Study Overview — Year 10 Curriculum

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Art	GCSE Coursework Independent artist study painting, clay, printing, collage, sculpture and artist study	GCSE Coursework Independent artist study painting, clay, printing, collage, sculpture and artist study	GCSE Coursework Independent artist study painting, clay, printing, collage, sculpture and artist study	GCSE Coursework Independent artist study painting, clay, printing, collage, sculpture and artist study	GCSE Coursework Independent artist study painting, clay, printing, collage, sculpture and artist study	GCSE Coursework Independent artist study painting, clay, printing, collage, sculpture and artist study
Computing	Algorithms part 1 Computational thinking Representing algorithms Tracing algorithms	Algorithms part 2 Searches, Sorts Implementing algorithms	Computer Systems 1 How a CPU works Computer storage	Computer systems 2 Computer systems Use of logic Assembly language	Data representation Using different number bases Representing text Representing images and sound	Programming Part 1 IDEs Variables, input and output Expressions, selection and logic
English Language and Literature GCSE	Baseline Assessment Descriptive Writing and Language analysis An Inspector Calls JB Priestley	AQA Power & Conflict Poetry AQA English Lang Paper 1	Macbeth William Shakespeare	Unseen Poetry AQA English Literature Paper 2	Jekyll and Hyde Robert Louis Stevenson Spoken Language Preparation and NEA	
AQA Step Up to English	Holidays	Science Fiction	Gothic Horror	Gothic Horror	Story Telling and Story Structure	Presentational Devices, audience and purpose. Writing effective stories inspired by an image.
Food	Food preparation skills- general practical skills, knife skills, preparing fruit and vegetables, Use of the cooker Food, Nutrition and Health - macronutrients	Food preparation skills- use of equipment, cooking methods, preparing, combining and shaping. Food, Nutrition and Health – micronutrients (and water)	Food preparation skills- sauce making, tenderising and marinating, dough. Food, Nutrition and Health – Nutritional needs and health Food Science – Cooking of food and heat transfer	Food preparation skills- raising agents, setting mixtures. Food, Nutrition and Health – Nutritional needs and health	NEA1 Practice Food Science – functional and chemical properties of food.	NEA2 Practice Food Choice- factors affecting food choice, British and international cuisine, sensory evaluation, food labelling.
Life Skills	Group 1: Make a simple meal Group 2: Make a simple meal	Group 1: Make a simple meal Group 2: Make a simple meal	Group1: Living safely in a home Group 2: Make a simple meal and personal care and hygiene	Group 1: Getting about safely Group 2: Personal care and hygiene	Group 1: Personal Health Group 2: Living safely in a home.	Group 1: Independence skills Group 2: Independence skills
Modern Foreign Languages	Relationships with family and friends	Education	Education	Home and Local Area	Holidays and Travel	Holidays and Travel
Mathematics Higher and Foundation	Higher: Roots and indices Foundation: Number Multiplication, division, square and cube number	Higher: Algebra Foundation: Algebra	Higher: Ratio Foundation: fractions and decimals	Higher: Barcharts, Pictograms Foundation: Statistics	Higher: 2D and 3D Shapes Foundation: Measures	Higher: Angles and Circles Foundation: Geometry
Mathematics Functional Skills	Read, write, order and numbers	Recognise coins and notes and write them in numbers with the correct symbols. Solve a range of calculations involving money	Extract information from lists, tables, diagrams and bar charts. Make numerical comparisons from bar charts.	Statistics Data Cycle	Measures	Geometry
Media Studies	Introduction: all four areas of theoretical framework	Television advertisement for Galaxy NHS blood and transplant online campaign video OMO 1950's Print advert from Woman's Own magazine.	Music videos: Arctic Monkeys - I bet you look good on the dancefloor Black Pink – How You Like That.	Radio: Radio 1 launch day. Tony Blackburn Breakfast Show, 1967 (excerpts) from Kiss Breakfast on Kiss Radio	Online, Social and Participatory Media: Marcus Rashford Kim Kardashian, Hollywood Lara Croft Go.	Magazines Tatler & Heat

History	Medicine in Britain c1250-present. Medieval Medicine:	Medicine 1700-1900: Edward Jenner, Pasteur and Koch, Anaesthetics and Antiseptics, Florence Nightingale and Hospitals.	Medicine 1700-1900 (Part 2) Public Health, Conditions in Towns, Chadwick, John Snow: Cholera, Public Health Acts.	The British Sector of the Western Front 1914-18: Ypres, the Somme, Arras and Cambrai, the Trench System, The Nature of Wounds, the RAMC and FANY, Dressing Stations, New Techniques.	Early Elizabethan England 1558-88: Queen, Government and Religion: Accension, Religious Settlement and Challenges, Mary Queen of Scots.	Elizabethan Society: Education and Leisure, The Problem of the Poor, Exploration and Voyages of Discovery, Raleigh and Virginia.
PE Core	Get Competitive/Get Leading. Team Games, Sports Leadership or swimming	Get Competitive/Get Leading. Team Games, Sports Leadership or swimming	Get Fit/Get Experiencing Fitness based activities, new sporting experiences or swimming	Get Fit/Get Experiencing Fitness based activities, new sporting experiences or swimming	Get communicating/Get Experiencing Team building activities, analysing performances in different sports or swimming	Get Communicating/Get Experiencing Team building activities, analysing performances in different sports or swimming
BTEC Level 1 Sport	A1 - Being Organised	A1 - Being Organised	SP7 – Playing Sport	SP7 – Playing Sport	SP9 – Assisting in a sports activity	SP9 - Assisting in a sports activity
PSHE	Mental Health Mental health and ill health, stigma, safeguarding health, including periods of change.	Financial decision making. The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Future Opportunities Strengths and weaknesses and readiness to work
Citizenship	Life in Modern Britain	Life in Modern Britain	Rights and Responsibilities	Rights and Responsibilities	Politics and Participation	Politics and Participation
RE	FC AQA: The existence of God and Revelation SL Eduquas: Relationships and Families	FC AQA: The existence of God and Revelation SL Eduquas: Relationships and Families	FCAQA: Religion and Life & Relationships and families SL Eduquas: Crime and Punishment	FC AQA: Religion and Life & Relationships and families SL Eduquas: Crime and Punishment	FC AQA Crime and Punishment SL Eduquas: Christianity and beliefs	FC AQA Crime and Punishment SL Eduquas: Christianity and beliefs
Science	10 GCSE group 1: P4 Waves and P3.2 electrical circuits 10 GCSE group 2:: B2.2 Scaling up and B3 organ level systems10 Entry Level group : ELC3 Everything in its place, ELC4 Clean air & water and ELC5 Novel materials.	10 GCSE group 1: C2.2 & 2.3 Elements, compounds & mixtures and C3 Chemical reactions. 10 GCSE group 2: P4 Waves and P3.2 electrical circuits 10 Entry Level group: ELB4 Fooling your senses, ELB5 Gasping for breath and ELB6 Casualty.	10 GCSE group 1: B4 community level systems & B5 genes, inheritance and selection 10 GCSE group 2: C4 Predicting & identifying reactions.and C5.1 and 5.2 monitoring and controlling reactions 10 Entry Level group : ELP5 Alternative energy, ELP6 Nuclear power and ELP7 Our electricity supply.	10 GCSE group 1: P5 Energy and P6 Global challenges 10 GCSE group 2: B4 community level systems and B5 genes, inheritance and selection10 Entry Level group :ELC6 Sorting out, ELC7 Let's get together and ELC8 Heavy metal.	10 GCSE group 1: C4 Predicting & identifying reactions and C5.1 and 5.2 monitoring and controlling reactions10 GCSE group 2: P5 Energy and P6 Global challenges10 Entry Level group :ELB7 You can only have one life, ELB8 Body wars and ELB9 Creepy crawlies.	10 GCSE group 1: B6 Global challenges 10 GCSE group 2: C5.3 monitoring and controlling reactions. C6 Global Challenges10 Entry Level group :ELP8 Attractive forces, ELP9 Pushes & pulls and ELP10 Driving along.
Resistant Materials	Working with Wood Bird Box Project	Working with Wood Bird Box Project completion Working in Metal Tea Light Candle Holder	Working in Metal Tea Light Candle Holder completion Electronics Project Air Freshener	Electronics Project Air Freshener completion	Understanding materials properties and uses	Introduction to NEA on release of themes Developing design brief and analysis of task research design eras and materials

Subject: GCSE Art

"If I could say it in words there would be no reason to paint." Edward Hopper

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	GCSE Coursework Independent artist study painting, clay, printing, collage, sculpture and artist study. Presentation skills Research skills. Development of ideas	GCSE Coursework Independent artist study painting, clay, printing, collage, sculpture and artist study. Presentation skills Research skills. Development of ideas	GCSE Coursework Independent artist study painting, clay, printing, collage, sculpture and artist study. Presentation skills Research skills. Development of ideas	GCSE Coursework Independent artist study painting, clay, printing, collage, sculpture and artist study. Presentation skills Research skills. Development of ideas	GCSE Coursework Independent artist study painting, clay, printing, collage, sculpture and artist study. Presentation skills Research skills. Development of ideas	GCSE Coursework Independent artist study painting, clay, printing, collage, sculpture and artist study. Presentation skills Research skills. Development of ideas
Important literacy and numeracy developed this year	**Literacy:** Artist study, to record observations about art using written methods. **Numeracy:** Proportion, Scale.					
Wider Skills	Creativity, Confidence, Problem Solving, Perseverance, Focus, Non Verbal Communication, Receiving Constructive Feedback, Collaboration, Dedication.					
How you can help your child at home	Encourage them to draw, paint, sculpt, print and use photography as much as possible, take chance and experiment, the artwork doesn't have to be perfect every time at this point the process is more important.					

