Maths	6
Science	6
RE	2
PE (Core)	1
Block A	3
Block B	3
Block C	3
Total	30

Block A	Block B	Block C
Computer Science	Business GCSE	Art
Design & Technology	Design & Technology	Business GCSE
Geography	Geography	Drama
History	Mandarin	History
Spanish	Music	PE GCSE
PE NCFE	Photography	Princes Trust

Homework Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BL GR	English (P4)	Science (P6) RE (P5)	Maths (P1)	Science (P1) English (P6)	Maths (P6) Science (P4)
YE OR PU	English (P4)	Science (P5) RE (P2)	Maths (P5)	Science (P3&5) English (P6)	Maths (P6) Science (P4)
Option	Option A (P2) Computer Science Design & Technology Geography History Spanish PE NCFE		Option C (P3&4) Art Business Drama History PE Princes Trust		Option B (P1) Business Design & Technology Geography Music Mandarin Photography

Assessment

At EGA, assessing students learning is a vital component of every lesson and every unit of work. This involves checking how students are doing with each new concept, idea or skill introduced. If we find out a student doesn't 'know it', we review how we taught it and go back and approach the learning in a different way. This could be giving students more practice or a different way of consolidating their learning.

Assessment takes place in lessons on an ongoing basis and could include in-class targeted questioning, evaluative tasks, whiteboards/traffic lights, short quizzes, etc.

This feeds into the Assessment cycle where students will take formal assessments that take place during the times shown below. We will use that data to set students where appropriate and to inform interventions.

Assessment Cycle

Term	Type	Subjects	Dates
Autumn	Assessment	All subjects	From: Wednesday 27 th November To: Wednesday 11 th December
Summer	Assessment	All subjects	From: Monday 15 th June To: Friday 26 th June

Below you will see what reports you should expect to receive and when.

Year group	Autumn - December	Spring	Summer - August
10	Data report		Data report/Tutor report

Curriculum Overview

The following documents the essential knowledge and skills that all our Year 10s will need to know in each subject area.

English Language (GCSE) – Year 10	
Term 1	<p>English Language Paper 1 – Explorations in Creative Reading and Writing</p> <p>How to decode a text How to retrieve factual information How writer’s use language to create meaning How and why do writers’ structure their texts Writing about methods writers’ use to create meaning</p>
Term 2	<p>English Language Paper 1 – Explorations in Creative Reading and Writing</p> <p>How to embed language rich quotations The skill of evaluation How to write language rich descriptive writing</p>
Term 3	<p>English Language Paper 2 – Writer’s Viewpoints and Perspectives</p> <p>How can we decode difficult texts? How and why we compare texts on similar content but from differing centuries Further skills on retrieving facts What is a summary and how can I synthesise information?</p>
Term 4	<p>English Language Paper 2 – Writer’s Viewpoints and Perspectives</p> <p>How can we show understanding of how a writer creates a viewpoint or perspective? How to write an article The rules of debate and argument How to structure a writing to argue text</p>
Term 5	<p>Revision of Key Skills English Language Papers 1 and 2 – focus dependent on skill gaps identified in previous assessments</p>
Term 6	<p>Assessments</p> <p>Spoken Language – Assessment to be recorded before end of academic year</p> <p>Presenting on a topic that interests thinking carefully about how to structure your speech and use a rich and sophisticated vocabulary Presenting information and ideas Responding to spoken language Using spoken Standard English</p>
Homework	<p>Students will receive homework at least twice weekly to consist of reading and comprehension questions; revision exercises; practise papers and questions; research</p>
To stretch myself...	<p>I will be given wider reading for each of the units. This will support my understanding of the texts and the contexts they were written in. I can practise my understanding on sites such as BBC Bitesize and Seneca</p>
Exam Board	<p>AQA</p>

English Literature (GCSE) – Year 10	
Term 1	<p>English Literature Paper 1 – Shakespeare - Macbeth</p> <p>Characters Macbeth – is Macbeth innately evil and villainous or merely too ambitious? Lady Macbeth – can she be seen as the force of evil in the play? Why Shakespeare did chose for the only strong female in the play to commit suicide? Banquo – why is it important that he will ‘beget’ kings? Why does Macbeth murder his best friend? The Witches – the role of the Supernatural in 17th century England. Why did Shakespeare include them? King Duncan – the Divine right of Kings. Why did Shakespeare have King Duncan murdered off stage?</p> <p>Themes Ambition – Macbeth’s fatal flaw? Loyalty and betrayal – the role of patronage in Elizabethan court; how betrayal was seen as a route to hell Kingship – the Divine right of Kings; the role of an heir Good and evil – are people born evil or does society make them evil? The supernatural – a force of evil, or</p> <p>Setting – the moor; castles – why did Shakespeare set the play in Scotland? How can the settings be seen as homage to James I?</p> <p>Context Elizabethan England – the shift of power to a King after the reign of Elizabeth I</p>
Term 2	<p>English Literature Paper 1 – Shakespeare - Macbeth</p> <p>Characters The Macduffs – is it ever OK to murder women and children in war? Malcolm and Donalbain – why did they flee? Do they have a right to claim the throne after fleeing Scotland?</p> <p>Themes Reality and appearances – the symbolism of the dagger and blood; Are people what they seem? Fate and free will – are our lives predestined, or can we control what happens in our lives?</p>
Term 3	<p>English Literature Paper 2 – Read and Study Poetry –Power and Conflict</p> <p>Anthology/Unseen Poetry How do we respond to poetry? Why study poetry? What links about conflict learned in other areas of the course can we make? Skills covered:</p> <ul style="list-style-type: none"> • Literal and inferential comprehension • Identifying the theme and distinguishing between themes; supporting a point of view • Evaluation of a writer’s choice of vocabulary, grammatical and structural features • Making an informed personal response that derives from analysis and evaluation of the text • Evaluating how language, structure, form and presentation contribute to quality and impact • Linguistic and literary terminology for such evaluation • Comparing texts
Term 4	<p>English Literature Paper 2 – Read and Study Poetry –Power and Conflict</p> <p>Anthology/Unseen Poetry Learning how to make links across 15 anthology poems</p>
Term 5	<p>English Literature Paper 2 – Modern Texts – An Inspector Calls</p> <p>Characters The Inspector – how does Priestley use the Inspector as his mouth piece and as a moral compass for the audience? Arthur Birling – the role of the emerging middle classes, the use of dramatic irony Sheila Birling – why does Priestley use the character of Sheila as a representation of hope for societal change? Gerald Croft – why was it seen as acceptable for Gerald to cheat on Sheila?</p> <p>Theme Britain in 1912 and 1945 – how did Britain change between the war years? Family life – how families can conceal a murky past; can you rely on your parents? Social class – the emergence of the middle class; how the wealthy exploited the working class</p> <p>Dramatic devices – dramatic irony; entrances and exits; stage directions; characterisation; dialogue</p> <p>Setting – the dining room – the form of the well-made play; how setting can be used as a microcosm of society</p> <p>Context – Edwardian and post-WWII England – how Priestley uses context to force societal change</p>

Term 6	English Literature Paper 2 – Modern Texts – An Inspector Calls Character Sybil Birling – how is Mrs Birling a representation of the selfishness of the wealthy? Eric Birling – how can Eric be seen as most guilty for Eva’s death? Eva Smith/Daisy Renton – how can Eva Smith represent the working class? How does Priestley create sympathy for a character the audience never gets to see? Theme Men and women – is the role of gender innate or created by society? What is the role of patriarchy? Social responsibility – do we have a responsibility for those less fortunate than ourselves, or does family always come first? Judgement – how does Priestley use the audience as the ultimate judge? Time – Ouspensky and Donne – how are their theories about time relevant to the play? Assessments
Homework	Students will receive homework at least twice weekly to consist of reading and comprehension questions; revision exercises; practise papers and questions; research
To stretch myself...	I will be given wider reading for each of the units. This will support my understanding of the texts and the contexts they were written in. I can practise my understanding on sites such as BBC Bitesize and Seneca
Exam Board	AQA

