

Walthamstow Academy – Year 10 Curriculum Experience



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Welcome to the Curriculum Experience for Year 10!

In this Curriculum Experience you can look at everything you'll be studying this academic year: all the brilliant topics you'll be learning about and the knowledge and skills you will gain, in preparation for your GCSEs at the end of Year 11. You can also see what assessments are going to be set each half term in each subject, so you can plan your revision and prepare yourself for your assessments. Our teachers have also included information for you on what extra-curricular opportunities you can pursue in order to study subjects and topics in more depth – from books, to websites, to documentaries, to places to visit.

If you have any questions about anything in this document, you can ask your subject teacher, your form tutor or your Head of Year.

Term	ENGLISH Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; videos; wider reading; clubs to join)
<p>Year 10 English Curriculum Overview: <i>In year 10, students study a broad range of fiction and non-fiction texts from the Romantic era to the present day in order to develop their understanding, analysis and love of literature and learn how to write analytically about a range of fiction texts, focusing primarily on the analysis of language, form and structure. We study these texts in year 10 to prepare for studying harder Victorian and Renaissance literary texts in year 11.</i> <i>Students also learn how to write in a convincing and compelling manner – a life skill which will open doors for them throughout their adult lives. They revisit the skills they first developed in Key Stage 3 in both creative and argumentative writing and now apply those writing styles to real-life situations and current affairs, adding layers of complexity to their content so that they learn to write for an adult audience.</i></p>			
<p>Year 10 HT1</p>	<p>Unit Title: Power and Conflict Poetry – part one Students will study seven poems from the AQA ‘Power and Conflict’ anthology, learning about the poets and the context of the poems, then leading to students understanding and analysing the structure, form and language of the poems themselves.</p> <ul style="list-style-type: none"> • London – William Blake • My Last Duchess – Robert Browning • Charge of the Light Brigade – Alfred, Lord Tennyson • Exposure – Wilfred Owen • Bayonet Charge – Ted Hughes • Tissue – Imtiaz Dharker <p>Unit Title: Unseen Poetry</p> <ul style="list-style-type: none"> • Students will learn how to read, understand and analyse the language, form and structure of a poem they have never seen before. The second part of the unit teaches the students to compare two unseen poems – identifying and analysing the similarities and differences between the language, form and structure of the two poems. 	<p>Formative assessment: how one of the ‘Power and Conflict’ poems we have studied presents ideas about the realities of conflict</p> <p>Summative assessment: analysis of an unseen poem</p>	<p>CGP Guide to Power and Conflict</p> <p>York Notes guide to Power and Conflict Poetry</p> <p>‘The Art of Poetry’ Vol 6: Power and Conflict – Kathrine Mortimore and Neil Bowen</p> <p>Visit: The Imperial War Museum</p>
<p>Year 10 HT2</p>	<p>Unit Title: Power and Conflict Poetry – part two Students will study three more poems from the AQA ‘Power and Conflict’ anthology, learning about the poets and the context of the poems, then leading to students understanding and analysing the structure, form and language of the poems themselves.</p> <ul style="list-style-type: none"> • Remains – Simon Armitage • The Emigree – Carol Rumens 	<p>Formative assessment: comparing how two of the ‘Power and Conflict’ poems present the effects of war</p>	<p>Wider fiction reading for pleasure (choice of texts at the student’s discretion) – all students should read for at least 20 minutes a day</p>

	<ul style="list-style-type: none"> • Poppies – Jane Weir <p>Students will also learn how to compare the language, form and structure of any two poems from the ‘Power and Conflict’ anthology and how to write about them articulately, analytically and in light of the contexts in which they were written.</p> <p>Unit Title: English Language – Explorations in Creative Reading and Writing</p> <p>Students will study a variety of unseen extracts from fiction texts and learn how to:</p> <ul style="list-style-type: none"> - Read texts actively and read for meaning - Select key information from a text - Analyse how the writer’s choice of language and structure creates meaning - Evaluate given views of unseen extracts and justify their views using evidence from the text <p>Students will also learn how write creatively in order to produce convincing, compelling, and in a grammatically accurate and ambitious manner</p>		<p>Lots of ideas for what to read here:</p> <p>https://www.walthamstow-academy.org/students/virtual-library</p>
<p>Year 10 HT3</p>	<p>Unit Title: Writing to Argue or Persuade</p> <p>Students will learn how to structure and write a persuasive argument, which is both convincing and compelling, either in article, speech or letter form.</p>	<p>Mid-Year exam: GCSE English Language Paper 1</p> <p>Formative assessment: Argumentative essay</p>	<p>Students should read some form of current affairs every day in order to keep abreast of what is happening in the UK and around the world.</p> <p>Recommended websites:</p> <p>www.theday.co.uk Username and password can be provided by English teacher</p> <p>https://www.bbc.co.uk/news</p>
<p>Year 10 HT4</p>	<p>Unit Title: ‘An Inspector Calls’ – J.B. Priestley</p> <p>Students will read the play in class and learn about:</p> <ul style="list-style-type: none"> • The contexts of the play (e.g. the Edwardian and post WW2 eras) and Priestley’s ‘big ideas’ (e.g. socialism) • How the form, structure and language of the play creates meaning • How the characters and themes of the play promote Priestley’s ‘big ideas’ 	<p>Formative assessment: Essay on either a character or a theme of ‘An Inspector Calls’</p>	<p>Watch: ‘An Inspector Calls’ (2015) BBC film</p> <p>Visit: any play currently on stage in London or the UK. Seeing a play live give students an amazing opportunity to see</p>