Subject: Computing

"Computing is not about computers anymore. It's about living." Nicholas Negroponte

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Algorithms Part 1 Define the terms decomposition, abstraction and algorithmic thinking. Recognise scenarios where each of these computational thinking techniques are applied. Apply decomposition, abstraction and algorithmic thinking to help solve a problem. Describe the difference between algorithms and computer programs. Identify algorithms that are defined as written descriptions, flowcharts and code. Analyse and create flowcharts using the flowchart symbols. Use a trace table to walk through code that contains a while loop, a for loop and a list of items.	Algorithms Part 2 Compare the features of linear and binary search and decide which is most suitable in a given context. Interpret the code for linear search and binary search. Trace code for both searching algorithms with input data. Identify why computers often need to sort data. Traverse a list of items, swapping the items that are out of order. Perform a bubble sort to order a list. containing sample data Insert an item into an ordered list of items. Describe how insertion sort is used for ordering a list of items. Perform an insertion sort to order a list containing sample data.	Computer Systems 1 Understand the difference between embedded and general purpose computer systems. Describe the role of system software as part of a computer system. Explore the role of the operating system and utility software. Describe the basic components of the CPU. Understand the roles and purpose of each component of the CPU in computation. Explain how the fetch-decode-execute cycle works by describing what happens at each stage. Describe the role of each part of the CPU as part of the fetch-decode-execute cycle.	Computer Systems 2 Describe how data is read from and written to optical and magnetic memory. Apply knowledge of storage devices to compare the three mediums of storage. Apply the knowledge of storage devices to recommend an appropriate device. Describe the limitations of secondary storage Explain the definition. of 'cloud storage' and describe the characteristics of cloud storage. Explore the factors that impact a CPU's performance. Select components to create a computer system.	Data Representation Give examples of the use of representation. Explain how binary relates to two-state electrical signals. Work out what range of numbers can be stored in a specific number of bits. Explain the concept of a number base. Convert a positive binary integer to decimal. Convert a decimal number to binary. Define the term 'bit'. Perform binary shifts (logical). Perform binary addition. Explain why overflow might occur. Define the term 'byte'. Explain how numbers are represented using hexadecimal. Convert decimal numbers to and from hexadecimal requirements for sound files.	Programming Part 1 Compare how humans and computers interpret instructions. Explain the differences between high- and low-level programming languages. Describe why translators are necessary. List the differences, benefits and drawbacks of using a compiler or an interpreter. Use subroutines in programs. Define a sequence as instructions performed in order, with each executed in turn. Predict the outcome of a sequence and modify it. Interpret error messages and define error types and identify them in programs (logic, syntax). Describe the tools an IDE provides (editors, error diagnostics, run-time environment, translators). Use meaningful identifiers. Determine the need for variables. Distinguish between declaration, initialisation and assignment of variables.
Key Assessments	Algorithm project.	Code created from a given algorithm.	Quiz and completed diagram.	Short program.	Small set of data presented in different forms.	Completed program.
Important literacy and numeracy developed this year	**Literacy:** Precise writing and instructional writing. Reading non-fiction texts. Presenting information for a defined audience. **Numeracy:** Mathematical operations, using formula, logic.					
Wider Skills	Investigating the wider effects of actions.					
How you can help your child at home	Investigating programming concepts on various websites and discover the components that make up a computer.					

Subject: GCSE English Language and Literature

"When we read great literature, something changes in us that stays changed. Literature remembered becomes material to think with." Donald Hall

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	An Inspector Calls JB Priestley Exploring and responding to a text's ideas. Selecting quotations to support ideas. Analysing the writer's methods using appropriate subject terminology. Exploring the text's social and historical context. Understanding characterisation and themes of the play.	AQA Power & Conflict Poetry Developing thoughtful and effective comparative skills. Exploring and responding to a text's ideas. Selecting appropriate quotations to support ideas. Analysing the writer's methods and using apt subject terminology. Exploring the poems social and historical, cultural and political contexts. AQA English Lang Paper 1 Identify and interpret explicit and implicit information and ideas Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Evaluate texts critically and support this with appropriate textual references Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Macbeth William Shakespeare Further developing mastery of responding critically and imaginatively to the play Further developing mastery of selecting and evaluating relevant textual material Further developing mastery of selecting quotations to justify interpretations Further developing mastery of explaining and evaluating dramatic techniques, language, structure and form Further developing mastery of relating the play to its context Further developing mastery of analysing extracts and understanding how a theme or character develops and is portrayed throughout the play Further developing mastery of devising examination responses to extracts from the play.	Unseen Poetry Read, understand and respond to unseen poetry. Maintain a critical style and develop an informed personal response to unseen poetry Use textual references, including quotations, to support and illustrate interpretations of unseen poetry. Analyse the language, form and structure used by a poet to create meanings and effects, using relevant poetic subject terminology where appropriate. AQA English Language Paper 2 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts Identify and interpret explicit and implicit information and ideas Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts To use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Jekyll and Hyde Robert Louis Stevenson AQA Language and AQA Literature Understanding how social and historical context is explored throughout the novella Analyse the language, form and structure used by the writer to create meanings and effects, using relevant subject terminology where appropriate. Speaking and Listening Speech Writing Formal Presentational skills Demonstrating presentation skills in a formal setting Using rhetorical devices effectively Listen and respond appropriately to spoken language, including to questions and feedback on presentations Use spoken Standard English effectively in speeches and presentations.	
Key Assessments	**On examination response on a character** **One examination response on a theme** **Descriptive Writing task**	Compare two poems Complete an AQA Paper 1 English Language	One examination response on an extract from Macbeth Evaluate a statement on Macbeth (preparation for Paper 1 Q4)	On examination response to an Unseen poem Complete an AQA Paper 2 English Language	One examination response on an extract from Jekyll and Hyde Descriptive Writing task Evaluate a statement on Jekyll and Hyde (preparation for Paper 1 Q4)	Write a speech Deliver a speech for GCSE Spoken Language examination
Important literacy and numeracy developed this year	**Literacy:** Ambitious vocabulary, clauses & phrases, sentence structures, ambitious punctuation, accurate paragraphs. Topic sentences, analytical verbs, poetic devices, selection of different modal forms to hypothesise & give reasons. Structure sentences to compare and contrast. Effective vocabulary for analytical writing, choose sentence structures for clear analysis, quote and explain writers' ideas effectively. Effectively comment on writer's choices Topic sentences, analytical verbs, dramatic devices, selection of different modal forms to hypothesise & give reasons Topic sentences, analytical verbs, poetic devices, selection of different modal forms to hypothesise & give reasons . Structure sentences to compare & contrast. Vocabulary to assert viewpoint, imperative & modal verbs, conjunctions & conjunctive adverbs for arguments, word, clause order in sentences. Structure sentences to compare & contrast **Numeracy**: Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning, such as speed or temperature.					
Wider Skills	To be able to read a wide range of classic literature fluently and with good understanding, and make connections across pupils' reading. Read in depth, critically and evaluatively, so that pupils are able to discuss and explain their understanding and ideas. To develop the habit of reading widely and often and appreciate the depth and power of the English literary heritage. Pupils can write accurately, effectively and analytically about their reading, using Standard English. Pupils acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.					
How you can help your child at home	Seneca learning is a great way to consolidate and enrich grammar skills, encourage independent reading and test newly acquired knowledge. https://senecalearning.com/en-GB/ Accelerated Reader can be accessed via our school website https://ukhosted55.renlearn.co.uk/1918494/ to enable pupils to take comprehension and literacy quizzes on the books they have read. Encourage your child to read widely, as well as fiction and non fiction books, encourage them to read newspapers, magazines and leaflets to expose them to as much new vocabulary and purposes of writing as possible, to give them a sense of the writer's use of methods to have an intended impact on the reader for a specific purpose. Visiting the theatre					

Subject: Step Up to English

"The English Language is nobody's special property. It is the property of the imagination. It is the property of the language itself." Derek Walcott