Maths (GCSE) – Year 10	
Term 1	<p>Number</p> <p>Unit 1 – Powers and Roots</p> <ul style="list-style-type: none"> • Understand the meaning of higher powers and know how to find these • Understand the meaning of roots and how to find these, including through approximation • Efficient use of a calculator, when appropriate <p>Unit 2 – Surds and Irrational Numbers</p> <ul style="list-style-type: none"> • Understand the difference between rational and irrational numbers • Change recurring decimals into their corresponding fractions and vice versa • Rationalise denominators <p>Unit 3 – Indices</p> <ul style="list-style-type: none"> • Understand the meaning of higher powers and know how to find these (recap unit 1) • Understand, derive and use the rules of indices with integer values • Multiplying numbers in index form • Dividing numbers in index form • Raising a power by a power • Negative powers • The power of zero • The power of 1 • Calculate with fractional indices <p>Unit 4 – Standard Form</p> <ul style="list-style-type: none"> • Multiply and divide numbers by any power of 10 • Convert numbers to and from standard form • Perform calculations involving standard form • Efficient use of a calculator, when appropriate <p>Unit 5 – Sequences</p> <ul style="list-style-type: none"> • Recognise and describe arithmetic and geometric sequences • Arithmetic Sequences; Find a formula for the nth term • Geometric sequences; Find a formula for the nth term • Find the formula for the nth term of a quadratic sequence • Find missing terms in, and find the formula for the nth term of, geometric sequences with ratios that are surds
Term 2	<p>Applications of Algebra</p> <p>Unit 6 – Quadratics</p> <ul style="list-style-type: none"> • Expand products of two binomials • Factorise quadratic expressions of the form $x^2 + bx + c$ • How to use Algebra tiles • Difference of two squares • Factorise quadratic expressions of the form $ax^2 + bx + c$, when $a > 1$ • Complete the square of a quadratic expression • Solve quadratic equations of the form $x^2 + bx + c$ by factorising • Introducing the quadratic formula • Rearrange and solve quadratic equations by factorisation, completing the square or the use of the quadratic formula <p>Unit 7 – Quadratic Graphs</p> <ul style="list-style-type: none"> • Draw and recognise quadratic graphs • Use quadratic graphs to find the approximate solution to quadratic equations • Identify intercepts, and using symmetry, the turning points of graphs of quadratic functions • Sketch graphs of quadratic functions, finding the turning point by completing the square <p>Unit 8 – Algebraic Fractions</p> <ul style="list-style-type: none"> • Simplify algebraic fractions • Manipulate algebraic fractions <p>Unit 9 – Simultaneous Equations</p> <ul style="list-style-type: none"> • Solving simultaneous equations graphically • Solving simultaneous equations algebraically • Writing and solving simultaneous equations to solve problems • Set up and solve two simultaneous equations where one is linear and one is quadratic
Term 3	<p>Percentages and Probability</p> <p>Unit 10 – KS3 FDP Review</p> <ul style="list-style-type: none"> • Understand fraction notation, recognising when fractions are equivalent

	<ul style="list-style-type: none"> • Convert between improper fractions and mixed numbers • Apply the four rules of number to fractions • Find fractions of a quantity • Appreciate the equivalence of fractions, decimals and percentage and convert between them <p>Unit 11 – Percentages</p> <ul style="list-style-type: none"> • Increase and decrease by a given percentage • Express one number as a percentage of another, including percentage changes • Know the difference between simple and compound interest • Solve problems involving compound interest • Solve other problems involving repeated change, such as depreciation • Solve problems involving growth and decay <p>Unit 12 – Probability, Sets and Venn Diagrams</p> <ul style="list-style-type: none"> • Use the language associated with probability • Find the probability of a single event when there are equally likely events • Convert between different forms of probability – fractions, decimals and percentages • Know that $P(\text{Not } A) = 1 - P(A)$ • Solve equations from probability problems • Understand what is meant by relative frequency • Understand why relative frequency is sometimes used as an estimate for probability • Compare theoretical probability with result obtained by experiments • Use Venn diagrams and two-way tables to solve probability problems • Construct Venn diagrams and two-way tables to solve probability problems • Use the addition law for probability, understanding when events are mutually exclusive • Systematically list sample spaces • Understand the multiplication rule for independent and dependent events • Use tree diagrams to solve probability problems • Construct tree diagrams to solve probability problems • Understand what is meant by conditional probability • Calculate conditional probabilities • Extend their work on Venn diagrams to include those with three regions • Solve more complex problems involving tree diagrams
<p>Term 4</p>	<p>Geometry</p> <p>Unit 13 – Transformations</p> <ul style="list-style-type: none"> • Reflect a shape in a given line, including on a coordinate grid using e.g. $x = \pm a$ • Rotate a shape by a 90°, 180° and 270° about a given centre • Translate a shape by a given vector • Understand that these transformations do not affect the area of the shape and that the distance between pairs of points is the same in the image as in the original shape • Describe a single transformation using correct mathematical language • Enlarge shapes, with or without a coordinate grid, from a given centre, using positive integer and fractional scale factors • Find the centre of enlargement given a shape and its image • Enlarge shapes from a given centre, using negative integer and fractional scale factors • Consider the effects of combining reflections, rotations and translations <p>Unit 14 – Upper and Lower Bounds</p> <ul style="list-style-type: none"> • Find the upper and lower bounds of a calculation using numbers that have been rounded to a given degree of accuracy • Understand the difference between the bounds of discrete and continuous quantities <p>Unit 15 – 2D Shapes and Circle Geometry</p> <ul style="list-style-type: none"> • Round numbers to a given number of decimal places • Calculate the area of: Triangles, Parallelograms, Trapezia, Circles and Composite 2D shapes • Find the circumference of a circle • Find the perimeter of composite 2D shapes • Identify and use the terms centre, radius, chord, diameter, circumference, tangent, arc, sector and segment • Calculate the length of an arc of a circle • Calculate the area of a sector of a circle • Recognise and use the equation of a circle, centre the origin • Find the equation of a tangent to a circle at a given point

	<p>Unit 16 – 3D Shapes</p> <ul style="list-style-type: none"> Recognise the vocabulary associated with 3D solids Interpret plans and elevations of 3D solids Construct plans and elevations of 3D solids <p>Unit 17 – Volume and Surface Area</p> <ul style="list-style-type: none"> Calculate the surface area and volume of: Cuboids, Spheres, Cones, Pyramids, Simple composite solids Compare the surface area and volume of solid shapes, using ratios where appropriate Form and solve equations related to 3D shapes Give answers in terms of pi if appropriate Understand the limits of accuracy, using inequality notation to show error intervals Convert between area and volume units
<p>Term 5</p>	<p>Similarity</p> <p>Unit 18 – Ratio Review</p> <ul style="list-style-type: none"> Recognise and use ratio notation, simplify ratios, compare ratios to fractions, decimals and percentages Share a quantity in a given ratio Solve simple ratio and proportion problems <p>Unit 19 – Direct and Inverse Proportion</p> <ul style="list-style-type: none"> Use and apply compound units such as density and pressure Know and apply Density = Mass ÷ Volume Use and apply compound units in algebraic contexts Solve problems using unitary method Recognise the link between gradient and proportion Solve problems involving direct proportion in numerical and algebraic contexts Solve formal problems involving direct proportion where $y \propto x$ Solve problems involving inverse proportion in contexts such as speed, distance and time Solve formal problems involving inverse proportion where $y \propto 1/x$ Solve problems involving a quantity directly or inversely proportional to a power or a root of another quantity <p>Unit 20 – Pythagoras’ Theorem</p> <ul style="list-style-type: none"> Find missing sides in right-angled triangles given the other two sides Model practical situations with right-angled triangles and so find missing lengths Identify whether a triangle is right-angled by considering the lengths of its sides <p>Unit 21 – Similarity and Trigonometry</p> <ul style="list-style-type: none"> Understand the meaning of similarity Find missing sides in pairs of similar shapes, including similar triangles Understand and use the relationship between lengths, areas and volumes of similar shapes Understand and use the trigonometric ratios sin, cos and tan Understand the link between similar triangles and trigonometry Derive and use the exact values of $\sin \theta$ and $\cos \theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ and 90°; know the exact value of $\tan \theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ Solve problems involving right-angled triangles Use the sine rule to find missing sides and angles in any triangle • Use the cosine rule to find missing sides and angles in any triangle Find the area of a triangle using the formula Area = $\frac{1}{2} ab \sin C$ <p>Unit 22 – 3D Triangles</p> <ul style="list-style-type: none"> Apply Pythagoras’ theorem to problems in three dimensions, including repeated use of the theorem e.g. in finding the length of the diagonal of a cuboid Identify right-angled triangles in three-dimensional shapes and use trigonometry to find missing sides and angles
<p>Term 6</p>	<p>Data Handling</p> <p>Unit 23 – Averages and Range</p> <ul style="list-style-type: none"> Calculate the mean, median and mode and range of ungrouped data Find the modal class of grouped data Find estimates of the mean, median and range of grouped data Make comparisons between sets of data using summary statistics Design tables to classify data Discuss the advantages and disadvantages of different measures used in statistics <p>Unit 24 – Data Collection and Sampling</p> <ul style="list-style-type: none"> Appreciate the difference between quantitative, qualitative, discrete and continuous data

	<ul style="list-style-type: none"> • Explore methods of data collection including surveys, questionnaires and the use of secondary data • Classify and tabulate data • Know the difference between a sample and a population • Understand different types of sampling and discuss the reliability of different types of sample <p>Unit 25 – Presenting Data</p> <ul style="list-style-type: none"> • Interpret and construct: Bar charts, Pie charts and line graphs for time series data • Identify trends within time series • Recognise when graphs and charts can be misleading • Identify outliers • Scatter graphs • Plot to identify correlation • Understand that correlation does not imply causality • Draw (by eye) lines of best fit • Interpret the graphs to make estimates, knowing the limitations of this • Spot outliers on a scatter graph <p>Unit 26 – Further Statistical Diagrams</p> <ul style="list-style-type: none"> • Construct and interpret histograms with equal and unequal class intervals • Plot and interpret cumulative frequency diagrams • Calculate estimates of statistical measures from graphical representations of grouped data • Draw and interpret box plots • Use the median and interquartile range to compare distributions
Homework	<p>We will be using HegartyMaths. 2 pieces will be set by your teacher each week and you must meet the following expectations.</p> <ol style="list-style-type: none"> 1. You watch the video and copy the examples/make notes in your maths book. 2. You complete the quiz online and show your working out in your maths book. 3. You mark the quiz in your book and make any corrections. Re-do the quiz if you get less than 70%.
To stretch myself...	<p>You can look at the building blocks available on HegartyMaths and complete more challenging content from the topic you are currently covering or revisit a topic you have already been taught. You should also use the MemRi function on HegartyMaths to practice your weakest topics.</p>
Exam Board	Edexcel/Pearson

