



Year 10 Curriculum Plan

MATHS	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CONTENT	Indices, Surds & Standard Form Direct & Indirect Proportion	Fractions incorporating algebra Algebraic Proof Percentages Growth & Decay Iterative Processes Functions	Probability Capture/Recapture Congruence, Proof & Transformations Circle Theorems	Quadratics Completing the Square Sequences Inequalities Simultaneous Equations Vectors	Bearings & Constructions Loci Pythagoras Trigonometry	Area, Volume & Similarity Compound Measures Graph Sketching Transformation of Graphs
SKILLS DEVELOPMENT	Skill development - extend use of rules for indices to include negative and fractional powers. -solve equations where unknown is a power. -Solve real life problems expressed in Standard Form. -Rationalise the denominator of a fraction expressed using surds. -Solve problems using direct and indirect proportion expressed algebraically.	Skill development: -be able to apply the four rules of fractions expressed algebraically. -Prove mathematical statements using algebra -be able to solve problems using decimal multipliers to a variety of percentage problems including compound rates of growth and reverse percentages. -Find an unknown rate of compound interest using algebraic techniques. -Solve problems using growth and decay. -Understand notation used for iterative processes, rearrange formulae to apply an iterative process and find solutions to a given degree of accuracy. -Use function notation appropriately, find composite and inverse functions.	Skill development: -Use Venn Diagrams and Probability Trees to calculate the probability of more than one event. -Calculate outcomes for conditional probability problems using Venn Diagrams, Probability Trees, The And & Or rules. -Solve probability problems expressed algebraically. -Solve problems using the Capture/Recapture method. -Identify congruent shapes and produce a written proof to show that two triangles are congruent. -Be able to draw and identify the four transformations including enlargements with a negative scale factor. -Know and use Circle Theorems to solve problems.	Skill development: -Solve quadratic equations including those requiring the use of the quadratic formula, presented in context. -Be able to manipulate quadratic expressions in CTS form where the coefficient of x^2 is greater than one. -Find nth term rule for a quadratic sequence. -Identify and solve problems using geometric sequences. -Solve quadratic inequalities. -Set up and solve simultaneous equations presented in a variety of contexts. -Solve simultaneous equations including examples where one equation is quadratic. - Solve problems and derive proofs using vectors.	Skill development: -Be able to draw and solve problems using bearings. -Be able to use pencil, straightedge and compass to construct bisectors and perpendiculars. -Draw the loci of a given point and solve problems using loci in context. -Use Pythagoras & trigonometry to solve problems using bearings. -Solve multi-step problems using SOHCAHTOA and Pythagoras. -Know and use the sine rule, cosine rule and area sine rule in context.	Skill development: -Solve problems expressed in context, including algebraically, using known formulae for area and volume. -Find area of a segment using the area sine rule. -Solve problems using similar shapes using length, area and volume. -Calculate compound measures speed, density & pressure. -Interpret limits of accuracy. - Sketch graphs to model real life situations including modelling compound measures. -Transform graphs, including those expressed using function notation, using reflections and translations.
ASSESSMENT	Assessment Regular diagnostic class assessments.	Assessment Regular diagnostic class assessments 1x Milestone Assessment	Assessment Regular diagnostic class assessments	Assessment Regular diagnostic class assessments 1x Milestone Assessment	Assessment Regular diagnostic class assessments	Assessment Regular diagnostic class assessments End of Year assessment



ENGLISH	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
SKILLS DEVELOPMENT	<p>GCSE English Language Paper 1: Reading Fiction – Explorations in Creative Reading: Retrieval; inference; authorial method; structure; perspective (post 1900)</p> <p>GCSE English Language Paper 1: Writing Fiction – Explorations in Creative Writing: Descriptive; narrative</p> <p>GCSE English Language Paper 2: Reading Non-fiction –Writers’ Viewpoints and Perspectives: Retrieval; inference; authorial method; structure; perspective (pre and post 1900)</p> <p>GCSE English Language Paper 2: Writing Non-Fiction –Writers’ Viewpoints and Perspectives: Argue; Persuade; Explain; formatting; audiences</p> <p>R4P: Independent Reading</p> <p>Links: Y7T2 Y7T3 Y8T2 Y8T3 Y9T1 Y9T2 Y10T3</p>	<p>GCSE English Language Paper 1: Reading Fiction – Explorations in Creative Reading: Retrieval; inference; authorial method; structure; perspective (post 1900)</p> <p>GCSE English Language Paper 1: Writing Fiction – Explorations in Creative Writing: Descriptive; narrative</p> <p>GCSE English Language Paper 2: Reading Non-fiction –Writers’ Viewpoints and Perspectives: Retrieval; inference; authorial method; structure; perspective (pre and post 1900)</p> <p>GCSE English Language Paper 2: Writing Non-Fiction –Writers’ Viewpoints and Perspectives: Argue; Persuade; Explain; formatting; audiences</p> <p>R4P: Independent Reading</p> <p>Links: Y7T2 Y7T3 Y8T2 Y8T3 Y9T1 Y9T2 Y10T3</p>	<p>GCSE English Language Paper 1: Reading Fiction – Explorations in Creative Reading: Retrieval; inference; authorial method; structure; perspective (post 1900)</p> <p>GCSE English Language Paper 1: Writing Fiction – Explorations in Creative Writing: Descriptive; narrative</p> <p>GCSE English Language Paper 2: Reading Non-fiction –Writers’ Viewpoints and Perspectives: Retrieval; inference; authorial method; structure; perspective (pre and post 1900)</p> <p>GCSE English Language Paper 2: Writing Non-Fiction –Writers’ Viewpoints and Perspectives: Argue; Persuade; Explain; formatting; audiences</p> <p>GCSE English Literature: An Inspector Calls</p> <p>GCSE English Literature Paper 2: Poetry – Power and Conflict Poetry; Unseen Poetry</p> <p>R4P: Independent Reading</p> <p>Links: Y7T1 Y7T3 Y8T1 Y8T2 Y9T1 Y9T2 Y11T1</p>	<p>GCSE English Language Paper 1: Reading Fiction – Explorations in Creative Reading: Retrieval; inference; authorial method; structure; perspective (post 1900)</p> <p>GCSE English Language Paper 1: Writing Fiction – Explorations in Creative Writing: Descriptive; narrative</p> <p>GCSE English Language Paper 2: Reading Non-fiction –Writers’ Viewpoints and Perspectives: Retrieval; inference; authorial method; structure; perspective (pre and post 1900)</p> <p>GCSE English Language Paper 2: Writing Non-Fiction –Writers’ Viewpoints and Perspectives: Argue; Persuade; Explain; formatting; audiences</p> <p>GCSE English Literature: An Inspector Calls</p> <p>GCSE English Literature Paper 2: Poetry – Power and Conflict Poetry</p> <p>R4P: Independent Reading</p> <p>Links: Y7T1 Y7T3 Y8T1 Y8T2 Y9T1 Y9T2 Y11T1</p>	<p>GCSE English Literature: An Inspector Calls</p> <p>GCSE English Literature Paper 2: Poetry – Power and Conflict Poetry</p> <p>➤ Unseen Poetry</p> <p>R4P: Independent Reading</p> <p>Links: Y7T1-3; Y8T1-3; Y9T1-3; Y11T1</p>	<p>GCSE English Literature: An Inspector Calls</p> <p>GCSE English Literature Paper 2: Poetry – Power and Conflict Poetry</p> <p>➤ Unseen Poetry</p> <p>First readings:</p> <p>➤ The Strange Case of Dr Jekyll and Mr Hyde</p> <p>➤ Macbeth</p> <p>R4P: Independent Reading</p> <p>Links: Y7T1-3; Y8T1-3; Y9T1-3; Y11T1</p>
ASSESSMENT	Practice Questions throughout term	Full GCSE English Language Papers 1 & 2	Practice Questions throughout term	Full GCSE English Language Papers 1 & 2	Practice Questions throughout term	Full GCSE English Literature Paper 2



SCIENCE Chemistry	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CONTENT	<p>How do ice packs and hand warmers work? Exothermic and Endothermic reactions, Explaining endothermic and exothermic reactions Using energy transfers from reactions, Reaction profiles HT: Bond energy Calculations,</p> <p>How much squash is really in your drink? Maths skills, Conservation of mass</p>	<p>How much squash is really in your drink? Relative masses and moles (HT), % Mass, Breaking the law of conservation of mass, HT: Equations and calculations Reacting masses L1, HT Equations and calculations Reacting Masses L2, HT: From masses to balanced equations, HT, Limiting Reactants</p> <p>Why don't we wear potassium rings? foundation only at this point Expressing concentrations, The reactivity series, Displacement reactions Extracting metals intro, Extracting copper, Extracting metals: Iron HT: Extracting metals from ores</p>	<p>Why don't we wear potassium rings? Higher only at this point Expressing concentrations, The reactivity series, Displacement reactions Extracting metals intro, Extracting copper, Extracting metals: Iron</p> <p>How do we make coke cans from rocks? Foundation only at this point Introduction to electrolysis, Changes at the electrodes molten, The extraction of aluminum, Electrolysis of aqueous solutions</p>	<p>How do we make coke cans from rocks? Higher only at this point Introduction to electrolysis, Changes at the electrodes, The extraction of aluminum, Electrolysis of aqueous solutions</p> <p>How can you make table salt in a lab? Higher only at this point Salts from metals, Salts from insoluble bases Making more salts, Neutralisation and the pH scale</p>	<p>How can you make table salt in a lab? Higher only at this point Salts from insoluble bases Making more salts, Neutralisation and the pH scale, Neutralisation equations</p> <p>Why won't your bike explode in the rain? Higher only at this point Rate of reaction, Collision theory and surface area, The effect of temperature</p>	<p>Why won't your bike explode in the rain? both higher and foundation Rate of reaction, Collision theory and surface area, The effect of temperature, The effect of concentration and pressure, Effect of catalysts</p> <p>How does walking the wrong way up an escalator link to chemistry? Both higher and foundation Reversible reactions, Energy and reversible reactions, Dynamic equilibrium, HT: Altering Conditions</p>
SKILLS DEVELOPMENT Maths/Science Links	WS 1.2, 2.3, 4.3, 4.4, 4.5 Decimal form, Collecting data by changing a variable, Standard Form, Significant figures, Changing the subject of an equation, Ratios, fractions and percentages, Mathematical symbols, Quantities and SI Units	WS 1.4, 4.3 Decimal Form, Ratios, fractions and percentages, Quantities and SI Units, Changing the subject of an equation	WS 3.6, 4.1 Estimate and order of magnitude	WS 1.2, 1.4, 1.5, 2.4, 3.5 Ratios, fractions and percentages	WS 1.2, 2.1, 2.4, 2.6, 3.1, 3.2, 3.5 Decimal form, Ratios, Fractions and percentages, Estimating the result of calculation, Collecting data by changing a variable, Graphs and equations, Plotting data, Determining the gradient of a graph, Using transects, Standard form, significant figures, mathematical symbols, Quantities and SI units, shapes and structures, Arithmetic means, changing the subject of an equation	WS 2.3, 2.4, 2.6, 3.7 Decimal form, Standard Form, Significant figures, Arithmetic means, Collecting data by changing a variable, Graphs and equations, Plotting data
ASSESSMENT	10 mark assessment covering masses, moles and calculations	25 mark assessment covering chemical calculations	25 mark assessment covering salts	10 mark assessment covering reaction profiles and fuel cells	10 mark assessment	End of year examination