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Holidays. Information Retrieval, Inference, Instructions and fact sheets Letter and Texts. Persuasive writing techniques.	Science Fiction. Comparing sources using comparative connectives. Use of accurate punctuation and grammar choices. Developing skills in retrieval and comprehension.	Focus: Gothic Horror Conventions. Victorian Monsters and villains and their social and historical context. Story structure and creating fear and tension. To understand language methods used in creating Gothic settings		Focus: Story Telling and story structure. Encouraging pupils to use ambitious vocabulary and devise a variety of sentence structures. Comparing two sources;. Heroic professions and superhero, Heroic acts.	Focus : Presentational features, Recap audience and purpose, speech writing. Locating information and learning to infer. Writing the opening to stories as inspired by an image.
Key Assessments	Reading Task: Information Retrieval and analysis of fact sheets Writing Task : Creative Writing S+L The positives and negatives of Staycations in the UK	Reading Task : Information retrieval from a cartoon and story. Comparing two texts. Writing Task: Complete a story using the ingredients provided.	Reading Task : Information retrieval, inference, Newspaper articles, short stories and comparing information from two sources. Writing Tasks: Describing a setting or story writing		Reading Task : Information retrieval from a cartoon and story. Comparing two texts. Writing Task: Devising and structuring a legend.	S+L deliver a presentation on a person or figure you admire
Important literacy and numeracy developed this year	**Literacy:** Ambitious vocabulary, clauses & phrases, sentence structures, ambitious punctuation, accurate paragraphs. Topic sentences, analytical verbs, selection of different modal forms to hypothesise & give reasons. Effective vocabulary for analytical writing, creating sentence structures for clear analysis, quote and explain writers' ideas effectively. Effectively comment on writer's choices. Topic sentences, analytical verbs, selection of different modal forms to hypothesise & give reasons topic sentences, analytical verbs. Structure sentences to compare & contrast. Vocabulary to assert viewpoint, imperative & modal verbs, conjunctions & conjunctive adverbs for arguments, word, clause order in sentences. **Numeracy**: Working with the chronological order of sequencing and events. Calculating how many years ago from the present day some texts were written. Non-Fiction texts interpreting factual language and statistics for meaning, such as speed or temperature.					
Wider Skills	Resilience, application to real life, , explaining, communication skills, group work, sharing of ideas and collaboration of ideas with peers.					
How you can help your child at home	Seneca learning is a great way to consolidate and enrich grammar skills, encourage independent reading and test newly acquired knowledge. https://senecalearning.com/en-GB/ Accelerated Reader can be accessed via our school website https://ukhosted55.renlearn.co.uk/1918494/ to enable pupils to take comprehension and literacy quizzes on the books they have read. Encourage your child to read widely, as well as fiction and non fiction books, encourage them to read newspapers, magazines and leaflets to expose them to as much new vocabulary and purposes of writing as possible, to give them a sense of the writer's use of methods to have an intended impact on the reader for a specific purpose.					

Subject: GCSE Food Technology

"A good cook is like a sorceress who dispenses happiness" Elsa Schiaporelli

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Food preparation skills General practical skills Knife skills Preparing fruit and vegetables Use of the cooker –preparing foods using different parts. Food, Nutrition and Health – focus on macronutrients. Food Science – cooking of food and heat transfer.	Food preparation skills Use of equipment – microwave, food processor, hand whisks. Cooking methods – convection. Conduction, radiation. Preparing, combining and shaping. Food, Nutrition and Health – Focus on micronutrients (and water)	Food preparation skills Sauce making Tenderising and marinating Dough. Food, Nutrition and Health – Nutritional needs and health Understanding chemical, biological and mechanical raising agents.	Food preparation skills- raising agents Setting mixtures. Bread making and functions of ingredients. Fermentation, shaping and forming. Diet through life and nutritional needs. Food, Nutrition and Health – Nutritional needs and health.	NEA1 Practice; mock NEA 1 task with scientific experiments along the way. Food Science – functional and chemical properties of ingredients and how they can be manipulated. Science experiments to investigate different properties of food. Produce and investigation of a chosen ingredient which givens consideration to functional properties.	NEA2 Practice – British and International cuisine. Sensory evaluation – triangle tests/ paired/hedonic. Food labelling – nutritional software. Seasonal foods and ingredients.
Key Assessments	Practical assessment and log of skills developed. Peer assessments. End of half term assessment around safe and correct preparation of fruit and vegetables	Skills log and assessments. Testing of knowledge on Nutrients. End of half term assessment understanding Macronutrients and Micronutrients	Practical assessment. Peer assessments. End of half term assessment understanding heat transfer.	Practical assessment. Peer assessments. End of half term assessment understanding nutritional needs	Practical assessment. Peer assessments. End of half term assessment to know the functional properties of ingredients. Mock NEA 1 grade	Practical assessment. Peer assessments. End of half term assessment to demonstrate practical skills safely. Mock NEA 2 grade
Important literacy and numeracy developed this year	**Literacy:** Using descriptive, sensory specific adjectives as part of the sensory analysis process. **Numeracy:** Measurement of ingredients.Ratio of ingredients in a range of recipes. Fractions and equivalents when weighing, measuring or substituting ingredients.					
Wider Skills	**Science**: Functional properties and chemical structures of proteins, fat and carbohydrate. Understand relationships between diet and health and diet related illnesses. Understanding the functional and chemical properties of proteins: through gluten formation. Understanding of how chemical raising agents are used and their functional properties. **Geography**: To know where foods are grown and when/how they are harvested. **PE**: Understanding how diets can differ depending on energy output To know what macronutrients and micronutrients are, why they are needed and how they are used by the body.					
How you can help your child at home	Looking at recipes which are cooked in school and discussing how they could be adapted/ improved. Revision - GCSE Home Economics: Food and Nutrition (CCEA) - BBC Bitesize Discussing the ingredients used in meals cooked at home and which preparation techniques have been used. Helping to prepare ingredients towards a recipe and assist with some cooking techniques. Looking at recipes which are cooked in school and discussing how they could be adapted/ improved.					

Subject: Aim Life skills - Entry level 2 and 3

"These are the skills we can take wherever we go in life, no matter what we do." Millie Hogue

Year 10 Group 1	**Autumn Term 1**	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Knowledge and Skills	Make a simple meal Know basic hygiene rules of the kitchen Be able to select ingredients to make a meal Be able to prepare ingredients Be able to use utensils safely Be able to use a cooker safely Be able to serve a meal	Make a simple meal Know basic hygiene rules of the kitchen Be able to select ingredients to make a meal Be able to prepare ingredients Be able to use utensils safely Be able to use a cooker safely Be able to serve a meal	Living safely in a home Know how to deal with health and safety issues in the home. Know how to secure a home. Know how to clean areas of a home Know how to maintain a home	Getting about safely Know how to stay safe when out and about. Know how to travel safely Be able to cross roads safely. Know how to be safe in the dark. Know emergency evacuation procedures Be able to use emergency evacuation procedures	Personal Health Understand what is meant by good health. Know important aspects of keeping healthy. Know causes of illness. Know what to do in the case of illness or injury.	Independence Skills Independence, thinking for themselves. Making a snack, drink and meal independently Using the washing machine, ironing, cleaning Using new and different equipment safely
Key Assessments	To be able to get themselves ready for cooking and understand why hygiene is important To be able to plan, select, prepare and cook food for themselves. To be able to successfully use a grill, hob, cooker, microwave.	To be able to plan, select, prepare and cook food for themselves. To be able to successfully use electrical equipment safely. To be able to serve a meal to others.	List potential hazards in the home. Outline an emergency procedure in the home. State what to do in the event of a fire in the home Identify ways to prevent a break in. State one way to secure own property. State how to clean different areas of a home including: bathroom kitchen bedroom living area State a requirement of a tenant in relation to maintaining a home	Identify three possible risks to personal safety when going out. Identify a way to minimise three risks to personal safety when going out. Identify a strategy for dealing with an unexpected situation. Identify three road information signs and state their meaning. Identify four things to watch out for on a journey. Cross road safely using designated pedestrian crossing. Cross road safely where no pedestrian crossing is available. Identify three ways to be safe in the dark. Identify safe routes to local amenities by day and by night. Identify appropriate clothing to be worn when it is dark. Identify features of clothes that make them appropriate to wear in the dark. State an example of when a building may need to be evacuated State how s/he would recognise a building was being evacuated. State two things s/he should do when a building is being evacuated Follow procedures to evacuate a building during a fire drill.	State three signs of good health. State three signs or symptoms of poor health. Name three illnesses. State signs or symptoms of three illnesses. State three things about the way we live that can affect our health. State three things s/he can do to maintain own health. State how a cold can be caught. State possible causes of a stomach upset. Suggest three ways of reducing the risk of becoming ill. State two actions s/he might take in the event of contracting a minor illness. State two actions s/he might take if s/he were injured or fell very ill.	Know how to sort clothes into groups of colour and material. Know how to use the washing machine Know how to use the tumble dryer and clothes airer. Know how to use various electrical kitchen equipment to make snacks and meals as independent as possible.
Important literacy and numeracy developed this year	Vocabulary specific to enable students to identify kitchen equipment and be able to read a recipe. Be able to follow instructions successfully. Being able to ask for something at a supermarket. Weighing and measuring, ingredients, Money handling and being able to identify change given .					
Wider Skills	Be able to transfer skills learnt to carry out tasks at home. Students will be able to take part in educational visits to enable them to complete units.					
How you can help your child at home	Practise skills learnt in school at home.					