Science (GCSE) – Year 10 – Combined/Triple

<p>Term 1</p>	<p>Biology-Infection & Response B5 Communicable diseases B5.8 How are the diseases caused by fungi and protists reduced or prevented? B5.9 What are the human defences against pathogens? <i>B5.10 What are the symptoms of mineral deficiencies and how are plant diseases detected?</i> B5.11 What are plant defences against pathogens and herbivores?</p> <p>Chemistry- Quantitative Chemistry C4 Chemical Calculations C4.1 How can we use relative masses to calculate moles? C4.2 How can we use balanced equations to calculate masses of reactants and products? <i>C4.3 How can we use masses of reactants and products to write balanced equations?</i> <i>C4.4 How can we calculate the % yield of a chemical reaction?</i> <i>C4.5 Why is the atom economy of an industrial process important?</i> C4.6 How is the mass of a solute and volume of a solvent related to concentration? <i>C4.7 How are titrations used to determine the end-point of a neutralisation reaction?</i> <i>C4.8 How can we use titration calculations to determine an unknown mass of solute or unknown concentrations?</i> <i>C4.9 How can we calculate volumes of gases from mass and relative formula mass?</i> C4.9b How can we calculate volumes of gases from a balanced equation and given volume?</p> <p>Physics - Energy P2 Energy transfer by heating P2.1 How does the thickness of a material affect its rate of energy transfer by conduction? P2.2 What happens to the temperature of an object if it absorbs more radiation than it emits? P2.3 How is the temperature of the Earth affected by the balance of radiation that has been absorbed or emitted? P2.4 How does the mass of a substance affect how quickly its temperature changes when heated? P2.5 How can we reduce the rate of energy transfers from our home? Required Practical 2: What factors affect the effectiveness of an insulator?</p>
<p>Term 2</p>	<p>Biology B6 Preventing and treating disease B6.1 How do vaccinations protect us against disease? B6.2 What is the role of antibiotics and painkillers? B6.3 How do scientists look for new drugs? B6.4 Why are testing new drugs important? <i>B6.5 How are monoclonal antibodies produced and used?</i> B6.6 What are the advantages and disadvantages of using monoclonal antibodies</p> <p>Chemistry-Chemical Changes C6 Electrolysis C6.1 How can we separate ionic compounds? C6.2 How can we half-equations to represent what happens during electrolysis? C6.3 How do we extraction aluminium from bauxite? C6.4 How can we electrolyse aqueous solutions?</p> <p>Physics-Atomic Structure P7 Radioactivity P7.1 What type of radiation is emitted by radioactive sources? P7.2 What is the history behind the accepted nuclear model? P7.3 What particles are emitted from the nucleus of a radioactive isotope? P7.4 What are the properties of alpha, beta, and gamma radiation? P7.5 How is activity used to calculate the half-life and age? P7.6 How is nuclear radiation used in medicine? P7.7 How can we control nuclear fission chain reactions? P7.8 Why can't we use the energy from nuclear fusion to generate electricity? P7.9 How do we deal with nuclear waste?</p>
<p>Term 3</p>	<p>Biology – Non-communicable diseases B7 Non-communicable diseases B7.1 What is the impact life-style and causal mechanisms on non-communicable diseases? B7.2 How are tumours formed cancer spread? B7.3 What is the risk of disease from smoking?</p>

	<p>B7.4 How can diet, exercise help reduce diseases? B7.5 How does alcohol affect the liver and brain? Bioenergetics B8 Photosynthesis B8.1 How are leaves adapted for photosynthesis? B8.2 What are the limiting factors of photosynthesis? B8.3 How do plants use the glucose made from photosynthesis? B8.4 How can farmers maximise photosynthesis? Homeostasis and Response B10 The human nervous system B10.1 What are the control systems for homeostasis? B10.2 What is the structure and function of the human nervous system? B10.3 How does a reflex action work? <i>B10.4 How do scientists know the structure of the brain?</i> <i>B10.5 How do the parts of the eye interact to make us see?</i> <i>B10.6 What is the role of new technologies in short & long sightedness?</i></p> <p>Chemistry-Energy Changes C7 Energy changes C7.1 How is energy transfer from reactions described? C7.2 How can we use the energy transfers from reactions? C7.3 How do we represent a chemical reaction in terms of energy diagrams? C7.4 How do we use bond energies of breaking and making bonds to calculate overall energy? C7.5 How can we investigate the voltage produced by simple cells using different metals? C7.6 How can hydrogen be used to power vehicles?</p> <p>Extent and rate of energy changes C8 Rates and equilibrium C8.1 How do we calculate the rate of a chemical reaction? C8.2 How do we explain the surface area using the collision theory? C8.3 How can we explain the temperature using the collision theory? C8.4 How can we explain the concentration and pressure using the collision theory? C8.5 Why are catalysts important in industry?</p> <p>Physics – Forces P8 Forces in balance P8.1 How do vectors and scalars differ? P8.2 What forces exist between objects when they interact? P8.3 How do we calculate the resultant force of 2 forces acting on an object? P8.4 How can we change the moment of a force? P8.5 How can we use levers and gears to increase the moment of a force? P8.6 What do we mean by centre of mass? P8.7 How do we calculate anticlockwise and clockwise moments? P8.8 How do we use the parallelogram of forces to calculate resultant force? P8.9 How can we use diagrams to resolve forces? P9 Motion P9.1 What do the gradients of speed and distance-time graphs mean? P9.2 What does a change in velocity mean? P9.3 What do the gradients of velocity-time graphs mean? P9.4 How do we analyse motion graphs?</p>
<p>Term 4</p>	<p>Biology - Reproduction B13 Reproduction B13.1 What are the main differences between sexual and asexual reproduction? B13.2 How are sperm and egg formed for sexual reproduction? <i>B13.3 What advantages and disadvantages of reproduction by both methods?</i> B13.4 Why does the research of the entire genetic material of humans matter? <i>B13.5 How is protein synthesis controlled by DNA?</i> <i>B13.6 How are genes expressed and mutated?</i> B13.7 How are characteristics inherited from our parents? B13.8 How are family trees used to show inheritance? B13.9 How are disorders inherited? B13.10 What are the concerns in screening for genetic disorders?</p>

	<p>Chemistry – Rate and extent of chemical change C8 Rates and equilibrium C8.6 How do we represent reversible reactions? C8.7 What happens to the energy transferred in reversible reactions? C8.8 How can the conditions of an equilibrium mixture be changed? C8.9 What is the impact of changing concentration and pressure at equilibrium ? C8.5 Why are catalysts important in industry</p> <p>Physics - Forces P10 Forces and Motion P10.1 How does force affect acceleration and what is inertia? P10.2 How does weight affect the terminal velocity of a body? P10.3 How is stopping distance affected by braking force? P10.4 How can we investigate the momentum of colliding objects that move apart? P10.5 How can we apply the law of conservation of momentum to colliding objects? P10.6 How does the impact force depend on the impact time? P10.7 How can we work out if a car involved in an accident was speeding? P10.8 How does an elastic material change when forces are added to it?</p>
<p>Term 5 & 6</p>	<p>Biology – Variation B14 Variation and evolution B14.1 Why are we all different including identical twins? B14.2 How does evolution occur by natural selection? B14.3 What are the benefits and risks of selective breeding? B14.4 What are the benefits and risks of genetic engineering <i>B14.5 What is the usefulness of cloning?</i> <i>B14.6 What are the benefits and risks of adult cell cloning?</i> B14.7 What are the consideration needed to make informed choices about genetic technologies?</p> <p>Genetics and evolution B15 Genetics and evolution <i>B15.1 How did Mendel discover genetics?</i> <i>B15.2 What evidence is there of Darwin theories of evolution?</i> <i>B15.3 Why did was Darwin's ideas only gradually accepted?</i> <i>B15.4 How do new species evolve?</i> B15.5 How do fossils provide evidence for the origins of the Earth? B15.6 How do fossils provide evidence for extinction? B15.7 How can catastrophic events and environmental change cause extinction? B15.8 How does the mutation of bacteria lead to antibiotic resistance? B15.9 How can we classify organisms using new technologies? <i>B15.10 How do scientists use new technologies and evolutionary trees to classify organisms?</i></p> <p>Chemistry-Organic Chemistry C9 Crude oil and fuels C9.1 What are the names and formulae for the most abundant hydrocarbons (alkanes) of crude oil? C9.2 How can we separate the mixture of hydrocarbons in crude oil? C9.3 What are the products of burning hydrocarbon fuels? C9.4 Why is it useful to be able to crack larger useless alkanes to produce alkenes?</p> <p>C10 Organic reactions <i>C10.1 How do alkenes react?</i> <i>C10.2 How to represent alcohols, carboxylic acids, and esters using displayed formulae?</i> <i>C10.3 What are the reactions and uses of alcohols?</i> <i>C10.4 How to use carboxylic acids to make esters?</i></p> <p>C11 Polymers <i>C11.1 How do monomers form polymers?</i> <i>C11.2 How do carboxylic acids and alcohols form polyesters?</i> <i>C11.3 How are natural polymers formed?</i> <i>C11.4 How are monomers combined to make the polymer, DNA?</i></p> <p>Physics - Forces P11 Forces and Pressure P11.1 What is the relationship of pressure and the area of a surface? P11.2 What factors affect the pressure in a liquid at a depth? P11.3 How does atmospheric pressure with altitude?</p>