SCIENCE Physics	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CONTENT	<p>What should we be doing to look after our planet? Energy Demands, Energy from wind and water, Power From the Sun and Earth, Energy and the Environment, Big Energy Issues, Revisit,</p> <p>Why do we make Christmas Tree Lights out of parallel circuits and not series? Current and Charge,</p>	<p>Why do we make Christmas Tree Lights out of parallel circuits and not series? Potential Difference and Resistance, Resistance Required Practical, Components, Components required Practical, Series and Parallel</p>	<p>Why do we make Christmas Tree Lights out of parallel circuits and not series? Resistance Required Practical</p> <p>How does the national grid allow you to charge your phone? Alternating & Direct Current, National Grid, Cables and Plugs, Electrical Power and Potential Difference, Electrical Current and Energy Transfer, Appliances and Efficiency</p>	<p>Why can't we handle Marie Curie's Notebook? Half Life</p> <p>Why didn't a T-Rex topple over? Vectors and Scalars, Forces Between Objects, Resultant forces, Centre of Mass</p>	<p>Why does a skydiver appear to rise when they open their parachute? Parallelogram of Forces (Higher only). Resolution of Forces(Higher Only), Forces and Acceleration, Weight and Terminal Velocity, Forces and Braking, Momentum</p>	<p>Why does a skydiver appear to rise when they open their parachute? Weight and Terminal Velocity, Forces and Braking, Momentum</p>
SKILLS DEVELOPMENT Maths/Science Links	WS 1.2, 1.4, Changing the subject of an equation, Quantities and SI Units, Plotting data, Determining the slope and intercept, Using transects with curved graphs, Ratios, fractions and percentages, Solving simple equations	WS 1.2, 1.4, 1.5, Collecting data by changing a variable, Changing the subject of an equation, Quantities and SI units	WS 1.1, 1.2, 1.4, 4.1 Decimal form, Standard Form, Significant figures, Quantities and SI Units, Ratios, fractions and percentages, Estimating the result of calculation, solving simple equations, Collecting data by changing a variable, Changing the subject of an equation, Quantities and SI units	WS 1.2, 4 Decimal Form, Significant figures, Quantities and SI Units, Standard form , Measuring and using angles, Representation of 3D Objects	WS 1.2, 1.4, 1.5, 2.2 Representation of 3D Objects, Estimating the result of calculation, mathematical symbols, Changing the subject of an equation, Quantities and SI Units, Frequency tables, bar charts and histograms, scatter diagrams and correlations, plotting data, Decimal form, ratios, fractions and percentages, order of magnitude calculations, Solving simple equations, Collecting data by changing a variable, straight line graphs	WS 1.2, 1.4, 1.5, 2.2 Representation of 3D Objects, Estimating the result of calculation, mathematical symbols, Changing the subject of an equation, Quantities and SI Units, Frequency tables, bar charts and histograms, scatter diagrams and correlations, plotting data, Decimal form, ratios, fractions and percentages, order of magnitude calculations, Solving simple equations, Collecting data by changing a variable, straight line graphs
ASSESSMENT		50 mark assessment on the previous two half terms and a revisit questions from previous topics	25 mark assessment covering forces in action	10 mark assessment covering Acceleration	25 mark assessment covering end of forces	End of year examination



SCIENCE Biology	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CONTENT	<p>How does life create life? Cell Division., Growth and differentiation, Stem cells, stem cell dilemmas, types of reproduction, cell division in sexual reproduction, inheritance in action, more about genetics, inherited disorders - dominant</p>	<p>How does life create life? Inherited disorders - recessive, screening for genetic disorders.</p> <p>Will a person ever swim faster than a shark? Variation, evolution by natural selection, examples of evolution.</p> <p>Will microbes defeat us? Health and disease, pathogens and disease (transmission).</p>	<p>Will microbes defeat us? Pathogens and disease (bacteria v virus replication), preventing infections, viral diseases, bacterial diseases, diseases caused by fungi and protists, human defence response, vaccination, herd immunity antibiotics and painkillers, discovering drugs, developing drugs</p> <p>Photosynthesis, rate of photosynthesis, how plants use glucose, making the most of photosynthesis</p>	<p>Will microbes defeat us? Antibiotics and painkillers, discovering drugs, developing drugs</p> <p>How does water get to the top of an Oak tree? Specialisation in plant cells, tissues and Organs in Plants (linked to diffusion in plants), transport systems in plants</p> <p>Diffusion, osmosis, osmosis in plants, Active transport, exchanging materials</p>	<p>How does water get to the top of an Oak tree? Osmosis, osmosis in plants, Active transport, exchanging materials Tissues and organs in plants, transport systems in plants, evaporation and transpiration, factors affecting transpiration, adaptations in plants.</p>	<p>Should we all be vegetarian? The impact of change, maintaining biodiversity</p>
SKILLS DEVELOPMENT Maths/Science Links	WS 1.1, 1.2, 1.4, 2.2 Frequency tables, bar charts and histograms, Sampling, Scatter Diagrams and correlations, collecting data by changing a variable, Estimates and order of magnitude	WS 1.4, 1.6, 2.3, 2.4 Arithmetic Means	WS 1.4, 2.3, 2.6 Decimal form, Ratios, fractions and percentages, Frequency tables, bar charts and histograms, Mathematical symbols, solving simple equations, Collecting data by changing a variable, plotting data	WS 1.2, 1.5, 2.4, 2.6, 2.7 Ratios, Fractions and percentages, Shapes and structure	WS 1.1, 1.2, 1.4, 1.5 Significant figures, Sampling, Shapes and structures, Arithmetic means, Decimal form, Ratios, fractions and percentages, collecting data by changing a variable, plotting data, Probability, Estimates and order of magnitude, Frequency tables, bar charts and histograms, mathematical symbols	WS 1.1,1.2, 1.3, 1.6, 2.1, 4.1 Collecting data by changing a variable, scatter diagrams
ASSESSMENT	10 mark assessment covering Health and disease	25 mark assessment covering Infection and Response	25 mark assessment covering Photosynthesis and Aerobic respiration	10 mark assessment covering homeostasis	25 mark assessment covering homeostasis	End of year examination



MUSIC GCSE	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CONTENT	<p>Introduction to the GCSE course: Build on knowledge and experience at KS3 Consolidate basic musical vocabulary and knowledge Study exemplar performances and compositions Look at the assessment criteria for the coursework tasks.</p> <p>Instrumental Music 1700–1820 set works: J.S. Bach: 3rd Movement from Brandenburg Concerto no.5 in D major. L. van Beethoven: 1st Movement from Piano Sonata no.8 in C minor 'Pathétique' Explore these pieces by using the students' knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Once each piece has been studied, comparative and evaluative skills can be practiced between the two. The set works show the link between Baroque instrumental music and dance genres. They also, and introduce fugue, and also the 19th-century Romantic sensibility in</p>	<p>Instrumental Music 1700–1820 wider listening: Explore pieces in genres related to the two-set works, which may include: concerti by Vivaldi concerto grosso by Handel piano sonata movements by Haydn and Mozart.</p> <p>In each case relating the music to the set works studied through their use of musical elements, musical contexts and musical language. The works studied here give a background to the set works already studied. The concerto movements give a context for the Bach set work and the piano sonata movements should show a progression in the writing for piano and in the development of sonata form.</p> <p>Vocal Music set work: H. Purcell: 'Music for a While' Explore this piece by using the students' knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music.</p>	<p>Vocal Music set work: Queen: 'Killer Queen' (from the album Sheer Heart Attack) Explore this piece by using the students' knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Now both pieces have been studied comparative and evaluative skills can be practiced between the two. This area of study is diverse but coverage at this stage should reflect 20th-century popular approaches to songwriting, including ground bass and verse and chorus structures.</p> <p>Vocal Music wider listening: Explore other settings of words to music for soloist and accompaniment, which may include: arias by G.F. Handel and J.S. Bach songs by Beach Boys and Alicia Keys if time, songs by Schubert, Faure and/or Britten In each case looking at the relationship of the words and music, and the use of musical elements,</p>	<p>Free composition inspirations and task setting: Discuss possible routes into free composition, based on KS3 experiences, and providing examples and guidance towards inspirations.</p> <p>Thereafter free composition is ongoing.</p> <p>Music for Stage and Screen set work: S. Schwartz: 'Defying Gravity' (from the album of the cast recording of Wicked) Explore this piece by using the students' knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. The study of this set works should examine popular contemporary musical theatre styles.</p> <p>Preparation for the performance component is ongoing</p>	<p>Music for Stage and Screen set work: J. Williams: 'Main title/rebel blockade runner' (from the soundtrack to Star Wars Episode IV: A New Hope) Explore this piece by using the students' knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. Now that each piece has been studied, comparative and evaluative skills can be practiced between the two. The study of this set work should examine composing sound to match pictures.</p> <p>Music for Stage and Screen wider listening: Explore pieces in genres related to the first set work, which may include: songs from musicals like Matilda and Hairspray. In each case relating the music to the set work studied through their use of musical elements, musical contexts and musical language. The wider listening should enhance the study of contemporary musical theatre.</p>	<p>Music for Stage and Screen wider listening: Explore pieces in genres related to the second set work, which may include: excerpts from other film scores by Deborah Lurie and composers like Howard Shore. In each case relating the music to the set works studied through their use of musical elements, musical contexts and musical language. The wider listening should enhance the study of matching music with images undertaken in the set work.</p> <p>Work on free composition. Preparation for the performance component is ongoing.</p>