Subject: MFL

"One language sets you in a corridor for life. Two languages open every door along the way." Frank Smith

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	All about me Relationships Personal descriptions of self, family and friends: name age appearance personality nationality. Family members: parents brothers and sisters pets opinions and reasons. Friends: descriptions activities together. Relationships: reasons for arguments past relationships future relationships marriage and divorce	Education School description: location buildings clubs Equipment ideal school. Subjects: preferences opinions and reasons. Teachers: descriptions personality preferences opinions and reasons. Rules and uniform: description preferences opinions and reasons. School routine: times transport breaks lunch. Problems: bullying Indiscipline	Education continued. Current and future plans Work experience: tasks Future plans: staying on gap year college university jobs	Home and local area Location: region directions sights places opinions and reasons. Accommodation: types descriptions rooms opinions and reasons. Town: facilities activities opinions and reasons	Holidays and travel Destinations: who with and when countries facilities reasons for going opinions and reasons. Accommodation: location different types booking facilities. Travel: different types advantages disadvantages opinions and reasons. Weather: forecasts likes and dislikes. Activities: sightseeing sports.	Holidays and travel continued Problems: Holiday disasters Eating out: cafés restaurants ordering menus advertisements reviews complaining opinions and reasons. Shopping: shops lists prices quantities special offers shopping habits markets local shops Internet shopping
Key Assessments	FCSE units / GCSE past papers	FCSE units / GCSE past papers	FCSE units / GCSE past papers	FCSE units / GCSE past papers	FCSE units / GCSE past papers	FCSE units / GCSE past papers
Important literacy and numeracy developed this year	Literacy - knowledge of tenses, spellings of English and French words, extended sentences Numeracy - numbers, measures, prices and change					
Wider Skills	Knowledge and appreciation of another culture and country's customs and traditions. Revision and study skills, developing confidence in preparation for exams					
How you can help your child at home	Encourage them to complete all revision tasks set Test them on their vocabulary and verb lists					

Subject: Maths – Foundation

"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."
Shakuntala Devi.

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Number Recall Times tables Bidmas Place value Multiply numbers by single digit Add and subtract numbers with up to 4 digits Square numbers Cube numbers Negative numbers on scales 4 rules with negatives Short division Factors Long multiplication and division Rounding Prime numbers Multiply and divide by powers of 10	Algebra Simplifying Recognise next number in a sequence Substitute numbers into expressions plot coordinates in all 4 quadrants Give next value in sequence and describe how sequence built up Solve linear equation involving one operation Collect like terms Multiply terms Solve linear equations involving more than one operation Factorisation Draw linear graph from table of values	Fractions, Percentages, Decimals and Ratio Shade in fraction of shape and identify fraction shaded Add and subtract fractions with same denominator Recognise equivalent fractions Cancel fractions Find a fraction of an integer Identify equivalent fractions, percentages, decimals for ¼, ½, ¾, tenths and fifths Add fractions with different denominators Order and compare fractions Find % of quantity Simplify a ratio Compare prices to find best buy	Statistics Data cycle Draw charts and diagrams Interpret charts and diagrams Measures of average Plot coordinates Work out frequency from frequency table Probability scale Conversion graphs Calculate probability List outcomes of 2 events Correlation Speed, distance, time	Measures Exam practice and Tell time using analogue and digital clocks Read scales with variety of divisions Identify standard metric units Measure and draw line accurately Round decimal numbers to 1,2,3 places Use four operations with decimals Convert from one metric unit to another Convert metric to imperial given conversion	Geometry Exam practice and Perimeter of 2D shape lines of symmetry Name 2D and 3D shapes Circle terminology Draw circle ; given radius/d Nets of 3D shapes Area of rectangle Rotational symmetry Measure and draw angles and lines Use fact angles at a point angles on a straight line Angles in triangles Angles in quadrilateral Area of triangle Reflection in a mirror line Volume of a cuboid Angles in parallel lines Area of parallelogram Area of trapezium Area and circumference of circles Translation Rotation Enlargement
Key Assessments	End of topic assessments	End of topic assessments	End of topic assessments	End of topic assessments	End of topic assessments	End of topic assessments
Important literacy and numeracy developed this year	**Literacy:** Key Words / vocabulary, comprehension, reading, writing explanations and comparisons. **Key vocabulary.** Literacy in mathematics means developing a pupil's structured speaking, vocabulary, writing, and reading to help them solve mathematical problems and present their results and findings. **Numeracy:** Develop the ability to reason and to apply numerical concepts. Recognise and understand the role of mathematics in the world and develop the ability and skills to to reason and to apply numerical concepts use mathematical knowledge and skills purposefully.					
Wider Skills	Resilience, application to real life, explaining, communication skills, problem solving, perseverance.					
How you can help your child at home	Handling money. Using 12 and 24 hour clock times, Reading scales and dials – Cooking from recipes, weighing. Reading tables and charts, using maps, using scales and measures, reading news items, encouraging revision of concepts. Using online resources. Planning journeys and reading transport timetables.					

Subject: Maths Higher GCSE

"The only way to learn Mathematics is to do Mathematics." Paul Halmos.

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Use roots and indices Calculate with indices, and negative and fractional indices Use surds and calculate with surds, simplify terms and rationalise denominators Change terminating and recurring decimals to fractions Error intervals and upper and lower bounds	Understand vocabulary to do with algebra and ways of writing expressions Collect like terms Multiply terms Multiply out brackets Solve equations with more than 1 operation Find next term in sequence, express rule Nth term – find and use to generate sequence Substitute into equations Factorisation including factorising quadratics Solving quadratics by factorisation or using formula Nth term for quadratic sequence Recognise special sequences eg square, triangle no Plot in all 4 quadrants Y=mx+c, including gradients and intercepts Parallel and perpendicular lines Quadratic graphs, gradients, intercepts, roots	Ratio, reduce to simple form, split amounts in given ratio Using standard units and decimals, convert between metric units and some imperial to metric conversion eg miles to Km Calculate fractions and percentages of integers Change mixed numbers to improper fractions Express one quantity as fraction of another Solve problems involving % change Compound interest Use scale factors, use ratio notation Use proportion – direct and inverse, including algebraic notation	Bar charts, pictograms, Frequency charts (Tally) Distance time graphs, calculate speed, conversion graphs Mean – including from frequency tables Median Mode Range Pie charts Stem and leaf including median, quartiles Scatter graphs, correlation, line of best fit Sampling Cumulative frequency, box plots Histograms	Identify 2D and 3D shapes and properties and nets including different triangles and quadrilaterals Use terminology to do with shapes, including circles Calculate perimeter of 2D shapes Calculate areas of rectangles, triangles, parallelograms, compound shapes, trapeziums Calculate volume of cuboids and prisms Calculate area and perimeter of circle Use Pythagoras Calculate volume and surface area of cylinders, spheres, cones, pyramids Calculate arc lengths and areas of sectors	Construct and measure circles, angles, lines Calculate angles at a point, angles on a line, angles in a triangle / quadrilateral Interior and exterior angles Angles in parallel lines Construct shapes, bisectors, loci, bearings Construct planes and elevations of 3D shapes Use terminology to do with circles Apply standard circle theorems Know simple trigonometric ratios and values for 0,30,45,60,90 Know and apply sine rule, cosine rule and ½ absinc for triangle area
Key Assessments	Chapter reviews and End of Topic assessments	Chapter reviews and End of Topic assessments	Chapter reviews and End of Topic assessments	Chapter reviews and End of Topic assessments	Chapter reviews and End of Topic assessments	End of year exams
Important literacy and numeracy developed this year	**Literacy:** Key Words / vocabulary, comprehension, reading. **Numeracy:** Develop the ability to reason and to apply numerical concepts. Recognise and understand the role of mathematics in the world and develop the ability and skills to to reason and to apply numerical concepts use mathematical knowledge and skills purposefully.					
Wider Skills	Resilience, application to real life, explaining, communication skills.					
How you can help your child at home	Handling money, reading temperatures and scales, cooking, reading timetables, planning journeys, reading maps, encouraging revision of concepts using online resources, using measuring devices.					