	<p>P11.4 How can we predict whether and object will float or sink?</p> <p>P16 Space <i>P16.1 What is the current theory about the formation of the Solar System?</i> <i>P16.2 What will eventually happen to our Sun?</i> <i>P16.3 How do planets & satellites stay in their orbits?</i> <i>P16.4 Why do scientists think that the universe is expanding?</i> <i>P16.5 What evidence exists that shows how the universe began?</i></p>
Homework	<p>Seneca online homework Half-termly home learning booklet</p>
To stretch myself...	<p>Answer the fertile questions in depth Write fertile questions of my own Investigate science in the news Use the AQA specification to check my understanding Watch video lessons Write exam questions for myself Read New Scientist magazine to find out about new discoveries in science</p>
Exam Board	AQA

RE (GCSE) – Year 10	
Term 1	<p>Unit 1 Theme1: Issues of relationship</p> <p>1.3 Relationship: In this area of study you will be looking at the nature and purpose of different types of relationships, including families and marriages.</p> <p>1.10 Sexual relationship: In this area of study you will be looking at religious teachings on the nature of sex, the use of contraception and same-sex relationships.</p> <p>1.12 Issues of equality: gender prejudice and discrimination: in this area you will be asked questions about the roles that men and women play within the religious tradition and about gender prejudice and discrimination.</p>
Term 2	<p>Theme 2: Issues of life and death</p> <p>1.15 The world: in this area of study you will consider the origin of the universe and the relationship between religious and non-religious view of the creation.</p> <p>1.20 Origin and value of human life: In this area of study you will know about the beliefs, teachings and attitudes about the importance of human life. You will learn about abortion, euthanasia and speciesism.</p> <p>1.22 Sanctity of life and quality of life: in this section you will learn the difference between quality of life and sanctity of life and the role it in plays in abortion and euthanasia.</p> <p>1.26 Beliefs about death and the afterlife: In this area you will study the religious and non-religious teachings on afterlife.</p>
Term 3	<p>1.3 Theme 3: Issues of good and evil</p> <p>1.31 Crime and punishment: In this area of study you will consider what makes an act wrong and the differences between absolute and relative morality. You will consider the causes of crime, the treatment of criminals and the use of the death penalty.</p> <p>1.38 Forgiveness: In this area of study you need to know the teachings about forgiveness from religious and non-religious teachings.</p> <p>1.40 Good, evil and suffering: This area of study focuses on good evil and suffering. You will need to consider the origins of evil and how it relates to suffering and free will.</p>
Term 4	<p>1.3 Theme 3: Issues of good and evil</p> <p>1.40 Good, evil and suffering: This area of study focuses on good evil and suffering. You will need to consider the origins of evil and how it relates to suffering and free will.</p>
Term 5	<p>4.4 Theme 4: Issues of human rights</p> <p>1.45 Human rights and social justice: in this area, you will be looking at teaching and attitudes towards dignity of human life and practices used by religious traditions to promote human rights.</p> <p>1.49 Prejudice and discrimination: In this area of study you will learn about the beliefs, attitudes and teachings about prejudice and discrimination from two religious traditions.</p> <p>1.53 Issues of Wealth and poverty: In the area of study you will consider the acquisition and use of wealth you will focus on the action and attitudes of a charity of each of the religions you have studied.</p>
Term 6	<p>Revision – Basic knowledge, review past questions</p> <p>End of Year exam</p>
Homework	Students will receive GCSE questions on current and past topics
To stretch myself...	I could read the news on bbc.co.uk/news , CNN, Seneca, BBC bite size revision
Exam Board	WJEC/Eduqas

Art & Design (GCSE) – Year 10	
Term 1	<p>Students will learn about how to begin a project in GCSE beginning via intro to theme and techniques with research, ideas and observation</p> <p>Develop Students select images for the theme surface/texture and create stimuli Develop a range of ideas based on the artists; Jerry Wilkerson, pointillism, Louise Nelson, Ty Tombly, Julie Merhurtu, Aslem Keifer, Marcia Gygil King, Auerbach, Impasto, Maya Rochat, Yayoi and Jackson Pollock Choose from classical and modern styles, research and develop ideas How do they fit into the context of the theme surfaces?</p> <p>Experimentation Work from stimuli with emotional responses</p>
Term 2	<p>Address and evidence in a sketchbook and portfolio via practice based workshop sessions to explore a range of materials, techniques and processes Use a variety of media and effects to create textural and detailed independent experiments through; printing, stitching, batik making, felting, marbling, tissue, scratching, sgraffito, as well as drawing and painting Show skilful improvements through continue practice</p>
Term 3	<p>Learn about drawing, including methods of recording visually and documenting the creative process, including how to link ideas to research and practice, and how to make work relevant to the art project</p> <p>Recording Use line and informed mark making to build on primary and secondary sources to complete a varied range of detail observational drawings Drawings should be completed in a range of drawing media and effectively (apply the formal elements-line, tone, shape, form, space and texture) What is meant by personal, informed and meaningful responses</p> <p>Final idea Apply and explore their chosen theme and create a final response to the theme Annotate your findings and create a final idea that reflects your understanding emotively, responding critically and analysing the project through your own eyes</p>
Term 4	<p>Develop ideas through thorough investigations demonstrating critical understanding of courses Undertake primary and secondary research pertinent to theme via gallery visits, artist research and discussion/ application of research in practice Visit a gallery of their choice-RA, SLG, Tate Modern/Britain, White Cube Students will investigate artists; Marlene Dumas, Frida Kahlo, Banksy, Albeto Giacometti, Soutine, Egon Schiele, Cindy Sherman, Frank Auerbach and the German Expressionist Develop understanding of mark making through these artists</p>
Term 5	<p>Experimentation Students will use a varied range of medium, effects, and ideas to create a series of experimentations - show skilful improvements; colour, ink, textile, pastel, collage, 3D, painting and drawing and stitching.</p> <p>Record Use line through tonal marking, build up 3D effects, and apply primary and secondary sources. Is it possible to apply a range of ideas and link them into the theme surfaces?</p>
Term 6	<p>Create a personal, informed and meaningful response to theme via group discussion, planning and experimenting towards the final idea during lessons, they will gather materials and consolidate plans for homework:</p> <p>End of year exam This will be a 5-hour Task under examination conditions</p>
Homework	<p>Students will receive direct task in regards to their theme They constantly need to show planning, reflections and development in the journal through annotation</p>
To stretch myself...	<p>I could visit a gallery in London or a local gallery such as The Tate Modern, Saatchi Gallery, White Cube or Royal Academy (Online) I could develop skills and processes through looking at Pinterest and BBC bitesize</p>
Exam Board	AQA

Business (GCSE) – Year 10	
Term 1	<p>1.1 <u>Enterprise and entrepreneurship</u></p> <p>1.1.1 Why and how new business ideas come about.</p> <p>1.1.2 The impact of risk and reward on business activity.</p> <p>1.1.3 The role of business enterprise and the purpose of business activity in producing goods and services, meeting customer needs and adding value. The role of entrepreneurship.</p> <p>1.2 <u>Spotting a business opportunity</u></p> <p>1.2.1 The importance of identifying and understanding customers</p> <p>1.2.2 The purpose and methods of market research as well as the use of data</p> <p>1.2.3 How businesses use market segmentation to target customers.</p> <p>1.2.2 The purpose and methods of market research as well as the use of data</p> <p>1.2.3 How businesses use market segmentation to target customers.</p>
Term 2	<p>1.2.4 Understanding the strengths and weaknesses of competitors and the impact of competition on business decision making.</p> <p>1.3 <u>Putting a business idea into practice</u></p> <p>1.3.1 What business aims and business objectives are and why aims and objectives differ between businesses</p> <p>1.3.2 The concept and calculation of revenue, fixed and variable costs, total costs, profit and loss, interest, break even level of output and margin of safety. Interpretation of break-even diagrams, the impact of changes in revenue and costs, break even level of output, margin of safety and profit and loss.</p> <p>1.3.3 The importance of cash to a business and the calculation and interpretation of cash-flow forecasts</p> <p>1.3.4 Short and long-term sources of finance for a start-up or established small business.</p>
Term 3	<p>1.4 <u>Making the business effective</u></p> <p>1.4.1 The concept of unlimited and limited liability and the implications for the business owner(s). The advantages and disadvantages of each type of business ownership for start-ups eg. sole trader, partnership, private limited company (ltd). The option of starting up and running a franchise operation</p> <p>1.4.2 Factors influencing business location</p> <p>1.4.3 What the marketing mix is and the importance of each element: price, product, promotion, place.</p> <p>1.4.4 The role and importance of a business plan</p>
Term 4	<p>1.5 <u>Understanding external influences on businesses</u></p> <p>1.5.1 Who business stakeholders are and their different objectives. How stakeholders' impact and are affected by business activity as well as possible conflicts between groups.</p> <p>1.5.2 Different types of technology used by business such as; e-commerce, social media, digital communication, payment systems and how they influence business activity.</p> <p>1.5.3 The principles of consumer and employment law. The impact of this on businesses costs and the consequences of meeting and not meeting these obligations.</p> <p>1.5.4 The impact of the economic climate (unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates) on businesses.</p> <p>1.5.5 Possible responses by the business to changes in technology, legislation and the economic climate.</p>
Term 5	<p>2.1 <u>Growing the business</u></p> <p>2.1.1 Methods of internal and external growth and their impact. Public limited companies (plc) and sources of finance for growing and established businesses.</p> <p>2.1.2 How and why business aims and objectives change as businesses evolve.</p> <p>2.1.3 The impact of globalisation on businesses imports and exports, business locations, multinationals. Barriers to international trade such as tariffs and trade blocs. How businesses compete internationally using the internet and the marketing mix.</p> <p>2.1.4 The impact of ethical and environmental considerations on businesses.</p>
Term 6	<p>Revision – Basic knowledge, how to approach a case study, 3 mark explain questions</p> <p>End of Year exam</p>
Homework	<p>Students will receive case studies focusing on a particular business and a topic that has been completed in class. These are similar to the case studies and questions that will be in the end of course exam.</p>
To stretch myself...	<p>I could read the news on bbc.co.uk/news or bbc.co.uk/business, watch The Apprentice or Dragon's Den</p>
Exam Board	<p>Edexcel/Pearson</p>