	music and its application to sonata form. Preparation for the performance component is ongoing.	This area of study is diverse but coverage at this stage should reflect Baroque approaches to songwriting, including ground bass structures. Preparation for the performance component is ongoing.	musical contexts and musical language. There should be coverage of the full chronological period from 1600s to 1900s, including a range of structures (strophic, through-composed, verse and chorus, da capo aria, etc.) and styles. Preparation for the performance component is ongoing.		Free composition is ongoing. Preparation for the performance component is ongoing.	
SKILLS DEVELOPMENT	Analysis of AOS1 & Set Works ➤ Knowledge & understanding. ➤ Musical elements ➤ Musical context ➤ Musical language ➤ Performance - Solo	Analysis of AOS1 & Wider Listening, AOS2 & Set Work ➤ Knowledge & understanding. ➤ Musical elements ➤ Musical context ➤ Musical language ➤ Performance - Solo	Analysis of AOS2, Set Work & Wider Listening. ➤ Knowledge & understanding. ➤ Musical elements ➤ Musical context ➤ Musical language ➤ Performance - Solo	Analysis of AOS3 & Set Work ➤ Knowledge & understanding. ➤ Musical elements ➤ Musical context ➤ Musical language ➤ Performance - Ensemble ➤ Composition ➤ Developing musical ideas. ➤ Compositional techniques & strategies. ➤ Ensuring technical control & coherence. ➤ Methods of notating composition scores.	Analysis of AOS3 Set Work & Wider Listening ➤ Knowledge & understanding. ➤ Musical elements ➤ Musical context ➤ Musical language ➤ Performance - Solo ➤ Composition ➤ Developing musical ideas. ➤ Compositional techniques & strategies. ➤ Ensuring technical control & coherence. ➤ Methods of notating composition scores.	Analysis of AOS3 & Wider Listening ➤ Knowledge & understanding. ➤ Musical elements ➤ Musical context ➤ Musical language ➤ Performance - Ensemble ➤ Composition ➤ Developing musical ideas. ➤ Compositional techniques & strategies. ➤ Ensuring technical control & coherence. ➤ Methods of notating composition scores.
ASSESSMENT	Solo Performance Exam Questions on Set Works for AOS1	Solo Performance Exam Questions on Set Works & Wider Listening for AOS1	Ensemble Performance Exam Questions on Set Works & Wider Listening for AOS2	Ensemble Performance Exam Questions on Set Works for AOS3	Solo Performance Exam Questions on Set Works for AOS3	Solo Performance Exam Questions on Set Works & Wider Listening for AOS3



COMPUTING	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CONTENT	<p>Component 1 – Exploring user interface design principles and project planning techniques</p> <p>Learning Aim A: Types of user interfaces, basic user interfaces, complex user interfaces, choosing a user interface, hardware and software influences, user accessibility needs, user skill, demographics, design principles.</p> <p>Learning Aim B: Basic planning project tools, project methodologies, creating a project plan.</p>	<p>Component 1 – Exploring user interface design principles and project planning techniques</p> <p>Learning Aim B: Creating a project plan, defining the project requirements, project risk and constraints, project timescales, storyboard and sketches, hardware, software and testing strategies.</p> <p>Learning Aim C: Develop a functional user interface, reviewing and refining a user interface</p>	<p>Component 1 – Exploring user interface design principles and project planning techniques</p> <p>Practice Comp 1 – complete a practice assignment for Comp 1.</p>	<p>Component 1 – Exploring user interface design principles and project planning techniques</p> <p>Complete external Component 1 Summative assessment</p>	<p>Component 2: Collecting, presenting and interpreting data</p> <p>Learning Aim A: Data v Information, data formats, preparing data for processing, data collection methods, data quality, data privacy.</p> <p>Learning Aim B: Importing data, formatting of data, using formulas, using functions, absolute cell referencing, sorting information, decision making functions</p>	<p>Component 2: Collecting, presenting and interpreting data</p> <p>Learning Aim B: VLOOKUP, HLOOKUP, logical operators, filtering data, macros, data validation, graphs and charts, count functions, data summaries, creating the dashboard.</p> <p>Learning Aim C: Drawing conclusions and making recommendations</p>
SKILLS DEVELOPMENT	Identifying types of user interface and analysing the effectiveness of these. How to justify design choices	How to plan projects using a range of planning techniques, how to design and create an interactive user interface	How to complete the Pearson set assignment for Comp 1 by completing a mock up	Completing component 1 – summative assessment	Identifying and explaining the role of information for different stakeholders, how to analyse and manipulate data using a spreadsheet	How to use a range of manipulation tools to analyse data within a spreadsheet. How to draw conclusions and make recommendations using data manipulation tools
ASSESSMENT	User interfaces, project planning tools.	Project planning tools, designing, reviewing and refining user interfaces	Mock Component 1 assignment in preparation for summative Comp 1	Complete component 1	Data and information, use of spreadsheet skills to manipulate data	Data manipulation tools, drawing conclusions and making recommendations



PE GCSE	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CONTENT	<p>BQ - Can you correctly identify the location of at least 10 bones in your skeleton?</p> <p>1.1.A STRUCTURE AND FUNCTION OF SKELETAL SYSTEM Skeletal system – Students will develop their basic anatomical knowledge from KS3 games lessons to name and locate the major bones of the body. They will also identify major joints along with the associated articulating bones in the knee, elbow, shoulder and hip. Knowledge will be developed of the types of movement at hinge joints and ball and socket joints.</p> <p>Location of Major Bones Functions of The Skeleton Types of Synovial Joint Types of Movement At Hinge And Ball & Socket Joints Other Components of Joints</p> <p>Movement types Ligaments and tendons</p> <p>BQ - Can you correctly identify the location of at least 10 muscles in the body?</p>	<p>BQ - Can you accurately describe the 3 classes of levers, using diagrams to aid?</p> <p>1.1.C MOVEMENT ANALYSIS Movement analysis – In this topic students gain the basis for biomechanics at KS5. They develop knowledge of three classes of lever, how and where these levers might operate to produce movement. They also become aware of the mechanical advantage provided by levers in movement.</p> <p>Lever Systems Planes Of Movement And Axes Of Rotation</p> <p>Link to types of movement and muscles.</p> <p>Lever System Planes of movement and axes of rotation.</p> <p>BQ - Can you describe the pathway of blood through the heart?</p> <p>1.1.D THE CARDIOVASCULAR AND RESPIRATORY SYSTEMS Structure and Function of The Cardiovascular System Structure and Function of The Respiratory System</p>	<p>BQ - Can you explain the function and structure of arteries, veins and capillaries?</p> <p>1.1.D THE CARDIOVASCULAR AND RESPIRATORY SYSTEMS Cardiovascular and respiratory systems – Students develop their knowledge and understanding of the structure and function of the cardiovascular and respiratory systems. This topic is an important foundation in understanding the pathway of blood and air through these body systems, and the mechanisms responsible for this at KS5</p> <p>Aerobic and anaerobic exercise – Students build upon their existing knowledge on energy production from KS3 athletics to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities.</p> <p>Structure and Function of The Cardiovascular System Structure and Function of The Respiratory System Aerobic and Anaerobic Exercise</p>	<p>BQ - Can you explain how and why each of the body systems respond to exercise immediately?</p> <p>1.1. EFFECTS OF EXERCISE ON THE BODY SYSTEMS Effects of exercise – Students use knowledge from the practical experiences in KS3 games to investigate the short and long-term effects of exercise on muscles and bones, the heart and the respiratory system.</p> <p>Short Term Effects Long Term Effects</p> <p>Link the short- and long-term impacts sport has on the different body systems.</p> <p>The short-term impacts of exercise in the body. The long-term effects of exercise on the body.</p> <p>Link to types of movement and muscles. Link to the different body systems and exercise.</p> <p>Link to HRF topic in CORE PE Link to the skeletal and muscular systems.</p>	<p>BQ - Can you identify fitness tests for each component of fitness?</p> <p>1.2 PHYSICAL TRAINING Components of fitness – Based upon fitness knowledge gained at KS3, students improve their knowledge and understanding of the components of fitness, including cardiovascular endurance, muscular endurance, speed, strength, flexibility and agility. They will be able to define each component and to apply using a range of practical examples from physical activities and sports.</p> <ul style="list-style-type: none"> ➤ Components Of Fitness ➤ Principles of training ➤ Optimizing Training <p>BQ - Can you compare the difference between weight training for strength and endurance?</p> <p>Optimizing training – Students develop their knowledge and understanding of the principles of training. They will be able to define each principle and be able to apply each to personal exercise/ training programs. Prevention of injury – Students will utilize the health and safety aspects of KS3 games to develop</p>	<p>COURSEWORK Non-exam assessment (NEA) is the name for the internally assessed component of Physical Education (PE); this includes the practical performances and the Analyzing and Evaluating Performance task (AEP) contained in Component 03.</p> <p>The Analyzing and Evaluating Performance (AEP) task Learners will assess the physical fitness/strengths/ weaknesses of the performer being analyzed using tests for the different components of fitness</p> <p>Building upon data from fitness components and personal performance at KS3, students assess the physical fitness strengths and weaknesses of the performer being analyzed using tests for the different components of fitness. Students then analyses the importance of the different components of fitness for the activity.</p> <p>Using knowledge of core and advanced skills developed at KS3, students give an overview of the key skills in an activity and assess the</p>