Subject: Entry Level Functional Skills Maths

"Go down deep enough into anything and you will find mathematics." Dean Schlicter

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Read, write, order and numbers Recognise and continue linear sequences of numbers Recognise and interpret these symbols; +, -, x, / and = Complete simple written calculations involving; addition, subtraction, multiplication and division Approximate by rounding to the nearest 10, 100 and 1000. Understand and use simple fractions Recognise simple fractions (halves, quarters, and tenths) of whole numbers and shapes. Read, write and use decimal to one place. Read 12 hour digital and analogue clocks in hours. Know the number of days in a week, months and seasons in a year. Be able to name and sequence. Read and record time in common date formats. Read and understand time displayed on analogue and 12-hour digital clocks, half hours and quarter hours. Know the number of hours in a day and weeks in a year. Be able to name and sequence.	Recognise coins and notes and write them in numbers with the correct symbols Solve a range of calculations involving money Round amounts of money to the nearest £1 or 10p Understand, estimate, measure and compare length, capacity, weight and temperature. Use measuring equipment for length, weight and capacity. Carry out simple calculations using measure Recognise, draw and name simple 2D and 3D shapes, edges, corners. Use every day positional vocabulary to describe position and direction including left, right, in front, behind, under and above.	Extract information from lists, tables, diagrams and bar charts. Make numerical comparisons from bar charts. Sort and classify objects. Represent information using bar charts Make observations about numerical data Recognise number patterns	Statistics Data cycle Draw charts and diagrams Interpret charts and diagrams Measures of average Probability scale Calculate probability	Measures Exam practice and Tell time using analogue and digital clocks Read scales with variety of divisions Identify standard metric units Measure and draw line accurately Round decimal numbers to 1,2,3 places Use four operations with decimals Convert from one metric unit to another Convert metric to imperial given conversion	Geometry Exam practice Perimeter of 2D shape Lines of symmetry Name 2D and 3D shapes Circle terminology Area of rectangle Rotational symmetry Use fact angles Angles in triangles Reflection in a mirror line
Key Assessments	End of chapter reviews End of topic assessments	End of chapter reviews End of topic assessments	End of chapter reviews End of topic assessments	End of chapter reviews End of topic assessments	End of chapter reviews End of topic assessments	End of chapter reviews End of topic assessments
Important literacy and numeracy developed this year	**Literacy:** Key Words / vocabulary, comprehension, reading, writing explanations and comparisons **Key vocabulary.** Literacy in mathematics means developing a student's structured speaking, vocabulary, writing, and reading to help them solve mathematical problems and present their results and findings. **Numeracy:** Develop the ability to reason and to apply numerical concepts. Recognise and understand the role of mathematics in the world and develop the ability and skills to reason and to apply numerical concepts use mathematical knowledge and skills purposefully.					
Wider Skills	Resilience, application to real life, explaining, communication skills, problem solving, perseverance					
How you can help your child at home	Handling money. Using 12 and 24 hour clock times, Reading scales and dials – Cooking from recipes, weighing. Reading tables and charts, using maps, using scales and measures, reading news items, encouraging revision of concepts. Using online resources. Planning journeys and reading transport timetables.					

Subject: GCSE Media Studies

"We live in a media culture and whoever controls and influences and uses media the best has the power for change." ***Paul Watson***

Year 10	**Autumn Term 1**	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Knowledge and Skills	Introduction: All four areas of theoretical framework Pupils learn how to use media language and understand key media terminology. Identify and the codes and conventions of print adverts , newspapers and magazines. Deconstruct a media text, analyse the choices a producer has made to have a desired impact on their target audience . Develop their explanations of the connotations of media language in detail.	Advertising and Marketing: media language and media representations CSPs Television advertisement for Galaxy . NHS Blood and Transplant online campaign video . OMO Print advert from Woman's Own magazine. Pupils learn how to analyse representation and use of stereotypes. Apply Maslow's Hierarchy of needs to the CSPs. Apply audience theorists to the CSPs. Understand the influence of social and historical context. Conduct a semiotic analysis to help develop an understanding of how codes and conventions are used to communicate meaning. Define the Narrative Structure of advertisements.	Music Videos :Media Audiences and Media Industries Arctic Monkeys - I bet you look good on the dancefloor Blackpink – How you like that. Pupils learn how toappreciate and understand the different ways the two bands rose to fame. Understand the convergence between media industries. Understand the role of music video in reaching audiences and the relationship between producers, audiences and platforms. Consider the global nature of media audiences and industries. FILM INDUSTRY: (focusing on Media industries) Black Widow Daniel Blake. (Pupils focus on the film industry, not on the content of the films themselves. Pupils learn how to explore the different contexts and the marketing and target audience of the two films . Consider how films are funded and distributed , different franchises behind each film and how their respective audiences are targeted. Evaluate the production, marketing, distribution, effects of ownership, rating, regulation, and the global scale of the film industry .	Radio: Media Audiences and Media Industries Radio 1 Launch Day. Tony Blackburn Breakfast Show. Sept 1967 (excerpts) – Kiss Breakfast on KISS Radio – Radio Pupils learn how to appreciate the launch of Radio 1 was an event of historical and social significance and an important turning point in the history of radio. Understand how the launch of radio 1 provides a useful point of contrast with contemporary developments in youth-oriented radio. Appreciate and evaluate the changing role of radio in an increasingly digitised media landscape. Compare and contrast Kiss Radio with the Tony Blackburn Breakfast Show . Connect the key developments in the history of radio such as deregulation (the relaxation of government controls) and the impact of technological and social changes to the CSP's.	Online, Social and Participatory Media: media language, media representation, media industries, media audiences: Marcus Rashford – online presence Kim Kardashian; Hollywood Lara Croft Go. Pupils learn how to explore the genre conventions of the online, social and participatory platforms used by Marcus Rashford. Analyse the official website. and identify the technical codes used and the ways in which they create meaning. Understand in Kim Kardashian, Hollywood the product has cultural significance as it epitomises society's interest in fame and celebrity. Evaluate how the narrative of the game also reflects consumerist culture and, along with the other online platforms that Kardashian uses, demonstrates how technological developments in the media are being exploited by famous people for commercial gain and to increase their public profile. Appreciate the cultural and historical significance, both in terms of the function and representation of female characters in gaming and in the development of the gaming industry itself. Understand why as a game character, Lara Croft has polarised opinions: some view her as a positive female role model whilst others are critical of her appearance.	Media Language & Media Representations Tatler, January 2021 Heat, 21-27 November, 2020. Pupils learn how to: Analyse a magazine front cover and understand how it reinforces the magazine's brand within a highly competitive market. Evaluate and analyse how the media language used in this product communicates meanings and creates representations. Appreciate the audience of the magazine, and how the product has been encoded for them. Compare and contrast the two CSP front covers.
Key Assessments	Analysis of a Unseen Magazine Cover and response to a question	Analyse the stills in Figure 2 box and Figure 3 to show how the chosen locations reinforce the message of the Represent advertisement (Close Study Product). [8 marks] How are codes and conventions used in the Represent box video (Close Study Product) to appeal to its Black, Asian and Minority Ethnic audience? How did social and cultural contexts influence the way people understood advertisements in the 1950s? Refer to the OMO advertisement	How does a music video help to develop the relationship between a band and its audience? Refer to the Arctic Monkeys' music video I Bet You Look Good On The Dancefloor Compare the ways the marketing of the two films were different due to their target audiences	'The relationship between radio presenter and audience is much more important to box the industry than any developments in technology.' How far do you agree with this statement?	'It is very difficult for players to resist the harmful effects of video games.' How far do you agree with this statement? In your answer you must refer to: the social and cultural context of video games Kim Kardashian; Hollywood (Close Study Product) theories of active and passive audiences. In order to be successful, media products must target the uses and gratifications of different audiences.' How far is this true of video games you have studied? Answer with reference to: Lara Croft GO. Kim Kardashian: Hollywood (Close Study Products).	What does an analysis of the Heat front cover tell us about contemporary social and cultural values? Compare the two front covers.
Important literacy and numeracy developed this year	**Literacy:** The correct spelling and application of key media terminology. The application and understanding of command words used in examination questions. Pupils are taught how to construct a coherent and well-substantiated argument. Visual literacy is developed and cultivated to enable pupils to make perceptive inferences from text and image. N**umeracy:** Understanding percentages e.g.: in terms of audience demographic, viewing and media consumption figures. Understanding of measurement and ratio e.g. when pupils are designing their NEA product					
Wider Skills	An understanding of how minority groups are often underrepresented and ,misrepresented by the media. An appreciation of the 'feminine beauty ideal' and the use of stereotypes cultivated by the media and the impact that this can have on the mental health of those consuming it. A greater awareness of the dangers and pitfalls of social media. Pupils are encouraged to develop a 'critical eye' when approaching and engaging with a variety of news sources. Pupils gain an understanding of what 'fake news' is and the idea that some sources are more reliable than others as well as concept that media institutions have their own particular agenda and will mediate information to promote their own vision and ideals.					
How you can help your child at home	Encourage your child to engage with a wide range of media platforms and products from the past and present. Encourage them to follow the news and to consider how different news outlets choose to portray different stories. Pupils have access to the erevision platform for revision of the AQA CSP's and Seneca and should be logging in regularly to revisit their learning.					