Computer Science (GCSE) – Year 10	
Term 1	<p>Data Representation</p> <p>4.1.1 Understand how binary can be used to represent whole numbers</p> <p>4.1.2 Understand that computers use binary to represent all data and instructions.</p> <p>4.1.3 Converting between Binary, Decimal and Hexadecimal number systems</p> <p>4.1.4 Understand the rules of binary addition and be able to add together up to three binary numbers.</p> <p>4.1.5 Be able to apply a binary shift to a binary number.</p> <p>4.1.6 Be able to perform simple multiplication/division by powers of 2.</p>
Term 2	<p>ASCII and Unicode</p> <p>4.2.1 Understand what a character set is, describe 7-bit ASCII and Unicode.</p> <p>4.2.2 Understand what a pixel is and be able to describe how pixels relate to an image.</p> <p>4.2.3 Understand what a bitmap is and be able to explain what is meant by colour depth.</p> <p>4.2.4 Calculate bitmap image file sizes based on the number of pixels and colour depth.</p> <p>4.2.5 Analogue vs Digital Sound</p> <p>4.2.6 Understand that sound is analogue and must be converted to a digital form for processing/storage on a computer.</p> <p>4.2.7 Understand that sound waves are sampled to create the digital version of a sound.</p> <p>4.2.8 Calculating Sound File Sizes</p> <p>4.2.9 Be able to explain what is meant by sampling rate and sample resolution.</p> <p>4.2.10 Be able to calculate sound file sizes based on the sampling rate and the sample resolution.</p>
Term 3	<p>Algorithms</p> <p>4.3.1 Searching algorithms. Understand and explain how the linear search algorithm works. Understand and explain how the binary search algorithm works. Compare and contrast the linear and binary search algorithms.</p> <p>4.3.2 Sorting algorithms. Understand and explain how the merge sort algorithm works. Understand and explain how the bubble sort algorithm works. Compare and contrast the merge sort and bubble sort algorithms.</p>
Term 4	<p>Computer networks and cyber security</p> <p>4.4.1 Network security</p> <p>4.4.2 Protocols and layers</p> <p>4.4.3 Detecting and preventing cyber security threats</p>
Term 5	<p>Python Programming</p> <p>4.5.1 Sequence and selection. Understand and use data types: integer, real, Boolean, character and string. Declare and use constants and variables. Use input, output and assignment statements. Use the common arithmetic operators including MOD and DIV.</p> <p>4.5.2 Iteration. Use relational operators including =, <, >. Use Boolean operators AND, OR, NOT and combinations of these operators within conditions for iterative and selection structures. Procedures and functions</p>
Term 6	<p>4.6.1 Specimen NEA task Introduction/Set Up Overview</p> <p>4.6.2 Specimen NEA task: Analysis of project</p> <p>4.6.3 Specimen NEA task: Design of solution</p> <p>4.6.4 Specimen NEA task: Design of solution</p> <p>4.6.5 Specimen NEA task Translation of design into pseudocode</p> <p>4.6.6 Specimen NEA task Translation of design into flowchart</p> <p>4.6.11 NEA individual implementation of the design using Python programming language. 20 hours maximum for NEA from start to finish.</p>
Homework	Student will receive homework on the topic completed every week. The homework will be based on sample materials from the exam board. This will prepare them for both the mock and GCSE
To stretch myself...	Weekly assessment
Exam Board	AQA

Design and Technology (GCSE) – Year 10	
Term 1	<p><u>3.1.1 New and emerging technologies</u> How does new and emerging technologies impact industry, enterprise, sustainability, people and culture, society and the environment?</p> <p><u>3.3 Designing and making principles</u> We will explore designing and making principles, learning to carry out primary and secondary research while considering the consumer needs, how to iteratively design using industry standards, considering how the environment, social and economic challenges can influence design and making. We will study Ettore Sottsass, Marcel Breuer, Apple and Braun.</p>
Term 2	<p><u>3.1.3 Developments in new materials</u> - developments in new materials by exploring and using modern materials, smart materials, composite materials and technical textiles</p> <p><u>3.1.4 Systems approach to designing</u> - how electronic systems including programmable components can make products work.</p> <p><u>3.1.5 Mechanical devices</u> – the different types of mechanical movements.</p> <p><u>3.1.6 Materials and their working properties</u> - We will concentrate on an overview of the following materials; papers and boards, natural and manufactured timbers, metals and alloys, polymers and textiles learning about their properties both physical and working.</p> <p><u>3.3 Designing and making principles</u></p> <p><u>3.3.4 Design strategies</u> – how can we use different strategies to generate imaginative and creative design ideas that explore and develop our own ideas? <u>3.3.5 Communication of design ideas</u> – We will develop, communicate, record and justify design ideas. <u>3.3.6 Prototype development</u> – We will design and develop innovative, functional and aesthetically pleasing prototypes in response to client wants and needs.</p>
Term 3	<p><u>3.2 Specialist technical principles</u> for Timber Based Materials <u>3.2.1 selection of materials or components</u> – timber based materials <u>3.2.2 forces and stresses</u> – applying forces and stress to timber <u>3.2.3 ecological and social footprint</u> – studying the ecological and social footprint of the production and manufacture of timber products <u>3.2.4 sources and origins</u> – where timber comes from and how it is produced <u>3.2.5 using and working with materials</u> – hand tools and power tools <u>3.2.6 stock forms, types and sizes</u></p> <p><u>3.2.7 scales of production</u> – one-off, batch, mass and continuous productions scales relating to timber products <u>3.2.8 specialist techniques and processes</u> <u>3.2.9 surface treatments and finishes.</u></p> <p><u>3.3 Designing and making principles</u> <u>3.3.7 Selection of materials and components</u></p>
Term 4	<p><u>3.1.2 Energy generation and storage</u></p> <p><u>Fossil fuels</u> - Arguments for and against different types of energy generation and storage. How power is generated from: coal, gas, oil. <u>Nuclear power</u> - Arguments for and against the selection of nuclear power including how nuclear power is generated. <u>Renewable energy</u> - Arguments for and against the selection of renewable energy. How power is generated from: • wind • solar • tidal • hydro-electrical • biomass. <u>Energy storage systems including batteries</u> • Kinetic pumped storage systems. • Alkaline and re-chargeable batteries.</p> <p><u>3.3 Designing and making principles</u> <u>3.3.8 Tolerances</u> <u>3.3.9 Material management</u> <u>3.3.10 Specialist tools and equipment</u> <u>3.3.11 Specialist techniques and processes</u></p>
Term 5	Practical lessons – students to create ‘skills boards’ that apply knowledge from previous units
Term 6	<u>NEA Release date 1st June</u> - Students begin exploring the context and creating their portfolio. Portfolio pages to focus for term; context analysis, secondary research, context investigation for their user or client students should continually analyse and evaluate wider issues in design and technology to aid the development of their investigation stage.
Homework	<p>Students will receive four different types of homework throughout the year</p> <ul style="list-style-type: none"> • Research homework where they will be required to produce an information A4 page • Practice exam questions on the topics covered • Drawing practice worksheets • Worksheets on topics covered <p>In term 6 the homework tasks will relate to their coursework</p>
To stretch myself...	<p><u>Read about:</u></p> <p>https://www.dezeen.com/ - architecture and design website</p> <p>https://thecoolhunter.net/category/design/ - art, culture and design website</p> <p><u>Good for revising Design and Technology:</u></p> <p>http://www.technologystudent.com/ http://www.mr-dt.com/</p> <p><u>Buy:</u> CGP Complete Revision and Practice Guide</p> <p><u>Visit:</u> Design Museum, Ikea, V&A</p>
Exam Board	AQA