	Students will also learn how to write about the play analytically.		live theatre and a full understanding and appreciation of the difference between a play and a novel.
Year 10 HT5	<p>Unit Title: Unit Title: Power and Conflict Poetry – part three</p> <p>Students will study the final five poems from the AQA ‘Power and Conflict’ anthology, learning about the poets and the context of the poems, then leading to students understanding and analysing the structure, form and language of the poems themselves.</p> <ul style="list-style-type: none"> • Checkin Out Me History – John Agard • Storm on the Island – Seamus Heaney • Extract from The Prelude – William Wordsworth • Kamikaze – Beatrice Garland • Ozymandias – Percy Bysshe Shelley <p>Students will revise how to compare the language, form and structure of any two poems from the ‘Power and Conflict’ anthology and how to write about them articulately, analytically and in light of the contexts in which they were written.</p>	Formative assessment: Comparative poetry essay	Visit: The British Museum to see the statue of Ramses II which inspired ‘Ozymandias’
Year 10 HT6	<p>Unit Title: English Language – Writers’ Viewpoints and Perspectives</p> <p>Students will study a variety of unseen extracts from non-fiction texts (such as news articles, biographies and autobiographies) and learn how to:</p> <ul style="list-style-type: none"> - Read texts actively and read for meaning - Compare non-fiction texts in terms of content and writers’ perspectives - Analyse how writers’ choice of language and structure creates meaning 	End of Year exams: GCSE English Language Paper 1 GCSE English Literature Paper 2	<p>Students should read some form of current affairs every day in order to keep abreast of what is happening in the UK and around the world.</p> <p>Recommended websites:</p> <p>www.theday.co.uk Username and password can be provided by English teacher</p> <p>https://www.bbc.co.uk/news</p>

Term	MATHS Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; videos; wider reading; clubs to join)
Year 10 Maths Curriculum Overview: <i>Y10 is the beginning of the GCSE path. Students learn the topics over 2 years which will be tested in the GCSE exam. The topics students study are listed below.</i>			
Year 10 HT1	Students will learn about: <ul style="list-style-type: none"> • Rearranging formulae • Linear Graphs • $y = mx + c$ • Compound Measures 	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> • Pupils encouraged to work on XP section of Sparx and explore the topics taught in greater depth. • Maths games on Sparx
Year 10 HT2	Students will learn about: <ul style="list-style-type: none"> • Quadratic graphs, TP and roots • Further expanding & factorising (Higher only) • Linear Simultaneous Equations • Further graphs 	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> • The theory of Everything • Imitation game • A beautiful mind • The Man who knew about infinity • Hidden figures
Year 10 HT3	Students will learn about: <ul style="list-style-type: none"> • Probability • Capture & Recapture (Higher only) • Standard Form • Proportion (algebraic) (Higher only) 	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> • UKMT clubs for selected pupils
Year 10 HT4	Students will learn about: <ul style="list-style-type: none"> • Simple interest • Growth & Decay • Ratio (further) • Recurring decimals (Higher only) 	End of topic tests – 30 min at the end of most topics	Visit <ul style="list-style-type: none"> • Bank of England • Science Museum • V&A Museum • Bletchley Park
Year 10 HT5	Students will learn about: <ul style="list-style-type: none"> • Statistics basics • Surds (Higher only) • Bounds (Higher only) 	End of topic tests – 30 min at the end of most topics	

Year 10 HT6	Students will learn about: <ul style="list-style-type: none"> • Right angled Trigonometry (Higher only) • Similar shapes (Higher only) • Quadratic sequences (Higher only) 	End of topic tests – 30 min at the end of most topics	
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Term	SCIENCE Curriculum Content	Assessment(s)	Extra-Curricular Options <i>(Places to visit; videos; wider reading; clubs to join)</i>
	<p>Year 10 Science Curriculum Overview:</p> <p>Biology, chemistry, and physics will be studied in ways that help students to develop curiosity about the natural world, insight into how science works, and appreciation of its relevance to their everyday lives.</p> <p>After studying science, pupils should enable students to:</p> <ol style="list-style-type: none"> 1. develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry, and physics. 2. develop understanding of the nature, processes, and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them. 3. develop and learn to apply observational, practical, modelling, enquiry, and problem-solving skills, both in the laboratory, in the field and in other learning environments. 4. develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence, and conclusions, both qualitatively and quantitatively. <p>The complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas in biology, chemistry, and physics. These key ideas are of universal application, and we have embedded them throughout the subject content. They underpin many aspects of the science assessment.</p> <ul style="list-style-type: none"> • Life processes depend on molecules whose structure is related to their function. • The fundamental units of living organisms are cells, which may be part of highly adapted structures including tissues, organs and organ systems, enabling living processes to be performed effectively. • Life on Earth is dependent on photosynthesis in which green plants and algae trap light from the Sun to fix carbon dioxide and combine it with hydrogen from water to make organic compounds and oxygen. • Organic compounds are used as fuels in cellular respiration to allow the other chemical reactions necessary for life. 		

matter is composed of tiny particles called atoms and there are about 100 different naturally occurring types of atoms called elements • Elements show periodic relationships in their chemical and physical properties.

- These periodic properties can be explained in terms of the atomic structure of the elements.
- Atoms bond by either transferring electrons from one atom to another or by sharing electrons.
- The shapes of molecules (groups of atoms bonded together) and the way giant structures are arranged is of great importance in terms of the way they behave.
- Chemical reactions take place in only three different ways: 1) proton transfer 2) electron transfer 3) electron sharing.
- Energy is conserved in chemical reactions so can therefore be neither created or destroyed.

the use of models, as in the particle model of matter or the wave models of light and of sound.