Subject: GCSE History

"History never repeats itself, but it rhymes." Mark Twain

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Medicine in Britain Supernatural, natural, religious and humoral explanations for illness in Medieval times. Preventions and treatments for disease, including medics and hospitals from Medieval times. The impact of these beliefs during the Black Death. The key developments/individuals in Renaissance times and their impact including Thomas Sydenham, The Royal Society, Andreas Vesalius, William Harvey and the Great Plague. Start attempting GCSE level questions. Make historical comparisons.	Medicine In Britain Part 2 The development of vaccines and Germ Theory (Edward Jenner, Pasteur and Koch). The development and impact of anaesthetics and antiseptics. Florence Nightingale and the development of hospitals. The work of Snow and Chadwick and the details of the Public Health Acts. Answer Paper 1 Section B questions. Continue to develop their GCSE skills in comparison, explanation and judgement through practice questions.	Medicine in Britain Part 3 C20th developments in medicine such as genetics, lifestyle, penicillin and magic bullets. The development of governmental factors such as the NHS and the welfare state. Continue to practice Paper 1 Section B questions. Continue to develop their GCSE skills in comparison, explanation and judgement through practice questions.	Western Front 1914-1918 Key battles of the Western Front (Ypres, the Somme, Arras and Cambrai). The trench system and trench warfare. The nature of wounds in the trenches. How wounds were dealt with , the RAMC and FANY, Dressing Stations, New Techniques. Practice Paper 1 Section A and B questions. Add to their GCSE skills through description of key features of an historical period and evaluation of sources.	Early Elizabethan England The circumstances of Elizabeth I's accension, her religious settlement, challenges to her settlement and the threat of Mary Queen of Scots. Plots and revolts against Elizabeth I, Spanish Relations and the causes and consequences of the Armada. Answer Paper 2 Section B questions. Develop skills in describing key features of an historical period, evaluation of sources and making historical judgements.	Elizabethan England Part 2 The key features of Elizabethan society, such as how they dealt with poverty. Exploration and voyages of discovery in the "New World", including key figure and places such as Raleigh and Virginia. Know what is expected of them for Paper 1 and Paper 2 section B questions. Make comparisons, explanations and judgements. Describe key features of an historical period, evaluation of sources and making historical judgements.
Key Assessments	Practice questions from Paper 1, Section B.	Practice questions from Paper 1, Section B.	Practice questions from Paper 1, Section B.	Practice questions from Paper 1, Section A and full mock of Paper 1.	Practice questions from Paper 2 Section B.	Practice questions from Paper 2 Section B.
Important literacy and numeracy developed this year	**Literacy:** Pupils will need to develop their ability to write historically as outlined above and follow the advised structures for question threads whilst leaning how to use key words, phrases and terminology. **Numeracy:** Pupils will need a strong sense of chronology as well as an ability to understand historical data.					
Wider Skills	Pupils will get a perspective of the interconnected factors that lead to scientific progress and religious and socioeconomic change and how this has been different throughout human history. They will improve their critical thinking skills					
How you can help your child at home	Encourage your child to use BBC Bitesize, which has pages specifically aimed at Edexcel History pupils. Encourage them to use revision guides provided by the school. Encourage discussion and wider reading on history. Recommend documentaries you have seen. Share family history.					

Subject: Core Physical Education

"Persistence can change failure into extraordinary achievement." Marv Levy

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Pupils develop upon their knowledge developed during key stage 3 PE. They develop an understanding of different tactics and strategies that can be used with different games and activities. Pupils also are given the opportunity to undertake AQA units within swimming. Pupils will be able to gain qualifications in both swimming skills and life saving activities. Pupils will also further develop their understanding of the following fundamental skills: Throwing Catching Movement Finding space Shooting Basic rules Basics fouls Basic awareness of different roles Equipment Court boundaries Tactics Attacking Strategies Defensive strategies Developing game understanding Counting points, scores and times Swimming – Front crawl, Back stroke, Breast Stroke, push and gliding.	Pupils develop upon their knowledge developed during key stage 3 PE. They develop an understanding of different tactics and strategies that can be used with different games and activities. Pupils also are given the opportunity to undertake AQA units within swimming. Students will be able to gain qualifications in both swimming skills and life saving activities. Pupils will also further develop their understanding of the following fundamental skills ; Throwing Catching Movement Finding space Shooting Basic rules Basics fouls Basic awareness of different roles Equipment Court boundaries Tactics, Attacking Strategies Defensive strategies Developing game understanding Counting points, scores and times Swimming – Front crawl, Back stroke, Breast Stroke, push and gliding.	Pupils develop upon their knowledge developed during key stage 3 PE. They develop an understanding of different tactics and strategies that can be used with different games and activities. Pupils also are given the opportunity to undertake AQA units within swimming. Students will be able to gain qualifications in both swimming skills and life saving activities. Pupils will also further develop their understanding of the following fitness component's Fitness components – Cardiovascular fitness, Muscular endurance, Muscular strength, Flexibility, Skills related fitness – Agility, Balance, Co-ordination, Speed, Power Reaction time Counting points, scores and times Swimming – Swimming – Front crawl, Back stroke, Breast Stroke, push and gliding.	Pupils develop upon their knowledge developed during key stage 3 PE. They develop an understanding of different tactics and strategies that can be used with different games and activities. Pupils also are given the opportunity to undertake AQA units within swimming. Students will be able to gain qualifications in both swimming skills and life saving activities. Pupils will also further develop their understanding of the following fitness components; Fitness components – Cardiovascular fitness, Muscular endurance, Muscular strength, Flexibility, Skills related fitness – Agility, Balance, Co-ordination, Speed, Power Reaction time Counting points, scores and times Swimming – Swimming – Front crawl, Back stroke, Breast Stroke, push and gliding.	Pupils also are given the opportunity to undertake AQA units within swimming. Pupils will be able to gain qualifications in both swimming skills and life saving activities. Pupils will also further develop their understanding of the following feedback skills; Teamwork Verbal communication, Non-verbal communication Feedback, Non verbal feedback Self assessment Counting points, scores and times Swimming – Front crawl, Back stroke, Breast Stroke, push and gliding. Life saving language: huddle position, treading water, wading through water.	Pupils are also are given the opportunity to undertake AQA units within swimming. Pupils will be able to gain qualifications in both swimming skills and life saving activities. Pupils will also further develop their understanding of the following feedback skills: Teamwork, Verbal communication, Non-verbal communication Feedback Non verbal feedback Self assessment Counting points, scores and times Swimming – Front crawl, Back stroke, Breast Stroke, push and gliding. Life saving language – huddle position, treading water, wading through water.
Key Assessments	Pupils will be given the opportunity to undertake different AQA unit awards in swimming – units will be covering wider range of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2.	Pupils will be given the opportunity to undertake different AQA unit awards in swimming – units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2.	Pupils will be given the opportunity to undertake different AQA unit awards in swimming – units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2.	Pupils will be given the opportunity to undertake different AQA unit awards in swimming – units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2.	Pupils will be given the opportunity to undertake different AQA unit awards in swimming – units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2.	Pupils will be given the opportunity to undertake different AQA unit awards in swimming – units will covering wide of swimming content. Units will be at pre-entry level, entry level, level 1 and level 2.
Important literacy and numeracy developed this year	**Literacy:** Pupils will be developing their understanding and sport related language throughout the year. **Numeracy:** Pupils will develop an understanding of how to count points, scores and times in a wide range of activities throughout the year.					
Wider Skills	Team-work skills.					
How you can help your child at home	Extra-curricular clubs YouTube – (PE with Joe Wicks) Netflex Encourage to undertake physical activity					

Subject: Physical Education

BTEC Sport Level 1 Certificate Introductory to Sport

"Persistence can change failure into extraordinary achievement." Marv Levy

Year 10	**Autumn Term 1**	**Autumn Term 2**	**Spring Term 1**	**Spring Term 2**	**Summer Term 1**	**Summer Term 2**
Knowledge and Skills	A1 – Being Organised Develop Time management skills: Creating checklists Task priorities Use calendars Review priorities Develop organisational skills: Ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets Use organisational stationery such as folders, dividers, highlighters Set up and manage a filing system of work and emails to allow for quick and easy access, use alerts on phones and other digital devices Use project plans and spreadsheets for organisation and budgeting.	A1 – Being Organised Planners to organise time: different types of planner such as wall planners, calendars, electronic and/or online planners using them daily, weekly or monthly keeping them updated and reviewing the priorities. Review own time-management and organisational skills through identifying: Strengths and weaknesses of techniques used Why some techniques worked better than others Ways to improve own time management and organisation.	SP7 – Playing Sport Skills and techniques required in selected sports Definition of and differences between a sports skill and technique. Why and when these are needed. Learning, performing and improving skills and techniques. Skills for defence and attack Attacking skills and roles, e.g. shooting in netball and creating space for other team mates to attack by drawing defenders out of position. Defending skills and roles, e.g. blocking in volleyball and closing down opponents quickly to pressure them or to win the ball. Using skills in isolated, conditioned and competitive situations Differences between performing skills alone and in small or full-sided/ pressured situations.	SP7 – Playing Sport Components of skills Breaking down a skill or technique, e.g. whole-part-whole technique. Consideration of body position, e.g. position of head, angles and placement of legs and arms, where to connect with ball/shuttlecock. Observing and reviewing own performance Using checklists or SWOT (strengths, weaknesses, opportunities, threats) analysis for self-review. Identifying strengths and areas for improvement. How to select ways to improve performance. Rules and regulations in different sports Rules and laws as defined by governing bodies relating to skills and techniques, e.g. palming the ball in basketball or touching the net while blocking in volleyball.	SP9 – Assisting in a Sports activity Qualities of a sports activity leader Personality, e.g. confidence and ability to build positive relationships. Motivation, e.g. taking initiative and being proactive. Behaviour, e.g. being professional, setting an example and being a role model. Communication, e.g. being able to listen, instruct and observe. Sports activities that can be included in sessions Sport-based activities, e.g. dribbling drills for basketball or football. Game-based activities, e.g. small-sided games such as 2v2 netball in 1/4 court. Typical sports day activities, e.g. relays. Cooperative games, e.g. parachute games and group obstacles courses.	SP9 – Assisting in a Sports activity Needs of participants and aims of activities Fun, education and learning. Skill development. Age, gender and ability appropriate. Factors to consider when planning and preparing activities Location, timing of activity, health and safety and equipment. Age and number of participants. Expected outcomes for participants. How to structure a session or activity plan and activities that might be included, e.g. warm-up, main part fitness and cool down. Assisting in delivering an activity Demonstrating a range of skills, qualities and responsibilities appropriate to assisting in delivering a sports activity. Communication skills, e.g. clear demonstration of skills and techniques. Professional conduct. Ensuring sports activity plan is followed.
Key Assessments	Summative Independent Assessment to meet: Learning Aim 1 - Explore techniques to improve own organisational skills Learning Aim 2 - Review the use of techniques to improve own organisational skills	Summative Independent Assessment to meet: Learning Aim 1 - Explore techniques to improve own organisational skills Learning Aim 2 - Review the use of techniques to improve own organisational skills	Summative Independent Assessment to meet: Learning Aim 1 - Show skills and techniques in sport Learning Aim 2 - Review own performance when playing sport to improve skills and techniques	Summative Independent Assessment to meet: Learning Aim 1 - Show skills and techniques in sport Learning Aim 2 - Review own performance when playing sport to improve skills and techniques	Summative Independent Assessment to meet: Learning Aim 1 - Assist in the delivery of a sports activity, showing a positive attitude Learning Aim 2 - Review own performance after delivering a sports activity	Summative Independent Assessment to meet: Learning Aim 1 - Assist in the delivery of a sports activity, showing a positive attitude Learning Aim 2 - Review own performance after delivering a sports activity
Important literacy and numeracy developed this year	**Literacy:** Developing functional skills - Present information/points of view clearly and in an appropriate form and identify the main points and ideas and how they are presented in a variety of texts. **Numeracy:** Developing functional skills - Solve problems requiring calculations with common measures, including time and money					
Wider Skills	Setting common goals. Showing respect for others in the team and valuing their contributions. Listening to others in the team, being openminded. Taking on roles and responsibilities.					
How you can help your child at home	Extra-curricular clubs, YouTube – (PE with Joe Wicks), Netflex Fitness App					