Drama (GCSE) – Year 10	
Term 1	<p>Introduction to devising a piece of theatre: <u>Dramatic devices when creating theatre</u> - Freeze-frame/Slow motion, Mime, Multi-role, Monologue/Direct Address, Narrative/Thought Tracking, Choral Speaking, Cross –cutting, Pause/Flashback and Symbols <u>Structure</u> - Plot (beginning, middle, end) / Denouement, Episodic, Exposition (Background info for the audience), Highlights / Climax, Change of mood / tension <u>Character</u> - Concentration and involvement / Interaction, Movement, Voice, Motivation</p>
Term 2	<p>Working with stimuli to create a piece of theatre.</p> <ul style="list-style-type: none"> • How to ask questions about a stimuli • Devising from a quotation/picture/song/ concept or statement • Making a decision as a group • How to identify areas of research for a piece of devised drama. • How to write an evaluation <p>Create your own devised performance for an audience.</p>
Term 3	<p>Introducing a theatre practitioner You will work in a group to create a performance based on Brecht’s ideas on theatre.</p> <ul style="list-style-type: none"> • Who was Brecht? Understanding his time? What was his theatre? • Brechtian style – Alienation, Didactic, Gestus • Brecht’s techniques – Direct address / Narration / Speaking stage directions • Shock tactics • Ensemble / Multi-roling • Music / song • Placards / PPT presentations • Brechtian technical theatre – Stage / Lighting / Costume <p>Brechtian Devised Theatre Group Assessment - <i>‘Because of the state of society, the Government is going to introduce a new regulation that all 16 year olds must be in the house by 9:00pm.’</i></p>
Term 4	<p><u>Practical and written skills for component 3: The Written Exam</u> This will focus on the play DNA by Dennis Kelly.</p> <ul style="list-style-type: none"> • Rehearsal technique 1 – Still image (Naturalistic and abstract) with reference to DNA • Rehearsal technique 2 – Hot-seating with reference to DNA • Rehearsal technique 3 – Forum Theatre with reference to DNA • Character positioning/Blocking with reference to DNA • DNA stage shapes – Proscenium and Thrust, Arena (in the round) and Traverse. • Meet the DNA team – The Director/ set designer/costume designer/ lighting designer/ sound designer
Term 5	<p><u>Mini scripted performance: DNA</u></p> <ul style="list-style-type: none"> • Why should we learn lines and why do we do it? • What’s the purpose of the play? • Getting your desired reaction from the audience – DNA • Your character – why and how? • How do actors and designers work together? DNA • Cast meeting – Intentions for DNA • Creating the written document – Intentions: DNA
Term 6	<p><u>Preparation for written paper –Live Theatre Review. (based on theatre visit to The Old Vic)</u> How effective was the play at meeting its intentions? Acting - Interpretation of character, Character interaction, Vocal and movement skills Design - Creation of mood and atmosphere, Use of performance space, Lighting and sound, Set and props, Costume and make-up Directing - Interpretation / style / conventions, Spatial relationships on stage (Proxemics), Performer / audience relationships.</p>
Homework	<p>Homework will be set weekly and students will be made familiar with the homework cycle for Drama. A Drama homework could be a written task to assess prior learning, a research task, learning lines, creating a written record of a rehearsal.</p>
To stretch myself...	<p>Read the plays that we go and see at The Old Vic before we go to see them at the theatre. Go to the theatre whenever you are able to. See Mr Kemp to book the Drama Studio for rehearsal in your own time. Watch You Tube videos connected to DNA or other plays that we are studying.</p>
Exam Board	<p>WJEC/Eduqas</p>

Geography (GCSE) – Year 10	
Term 1	<p><u>1.2.1 Ecosystems Introducing Ecosystems</u> – What is an ecosystem, abiotic and biotic factors. How do ecosystems operate? Food chains, food webs and the roles of decomposers, producers and consumers. An example of a small scale UK ecosystem.</p> <p>Factors affecting ecosystems – how humans impact ecosystems. What and where are the world biomes? Global distribution of large scale ecosystems and their characteristics.</p> <p><u>1.2.2: Tropical Rainforests</u></p> <p>Characteristics of rainforests. Global distribution, climate and layers of the rainforest. Adaptions in a rainforest. How plants and animals adapt to the climate of the tropical rainforest.</p> <p>Case study: Amazon- Causes of deforestation in the Amazon. Logging, cattle ranching, mining and agriculture. Effects of deforestation. Economic, social and environmental costs and benefits.</p> <p>Sustainable solutions to deforestation. Ecotourism, selective logging, debt reduction, agreements.</p>
Term 2	<p><u>1.2.3 Hot deserts</u></p> <p>Characteristics of the hot desert. Global distribution, climate. Case Study: Sahara</p> <p>Desert opportunities and challenges in the hot desert. Economic opportunities and challenges of use of large scale solar panels, mining and agriculture in hot deserts.</p> <p>Causes of desertification. How over-grazing, cultivation, over population and climate change cause the degradation of land on marginal areas next to hot deserts.</p> <p>Solutions to desertification. Afforestation and adaption of agricultural practices.</p> <p><u>4.1.1 Geographical Skills/ map skills</u></p>
Term 3	<p><u>2.2.1 The changing economic world</u></p> <p>Classifying countries – LICs, HICs and NEEs.</p> <p>Measuring development. Social and economic development indicators and their limitations.</p> <p>Demographic Transition Model. How populations change over time, population pyramids.</p> <p>Causes of uneven development. Factors leading to uneven development of countries.</p> <p>Reducing the development gap. Investment, aid, debt relief, fair trade, microfinance loans.</p> <p>Example: Tourism in India, Rajasthan: LIC /NEE reducing the development gap.</p> <p>Case study LIC/ NEE: India: Location and importance of India. The changing industrial structure. India’s industry. Transnational corporations. Unilever in India. Social, economic and environmental cost/benefits. The changing political and trading relationships of India with the wider world.</p> <p>International aid: types of aid, impacts of aid on India.</p> <p>The impacts of economic development on the environment and quality of life of people in India.</p>
Term 4	<p><u>2.2.2 The changing economic world</u></p> <p>Economic Futures in the UK: How is the UK economy changing? Deindustrialisation</p> <p>Post-industrial economy: development of information technology.</p> <p>Example of how modern industrial development can be more environmentally sustainable.- Jaguar/ Land rover. Social and economic changes in the rural landscape.</p> <p>Improvements and new developments in infrastructure. Evaluating the development of High Speed 2, Crossrail and smart motorways in the UK. The north-south divide. Strategies to reduce differences –Northern Powerhouses and regional investment impacts.</p> <p>The place of the UK in the wider world. The UKs connections to the EU and the Commonwealth.</p>
Term 5	<p><u>1.3.1 UK physical landscapes</u></p> <p>UK physical Landscapes. Low land and high land areas of the UK, coastal and river features.</p> <p>Waves. Characteristics of constructive and destructive waves.</p> <p>Weathering. Processes of mechanical, chemical and biological weathering.</p> <p>Mass movement. How cliffs collapse through rotational slump, landslides and rock fall.</p> <p>Erosion. How hydraulic action, abrasion, attrition and solution affect the coastline.</p> <p>Erosional landforms. Formation of headlands, bays, headland erosion and wave cut platforms.</p> <p>Example of UK coastline: Dorset. The process of Longshore drift</p> <p>Depositional landforms. The formation of beaches, sand dunes, spits and bars.</p> <p>Coastal management. The role of hard and soft engineering coastal management</p> <p>Example: Coastal management case study of Lyme Regis, costs and benefits of the strategies.</p> <p>4.1.1 Geographical Skills.4/6 figure grid references, scale, contour lines, coastal features, O.S maps.</p>
Term 6	<p><u>Revision – End of Year exam</u></p> <p>Human field trip: King's Cross – an investigation into the impacts of regeneration.</p> <p>Paper 3 pre –release practice – decision making exercise</p>
Homework	<p>Students will receive homework focusing on a particular topic that has been completed in class.</p> <p>These will align with the case studies and questions that will be in the end of course exam.</p>
To stretch myself	<p>bbc.co.uk/news or read National Geographic, New Scientist, watch BBC bitesize videos.</p>
Exam Board	<p>AQA</p>

History (GCSE) – Year 10	
Term 1	<p>Paper 1: Medicine in Britain, c1250-present</p> <p><u>1.1: c1250–c1500: Medicine in medieval England</u> 1.1.1: Ideas about the cause of disease and illness in the Middle ages 1.1.2: Approaches to prevention and treatment 1.1.3: Case study: The Black Death</p> <p><u>1.2: c1500–c1700: The Medical Renaissance in England</u> 1.2.1: Ideas about the cause of disease and illness 1.2.2: Approaches to prevention and treatment 1.2.3: Case studies: William Harvey, the Great Plague</p>
Term 2	<p><u>1.3: c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain</u> 1.3.1: Ideas about the cause of disease and illness 1.3.2: Approaches to prevention and treatment 1.3.3: Case studies: Jenner and vaccination, Fighting Cholera in London, 1854</p> <p><u>1.4: c1900–present: Medicine in modern Britain</u> 1.4.1: Ideas about the cause of disease and illness 1.4.2: Approaches to prevention and treatment 1.4.3: Case studies: Penicillin, the fight against lung cancer</p>
Term 3	<p><u>1.5: The British sector of the Western Front, 1914–18: surgery and treatment</u> 1.5.1: Context of the British sector of the Western Front. The trench system. Problems for transport and communication. 1.5.2: Conditions requiring treatment on the Western Front. The nature of wounds. The effects of gas attacks, shrapnel, infection, and head injuries. 1.5.3: The work of the RAMC and the FANY. The chain of evacuation. The underground hospital at Arras. 1.5.4: The significance of the Western Front for experiments in surgery and medicine. 1.5.5: The historical context of medicine in the early twentieth century.</p>
Term 4	<p>Paper 3: Weimar and Nazi Germany, 1918-1939</p> <p><u>3.1: The Weimar Republic, 1918-29</u> 3.1.1: The origins of the Republic, 1918–19 3.1.2: The early challenges to the Weimar Republic, 1919–23 3.1.3: The recovery of the Republic, 1924–29 3.1.4: Changes in society, 1924–29</p> <p><u>3.2: Hitler’s rise to power</u> 3.2.1: Early development of the Nazi Party, 1920–22 3.2.2: The Munich Putsch and the lean years, 1923–29</p>
Term 5	<p>3.2.3: The growth in support for the Nazis, 1929–32 3.2.4: How Hitler became Chancellor, 1932–33</p> <p><u>3.3: Nazi control and dictatorship: 1933-39</u> 3.3.1: The creation of a dictatorship, 1933–34 3.3.2: The police state</p>
Term 6	<p>3.3.3: Controlling and influencing attitudes 3.3.4: Opposition, resistance and conformity</p> <p><u>3.4: Nazi control and dictatorship: 1933-39</u> 3.4.1: Nazi policies towards women 3.4.2: Nazi policies towards the young 3.4.3: Employment and living standards 3.4.4: The persecution of minorities</p> <p>End of Year exam</p>
Homework	Students will complete exam questions for homework, as well as guided revision for upcoming assessments.
To stretch myself...	<ul style="list-style-type: none"> • Watch relevant documentaries and video clips on YouTube, Netflix, Amazon Prime, etc. • Read broadsheet news articles regularly • Complete exam questions and request feedback from your teacher • Visit museums and attend any relevant lectures or university outreach events
Exam Board	Edexcel/Pearson