	<p>1.1.B STRUCTURE AND FUNCTION OF THE MUSCULAR SYSTEM Muscular system – Students develop knowledge of the location of the major muscle groups. And their knowledge of the roles of muscles as agonists, antagonists, fixators and also how they operate as antagonistic pairs</p> <p>Location Of Major Muscle Groups Roles Of Muscle In Movement</p> <p>Revisit the key movements for sport learnt in CORE PE in year 7 and 8.</p> <p>How muscles aid movement at joints.</p> <p>Link to how fixator muscles aid the articulating bones at a joint.</p>	<p>Aerobic and Anaerobic Exercise</p> <p>The double circulatory system Types of blood vessels Pathway of the blood</p> <p>Revisit mastery concepts from PE regarding HR and movement of the blood.</p>	<p>Revisit to Spring 1 how the cardiovascular system works alongside the respiratory systems.</p> <p>Pathway of air through the respiratory system. Gaseous exchange at the alveoli. Aerobic and Anaerobic Respiration.</p>		<p>their knowledge and understanding of how to prevent injury when participating in physical activities and sport. The potential hazards will be known in a range of physical activities and sports settings. Link to HRF topic in CORE PE</p> <p>Identification of the specific skill/component of fitness being tested Analysis of performance Principles of training SMART goal setting</p> <p>BQ - Can you design an effective circuit session for a given sport?</p> <p>1.2.B APPLYING THE PRINCIPLES OF TRAINING Principles of training Optimising performance</p> <p>Linking to the NEA coursework where students had to apply physical training.</p> <p>BQ - Can you identify a range of hazards from at least 3 sporting environments.</p> <p>1.2.C PREVENTING INJURY IN PHYSICAL ACTIVITY AND TRAINING Prevention of Injury 1. Sprains</p>	<p>strengths/weaknesses of the performer being analyzed in that activity. Following this, students produce an action plan to improve an aspect of the performance of the performer being analyzed.</p> <p>EAPI submission and moderation process</p>
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					2. Strains 3. Dislocation 4. R.I.C.E	
SKILLS DEVELOPMENT Maths/Science Links	<p>Skill development Link to sporting activities, have pupils rein act skills within sports, when they are performing the skills e.g. bowling in cricket, get them to think about what types of movement they are producing.</p> <ul style="list-style-type: none"> ➤ What can go wrong with testing (link to method in science) ➤ Advantages and disadvantages of a test ➤ Collecting data <p>Graph building, table formatting, comparisons on a class level and with normative data, predictions.</p>	<p>Skill Development: Be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration</p> <ul style="list-style-type: none"> ➤ What can go wrong with testing (link to method in science) ➤ Advantages and disadvantages of a test ➤ Collecting data <p>Graph building, table formatting, comparisons on a class level and with normative data, predictions.</p>	<p>Skill Development: Be able to apply the effects to examples from physical activity and sport</p> <p>Be able to collect and use data relating to short/long term effects of exercise.</p> <ul style="list-style-type: none"> ➤ What can go wrong with testing (link to method in science) ➤ Advantages and disadvantages of a test ➤ Collecting data <p>Graph building, table formatting, comparisons on a class level and with normative data, predictions.</p>	<p>Skill development: Reflect on a training program as a class, what adaptations would you expect to see. Try to find an example with data and results to observe. Things such as Stroke volume and aerobic capacity could then be discussed to develop understanding.</p> <ul style="list-style-type: none"> ➤ What can go wrong with testing (link to method in science) ➤ Advantages and disadvantages of a test ➤ Collecting data <p>Graph building, table formatting, comparisons on a class level and with normative data, predictions.</p>	<p>Skill Development: Protocols of testing. Personal testing and data recording.</p> <p>Skill Development: Understand risk can be minimised Understand concept of hazard in a variety of venues</p> <ul style="list-style-type: none"> ➤ What can go wrong with testing (link to method in science) ➤ Advantages and disadvantages of a test ➤ Collecting data <p>Graph building, table formatting, comparisons on a class level and with normative data, predictions.</p>	<p>Analyzing and Evaluating Performance (AEP) task For a chosen physical activity learners will (3–4 hours): a. analyse the importance of the different components of fitness for the activity b. give an overview of the key skills in the activity c. assess the strengths/weaknesses of the performer being analysed in the activity.</p>
ASSESSMENT	<p>End of topic test (/60).</p> <p>Both units assessed interleaving all units</p> <ul style="list-style-type: none"> - Pop/vocal tests on key AO1 content - Book check - Work scrutiny - Home learning tasks - Exam questions in class - Test in mid/end October for the core report report after half term (AO1, 2 and 3) - OCR GCSE PE Summary exam questions and revision activities - The Everlearner 	<p>End of topic test (/60).</p> <p>Both units assessed interleaving all units.</p> <ul style="list-style-type: none"> - Pop/vocal tests on key AO1 content - Book check - Work scrutiny - Home learning tasks - Exam questions in class - Test end of December for the Interium A report in January (AO1, 2 and 3). - OCR GCSE PE Summary exam questions and revision activities - The Everlearner 	<p>End of topic test (/60).</p> <p>Both units assessed interleaving all units.</p> <ul style="list-style-type: none"> - OCR GCSE PE Summary exam questions and revision activities - The Everlearn 	<p>End of topic test (/60).</p> <p>Both units assessed interleaving all units.</p> <ul style="list-style-type: none"> - Test end of April for the Interium B report in Feb (AO1, 2 and 3) - OCR GCSE PE Summary exam questions and revision activities - The Everlearner 	<p>End of topic test (/60).</p> <p>Both units assessed interleaving all units</p> <p>Pop/vocal tests on key AO1 content - Book check</p> <ul style="list-style-type: none"> - Work scrutiny - Home learning tasks - Exam questions in class - Test end of May for the Interium C full report in January (AO1, 2 and 3). - OCR GCSE PE Summary exam questions and revision activities - The Everlearner 	<p>NEA Coursework</p> <p>Both units assessed interleaving all units.</p> <ul style="list-style-type: none"> - Pop/vocal tests on key AO1 content - Book check - Work scrutiny - Home learning tasks - Exam questions in class - Mock exam (AO1, 2 and 3) progress - Analysing and Evaluating Performance task (AEP) coursework.



PHOTO-GRAPHY	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CONTENT	<p>STILL LIFE Introduction to Photography course</p> <p>Camera basics - Focus on photographer - Edward Weston Introduction to formal elements in Photography Presentation techniques At least 2 shoots including introduction to course and camera, formal elements and Weston Selective Colour Colour replacement</p>	<p>TRICK PHOTOGRAPHY Levitation - Sam Taylor Wood</p> <p>Developing photoshop skills Introduction to creativity, humour, and surrealism in photography At least 1 shoot including 1 camera trick technique and levitation</p>	<p>TRICK PHOTOGRAPHY Multiplicity</p> <p>Introduction to multiplicity photography. Research a Multiplicity photographer Developing photoshop skills. Complete at least 1 shoot</p>	<p>PORTRAITS David Bailey Photomanipulation</p> <p>Developing personalised photographer research - prompts and photographers suggested where needed Lighting techniques</p>	<p>PORTRAITS choice Wes Naman Introduction to HDR</p> <p>Developing personalised photographer research - prompts and photographers suggested where needed Lighting techniques or John Rankin Developing an advanced and personalised final piece idea Detailed final piece planning Personalised final shoot development</p>	<p>PORTRAITS Final shoot</p> <p>Required to research and select their own artists linked to the theme.</p> <p>Plan a shoot, create a contact sheet x 20 photographs minimum, select best photographs, create three edits and a comparison slide.</p>
SKILLS DEVELOPMENT	<p>Camera setup compositional skills Editing process Basic photoshop tools and techniques</p>	<p>Editing process Basic photoshop tools and techniques</p>	<p>Developing more advanced layering and masking using multiples</p>	<p>Camera studio set ups flash techniques editing process</p>	<p>Developing more advanced layering and masking using multiples; Using colour selection tools; Applying concepts, layering and masking hybrids)</p>	<p>Developing advanced final idea (rather than a single image/series of images); Using a combination of artists and personal sources so create an individual response</p>
ASSESSMENT	<p>Basic camera functions; Basic research/analysis skills; Basic presentation; Basic photoshoot planning; Colour adjustment editing (KEY ASSESSMENT)</p>	<p>A02 focus - Manipulation and image development Assessment of technical ability and students eye for photo manipulation</p>	<p>Full project assessment for Trick Photography (KEY ASSESSMENT)</p>	<p>A02 focus - Manipulation and image development Assessment of technical ability and photo manipulation</p>	<p>A04 focus - Final image development and presentation A02 focus - Manipulating images Assessment of ability to use studio equipment to create mood lighting</p>	<p>Photography skills, presentation of work, writing and reflecting critically on work and progress. Appropriate research and analysis of the work of others. Photoshop skills. (KEY ASSESSMENT)</p>