- The phenomena of ‘action at a distance’ and the related concept of the field as the key to analysing electrical, magnetic, and gravitational effects.
- That differences, for example between pressures or temperatures or electrical potentials, are the drivers of change.
- That proportionality, for example between work and force of an object affects distance or between force and extension in a spring, is an important aspect of many models in science.
- that physical laws and models are expressed in mathematical form.

<p>Year 10 HT1</p>	<p>Bonding, structure, and the properties of matter Chemists use theories of structure and bonding to explain the physical and chemical properties of materials. Analysis of structures shows that atoms can be arranged in a variety of ways, some of which are molecular while others are giant structures. Theories of bonding explain how atoms are held together in these structures. Scientists use this knowledge of structure and bonding to engineer new materials with desirable properties. The properties of these materials may offer new applications in a range of different technologies.</p> <ul style="list-style-type: none"> • Visualise and represent 2D and 3D forms including two dimensional representations of 3D objects. • Recognise substances as small molecules, polymers or giant structures from diagrams showing their bonding. • Recognise substances as metallic giant structures from diagrams showing their bonding. <p>Quantitative Chemistry Chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions. Given this information, analysts can then use quantitative methods to determine the purity of chemical samples and to monitor the yield from chemical reactions.</p>	<p>Fortnightly tests These are tests that are set, under exam conditions in the classroom, every two weeks. These are designed to assess the progress made during the previous two weeks' worth of learning. It provides pupils with excellent exam practise and an opportunity to persistently succeed.</p>	<ul style="list-style-type: none"> • CGP revision guide • CGP Student books for biology, chemistry, and physics • Oxford Revise revision guide <p>In school activities: Stem club to be set up next year</p> <p>Visit:</p> <ul style="list-style-type: none"> • Science museum • Natural History Museum • Horniman Museum • The Royal Observatory • Grant Museum of Zoology • Brunel Museum • St Bartholemew’s Hospital Museum
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	<p>Chemical reactions can be classified in various ways. Identifying different types of chemical reaction allows chemists to make sense of how different chemicals react together, to establish patterns and to make predictions about the behaviour of other chemicals. Chemical equations provide a means of representing chemical reactions and are a keyway for chemists to communicate chemical ideas.</p> <ul style="list-style-type: none"> • Opportunities within investigation of mass changes using various apparatus. • Recognise and use expressions in decimal form. • Recognise and use expressions in standard form. • Use an appropriate number of significant figures. • Understand and use the symbols: \approx, $<>$, $>$, \propto, • Change the subject of an equation. • Use ratios, fractions and percentages. • Substitute numerical values into algebraic equations using appropriate units for physical quantities. • Substitute numerical values into algebraic equations using appropriate units for physical quantities. <p>Chemical Changes</p> <p>Understanding of chemical changes began when people began experimenting with chemical reactions in a systematic way and organizing their results logically. Knowing about these different chemical changes meant that scientists could begin to predict exactly what new substances would be formed and use this knowledge to develop a wide range of different materials and processes. It also helped biochemists to understand the complex reactions that take place in living organisms. The extraction of important resources from the earth makes use of the way that some elements</p> <ul style="list-style-type: none"> • Mixing of reagents to explore chemical changes and/or products. • An opportunity to investigate pH changes when a strong acid neutralises a strong alkali. • An opportunity to measure the pH of different acids at different concentrations. • Make order of magnitude calculations. • An opportunity to use safer alternatives for practical work such as anhydrous zinc chloride. 		<ul style="list-style-type: none"> • Bletchley Park
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	<p>Required practical activity 8: preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate, using a Bunsen burner to heat dilute acid and a water bath or electric heater to evaporate the solution.</p> <p>Required practical activity 9: investigate what happens when aqueous solutions are electrolysed using inert electrodes. This should be an investigation involving developing a hypothesis.</p>		
<p>Year 10 HT2</p>	<p>Energy Changes Energy changes are an important part of chemical reactions. The interaction of particles often involves transfers of energy due to the breaking and formation of bonds. Reactions in which energy is released to the surroundings are exothermic reactions, while those that take in thermal energy are endothermic. These interactions between particles can produce heating or cooling effects that are used in a range of everyday applications. Some interactions between ions in an electrolyte result in the production of electricity. Cells and batteries use these chemical reactions to provide electricity. Electricity can also be used to decompose ionic substances and is a useful means of producing elements that are too expensive to extract any other way.</p> <ul style="list-style-type: none"> • An opportunity to measure temperature changes when substances react or dissolve in water. <p>Cell Biology Cells are the basic unit of all forms of life. In this section we explore how structural differences between types of cells enables them to perform specific functions within the organism. These differences in cells are controlled by genes in the nucleus. For an organism to grow, cells must divide by mitosis producing two new identical cells. If cells are isolated at an early stage of growth before they have become too specialised, they can retain their ability to grow into a range of different types of cells. This phenomenon has led to the development of stem cell technology. This is a new branch of medicine that allows doctors to repair damaged organs by growing new tissue from stem cells.</p> <ul style="list-style-type: none"> • Develop an understanding of size and scale in relation to cells, tissues, organs and systems. • Use other models to explain enzyme action. 	<p>Fortnightly tests These are tests that are set, under exam conditions in the classroom, every two weeks. These are designed to assess the progress made during the previous two weeks worth of learning. It provides pupils with excellent exam practise and an opportunity to persistently succeed.</p>	<p>Visit Chessington or London Zoo to improve your knowledge of animals and their environments. https://www.zsl.org/zsl-london-zoo ·Visit the Grant Museum of Zoology</p>

Organisation

In this section we will learn about the human digestive system which provides the body with nutrients and the respiratory system that provides it with oxygen and removes carbon dioxide. In each case they provide dissolved materials that need to be moved quickly around the body in the blood by the circulatory system. Damage to any of these systems can be debilitating if not fatal. Although there has been huge progress in surgical techniques, especially about coronary heart disease, many interventions would not be necessary if individuals reduced their risks through improved diet and lifestyle. We will also learn how the plant's transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon dioxide that they need for photosynthesis.