Mandarin (GCSE) – Year 10	
Term 1	<p><u>Free-time activities: What would you recommend a foreign student to do in the UK? Why?</u></p> <p>1.1.1. Talking about free-time activities 1.1.2. Talking about TV programmes and films 1.1.3. Talking about what you usually do 1.1.4. Talking about sports 1.1.5. Discussing different types of entertainment 1.1.6. Revising different tenses 1.1.7. Revising adjectives of nationality</p>
Term 2	<p><u>Culture and Revision: Who is your hero? Why?</u></p> <p>1.1.8. Talking about who inspires you 1.1.9. Learn about Mandarin-speaking idols 1.1.10. Consolidating the use of past, present and future tense 1.1.11. Improving cultural understanding of China 1.1.12. Learn how to revise effectively</p>
Term 3	<p><u>Home, Town, Neighbourhood and Region: Has a globalisation made the world better or worse? Why?</u></p> <p>1.1.13. Talking about places in a town and shops 1.1.14. Describing features of a region in China 1.1.15. Shopping for clothes and presents 1.1.16. Using the simple future tense</p>
Term 4	<p><u>Home, Town, Neighbourhood and Region: How would your perfect city be? Why?</u></p> <p>1.1.17. Talking about problems in a town 1.1.18. Describing a past and future visit 1.1.19. Consolidating the use of past, present and future 1.1.20. Using the conditional 1.1.21. Revising using three tenses together (past, present, future)</p>
Term 5	<p><u>Daily habits/ food + Customs/ Festivals in Mandarin-Speaking World: What are the similarities and difference between Chinese New Year and Christmas?</u></p> <p>1.1.22. Describing typical foods and mealtimes 1.1.23. Talking about your daily routine 1.1.24. Describing illnesses and injury 1.1.25. Comparing different festivals and special events 1.1.26. Using and recognising the passive</p>
Term 6	<p><u>Daily habits/ revision, consolidation and exam practice</u></p> <p>1.1.27. Ordering in a restaurant 1.1.28. To improve cultural understanding of Chinese food and events. 1.1.29. Revising how to form and answer questions 1.1.30. Revision of key topics 1.1.31. End of Year exam</p>
Homework	<p>Weekly Vocabulary test (20 words per week) A grammar or reading task to support learning in lessons.</p>
To stretch myself...	<p>Learn an extra 10 words per week/ complete extension task on hand-out Use revision website: BBC bitesize and Go Chinese Use the Revision Edexcel GCSE (9-1) Mandarin Pearson Revision Guide to review previous topics.</p>
Exam Board	Edexcel/Pearson

(Music (BTEC First Level1/2) – Year 10	
Term 1	<p>1.1 Unit 1 – The Music Industry- External Exam 1.1.1 Understand the roles in the music industry 1.1.2 How do the roles in the music industry relate to each other 1.1.3 Getting a break and starting out in the music industry</p> <p>1.2 Unit 7: Music Sequencing 1.2.1 How can Logic be used to record and edit a piece of music 1.2.2 Sequencing project using ‘Blame’ by Calvin Harris</p> <p>1.3 Unit 5: Music Performance 1.3.1 How can a performance be targeted to the intended audience 1.3.2 How to use practice techniques for your instrument</p>
Term 2	<p>1.4 Unit 1: The Music Industry 1.4.1 Understand how music venues are managed 1.4.2 The creative job roles and types of performance 1.4.3 Trade bodies and unions</p> <p>1.5 Unit 7: Music Sequencing 1.5.1 Sequencing project using ‘Blame’ by Calvin Harris- continued and completed by the end of term.</p> <p>1.6 Unit 5: Performance 1.6.1 How to effectively perform as an ensemble and front a band 1.6.2 Rehearsing for the Christmas concert – solo and ensemble</p>
Term 3	<p>1.7 Unit 1: The Music Industry 1.7.1 Review learning for mock external exam</p> <p>1.8 Unit 7: Music Sequencing 1.8.1 Introduction to Assignment 1: ‘How I created my sequenced piece’</p> <p>1.9 Unit 5 Music Performance 1.9.1 Introduction to Assignment 1: ‘Getting Better’- how to develop your instrument through individual practice, rehearsal and performance.</p>
Term 4	<p>2.1 Unit 1: The Music Industry 2.1.1 Review marks from mock exam, review learning and complete another exam</p> <p>2.2 Unit 7: Music Sequencing 2.2.1 Assignment 1 - Ongoing</p> <p>2.3 Unit 5: Music Performance 2.3.1 Assignment 1- Ongoing</p>
Term 5	<p>2.4 Unit 1: The Music industry 2.4.1 Question analysis, misconceptions and revision</p> <p>2.5 Unit 7: Music Sequencing 2.5.1 Assignment 1 first hand in – feedback and improvements 2.5.2 Introduction of Assignment 2- Sandy Beached Holiday Company- creating a sequenced piece for an advert to holiday in a hot sunny country</p> <p>2.6 Unit 5: Music Performance 2.6.1 Assignment 1 first hand in – feedback and improvements 2.6.2 Introduction to assignment 2- My Audition- preparing for an audition through practice and rehearsal</p>
Term 6	<p>2.7 Unit 2: Managing a Music Product 2.7.1 How to create a music product and ways to promote this product. This is in preparation for year 11.</p> <p>2.8 Unit 7: Music Sequence 2.8.1 Assignment 2 first hand in – feedback and improvements</p> <p>2.9 Unit 5: Music Performance 2.9.1 Preparation to perform a solo/ ensemble performance at the Summer showcase 2.9.2 Assignment 2 first hand in – feedback and improvements</p>
Homework	Students will be given listening and appraisal tasks within the 4 areas of study throughout the year
To stretch myself...	https://www.youtube.com/watch?v=yXrlhebkiQ https://www.youtube.com/watch?v=D8j8bYeo3Wk&list=PLMpOGWRjN6mflxWLCiIWPJOcA07mRmV_Lm
Exam Board	Pearson BTEC First Level 1/ Level 2 Music

PE (GCSE) – Year 10	
Term 1	<p>3.1.1 Applied anatomy and physiology</p> <p>Skeletal system Bone types, Location of major bones, Functions, Joint types, Joint movements</p> <p>Muscular system Contraction types, Location of major muscles, Agonist muscle movements</p> <p>Cardiovascular system Structure of heart</p> <p>Practical sports –badminton, volleyball and rugby</p>
Term 2	<p>Cardiovascular system Structure of heart, Blood pathway and cardiac cycle, Structure of blood vessel, Heart rate, stroke volume and cardiac output</p> <p>Respiratory system Gaseous exchange, Mechanics of breathing- inspiration and expiration, Lung volumes, Tidal volume and breathing rate</p> <p>Aerobic and anaerobic exercise Energy continuum, EPOC, Recovery process after vigorous exercise, Equations</p> <p>Practical sports –badminton, volleyball and rugby</p>
Term 3	<p>Effects of exercise on body systems Short-term effects of exercise Long-term (training) effects of Exercise</p> <p>3.1.2 Movement analysis</p> <p>Levers First, second and third class levers, Mechanical advantage</p> <p>Planes and axis Planes (sagittal, transverse and frontal), Axis (longitudinal, transverse and sagittal)</p> <p>3.1.3 Physical training</p> <p>Components of fitness Health components, Skill components, linking components of fitness to sporting performance</p> <p>Fitness testing Reasons and limitations of fitness testing, Fitness test, Analysing data against national averages</p> <p>Methods and principles of training Principles of training- SPORT and FITT, Methods of training, Altitude training</p> <p>Practical sports – table tennis , trampoline</p>
Term 4	<p>3.1.3 Physical training</p> <p>Components of fitness Health components, Skill components, Linking components of fitness to sporting performance</p> <p>Fitness testing Reasons and limitations of fitness testing, Fitness test, Analysing data against national averages</p> <p>Methods and principles of training Principles of training- SPORT and FITT, Methods of training, Altitude training</p> <p>Practical sports –basketball and handball</p>
Term 5	<p>Sports injury Methods to reduce sport injuries, Effective use of warm up and cool down</p>
Term 6	<p>Coursework Analysis of performance, Action plan</p> <p>Practical sports- Athletics</p>
Homework	Students will receive homework on a weekly basis directly related to the content studied in the lesson. This could be exam question , pixel booklet or extending writing
To stretch myself...	<p>Completing the nightmare long mark and 6 mark questions.</p> <p>Complete 9-7 graded questions within lesson and ensure that apply 3 sporting examples to each points</p> <p>Play for local club or team to further enhance practical scores .</p> <p>Use PE planet and follow EGA sport twitter for revision tasks</p>
Exam Board	AQA