GEOGRAPHY	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>CONTENT</p>	<p>The Challenge of Natural Hazards – Tectonic Hazards Natural hazards pose major risks to people and property Earthquakes and volcanic eruptions are the result of physical processes The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. HIC case study – Christchurch LIC case study – Haiti</p> <p>Management can reduce the effects of a tectonic hazard Global atmospheric circulation helps to determine patterns of weather and climate Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions Tropical storms have significant effects on people and the environment. Case study – Typhoon Haiyan</p>	<p>The Challenge of Natural Hazards – Weather Hazards The UK is affected by a number of weather hazards Extreme weather events in the UK have impacts on human activity Case study – Somerset floods</p> <p>Climate change Climate change is the result of natural and human factors and has a range of effects.</p> <p>Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change)</p> <p>Urban Issues and challenges A growing percentage of the world’s population lives in urban areas Urban growth creates opportunities and challenges for cities in LICs and NEEs A case study of a major city in a LIC or NEE - Lagos, Nigeria</p> <ul style="list-style-type: none"> ➤ Location and importance of the city ➤ Causes of growth ➤ How urban growth has created opportunities (social and economic) ➤ How urban growth has created challenges. 	<p>Urban Issues and challenges A case study of a major city in a LIC or NEE - Lagos, Nigeria</p> <ul style="list-style-type: none"> ➤ Location and importance of the city ➤ Causes of growth ➤ How urban growth has created opportunities (social and economic) ➤ How urban growth has created challenges. <p>An example of how urban planning is improving the quality of life for the urban poor – Lagos, Nigeria Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges Overview of the distribution of population and the major cities in the UK A case study of a major city in the UK – London.</p> <ul style="list-style-type: none"> ➤ Location and importance of London ➤ Impacts of migration ➤ How urban change has created opportunities (social, economic and environmental) ➤ How urban change has created challenges 	<p>The Changing Economic World Global variations in economic development and quality of life. Various strategies exist for reducing the global development gap. An example of how the growth in tourism in an LIC or NEE helps to reduce the development gap. Case study – Kenya</p> <p>Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change Case study – Nigeria</p> <ul style="list-style-type: none"> ➤ Location and importance ➤ Political, social, cultural and environmental context of the country. ➤ Changing industrial structure. ➤ The role of transnational corporations (TNCs) ➤ Changing political and trading relationships with the wider world ➤ International aid ➤ Environmental impacts of economic development <p>Effects of economic development of the quality of life of the population.</p>	<p>The Changing Economic World Major changes in the economy of the UK have affected and will continue to affect, employment patterns and regional growth</p> <ul style="list-style-type: none"> ➤ Causes of economic change ➤ Post-industrial economy ➤ physical environment ➤ An example of how modern industrial development can be more environmentally sustainable – Bridgehead Business Park ➤ Social and economic changes in the rural landscape ➤ Improvements and new developments in infrastructure ➤ North – south divide ➤ Place of the UK in the wider world 	<p>Fieldwork trip to Bridlington</p> <ul style="list-style-type: none"> ➤ Suitable question for geographical enquiry ➤ Select, measure and record data appropriate to the chosen enquiry ➤ Select appropriate ways of processing and presenting fieldwork data ➤ Describe, analyse and explain fieldwork data ➤ Reach conclusions <p>Evaluation of geographical enquiry</p> <p>Physical landscapes in the UK UK has a range of diverse landscapes</p> <p>Coastal Landscapes The coast is shaped by a number of physical processes. Distinctive coastal landscapes are the result of rock type, structure and physical processes. Different management strategies can be used to protect coastlines from the effects of physical processes. An example of a coastal management scheme in the UK – Mablethorpe, Holderness Coast</p>



			An example of an urban regeneration project – Stratford, London Sustainable living in the UK			
SKILLS DEVELOPMENT	<p>Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the interrelationships between places, environments and processes.</p> <p>Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</p>	<p>Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the interrelationships between places, environments and processes.</p> <p>Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</p>	<p>Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the interrelationships between places, environments and processes.</p> <p>Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</p>	<p>Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</p>	<p>Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</p>	<p>Demonstrate knowledge of locations, places, processes, environments, and different scales. Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes. Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements. Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</p>
ASSESSMENT	Mid unit assessment – Challenge of natural hazards: Tectonic hazards	End of unit assessment – Challenge of natural hazards Mid - unit assessment - Urban issues and challenges	End of unit assessment – Urban issues and challenges	Mid - unit assessment – Changing Economic world	Mid - unit assessment – Changing Economic world	Mid – unit assessment - Coastal landscapes in the UK Fieldwork write up on Bridlington End of year assessment



IT	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CONTENT	<p>Component 1 – Exploring user interface design principles and project planning techniques</p> <p>Learning Aim A: Types of user interfaces, basic user interfaces, complex user interfaces, choosing a user interface, hardware and software influences, user accessibility needs, user skill, demographics, design principles.</p> <p>Learning Aim B: Basic planning project tools, project methodologies, creating a project plan.</p>	<p>Component 1 – Exploring user interface design principles and project planning techniques</p> <p>Learning Aim B: Creating a project plan, defining the project requirements, project risk and constraints, project timescales, storyboard and sketches, hardware, software and testing strategies.</p> <p>Learning Aim C: Develop a functional user interface, reviewing and refining a user interface</p>	<p>Component 1 – Exploring user interface design principles and project planning techniques</p> <p>Practice Comp 1 – complete a practice assignment for Comp 1.</p>	<p>Component 1 – Exploring user interface design principles and project planning techniques</p> <p>Complete external Component 1 Summative assessment</p>	<p>Component 2: Collecting, presenting and interpreting data</p> <p>Learning Aim A: Data v Information, data formats, preparing data for processing, data collection methods, data quality, data privacy.</p> <p>Learning Aim B: Importing data, formatting of data, using formulas, using functions, absolute cell referencing, sorting information, decision making functions</p>	<p>Component 2: Collecting, presenting and interpreting data</p> <p>Learning Aim B: VLOOKUP, HLOOKUP, logical operators, filtering data, macros, data validation, graphs and charts, count functions, data summaries, creating the dashboard.</p> <p>Learning Aim C: Drawing conclusions and making recommendations</p>
SKILLS DEVELOPMENT	Identifying types of user interface and analysing the effectiveness of these. How to justify design choices	How to plan projects using a range of planning techniques, how to design and create an interactive user interface	How to complete the Pearson set assignment for Comp 1 by completing a mock up	Completing component 1 – summative assessment	Identifying and explaining the role of information for different stakeholders, how to analyse and manipulate data using a spreadsheet	How to use a range of manipulation tools to analyse data within a spreadsheet. How to draw conclusions and make recommendations using data manipulation tools
ASSESSMENT	Boolean Logic, Character sets, odd or even programming	Data Representation, username programming, writing a calculator program	Systems architecture, arrays,	Virtual memory, secondary storage, memory and storage	DNS, LAN hardware, Network hardware,	Networking, End of Year mock, protocols,



HISTORY	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CONTENT	Superpower relations. 1. Retrieval lesson 2-3. Berlin 4-5. Cuba 6. Regan and the 2 nd Cold War 7. Gorbachev 8. Summits and narrative accounts. 9. End of Soviet hold on Eastern Europe. 10. Assessment 11. Feedback and intro to A/S Society 1-3. Anglo-Saxon England 4-5. The Godwin Family. 6. Assessment 7. Feedback and succession crisis	Anglo-Saxons. 8. Succession Crisis 9. Gate Fulford and Stamford Bridge. 10-11. Hastings 12. Assessment 13. Feedback and submission of the Earls. 14. Marcher Earldoms and castle building 15-16. Anglo-Saxon resistance 17. Harrying of the North. 17. Changes in Landownership 19. Maintaining Royal power 21. Revolt of the Earls 1075 22. Assessment 23. Feedback and feudalism 24. Feudalism	25-26. The Church in Norman England 27-28. Normanisation of Government Domesday 29. Norman Aristocracy 30. Bishop Odo 31. William and his sons 32 Assessment 33. Feedback and intro to Medicine 1-2. Causes of illness in Middle Ages 3-5. Prevention and Treatment in the Middle Ages 6-7. Black Death case study	8. Assessment 9. Feedback and intro to Renaissance 10-12. Causes of Illness in Renaissance 13-14. Prevention and treatment in Renaissance 15. Vesalius 16. Harvey 17. Great Plague 18. Assessment 19. Feedback and intro to IR 20-21. Causes of disease – Pasteur and Koch 22-25. Prevention and treatment	26. Jenner 27. Case study – Cholera 28. assessment 29. Feedback and intro to C20th 30-31. Causes of disease 32. Penicillin 33-34. Prevention and treatment 35. Case study – Lung cancer 36. Assessment 37. Feedback and summaries.	Review of topics covered
SKILLS DEVELOPMENT	1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance	1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance	1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance	1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance	1. Chronological understanding 1. Cause and Consequence 2. Similarity and difference 3. Evidential enquiry 4. Significance	1. Chronological understanding 2. Cause and Consequence 3. Similarity and difference 4. Evidential enquiry 5. Significance
ASSESSMENT	Assessment	Mediaeval and Renaissance Medicine Assessment	Industrial Medicine Assessment Seneca Learning homework test	Modern Medicine Assessment WW1 Assessment Potential for extra PPE in class exam for Paper 1 practice	Sources assessment for paper one	Year 10 Exams



BUSINESS	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CONTENT	3.1 Business in the Real World: Purpose of Business and Reasons for starting a business, Basic functions and types of business, factors of production, business enterprise and entrepreneurship (2), objectives of an entrepreneur, dynamic nature of business (3) sole traders, partnerships, private limited companies, public limited companies, not for profit organisations, franchise (2),	3.1 Business in the Real World: Aims and Objectives, Use of Objectives in Judging success, stakeholders, stakeholder objectives, impact of stakeholders on business activity, conflict of interest on stakeholders, factors of location, overseas location, business planning, elements of a business plan, benefits and drawbacks of business planning, basic financial calculations	3.1 Business in the Real World: Methods of expansion, benefits and drawbacks of expansion, economies & diseconomies of scale 3.2 Influences on Business: Impact of IT on business activity, ecommerce, m-commerce, digital communication, ethical considerations, environmental considerations, sustainability	3.2 Influences on Business: Interest rates, the impact of changing interest rates on consumers and businesses, levels of employment, consumer spending, globalisation, how businesses compete internationally, benefits and drawbacks of globalisation, exchange rates, employment law, health and safety law, consumer law.	3.2 Influences on Business: Competitive environment, uncertainty and risks faced by businesses 3.4 Human Resources: Introduction and the role of HR, Organisational structures, appropriateness of organisational structure, centralisation and decentralisation, the need for recruitment, the recruitment and selection process, contracts of employment	3.4 Human Resources: methods to motivate staff, the use of financial and non-financial methods of motivation, importance of training in the workforce, types of training undertaken by businesses End of Year Enterprise activities
SKILLS DEVELOPMENT	Reading case studies and business, profiles, researching into businesses and entrepreneurs, accessing knowledge and context style questions, how to analyse external factors affecting businesses	Reading case studies and business profiles, comparing and contrasting different stakeholder needs, identifying the issues businesses face in decision making, how to complete a business plan	Reading case studies and business, profiles, researching into businesses and entrepreneurs, accessing knowledge and context style questions	Innovation and enterprise skills developing a business idea for the Badger Sett Challenge	How to analyse the impact of external factors on a business, how to make decisions to overcome these external factors. 4 and 6 mark questions – how to approach these in context	how to make decisions like an entrepreneur, how to break down a case study to build context rich answers. 4, 6 and 9 mark answers
ASSESSMENT	Purpose of business, enterprise and entrepreneurs, business ownership types	Aims and objectives, stakeholders, business planning, basic financial calculations	Methods of expansion, 3.1 End of unit assessment, technology, ethical and environmental considerations	Interest rates, consumer spending, globalisation, exchange rates, legislation	Competition, 3.2 End of unit assessment, organisational structures, the employment and selection process	Year 10 mock, motivation, training, 3.4 end of unit assessment.