- Use other models to explain enzyme action.
- Observing and drawing blood cells seen under a microscope.
- Evaluate risks related to use of blood products.
- Evaluate methods of treatment bearing in mind the benefits and risks associated with the treatment.
- Interpret data about risk factors for specified diseases.
- Observation and drawing of a transverse section of leaf.
- Measure the rate of transpiration by the uptake of water.
- Investigate the distribution of stomata and guard cells.
- Process data from investigations involving stomata and transpiration rates to find arithmetic means, understand the principles of sampling and calculate surface areas and volumes.

Required practical activity 10: investigate the variables that affect temperature changes in reacting solutions such as, eg acid plus metals, acid plus carbonates, neutralisations, displacement of metals.

Required practical activity 1: use a light microscope to observe, draw and label a selection of plant and animal cells. A magnification scale must be included.

Required practical activity 2: investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.

	<p>Required practical activity 3: use qualitative reagents to test for a range of carbohydrates, lipids and proteins. To include: Benedict's test for sugars; iodine test for starch; and Biuret reagent for protein.</p> <p>Required practical activity 4: investigate the effect of pH on the rate of reaction of amylase enzyme.</p>		
<p>Year 10 HT3</p>	<p>Infection and response Pathogens are microorganisms such as viruses and bacteria that cause infectious diseases in animals and plants. They depend on their host to provide the conditions and nutrients that they need to grow and reproduce. They frequently produce toxins that damage tissues and make us feel ill. This section will explore how we can avoid diseases by reducing contact with them, as well as how the body uses barriers against pathogens. Once inside the body our immune system is triggered which is usually strong enough to destroy the pathogen and prevent disease. When at risk from unusual or dangerous diseases our body's natural system can be enhanced using vaccination. Since the 1940s a range of antibiotics have been developed which have proved successful against several lethal diseases caused by bacteria. Unfortunately, many groups of bacteria have now become resistant to these antibiotics. The race is now on to develop a new set of antibiotics.</p> <ul style="list-style-type: none"> • Evaluate the global use of vaccination in the prevention of disease. • Understand that the results of testing and trials are published only after scrutiny by peer review. <p>Bioenergetics In this section we will explore how plants harness the Sun's energy in photosynthesis in order to make food. This process liberates oxygen which has built up over millions of years in the Earth's atmosphere. Both animals and plants use this oxygen to oxidise food in a process called aerobic respiration which transfers the energy that the organism needs to perform its functions. Conversely, anaerobic respiration does not require oxygen to transfer energy. During vigorous exercise the human body is unable to supply the cells with sufficient oxygen and it switches to anaerobic respiration. This process will supply energy but also causes the build-up of lactic acid in muscles which causes fatigue. Evaluate the global use of vaccination in the prevention of disease.</p> <ul style="list-style-type: none"> • Solve simple algebraic equations. 	<p>Fortnightly tests These are tests that are set, under exam conditions in the classroom, every two weeks. These are designed to assess the progress made during the previous two weeks worth of learning. It provides pupils with excellent exam practise and an opportunity to persistently succeed.</p> <p>PPE What's assessed Chemistry topics:</p> <ul style="list-style-type: none"> ○ Atomic structure and the periodic table; Bonding, ○ structure, and the properties of matter; ○ Quantitative chemistry; ○ Chemical changes; and ○ Energy changes. <p>How it's assessed: Written exam: 1 hour 15 minutes</p> <ul style="list-style-type: none"> ○ Foundation 	<p>Watch this video on forensic science! https://youtu.be/h3-Pj-zbEq8?feature=shared</p> <p>An Intro to Forensics: The Science of Crime</p>

	<ul style="list-style-type: none"> • Use data to relate limiting factors to the cost effectiveness of adding heat, light or carbon dioxide to greenhouses. • Investigations into the effect of exercise on the body. <p>Energy The concept of energy emerged in the 19th century. The idea was used to explain the work output of steam engines and then generalised to understand other heat engines. It also became a key tool for understanding chemical reactions and biological systems. Limits to the use of fossil fuels and global warming are critical problems for this century. Physicists and engineers are working hard to identify ways to reduce our energy usage.</p> <ul style="list-style-type: none"> • Explore the link between work done (energy transfer) and current flow in a circuit is covered in Work done and energy transfer. • Students should be able to recall, apply and manipulate equations. • Investigate the transfer of energy from a gravitational potential energy store to a kinetic energy store. • Investigate thermal conductivity using rods of different materials. • <p>Required practical activity 5: investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed.</p> <p>Required practical activity 14: an investigation to determine the specific heat capacity of one or more materials. The investigation will involve linking the decrease of one energy store (or work done) to the increase in temperature and subsequent increase in thermal energy stored.</p>	<ul style="list-style-type: none"> ○ Higher Tier <p>Maximum marks = 70 marks which makes up 16.7% of GCSE Questions will be assessed using</p> <ul style="list-style-type: none"> • Multiple choice, • structured, • closed short answer, • open response. 	
<p>Year 10 HT4</p>	<p>Electricity Electric charge is a fundamental property of matter everywhere. Understanding the difference in the microstructure of conductors, semiconductors and insulators makes it possible to design components and build electric circuits. Many circuits are powered with mains electricity, but portable electrical devices must use batteries of some kind. Electrical power fills the modern world with artificial light and sound, information and entertainment, remote sensing and control. The fundamentals of electromagnetism were worked out by scientists of the 19th century. However, power stations, like all</p>	<p>Fortnightly tests These are tests that are set, under exam conditions in the classroom, every two weeks. These are designed to assess the progress made during the previous two weeks worth of learning. It provides pupils with</p>	<p>Visit the Exploring Space exhibition at the Science Museum</p>