PE (WJEC Sports and coaching Level 2) – Year 10	
Term 1	<p>Unit 1: Improving sport performance (Coursework)</p> <p>LO1: Understand factors affecting sporting performance. Physiological factors- lifestyle factors, health and skill components of fitness Psychological factors – motivation, anxiety and goal setting Technical Factors</p> <p>LO2 : Understand how to measure sporting performance. Physiological procedures to measure performance – Fitness testing and health testing Psychological procedures to measure performance – questionnaires and behaviour analysis Video and notional analysis</p> <p>LO3 : Understand how to improve sporting performance . Strategies to improve physical performance – training programme, recovery methods and nutritional plans Strategies to improve psychological performance- imagery, self-talk and relaxation Strategies to improve technical performance – coaching and feedback</p>
Term 2	<p>LO2 : Understand how to measure sporting performance. Psychological procedures to measure performance – questionnaires and behaviour analysis Video and notional analysis</p> <p>LO3 : Understand how to improve sporting performance. Strategies to improve physical performance – training programme, recovery methods and nutritional plans Strategies to improve psychological performance- imagery, self-talk and relaxation Strategies to improve technical performance – coaching and feedback</p>
Term 3	<p>LO4 Be able to review options for improvements in sporting performance. Fitness profile Performance analysis</p> <p>Unit 2: Fitness for Sport (External)</p> <p>LO1 Knowledge of adaptations to body systems resulting from exercise. Skeletal system – Structure, Function, Effect of exercise Muscular system- Structure, Function, Effect of exercise Cardiovascular system- Structure, Function, Effect of exercise Respiratory system- Structure, Function, Effect of exercise</p>
Term 4	<p>LO2 Understand the importance of the components of fitness for different physical activities. Health component of fitness Skill component of fitness Fitness testing</p> <p>LO3 Understand the role of training in achieving improvements in fitness. Methods of training Principles of training Factors that can affect training</p>
Term 5	<p>LO4 Be able to plan fitness training programmes. Target setting Designing programmes to meet arrange of client needs</p> <p>Revision for formal exam</p>
Term 6	<p>Formal exam-Computer based</p> <p>Completion of coursework for Unit 1</p>
Homework	<p>Students will receive homework on a weekly basis directly related to the content studied in the lesson. This could be assignment preparation work or exam questions</p>
To stretch myself...	<p>Completing the distinction task for coursework element. Complete distinction graded questions within lesson and ensure that you apply 3 sporting examples to each point. Play for local club or team to further enhance practical scores. Use PE planet and follow EGA sport twitter for revision tasks</p>
Exam Board	<p>WJEC</p>

Photography (GCSE) – Year 10	
Term 1	<p>Complete mood board and mind map Statement of intention – why have you chosen this title? Which artists will you use? What kind of images do you want to make? Why? Conduct thorough investigation into artists and theme demonstrating critical and contextual understanding [3X artist research] Basic settings of the DSLR camera Different approaches to photography How to develop ideas and conduct research The importance of independence and creative autonomy</p>
Term 2	<p>Features of the camera - Focus/ manual/ auto, ISO, Shutter Speed, white balance, exposure, light reading. Demonstrate understanding of settings through practice and photographic outcome, evidenced in the sketchbook by: Pages in sketchbook demonstrating understanding of use of camera and technical settings Photographs evidencing understanding of use of camera, research and documenting creative journey from initial ideas and throughout practice/investigation</p>
Term 3	<p>Develop own photographic work in response to own research and chosen theme using a variety of photographic, lens based and mixed media techniques, editing, printing, presenting in ways that suit their intention Demonstrate proficiency in using DSLR camera including techniques using ISO Shutter speed, exposure, White balance, compositional rules, lighting, and photo editing software such as Photoshop Apply knowledge of camera settings, research and understanding of sources practically through photography</p>
Term 4	<p>Students to develop own work in response to artists/ photographers studied, showing understanding of camera settings, photographic techniques, artists/theme and editing techniques – photo-shoots to be taken for each artist and used to develop initial ideas. Plan, create and develop independent work in response to thorough research and investigation and planning as evidenced in the sketchbook and portfolio</p>
Term 5	<p>Practice photographic methods and other editing skills-Primary and Secondary recordings, responses to personal research Apply and link with research the work of selected artists Refine ideas with a range of medium Select and make choices in their work and ideas and think how to refine and develop towards final idea and intentions How to take an idea from inception to realisation using a range of media and techniques to develop and refine as work develops, how to make work relevant and concise, how to evidence the journey using annotation.</p>
Term 6	<p>Produce final compositions and explore photographic processes and themes emerging from research and intentions Explore in depth and annotate all ideas and make links, with mind map and thumbnail sketches Create plan for the 10 hour exam task and reflections Emotively respond and critically analyse the project Create and plan a personal informed and meaningful response to research and investigation, how to reflect critically on process in relation to the work of others and photography/ visual culture more broadly.</p>
Homework	<p>Students will receive direct task in regards to their theme. Show planning, reflections and development in the journal through annotations. Artist research</p>
To stretch myself...	<p>I could visit a gallery in London or a local gallery I could develop skills and processes through looking at Pinterest and BBC Bitesize I could try different locations and experimental photographic techniques to broaden my specialism in the subject I could visit the photographers gallery</p>
Exam Board	<p>AQA</p>

Spanish (GCSE) – Year 10	
Term 1	<p><u>Free-time activities: Is it possible to learn about a culture/ a society from watching a film or reading a book?</u></p> <p>1.1.32. Memorisation techniques & strategies 1.1.33. Talking about free-time activities 1.1.34. Talking about TV programmes and films 1.1.35. Talking about what you usually do 1.1.36. Talking about sports 1.1.37. Discussing different types of entertainment 1.1.38. Using stem-changing verbs 1.1.39. Revising ‘SOLER’ + infinitive/ imperfect tense 1.1.40. Revising adjectives of nationality</p>
Term 2	<p><u>Hispanic Culture and Revision: Which key character traits does your idol possess and why are these so important?</u></p> <p>1.1.41. Talking about who inspires you 1.1.42. Learn about Spanish-speaking idols 1.1.43. Consolidating the use of past, present and future tense 1.1.44. Improving cultural understanding of Spain and Latin America 1.1.45. Learn how to revise effectively</p>
Term 3	<p><u>Home, Town, Neighbourhood and Region: Has globalisation had a positive or negative impact on the world? Why?</u></p> <p>1.1.46. Talking about places in a town and shops 1.1.47. Describing features of a region in Spain/ Latin America 1.1.48. Shopping for clothes and presents 1.1.49. Using ‘se puede’ and ‘se pueden’ 1.1.50. Using the simple future tense 1.1.51. Using demonstrate adjectives ‘este, esta, esa’</p>
Term 4	<p><u>Home, Town, Neighbourhood and Region: What would a perfect society look like?</u></p> <p>1.1.52. Talking about problems in a town 1.1.53. Describing a past and future visit 1.1.54. Consolidating the use of past, present and future 1.1.55. Using the conditional 1.1.56. Using the imperfect subjunctive 1.1.57. Revising using three tenses together (past, present, future)</p>
Term 5	<p><u>Daily habits/ food + Customs/ Festivals in Spanish-Speaking World: Does it matter where you were born?</u></p> <p>1.1.58. Describing typical foods and mealtimes 1.1.59. Talking about your daily routine 1.1.60. Describing illnesses and injury 1.1.61. Comparing different festivals and special events 1.1.62. Using reflexive verbs 1.1.63. Using and recognising the passive 1.1.64. Using and recognising superlatives</p>
Term 6	<p><u>Daily habits/ revision, consolidation and exam practice:</u></p> <p>1.1.65. Ordering in a restaurant 1.1.66. To improve cultural understanding of Spanish/ Latin American food and events. 1.1.67. Revising how to form and answer questions 1.1.68. Revision of key topics and how to approach questions in L, R, W and S papers. 1.1.69. End of Year exam</p>
Homework	<p>Weekly Vocabulary test (15 words per week) linked to QUIZLET.COM A grammar or reading task to support learning in lessons given by class teacher.</p>
To stretch myself...	<p>Learn an extra 5 words per week/ complete extension task on hand-out Use revision website: Quizlet.com, Memrise.com, BBC bitesize Use the Revision Edexcel GCSE (9-1) Spanish Pearson Revision Guide to review previous topics. Use phone app: Duolingo.com, Quizlet.com</p>
Exam Board	<p>Edexcel/Pearson</p>