ART	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CONTENT	<p>Man Made /close up Experimental drawing techniques Jim Dine artist research Observational drawing using a range of media appropriate to the group such as charcoal, monoprint, collograph, sgraffito, graphite Colour study in the style of DIne using watercolour and ink wash</p>	<p>Man Made/ close up Michael Craig Martin research Line drawings inspired by artists Experiment with composition and painting in the style of Michael Craig Martin Develop final idea using inspiration from artist research and own personal response.</p> <p>LAST x1 week of term start Portraits - Observational studies of own facial features Experimenting with Media Students will explore a range of media, materials and techniques using secondary sources of facial features</p> <p>Examples of media may include:</p> <ul style="list-style-type: none"> ➤ Coloured pencil ➤ Felt tip wash ➤ Pencil crayon ➤ Biro ➤ Watercolour ➤ Collage ➤ Mono print ➤ Bleach drawing 	<p>Guided observational self-portrait in pencil</p> <p>Students present research on 2 artists including information about the artist, thorough analysis of their work, and their own studies Studies should include pastiche of the work and interpretation of the style using an appropriate media</p> <p>Artists should include historic and contemporary examples. Student may be directed towards: Van Gogh -Pablo Picasso -Julian Opie -Lichtenstein Francoise Nielly -Jason Thielke -Ed Fairburn - Sean Williams -Andy Warhol -Lorena Cosba - Henrietta Harris Jonathan Yeo -Toby Mulligan -Dolk Lundgren</p> <p>Students encouraged to identify their own 3rd artist to make their project more individual and reflect their own experiences and interests</p>	<p>Portraits - Artist Research development onto own portraits</p> <p>Experimenting with Media Students will explore a range of media, materials and technique</p>	<p>Portraits - Exploration Experimenting with materials and techniques related to own interests and ideas Collecting photographic imagery related to own interests and ideas Primary source drawings Developing ideas Combining artist techniques</p>	<p>Portraits - Final Piece Planning Developing an advanced and personalised final piece idea Detailed final piece planning Experimenting and selecting most successful materials and techniques Collecting final piece imagery</p>
SKILLS DEVELOPMENT	<p>Creative and expressive use of materials; Advanced artist research; Selecting appropriate information; Developing a range of skills using 2D materials and processes; Applying mixed media to a study</p>	<p>Advanced artist research; Selecting appropriate information; Making connections and comparisons between artists and styles; Experimental use of composition; Planning and development of final</p>	<p>Advanced artist research; Selecting appropriate information; Advanced presentation; Replicating artist techniques; Applying practical techniques to own work</p>	<p>Advanced presentation; Replicating artist techniques; Applying practical techniques to own work;</p>	<p>Developing own ideas; Developing creativity; Selecting iate materials and techniques related to own ideas; Making connections between artists and styles to develop original ideas and techniques;</p>	<p>Planning options for final piece ideas; Justifying choices for ideas, materials and techniques; Using a combination of artists and personal sources so create an individual response;</p>



		pieces including a personal idea LAST x1 week of term start Portraits - Advanced and creative use of materials and techniques; Experimentation; Drawing skills (from secondary sources);	;Selecting own appropriate artists and sources; Advanced artist research; Selecting appropriate information;		Advanced recording of ideas through detailed annotations; Explaining techniques and processes;	
ASSESSMENT	A02 focus Assessment of creative use of materials and techniques Drawing skills	A02/A04 focus Assessment of use of materials and development of personal final idea LAST x1 week of term start Portraits - A03 focus Accurate recording from observation - own self portrait	A01 focus Artist research pages: Creative page design; Thorough analysis of images; Accurate pastiche studies; Application to own work	A01 focus Thorough analysis of images; Accurate pastiche studies; Application to own work	A03 focus Development of most successful techniques Choosing successful experiments Accurate recording of observations, ideas, and insights	A04 focus - Final idea development and experimentation Connections to previous work and artists Creative and original response



RE	Half Term 1&2		Half Term 3&4		Half Term 5&6	
CONTENT	Short Course GCSE Component 2 Christian Belief and Teaching <ul style="list-style-type: none"> ➤ What is God? ➤ What is the Trinity? ➤ What do Christians Believe about Creation? ➤ What is the Problem of evil? 		Short Course GCSE Component 2 Christian Belief and Teaching <ul style="list-style-type: none"> ➤ What is a Christian response to the problem of evil? ➤ Jesus' incarnation ➤ Jesus' life ➤ Jesus and the last supper 		Short Course GCSE Component 2 Christian Belief and Teaching <ul style="list-style-type: none"> ➤ Jesus death ➤ What is salvation? ➤ Why is the resurrection of Jesus important for Christians? 	
SKILLS DEVELOPMENT	A01 & 2 Skills State, Describe, Explain, justify, evaluate.		A01 & 2 Skills State, Describe, Explain, justify, evaluate.		A01 & 2 Skills State, Describe, Explain, justify, evaluate.	
ASSESSMENT	Brain Work outs Mid Unit test (CE band only) Knowledge skills A01 & A02 Questions	Brain Work outs Knowledge skills A01 & A02 Questions	Brain Work outs End of Unit test Knowledge skills A01 & A02 Questions	Brain Work outs Mid Unit test (CE band only) Knowledge skills A01 & A02 Questions	Brain Work outs Knowledge skills A01 & A02 Questions	Brain Work outs End of Unit test Knowledge skills A01 & A02 Questions



DANCE	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CONTENT	Intro to the course BTEC TECH PREP Component 1 Delivery Exploring the Performing Arts - Dance Component 2 Delivery Developing Skills & Techniques in DANCE	BTEC TECH PREP Component 1 Delivery Exploring the Performing Arts - Dance Component 2 Delivery Developing Skills & Techniques in DANCE	Component 1: Exploring the Performing Arts (Dance) Summative Assessment and Internal Marking	BTEC TECH PREP Component 2 Delivery Developing Skills & Techniques in DANCE Component 3 Delivery Responding to a Brief	BTEC TECH PREP Component 2 Delivery Developing Skills & Techniques in DANCE Component 3 Delivery Responding to a Brief	BTEC TECH PREP Component 2 Delivery Developing Skills & Techniques in DANCE Component 3 Delivery Responding to a Brief
SKILLS DEVELOPMENT	Dance Anatomy - linking to warm up, cool-down, stretching, strengthening & technical skills Develop technical & interpretive skills in a variety of dance styles and technique exercises - main focus Jazz, Contemporary & Commercial Jazz Terminology Skills Audit & Logbook / Written Review - identifying strengths & areas to develop Exploring Professional works & Practitioners	Examine live & recorded performances to develop understanding of practitioners work Gain a practical appreciation of practitioners work & how they may respond to a particular theme or issue - How they use / interpret / modify a pre-existing style How they communicate ideas to the audience Creative intentions - theme, issue, response to stimulus, style, contextual influences, collaboration with other practitioners & influences Purpose - to educate, inform, entertain, provoke, challenge viewpoints, raise awareness, celebrate. Continue to develop technical & interpretive skills in a variety of dance styles - main focus Jazz, Contemporary & Commercial	PSA 'theme' will determine the Professional Work selected for Assessment) Examine the selected Professional Work further for assessment (continuing on from 'delivery') Examine the roles, responsibilities & skills of practitioners Develop knowledge and understanding of how they contribute to performance Roles - Dancer, choreographer, costume designer, lighting, sound, set design Responsibilities - Rehearsing, performing, choreographing, refining material, managing Skills - physical, interpretive, managing & directing, creative skills, communication, organisational skills Develop knowledge & understanding of the interrelationships between processes, techniques & approaches that contribute to the performance repertoire	Continue to develop technical & interpretive skills in a variety of dance styles - Exploring existing professional repertoire Written Review Skills - identifying strengths & areas to develop Developing choreography and creativity skills Responding to a Stimulus - develop ideas & skills to meet the brief requirements Target Audience Working as a group to choreograph performance material Improvisation skills Choreographic Devices - motifs, canon, unison, mirroring, call & response, formations, repetition, contrast, levels Facial expressions - storytelling - quality - imagination - creativity	Continue to develop technical & interpretive skills in JAZZ - Existing Professional Repertoire Jazz Terminology Written Review Skills - identifying strengths & areas to develop Developing choreography and creativity skills Using practitioners work as an influence Developing performance skills Evaluate own performance, detailing strengths and areas for development (response to the brief & skills used)	Continue to develop technical & interpretive skills in JAZZ - Existing Professional Repertoire Jazz Terminology Written Review Skills - identifying strengths & areas to develop Developing choreography and creativity skills Using practitioners work as an influence Developing performance skills Evaluate own performance, detailing strengths and areas for development (response to the brief & skills used)



			Processes, techniques and approaches include - Responding to a stimulus, exploring & developing ideas to develop material, discussion with performers, setting tasks, sharing ideas, teaching material, developing performance material, organising & running rehearsals, refining & adjusting to make improvements, providing notes and feedback			
ASSESSMENT	Anatomy Test (theory & practical) Skills audit / Logbook Technique exercises Dance performance - Jazz / commercial	Practical Workshop - exploration of repertoire Written Journal Notes Dance performance - contemporary	COMPONENT 1: Research Journal & Video Evidence LOA: Investigate how professional performance or production work is created LOB: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work 1st May 2023 marking & learner work submission deadline	Technique exercises Dance Performance Written Review Choreograph a routine in groups to a given stimulus Ideas/skills Log	Performance skills Evaluation	