	<p>machines, have a limited lifetime. If we all continue to demand more electricity this means building new power stations in every generation – but what mix of power stations can promise a sustainable future?</p> <ul style="list-style-type: none"> • Students should be able to recall, apply and manipulate equations. • Investigate the relationship between the resistance of a thermistor and temperature. • Investigate the relationship between the resistance of an LDR and light intensity. <p>Required practical activity 15: use circuit diagrams to set up and check appropriate circuits to investigate the factors affecting the resistance of electrical circuits. This should include: • the length of a wire at constant temperature • combinations of resistors in series and parallel.</p> <p>Required practical activity 16: use circuit diagrams to construct appropriate circuits to investigate the I–V characteristics of a variety of circuit elements, including a filament lamp, a diode and a resistor at constant temperature.</p>	<p>excellent exam practise and an opportunity to persistently succeed.</p>	
<p>Year 10 HT5</p>	<p>Particle model of matter</p> <p>The particle model is widely used to predict the behaviour of solids, liquids, and gases and this has many applications in everyday life. It helps us to explain a wide range of observations and engineers use these principles when designing vessels to withstand high pressures and temperatures, such as submarines and spacecraft. It also explains why it is difficult to make a good cup of tea high up a mountain!</p> <ul style="list-style-type: none"> • Students should be able to recall and apply this equation to changes where mass is conserved. • Investigate the relationship between the resistance of a thermistor and temperature. • Investigate the relationship between the resistance of an LDR and light intensity. <p>Atomic Structure</p> <p>Students will learn about/ develop skills of:</p>	<p>Fortnightly tests</p> <p>These are tests that are set, under exam conditions in the classroom, every two weeks. These are designed to assess the progress made during the previous two weeks worth of learning. It provides pupils with excellent exam practise and an opportunity to persistently succeed.</p>	<p>Engineers’ exhibition at the Science Museum</p> <p>Visit the Brunel Museum</p>

Ionising radiation is hazardous but can be very useful. Although radioactivity was discovered over a century ago, it took many nuclear physicists several decades to understand the structure of atoms, nuclear forces and stability. Early researchers suffered from their exposure to ionising radiation. Rules for radiological protection were first introduced in the 1930s and subsequently improved. Today radioactive materials are widely used in medicine, industry, agriculture, and electrical power generation.

- Students should be able to recognise expressions given in standard form.
- Use the historical context provided as an opportunity for students to show an understanding of why and describe how scientific methods and theories develop over time.

Homeostasis

Cells in the body can only survive within narrow physical and chemical limits. They require a constant temperature and pH as well as a constant supply of dissolved food and water. In order to do this the body requires control systems that constantly monitor and adjust the composition of the blood and tissues. These control systems include receptors which sense changes and effectors that bring about changes. In this section we will explore the structure and function of the nervous system and how it can bring about fast responses. We will also explore the hormonal system which usually brings about much slower changes. Hormonal coordination is particularly important in reproduction since it controls the menstrual cycle. An understanding of the role of hormones in reproduction has allowed scientists to develop not only contraceptive drugs but also drugs which can increase fertility.

- Students should be able to recognise expressions given in standard form.
- Evaluate information around the relationship between obesity and diabetes and make recommendations considering social and ethical issues.
- Show why issues around contraception cannot be answered by science alone.
- Explain every day and technological applications of science; evaluate associated personal, social, economic, and environmental implications; and make decisions based on the evaluation of evidence and arguments.
- Developments of microscopy techniques have enabled IVF treatments to develop.
- Understand social and ethical issues associated with IVF treatments.

	<ul style="list-style-type: none"> • Evaluate from the perspective of patients and doctors the methods of treating infertility. • Interpret and explain simple diagrams of negative feedback control. <p>Required practical activity 17: use appropriate apparatus to make and record the measurements needed to determine the densities of regular and irregular solid objects and liquids. Volume should be determined from the dimensions of regularly shaped objects, and by a displacement technique for irregularly shaped objects. Dimensions to be measured using appropriate apparatus such as a ruler, micrometer or Vernier callipers.</p> <p>Required practical activity 6: plan and carry out an investigation into the effect of a factor on human reaction time.</p>		
<p>Year 10 HT6</p>	<p>Inheritance, variation and evolution</p> <p>In this section we will discover how the number of chromosomes is halved during meiosis and then combined with new genes from the sexual partner to produce unique offspring. Gene mutations occur continuously and on rare occasions can affect the functioning of the animal or plant. These mutations may be damaging and lead to several genetic disorders or death. Very rarely a new mutation can be beneficial and consequently, lead to increased fitness in the individual. Variation generated by mutations and sexual reproduction is the basis for natural selection; this is how species evolve. An understanding of these processes has allowed scientists to intervene through selective breeding to produce livestock with favoured characteristics. Once new varieties of plants or animals have been produced it is possible to clone individuals to produce larger numbers of identical individuals all carrying the favourable characteristic. Scientists have now discovered how to take genes from one species and introduce them into the genome of another by a process called genetic engineering. Despite the huge potential benefits that this technology can offer, genetic modification remains highly controversial.</p> <ul style="list-style-type: none"> • Model behaviour of chromosomes during meiosis. • Appreciate that embryo screening and gene therapy may alleviate suffering but consider the ethical issues which arise. • Use the theory of evolution by natural selection in an explanation. 	<p>Fortnightly tests</p> <p>These are tests that are set, under exam conditions in the classroom, every two weeks. These are designed to assess the progress made during the previous two weeks worth of learning. It provides pupils with excellent exam practise and an opportunity to persistently succeed.</p> <p>PPE 2</p> <p>Three full paper 1 mocks. 50% of total GCSEs</p> <p>What's assessed Biology topics:</p> <ul style="list-style-type: none"> • Cell Biology; • Organisation; • Infection and response; 	<p>Check out the Making the Modern World exhibition at the Science Museum</p> <p>Check out how plastic which is a product of hydrocarbons can be used at the Design Museum!</p> <p>Go the Technicians exhibition at the science museum to learn about being a lighting technician.</p>