Subject: PSHE

"Be the change you want to see in the world" Mahatma Ghandi

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Mental Health Understand how to manage challenges during adolescence. Learn how to reframe negative thinking. Develop strategies to promote mental health and emotional wellbeing. Learn about the signs of emotional or mental ill-health. Learn how to access support and treatment. Learn about the portrayal of mental health in the media.	Financial Decision Making Understand how to effectively budget and evaluate savings options. Learn how to prevent and manage debt, including understanding credit rating and pay day lending. Learn how data is generated, collected and shared, and the influence of targeted advertising. how thinking errors, e.g. gambler's fallacy, can increase susceptibility to gambling. Learn about strategies for managing influences related to gambling, including online. Learn about the relationship between gambling and debt. Understand about the law and illegal financial activities, including fraud and cybercrime and how to manage risk in relation to financial activities.	Healthy Relationships Learn about relationship values and the role of pleasure in relationships about myths, assumptions, misconceptions and social norms about sex, gender and relationships. Understand about the opportunities and risks of forming and conducting relationships online. Learn how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours. Understand about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent. Understand how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support. Understand how to recognise and challenge victim blaming about asexuality, abstinence and celibacy.	Exploring Influence Learn about positive and negative role models. Understand how to evaluate the influence of role models and become a positive role model for peers. Learn about the media's impact on perceptions of gang culture. Learn about the impact of drugs and alcohol on individuals, personal safety, families and wider communities. Understand how drugs and alcohol affect decision making. Learn how to keep self and others safe in situations that involve substance use. Understand how to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime. Learn exit strategies for pressurised or dangerous situations. Understand how to seek help for substance use and addiction.	Addressing Extremism and Radicalisation Learn about communities, inclusion, respect and belonging. Understand about the Equality Act, diversity and values. Learn about how social media may distort, mis-represent or target information in order to influence beliefs and opinions. Understand how to manage conflicting views and misleading information. Learn how to safely challenge discrimination, including online.	Future Opportunities Understand how to evaluate strengths and interests in relation to career development. Learn about opportunities in learning and work. Develop strategies for overcoming challenges or adversity. Learn about responsibilities in the workplace.
Key Assessments	End of topic tasks	End of topic tasks	End of topic tasks	End of topic tasks	End of topic tasks	End of topic tasks
Important literacy and numeracy developed this year	**Literacy:** Reading of texts/ poems/ scenarios Written responses Looking at appropriate language for different situations **Numeracy:** Money skills					
Wider Skills	Resilience.Independent learning.Group work.Empathy					
How you can help your child at home	Encourage them to talk about what they have been learning about Encourage them to ask any questions they may have Involve them in decisions around lifestyle and diet Encourage them to take some responsibility for their own money eg a bank account or a prepaid card. Are there any opportunities for your child to earn some money? Begin to talk about options for post 16					

Subject: Citizenship

"Citizenship education can transform society; more thoughtful and engaged citizens lead to a stronger and more just society." Ali Berry

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Life in Modern Britain What are the principles and values that underpin British society? What do we mean by identity? What is the role of the media and the free press?	Life in Modern Britain What is the UK's role in key International organisations? How can citizens make their voice heard and make a difference in society?	Rights and Responsibilities What laws does a society require and why? What are a citizen's rights and responsibilities within the legal system? How has the law developed and how does it prote4c5t eh citizen and deal with criminals?	Rights and Responsibilities. What are the universal human rights and how do we protect them? How can citizens bring about a change in the legal system	Politics and participation Where does the political power reside in the UK and how is it controlled? What are the powers f local government and how can citizens participate?	Politics and participation Where does political power reside: with the citizen, parliament or government? How do others govern themselves? How can citizens try to bring about political change?
Key Assessments		End of topic assessment		End of topic assessment		End of topic assessment
Important literacy and numeracy developed this year	**Literacy:** Tier 2 and 3 vocabulary, speaking and listening in debates and discussions **Numeracy:** Understanding chronology through ordering key dates in history and government policies and legislation. Understanding data.					
Wider Skills	General knowledge about local, national and global issues.					
How you can help your child at home	Watch and discuss current news events with them.					

Subject : RE

"All are lunatics, but he who can analyse his delusions is called a philosopher." Ambrose Bierce

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	The existence of God and revelation To introduce pupils to the key concepts of the philosophy of religion To encourage open debate and the sharing of ideas. To establish a dialogue between pupils and staff.	The existence of God and revelation To understand British values as a diverse and changing tradition. To consider arguments both in support of and against their own views. To understand the key concepts and notions of God which underpin the topics and the study of religion.	Religion and Life and Relationships Be able to structure and assess both a priori and a posteriori arguments and assess their effectiveness. To be able to name a number of influential philosophical thinkers. To understand some of the evolution of philosophy through the decades.	Religion and Life and Relationships Be able to structure and assess both a priori and a posteriori arguments and assess their effectiveness. To consider how a persons beliefs are impacted by their environment, and the role of the family in establishing beliefs and grounding morals.	Crime and Punishment To be able to draw together themes and ideas from previous topics and collate as a GCSE style answer. To develop the dialogue in essay questions.	Crime and Punishment To prepare pupils for the exams. Encourage structured revision and introduce pupils to the different methods of revision. To help pupils to self evaluate and identify strengths and areas for development. To create their own revision resources such as mind mapping and Q cards.
Key Assessments	End of topic assessment	Zigzag assessments Part e questions	GCSE style mini quiz	End of topic assessment	GCSE style questions Presentations End of topic and Mock assessments	GCSE style questions Online quiz Presentations Mock exams
Important literacy and numeracy developed this year	**Literacy:** Structuring a GCSE style answer and learning how to develop a point. Using subject specific terminology to enhance written work. **Numeracy:** Times and dates in RE context. Exam timings practical application.					
Wider Skills	Considering a wide variety of religious and secular beliefs. Sharing own ideas. Speaking and listening, and critiquing a theory. Understanding how to structure an a posteriori argument and assess the validity.					
How you can help your child at home	Revision booklet BBC bite sized – BBC RE Q cards revision					