TEXTILES	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CONTENT	<p>Further exploration of Core Technical principles.</p> <p>Materials and their working properties - Material Categories and Material Properties – Students further investigate and embed understanding of sources of origins , conversion of fibres and materials from original source to stock forms, materials/fibre properties of natural, regenerated and synthetic fibres.</p> <p>Further exploration into new and emerging technologies, materials and their working properties and developments in new materials.</p> <p>Introduction to systems approach to designing and mechanical devices</p> <p>Specialist materials – Introduction to forces and stresses, stock forms, types and sizes (more depth in relation to textiles based materials)</p> <p>NEA Component: Students advance and develop Year 9 prototype, completing construction and developing into a commercially viable product.</p>	<p>Further exploration of Specialist technical principles:</p> <p>Ecological and social footprint, sources and origins, scales of production. Using and working with materials, selection of materials or components, specialist techniques and processes/ surface treatments and finishes.</p> <p>Further exploration into new and emerging technologies and how these further inform design decisions</p>	<p>New and emerging technologies.</p> <p>Materials and their working properties</p> <p>Students investigate and explore both ecological and social footprints, focusing on the design and manufacture of products, social issues. Sustainability, Enterprise, environmental considerations and production methods, in addition to how new and emerging technologies can inform design decisions.</p> <p>Students further explore industry and production techniques and systems and understand influences and considerations of religion, culture, cycles/trends, production systems(CAD/CAM) and society.</p>	<p>Selection of materials and components</p> <p>Environmental, social and economic challenge</p> <p>Using and working with materials</p> <p>Development in new materials, specifically focusing on technological advances and development, smart/modern/technical and composite materials.</p> <p>Exploration and investigation of specialist techniques and processes such as commercial printing, dyeing, weaving and sewing.</p> <p>Design and making principles</p> <p>Selection of materials, tools and processes.</p> <p>Using and working with materials</p> <p>Development of design strategies and communication skills.</p> <p>Prototype development.</p> <p>Section D – Developing design ideas (Design developments, sampling, modelling, working drawing, manufacturing specification)</p> <p>Section E – Realising design ideas (prototype construction diary, final prototype fit for purpose)</p> <p>Interlink with Theory every week</p>	<p>Specialist techniques and processes</p> <p>Scales of production</p> <p>Exploration and investigation of the work of others, specifically influential designers/movements and/or brands/companies.</p> <p>Design and making principles</p> <p>Selection of materials, tools and processes.</p> <p>Using and working with materials</p> <p>Development of design strategies and communication skills.</p> <p>Prototype development.</p> <p>NEA Content: Design and Making – Section F Analysing and evaluating (on-going analysis, final evaluation/analysis – Client review, testing, costing, social, moral, environmental evaluation, future developments and industry analysis)</p> <p>Interlink with Theory every week</p> <p>Stand alone lessons focus on theoretical content.</p> <p>RECAP/Further exploration on skills</p>	<p>Students begin Year 11 NEA component: 50% overall qualification:</p> <p>AO1 Identify, investigate and outline design possibilities (Section A – 10 marks)</p> <p>Subject to the context, in-depth and exploration of context through a range of research methods.</p>



				<p>Stand alone lessons focus on theoretical content.</p>		
<p>SKILLS DEVELOPMENT</p> <p>Maths/Science Links</p>	<p>Further exploration on impact of new and emerging technologies, further depth on how energy is generated and stored. Students know and understand the different stock forms types and sizes. Students are able to consider electronic systems including programmable components to provide functionality to products and processes, and enhance and customise their operation. Practical: Advanced construction skills, further skills of shaping/forming techniques. Basic use of enhancement of materials techniques/processes. Development, designing and making of a basic prototype. Safe working practices. NEA skill development</p> <ul style="list-style-type: none"> ➤ Component names, interaction and operation ➤ The action of forces and how levers and gears transmit and transform the effects of forces. ➤ Mechanisms/ mechanical movement. 	<p>Further knowledge and understanding of the ecological and social footprint left by designers, develop understanding in the sources and origins of materials. Consideration of scales of production and referencing the processes involved.</p> <ul style="list-style-type: none"> ➤ Use of data to focus/inform research ➤ Classification of the types and properties of a range of materials. Physical properties of materials related to use and knowledge applied when designing and making. 	<p>Demonstrate good understanding of new and emerging technologies. Classify the types and properties of a range of textiles based material and consider physical characteristics</p> <p>Further exploration and secure understanding of industry, enterprise and technological advances, socioeconomic influences and production methods.</p> <ul style="list-style-type: none"> ➤ Taking further into consideration the ecological and social footprint of materials. ➤ Scale of production, ratios, percentages, trigonometry and algebra. 	<p>Develop understanding on environmental, social and economic challenge Directly work with materials and components, eg producing a toile when designing garments.</p> <p>NEA Content: Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values. Development of prototypes in response to client wants and needs and the requirements of the brief, developing creativity and considering function and aesthetics. Demonstrate safe working practices in design and technology.</p> <ul style="list-style-type: none"> ➤ Selecting appropriate materials. ➤ Understanding of how to choose appropriate energy sources. ➤ Scaling of drawings, working to datums. Material quantities required. 	<p>Demonstrate how to select and use specialist techniques and processes appropriate for the material and/or task and use them to the required level of accuracy in order to complete quality outcomes.</p> <p>NEA Content: Know how to and understand how to evaluate, reflect, and respond to feedback - Suggesting modifications to improve their product where possible.</p> <ul style="list-style-type: none"> ➤ Selection of materials and components based on ethical factors, taking into consideration the ecological and social footprint of materials 	<p>Identify design possibilities identified and thoroughly explore and directly link to a contextual challenge demonstrating excellent understanding of the problems/opportunities. Comprehensive investigation into a wide range of research areas. Demonstrate excellent design focus and conduct extensive evidence that investigation of design possibilities.</p> <ul style="list-style-type: none"> ➤ Calculation of material quantities and sizes. ➤ Calculate surface area and volume eg material requirements for a specific use. ➤ Efficient material use, pattern spacing, nesting and minimising waste.



	➤ Movement, changing the magnitude and direction of forces.					
ASSESSMENT	<p>Baseline Assessment New and Emerging Technologies Assessment Materials and their categories Assessment Sources and origins assessment Specialist Technical Principles/processes Assessment Surface treatments and finishes assessment Section D and E NEA Assessment following on from Year 9.</p>	<p>Ecological and social footprint assessment Scales of production Assessment Specialist Technical principles Assessment Responsible Design Assessment Socioeconomic factors and environmental considerations Assessment</p>	<p>New and emerging technologies Materials and their working properties assessment Specialist techniques and processes assessment Commercial processes assessment</p>	<p>Design and Making Principles Assessment Selection of materials assessment Design strategies assessment Communication of design ideas assessment Section D Assessment Section E Assessment</p>	<p>Section A Final Assessment Section B Final Assessment Section D Final Assessment Section E Final Assessment</p>	<p>Section A Final GCSE Year 11 Assessment - A01 Identify, investigate and outline design possibilities (Section A – 10 marks) PPE Mock Exam</p>



FOOD and NUTRITION	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CONTENT	<p>Introduction to year 10 GCSE food NEA – Food Science Investigation NEA 1 A – Practice Section A – Students carry out research into the ingredients to be investigated.</p> <p>Section B – Investigation Students carry out practical investigations, related to the hypothesis or prediction, which demonstrate understanding of how ingredients work and why.</p> <p>Exam theory Buying and storing food The food safety principles when buying and storing food..</p> <p>Food safety – Microorganisms and enzymes • the growth conditions for microorganisms and enzymes and the control of food spoilage</p>	<p>NEA 1 A - Practice Continuation of Section B – Students continue to carry out practical investigations, related to the hypothesis or prediction, which demonstrate understanding of how ingredients work and why.</p> <p>Section C – Evaluation Students will analyse and evaluate the results of the investigation and reflect upon their findings. Exam Theory Bacterial contamination</p> <p>Macronutrients Protein, fats and carbohydrates</p> <p>Interlink with Theory every week Stand alone lessons focus on theoretical content but at intertwined with NEA focus and practical skill development.</p>	<p>NEA 1 B – Practice Section A - Research Students carry out research into the ingredients to be investigated.</p> <p>Section B – Investigations Students carry out practical investigations, related to the hypothesis or prediction, which demonstrate understanding of how ingredients work and why.</p> <p>Exam Theory Micronutrients Vitamins and Minerals The relationship between diet, nutrition and health • the major diet related health risks. The importance of hydration and the functions of water in the diet.</p> <p>Making informed choices when choosing ingredients to make recipes and menus. Taking health religion, morals and age into amount.</p> <p>Energy needs the basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements.</p>	<p>NEA 1 B - Practice Continue Section B</p> <p>Section C – Evaluation Students will analyse and evaluate the results of the investigation and reflect upon their findings.</p> <p>Start NEA 2 – Plan, prepare and cook NEA Sections A – Research Students will research and analyse the: life stage/dietary group or culinary tradition related to the task.</p> <p>Section B – Demonstrating technical skills</p> <p>Exam Theory Food Science Why food is cooked and how heat is transferred to food. The reasons why food is cooked • the different methods of heat transfer. Selecting appropriate cooking methods Selection of appropriate preparation, cooking methods and times to achieve desired characteristics. How to use different raising Agents Chemical, mechanical, steam and biological (yeast). Interlink with Theory every week</p>	<p>NEA 2 - Practice Section B – Demonstrating technical skills</p> <p>Section C Planning for final menu. Justifying their final 3 dishes and creating a detailed time plan.</p> <p>Exam Theory Food provenance Environmental impact and sustainability of food. Where and how ingredients are grown, reared and caught. Environmental issues associated with food. Primary and secondary stages of processing and production. how processing affects the sensory and nutritional properties of ingredients Interlink with Theory every week Stand alone lessons focus on theoretical content but at intertwined with NEA focus and practical skill development.</p>	<p>NEA 2 - Practice Section D: Making the final dishes</p> <p>Section E: Analyse and evaluate Students will carry out sensory evaluation and record the results for all of their practical dishes.</p> <p>Exam Theory Food provenance continued Technological developments Interlink with Theory every week Stand alone lessons focus on theoretical content but at intertwined with NEA focus and practical skill development.</p>