	<ul style="list-style-type: none"> • Explain the benefits and risks of selective breeding given appropriate information and consider related ethical issues. • Interpret information about genetic engineering techniques and to make informed judgements about issues concerning cloning and genetic engineering, including GM crops. • Use data to support the theory of evolution. • Extract and interpret information from charts, graphs and tables. • Appreciate why the fossil record is incomplete. • Understand how scientific methods and theories develop over time. • Interpret evolutionary trees. 	<ul style="list-style-type: none"> • Bioenergetics. <p>How it's assessed: Written exam: 1 hour 15 minutes</p> <ul style="list-style-type: none"> ○ Foundation ○ Higher Tier <p>Maximum marks = 70 marks which makes up 16.7% of GCSE Questions will be assessed using</p> <ul style="list-style-type: none"> • Multiple choice, • structured, • closed short answer, open response. <p>What's assessed Chemistry topics:</p> <ul style="list-style-type: none"> ○ Atomic structure and the periodic table; Bonding, ○ structure, and the properties of matter; ○ Quantitative chemistry; ○ Chemical changes; and ○ Energy changes. <p>How it's assessed: Written exam: 1 hour 15 minutes</p> <ul style="list-style-type: none"> ○ Foundation ○ Higher Tier <p>Maximum marks = 70 marks which makes up 16.7% of GCSE</p>	
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		<p>Questions will be assessed using</p> <ul style="list-style-type: none">• Multiple choice,• structured,• closed short answer, open response. <p>What's assessed Physics topics:</p> <ul style="list-style-type: none">• Energy;• Electricity;• Particle model of matter;• Atomic structure. <p>How it's assessed: Written exam: 1 hour 15 minutes</p> <ul style="list-style-type: none">○ Foundation○ Higher Tier <p>Maximum marks = 70 marks which makes up 16.7% of GCSE</p> <p>Questions will be assessed using</p> <ul style="list-style-type: none">• Multiple choice,• structured,• closed short answer, open response.	
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Term	RE Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; wider reading; videos; clubs to join)
<p>Year 10 RE Curriculum Overview: <i>What will year 10s study and learn this academic year? Why this/ why now?</i></p> <p><i>Students will build upon their understanding of the core theological beliefs of Islam studied in year 8 by examining these beliefs in greater depth, focusing upon scriptural analysis. Students will gain knowledge of the historical roots of the Sunni and Shi'a split and how this affects belief and practice. Students will also gain knowledge of the nature of Allah, the role of prophethood, life of prophet Muhammad (pbuh), importance of angels, holy books, beliefs about life after death, different Muslim understandings of heaven and hell and free will. Students will revisit some of the philosophical issues studied in year 10, life after death, heaven and hell and freewill, and broaden their evaluations through considering Muslim responses.</i></p> <p><i>Further building upon their study of Islam in year 8, students will examine how the beliefs studied in the previous term influence practice. Students will examine the 5 Pillars of Islam and festivals of Id-ulAdha and Id-ul-Fitr; how they express Muslim beliefs, how they are practiced differently by Sunni and Shi'a Muslims and the issues affecting Muslims' religious practice in the UK. The concept of Jihad will be examined in detail, exploring different Muslim interpretations, and evaluating the moral issues surrounding terrorism and acts of violence. This will enable students to critically assess the representation of Muslims in the mass media and gain an informed understanding of Islamic beliefs and practices.</i></p> <p><i>Students will build upon their understanding of the core theological beliefs of Christianity studied in Year 7 by examining in depth the theological concepts of the nature of God. How Christians respond to the problem of evil, the Trinity, the Genesis creation story and how this is interpreted by different Christian denominations. The Incarnation, the Crucifixion and how this brought about salvation and atonement for Original Sin, Resurrection, how salvation can be achieved. How different Christian groups interpret salvation, eschatological beliefs and different Christian understandings of heaven and hell. Christian practices are then examined through gaining knowledge of the different types of Christian worship, role of sacraments, the importance of pilgrimage and festivals and the role of the church in the local community. Students will then apply their knowledge of Christian practices to evaluate the importance of Christianity in the UK today.</i></p>			
<p>Year 10 HT1 -3</p>	<p>Unit Title: Islam beliefs and practices</p> <p>Students will learn the diverse religious traditions and beliefs in Islam in Great Britain today. Students explore the beliefs, teachings and practices of Islam and their basis in</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment</p>	<p>Discovering religious text - https://www.bl.uk/sacred-texts/teaching-resources</p> <p>BBC Bitesize GCSE https://www.bbc.co.uk/bitesize/subjects/zb48q6f</p>