Subject: Science Entry Level Certificate

"The science of today is the technology of tomorrow." Edward Teller

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	ELB1 Recall the 7 life process. Describe the parts of a cell. Describe cell division and stem cells. Explain diffusion. ELB2 Recall the parts of the reproductive systems. Describe fertilisation. Explain pregnancy and the hormones involved in the menstrual cycle. Describe types of contraception. ELB3 Describe homeostasis in relation to water and the kidney, temperature and blood sugar.	ELC1 Describe the particle model of solids liquids and gases. Investigate state changes. Explain conservation of mass. ELC2 Make an indicator from a plant. Describe and use indicators. Explain what acids and alkali's are and describe neutralisation. ELC3 Describe atomic structure. Describe the periodic table in relation to atomic structure. ELP1 Describe coding and morse code. Describe and explain sound. Describe how light can be used for communication in optical fibres.	ELP2 Describe the spectrum of light. Diffraction. Describe lasers Describe infrared. ELP3 Describe medical uses of Waves. Describe dangers of UV, Xrays and Gamma. ELB4 Describe the parts of the eye and their functions. Describe examples of different receptors in the body.	ELB5 Explain the role of the breathing system. Describe the process of respiration. Know the effects of smoking on the body. ELB6 Describe how the heart and circulatory system works. Know the difference between aerobic and anaerobic respiration. Describe the causes and effects of heart disease. ELC4 Describe how the Earth's atmosphere was formed. Describe the impact of pollutants.	ELC5 Describe and explain the properties of diamond, graphite and fullerenes. Explain what alloys and composite materials are. ELC6 Describe separation te chniques for different mixtures. Calculate an Rf value. ELP4 Compare heat and temperature. Investigate heating and cooling.	ELP5 Describe the difference between transverse and longitudinal waves. Describe and explain forms of renewable energy. ELP6 Explain what isotopes are. Explain what half-life means. Describe how nuclear power stations work. ELB7 Describe the benefits of regular exercise. Describe the process of digestion. Describe the effects of drugs and alcohol.
Key Assessments	End of topic mini tests. Completion of "can-do" practical skills tasks.					
Important literacy and numeracy developed this year	**Literacy:** Use scientific vocabulary confidently in explanations and extended questioning. Label diagrams effectively and give definitions where appropriate. Use small paragraphs to explain findings and demonstrate understanding with use of familiar scientific vocabulary. **Numeracy:** Calculate means from experimental data and start to evaluate the quality of the data and identify anomalies in data. Draw charts, axes and lines of best fit. Use outliers to evaluate the quality of the data. Start to use formulae with help to calculate a range of scientific principles. Start to rearrange formulae with help.					
Wider Skills	Use the correct apparatus to follow a method with help. State a simple conclusion from a scientific observation. State any difficulties encountered carrying out a method. Describe simple observations made during an experiment, and explain with simple Science. Follow safety procedures.					
How you can help your child at home	Support with encouraging home learning tasks set on www.kerboodle.com – pupils have their login details in their planner.					

Subject: Combined Science GCSE

"The science of today is the technology of tomorrow." Edward Teller

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills	Throughout year 10, GCSE pupils will study the following modules on a rota-based arrangement, so that they are taught by a specialist in each topic area: B2.2 Describe some examples of exchange surfaces and transport systems Describe the structure and function of the circulatory system including vessels.. State the function of xylem and Phloem, Describe transpiration and the factors that affect the rate of transpiration. B3 Describe the function of the nervous system. Describe the structure and function of the eye. Describe the main structures in the brain. Name examples of endocrine glands and describe the function of the hormones they release. Name the different types of hormone-based contraception. State what is meant by homeostasis and describe how organisms maintain a constant temperature, sugar and water levels. P3.2 Describe and measure potential difference and current in parallel and series circuits. Use ohms law to work out the resistance in different components including a thermistor, Diode and LDR. Describe how various components can be used for sensing circuits. P4 Describe the main features of waves and how we can measure waves. describe the waves in the electromagnetic spectrum and the speed of the waves in a vacuum. Describe alpha, beta and gamma radiation in terms of structure and penetrating ability. Describe the dangers and uses of the three different types of radiation. C2.1 Calculate relative formula mass and empirical formulae. Explain what purity is. Describe and explain how filtration, crystallisation, distillation and chromatography work. C2.2 Describe electronic structure. Explain how ionic, covalent and metallic bonds form. Describe the structure of ionic compounds, small molecules, polymers, giant covalent compounds and metals. C3 Write chemical formulae for elements and simple covalent and ionic compounds. State the law of conservation of mass. Write and balance symbol equations. Describe laboratory gas tests. Identify endothermic and exothermic reactions. Explain redox reactions. Describe how to measure pH. Describe neutralisation. Describe reactions of acids. Describe the processes of electrolysis and electroplating.					
Key Assessments	End of topic mini tests. Completion of "can-do" practical skills tasks.					
Important literacy and numeracy developed this year	**Literacy:** Use scientific vocabulary confidently in explanations and extended questioning. Label diagrams effectively and give definitions where appropriate. Use small paragraphs to explain findings and demonstrate understanding with use of familiar scientific vocabulary. **Numeracy:** Calculate means from experimental data and start to evaluate the quality of the data and identify anomalies in data. Draw charts, axes and lines of best fit. Use outliers to evaluate the quality of the data. Start to use formulae with help to calculate a range of scientific principles. Start to rearrange formulae with help					
Wider Skills	Use the correct apparatus to follow a method with help. State a simple conclusion from a scientific observation. State any difficulties encountered carrying out a method. Describe simple observations made during an experiment, and explain with simple Science. Follow safety procedures.					
How you can help your child at home	Support with encouraging home learning tasks set on www.kerboodle.com – pupils have their login details in their planner.					

Subject: GCSE Resistant Materials

"Creativity is intelligence having fun." Albert Einstein

Year 10	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Knowledge and Skills Across all materials: Functionality: application of use, ease of working. Aesthetics: surface finish, texture and colour. Environmental factors: recyclable or reused materials. Availability: ease of sourcing and purchase. Cost: bulk buying.	Working with Wood Bird Box Project Timber based materials (how to cut, drill,, sand and plane). Timber based materials (seasoning, conversion and creation of manufactured timbers). hardwoods including: ash beech mahogany oak balsa softwoods including: larch pine spruce manufactured boards including: medium density fibreboard (MDF) plywood chipboard. Timber based materials: planks, boards and standard mouldings sold by length, width, thickness and diameter standard components eg woodscrews, hinges, KD fittings.	Working with Wood Bird Box Project /Working in Metal Tea Light Candle Holder Metal based materials (how to cut, drill, file smooth, cast, braze and weld). Metal based materials (extraction and refining). ferrous metals including: low carbon steel cast Iron high carbon/tool steel non ferrous metals including: aluminium copper tin zinc alloys including: brass stainless steel high speed steel. Metal based materials: sheet, rod, bar and tube sold by length, width, thickness and diameter standard components eg rivets, machine screws, nuts, and bolts.	Working in Metal Tea Light Candle Holder /Electronics Project Air Freshener Polymers (how to cut, drill, cast, deform, print and weld). Polymers (refining crude oil, fractional distillation and cracking). thermoforming including: acrylic (PMMA) high impact polystyrene (HIPS) high density polythene (HDPE) polypropylene (PP) polyvinyl chloride (PVC) polyethylene terephthalate (PET) thermosetting including: epoxy resin (ER) melamine-formaldehyde (MF) phenol formaldehyde (PF) polyester resin (PR) urea-formaldehyde (UF) Polymers: sheet, rod, powder, granules, foam and films sold by length, width, gauge and diameter standard components eg screws, nuts and bolts, hinges.	Electronics Project Air Freshener Electronic systems (how to cut, drill and solder). The use of light sensors, temperature sensors, pressure sensors and switches. The use of programming microcontrollers as counters, timers and for decision making, to provide functionality to products and processes. The use of buzzers, speakers and lamps, to provide functionality to products and processes.	Understanding materials properties and uses Understand physical properties such as: absorbency (resistance to moisture) density fusibility electrical and thermal conductivity. Know and understand working properties such as: strength hardness toughness malleability ductility and elasticity.	Introduction to NEA on release of themes Investigation into design task. Use of primary and secondary data to include existing products, questionnaire, Materials based research. Consider environmental, social and economic challenge. Consider the work of others and others views, Historical Design Eras.
Key Assessments	Notes on materials 2D software skills Practical skills, accuracy and outcome	Notes on Materials 2D software skills Practical skills, accuracy and outcome	Notes on materials 2D software skills Practical skills, accuracy and outcome	Notes on materials 2D software skills Practical skills, accuracy and outcome	Past Paper questions Use of Seneca and BBC Bitesize	NEA AO1 Identifying & investigating design possibilities 10 marks Possible Mock exam
Important literacy and numeracy developed this year	**Literacy:** Development of subject specific vocabulary especially within materials. Tools and processes and understanding of technical terminology in theory based questions to be able to understand and interpret exam questions later in the year. **Numeracy:** Use of graphs in research, Development of accuracy in practical work, use of CAD/CAM, use of basic maths operations such as %, ratio, scaling and work on development(Net). Use of drawing techniques, working drawings and isometric/oblique. Understanding resistor colour codes. Knowledge of SI Units and number order for physical properties of materials to know which are stronger/greater in value.					
Wider Skills	Large number of research and scientific skills developed along with a consideration to others ideas and work of previous designers and future technologies. Consider their own and others safety at all times in practical activities.					
How you can help your child at home	Your child can use Seneca learning and BBC Bitesize to support their theory knowledge which include self testing sections. Additional websites are also listed for support and further their subject knowledge. https://www.bbc.co.uk/bitesize/examspecs/zby2bdm (AQA GCSE specification) https://app.senecalearning.com/dashboard/join-class/uahkfwqunz (Seneca class link) https://www.technologystudent.com/					