			Interlink with Theory every week Stand alone lessons focus on theoretical content but at intertwined with NEA focus and practical skill development.	Stand alone lessons focus on theoretical content but at intertwined with NEA focus and practical skill development.		
SKILLS DEVELOPMENT Maths/Science Links	Investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'. Measuring Weighing Science investigations into certain area/ingredients Food safety	Students will conduct, analyse and evaluate practical investigations. They will produce a report which will include research into 'how ingredients work and why'. Practical: Use of forming/shaping dough -- Use technical skills of shortening, gluten formation, fermentation (proving) for bread & pastry Measuring Weighing Analysis of data Working with gluten Shortening, lamination of fat. Raising agents	Investigate in further depth the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a further detailed report which will include research into 'how ingredients work and why'. Measuring Weighing Macronutrients and micronutrients in the body.	Students will independently conduct, and complete detailed analysis and evaluation of their practical investigations. They will produce a report which will include research into 'how ingredients work and why'. Practical: Use of forming/shaping dough -- Use technical skills of shortening, gluten formation, fermentation (proving) for pastry, as well as demonstrating a variety of ways to cook/prepare meat. Measuring Weighing Shaping and form gluten in the dough. Marinated softening of the muscles to make it tender.	Students will prepare, cook and present a basic final menu of three dishes to meet the needs of a specific context. Students must select appropriate technical skills and processes and create 3–4 dishes to showcase their skills. Measuring Weighing Time planning of final menu	Students will prepare, cook and present a basic final menu of three dishes to meet the needs of a specific context. Students must select appropriate technical skills and processes and create 3–4 dishes to showcase their skills. Measuring Weighing Time planning of final menu Food 4 PC – calculating nutrition, costing and sensory analysis results.
ASSESSMENT	Baseline Assessment NEA 1 Section A NEA 1 Section B Exam questions test after topic	NEA 1 Section B NEA 1 Section C Exam questions will be assessed in the above theoretical topic/content.	NEA 1 Section A NEA 1 Section B Exam questions will be assessed in the above theoretical topic/content.	NEA 1 Section B NEA 1 Section C NEA 2 Section A Exam questions will be assessed in the above theoretical topic/content.	NEA 2 Section B NEA 2 Section C Exam questions will be assessed in the above theoretical topic/content.	NEA 2 Section D NEA 2 Section E Year 10 PPE Exam questions will be assessed in the above theoretical topic/content.



RESISTANT MATERIALS	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p style="text-align: center;">CONTENT</p>	<p>Further exploration of Core Technical principles.</p> <p>Materials and their working properties - Material Categories and Material Properties – Students further investigate and embed understanding of sources of origins , conversion of polymers, metals/alloys and timbers and materials from original source to stock forms, materials properties of natural, regenerated and synthetic materials</p> <p>Further exploration into new and emerging technologies, materials and their working properties and developments in new materials.</p> <p>Introduction to systems approach to designing and mechanical devices</p> <p>Specialist materials – Introduction to forces and stresses, stock forms, types and sizes (more depth in relation to polymer/timber and metal based materials)</p> <p>NEA Component: Students advance and develop Year 9 prototype, completing construction and developing into a commercially viable product.</p>	<p>Further exploration of Specialist technical principles:</p> <p>Ecological and social footprint, sources and origins, scales of production. Using and working with materials, selection of materials or components, specialist techniques and processes/ surface treatments and finishes.</p> <p>Further exploration into new and emerging technologies and how these further inform design decisions</p>	<p>New and emerging technologies.</p> <p>Materials and their working properties</p> <p>Students investigate and explore both ecological and social footprints, focusing on the design and manufacture of products, social issues. Sustainability, Enterprise, environmental considerations and production methods, in addition to how new and emerging technologies can inform design decisions.</p> <p>Students further explore industry and production techniques and systems and understand influences and considerations of religion, culture, cycles/trends, production systems(CAD/CAM) and society.</p>	<p>Selection of materials and components</p> <p>Environmental, social and economic challenge</p> <p>Using and working with materials</p> <p>Development in new materials, specifically focusing on technological advances and development, smart/modern/technical and composite materials.</p> <p>Exploration and investigation of specialist techniques and processes such as commercial printing, dyeing and processing materials (injection moulding, vac forming, extrusion etc)</p> <p>Design and making principles</p> <p>Selection of materials, tools and processes.</p> <p>Using and working with materials</p> <p>Development of design strategies and communication skills.</p> <p>Prototype development.</p> <p>Section D – Developing design ideas (Design developments, modelling, working drawing, manufacturing specification)</p> <p>Section E – Realising design ideas (prototype construction diary, final prototype fit for purpose)</p>	<p>Specialist techniques and processes</p> <p>Scales of production</p> <p>Exploration and investigation of the work of others, specifically influential designers/movements and/or brands/companies.</p> <p>Design and making principles</p> <p>Selection of materials, tools and processes.</p> <p>Using and working with materials</p> <p>Development of design strategies and communication skills.</p> <p>Prototype development.</p> <p>NEA Content: Design and Making – Section F Analysing and evaluating (on-going analysis, final evaluation/analysis – Client review, testing, costing, social, moral, environmental evaluation, future developments and industry analysis)</p> <p>Interlink with Theory every week</p> <p>Stand alone lessons focus on theoretical content.</p> <p>RECAP/Further exploration on skills</p>	<p>Students begin Year 11 NEA component: 50% overall qualification:</p> <p>AO1 Identify, investigate and outline design possibilities (Section A – 10 marks)</p> <p>Subject to the context, in-depth and exploration of context through a range of research methods.</p>



				<p>Interlink with Theory every week Stand alone lessons focus on theoretical content.</p>		
<p>SKILLS DEVELOPMENT</p> <p>Maths/Science Links</p>	<p>Further exploration on impact of new and emerging technologies, further depth on how energy is generated and stored. Students know and understand the different stock forms types and sizes. Students are able to consider electronic systems including programmable components to provide functionality to products and processes, and enhance and customise their operation. Practical: Advanced construction skills, further skills of shaping/forming techniques. Basic use of enhancement of materials techniques/processes. Development, designing and making of a basic prototype. Safe working practices. NEA skill development</p> <ul style="list-style-type: none"> ➤ Component names, interaction and operation ➤ The action of forces and how levers and gears transmit and transform the effects of forces. 	<p>Further knowledge and understanding of the ecological and social footprint left by designers, develop understanding in the sources and origins of materials. Consideration of scales of production and referencing the processes involved.</p> <ul style="list-style-type: none"> ➤ Use of data to focus/inform research ➤ Classification of the types and properties of a range of materials. Physical properties of materials related to use and knowledge applied when designing and making. 	<p>Demonstrate good understanding of new and emerging technologies. Classify the types and properties of a range of textiles based material and consider physical characteristics</p> <p>Further exploration and secure understanding of industry, enterprise and technological advances, socioeconomic influences and production methods.</p> <ul style="list-style-type: none"> ➤ Taking further into consideration the ecological and social footprint of materials. ➤ Scale of production, ratios, percentages, trigonometry and algebra. 	<p>Develop understanding on environmental, social and economic challenge Directly work with materials and components, eg producing a toile when designing garments.</p> <p>NEA Content: Develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values. Development of prototypes in response to client wants and needs and the requirements of the brief, developing creativity and considering function and aesthetics. Demonstrate safe working practices in design and technology.</p> <ul style="list-style-type: none"> ➤ Selecting appropriate materials. ➤ Understanding of how to choose appropriate energy sources. ➤ Scaling of drawings, working to datums. Material quantities required. 	<p>Demonstrate how to select and use specialist techniques and processes appropriate for the material and/or task and use them to the required level of accuracy in order to complete quality outcomes.</p> <p>NEA Content: Know how to and understand how to evaluate, reflect, and respond to feedback - Suggesting modifications to improve their product where possible.</p> <ul style="list-style-type: none"> ➤ Selection of materials and components based on ethical factors, taking into consideration the ecological and social footprint of materials 	<p>Theoretical &NEA Content:</p> <p>Identify design possibilities identified and thoroughly explore and directly link to a contextual challenge demonstrating excellent understanding of the problems/opportunities. Comprehensive investigation into a wide range of research areas. Demonstrate excellent design focus and conduct extensive evidence that investigation of design possibilities.</p> <ul style="list-style-type: none"> ➤ Calculation of material quantities and sizes. ➤ Calculate surface area and volume eg material requirements for a specific use. ➤ Efficient material use, pattern spacing, nesting and minimising waste.



	<ul style="list-style-type: none"> ➤ Mechanisms/ mechanical movement. ➤ Movement, changing the magnitude and direction of forces. 					
ASSESSMENT	<p>Baseline Assessment New and Emerging Technologies Assessment Materials and their categories Assessment Sources and origins assessment Specialist Technical Principles/processes Assessment Surface treatments and finishes assessment Section D and E NEA Assessment following on from Year 9.</p>	Ecological and social footprint assessment Scales of production Assessment Specialist Technical principles Assessment Responsible Design Assessment Socioeconomic factors and environmental considerations Assessment	New and emerging technologies Materials and their working properties assessment Specialist techniques and processes assessment Commercial processes assessment	Design and Making Principles Assessment Selection of materials assessment Design strategies assessment Communication of design ideas assessment Section D Assessment Section E Assessment	Section A Final Assessment Section B Final Assessment Section D Final Assessment Section E Final Assessment	Section A Final GCSE Year 11 Assessment - A01 Identify, investigate and outline design possibilities (Section A – 10 marks) PPE Mock Exam