	<p>Islamic sources of wisdom and authority. They gain the cognitive skills to be able to refer to scripture and/or sacred texts as evidence for Islamic belief and or practice. Students study the influence of the beliefs, teachings and practices on individuals, Muslim communities, and our society.</p> <p>Students study common and divergent views within Islam in the way beliefs and teachings are understood and expressed referring to a range of different Muslim perspectives, including those from Sunni and Shi'a Islam.</p>	<p>Feature a multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p>REOnline Festivals calendar https://www.reonline.org.uk/festival-calendar/</p> <p>REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p>
<p>Year 10 HT4 -6</p>	<p>Unit Title: Christian beliefs and practices</p> <p>Students will learn that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Students explore the beliefs, teachings and practices of Christianity and their basis in Christian sources of wisdom and authority. They gain the cognitive skills to be able to refer to scripture and/or sacred texts as evidence for Christian belief and or practice. Students study the influence of the beliefs, teachings and practices on individuals, Christian communities, and our society.</p> <p>Students study common and divergent views within Christianity in the way beliefs and teachings are understood and expressed referring to a range of different Christian perspectives including Catholic, Orthodox and Protestant.</p>	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature a multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p>Email a believer (REonline) http://pof.reonline.org.uk/</p> <p>Guardian online - Religion https://www.theguardian.com/world/religion</p> <p>BBC GCSE RS videos https://drive.google.com/open?id=1rcZ0lahqH4eFcPM6Nn1KxQ5flZgwD5wgcYrg6oxN0s</p> <p>Most BBC RE clips https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF</p> <p>Truetube https://www.truetube.co.uk/REquest-Christianity https://request.org.uk/</p> <p>The Bible society videos - Christian https://www.youtube.com/user/biblesocietytv/videos</p>

			<p>The Bible project https://www.youtube.com/user/jointhebibleproject/playlists</p> <p>MrMcMillanREvis https://www.youtube.com/user/MrMcMillanREvis/playlists</p> <p>BBC - podcasts & programmes - Ethical theories https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1b0wymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU</p> <p>University of Oxford podcasts - Theology & religion https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion</p> <p>University of Oxford podcasts - Philosophy https://podcasts.ox.ac.uk/units/faculty-philosophy</p> <p>BBC - podcasts & programmes - Ethics https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGqxtWZwOjTxeNER4ZFi2KtSAFCpXIQJPEF3gKhIGzn2hS87som_N_us</p>
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Term	ART and DT Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; videos; wider reading; clubs to join)
Year 10 Curriculum Overview: All year 10 projects are designed to engrain our core principles, student experience across a wider range of materials, processes and techniques, and exposure to key subject genres.			
Year 10 Art HT1+2	Unit Title: hands, faces and figures Students will study: <ul style="list-style-type: none"> • Genre: portraits • Themes: identity • Printmaking: extending students skills, with the addition of lino and dry point etching • Drawing, artists hacks: facial and figure proportions • Literacy: written image analysis addressing the areas of context, form, process and mood 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in December after a 2 hour period of independent working in exam conditions (ppe).	Tate Britain, London. https://www.tate.org.uk/visit/tate-britain
Year 10 Art HT3+4	Unit Title: natural forms Students will study: <ul style="list-style-type: none"> • Genre: still life • Themes: ecology, nature • 3d processes: ceramics, casting, modelling 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in March after a 2 hour period of independent working in exam conditions (PPE).	The Natural History Museum, London. https://www.nhm.ac.uk/
Year 10 Art HT5+6	Unit Title: my surroundings Students will study: <ul style="list-style-type: none"> • Genre: landscape, urban/ cityscape • Themes: environment • Drawing in perspective, including aerial perspective • Digital arts- photography, editing 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in July after a 2 hour period of independent working in exam conditions (PPE).	William Morris Gallery, Walthamstow. https://www.wmgallery.org.uk/
Year 10 3d design HT1+2	Unit Title: Moments in time Students will study: <ul style="list-style-type: none"> • Genre: product design • Themes: clocks, longevity 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques.	The clock room, The British Museum, London. https://www.britishmuseum.org/

	<ul style="list-style-type: none"> • Drawing: freehand sketches, annotated drawings • Health & safety in the workshop • Mechanisms and gears • Shaping and forming materials • Quality control 	Summative assessment is in December after a 2 hour period of independent working in exam conditions (ppe).	
Year 10 3d design HT3+4	Unit Title: lamps and lighting Students will study: <ul style="list-style-type: none"> • Genre: interior design • Themes: Mood and atmospheric lighting • Drawing: plan views, schematic diagrams • Ethics, ecology and social issues • Electronic systems • Soldering 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in March after a 2 hour period of independent working in exam conditions (ppe).	The Design museum, London. https://designmuseum.org/
Year 10 3d design HT5+6	Unit Title: human form Students will study: <ul style="list-style-type: none"> • Genre: architectural and environmental design • Themes: Ergonomics, sustainability • Drawing: isometric, 1 & 2 point perspective • Forces and stress • User centred design 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in July after a 2 hour period of independent working in exam conditions (ppe).	Victoria and Albert Museum, London. (V&A) https://www.vam.ac.uk/

Term	BTEC Business Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; videos; wider reading; clubs to join)
<p>Year 10 BTEC Business Curriculum Overview: In Year 10 Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises. Enterprise is the set of skills and characteristics that an entrepreneur requires in order to be innovative, including creativity, risk-aversion, inventiveness and dedication. It is also the name given to a small start-up business. In Year 10 learners will have the opportunity to develop knowledge and understanding of how the activities undertaken by micro, small and medium-sized enterprises (SMEs), along with the characteristics and skills of the entrepreneurs who run them, support the aims of the enterprise.</p>			
<p>Year 10 HT1</p>	<p>Unit Title: Understand how and why enterprises and entrepreneurs are successful</p> <p>Students will learn about:</p> <p>Size and features of SMEs</p> <ul style="list-style-type: none"> • Size of SMEs to ranging from Micro to Medium • 5 Types of profit-making enterprises • Features of SMEs to include: <p>Sectors and business models in which enterprises operate</p> <ul style="list-style-type: none"> • Different sectors and business models • Different industries in which enterprises operate <p>Students use their Research and Investigative skills to study 5 small Business Enterprises. They make decisions about the different Characteristics of the Enterprises</p>	<p>Summative Assessment Exploring Enterprises – Learning Aim A</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC Tech Award Textbook</p> <p>Links to Business Websites in Teaching Slides</p> <p>Local Business Visits</p>
<p>Year 10 HT2</p>	<p>Unit Title: Understand how and why enterprises and entrepreneurs are successful</p> <p>Students will learn about:</p> <p>Aims and activities of enterprises</p> <ul style="list-style-type: none"> • Aims of enterprises to include: • Impact of activities in supporting the aims of enterprises • Impact of failing to undertake these activities success <p>Skills and characteristics of entrepreneurs</p>	<p>Summative Assessment Exploring Enterprises – Learning Aim A</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC Tech Award Textbook</p> <p>Links to Business Websites in Teaching Slides</p> <p>Interview Local Entrepreneurs</p>

	<ul style="list-style-type: none"> • Reasons why entrepreneurs start their own enterprise • Impact of the skills and characteristics of the entrepreneur in helping to support <p>Students will learn what Skills and Characteristics a successful Entrepreneur will possess and Self Assess their own Skill set.</p>		
Year 10 HT3	<p>Unit Title: Understand customer needs and competitor behaviour through market research</p> <p>Students will learn about:</p> <p>Market research methods</p> <ul style="list-style-type: none"> • Benefits and drawbacks of a range of primary and secondary research methods used by enterprises to include: <ul style="list-style-type: none"> ○ Understanding customer needs ○ The importance of the information that primary and secondary research <p>Students will study a range of Market Research Methods and Evaluate their usefulness to Micro Businesses.</p>	<p>Summative Assessment Exploring Enterprises – Learning Aim B</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC Tech Award Textbook</p> <p>Links to Business Websites in Teaching Slides</p> <p>ONS Website</p>
Year 10 HT4	<p>Unit Title: Understand customer needs and competitor behaviour through market research</p> <p>Students will learn about:</p> <p>Understanding competitor behaviour</p> <ul style="list-style-type: none"> • Understanding the market • Competitive advantage <p>Suitability of market research methods</p> <ul style="list-style-type: none"> • Suitability of market research methods that could help the enterprise in gaining further information to include: <p>Students learn about the importance of Competitors to Enterprises and study how to compete effectively.</p>	<p>Summative Assessment Exploring Enterprises – Learning Aim B</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC Tech Award Textbook</p> <p>Links to Business Websites in Teaching Slides</p> <p>Local Competitor Websites</p> <p>www.bized.co.uk</p> <p>www.businesscasestudies.co.uk</p>

<p>Year 10 HT5</p>	<p>Unit Title: Understand how the outcomes of situational analyses may affect enterprises</p> <p>Students will learn about: PEST (Political, Economic, Social, Technological) analysis</p> <ul style="list-style-type: none"> • Recommendations for actions that enterprises could take based on research and analysis of the following factors. • Suitability of recommendations made according to the potential positive and negative impact on costs and revenues. <p>Students use their Analytical Skills to assess the impact of Internal & External Influences using Situational Analysis Models.</p>	<p>Summative Assessment Exploring Enterprises – Learning Aim C</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC Tech Award Textbook</p> <p>Links to Business Websites in Teaching Slides</p>
<p>Year 10 HT6</p>	<p>Unit Title: Understand how the outcomes of situational analyses may affect enterprises</p> <p>Students will learn about: SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis</p> <ul style="list-style-type: none"> • Impact of the strengths, weaknesses, opportunities and threats • Ability to react to the strengths, weaknesses, opportunities and threats according to the potential positive and negative impact on costs and revenues <p>Students learn how to evaluate and make judgements about a Businesses using tools such as SWOT Analysis.</p>	<p>Summative Assessment Exploring Enterprises – Learning Aim C</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC Tech Award Textbook</p> <p>Links to Business Websites in Teaching Slides</p> <p>www.businesscasestudies.co.uk</p>

Term	GCSE BUSINESS Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; videos; wider reading; clubs to join)
<p>Year 10 GCSE Business Curriculum Overview: Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. Students will be provided a framework to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, Year 10s will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK. The Year 10s must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. The students must understand how these interdependencies and relationships underpin business decisions.</p>			
<p>Year 10 HT1</p>	<p>Unit Title: 1.1 Enterprise and entrepreneurship</p> <p>Students will learn about: Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.</p> <ul style="list-style-type: none"> • The dynamic nature of business • Risk and reward • The role of business enterprise 	<p>Reading comprehensions to assess understanding of Enterprise and entrepreneurship</p>	<p>Entrepreneur magazine (online also- www.entrepreneur.com)</p>
<p>Year 10 HT2</p>	<p>Unit Title: 1.2 Spotting a business opportunity</p> <p>Students will learn about: How new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.</p> <ul style="list-style-type: none"> • Customer needs • Market research • Market segmentation • The competitive environment 	<p>Quantitative and qualitative skills activities</p>	<p>www.bcbitesize.co.uk</p>

Year 10 HT3	<p>Unit Title: 1.3 Putting a business idea into practice Making a business idea happen through identifying aims and objectives and concentrating on the financial aspects. Students will learn about:</p> <ul style="list-style-type: none"> • Business aims and objectives • Business, revenues, costs and profits • Cash and cash flow • Sources of business finance 	<p>Quantitative processing skills Reading Comprehension PPE 1 Jan 23 1hr (Theme Topics 1.1-1.3)</p>	<p>www.bitsize.co.uk Dragons Den</p>
Year 10 HT4	<p>Unit Title: 1.4 Making the business effective A range of factors that impact on the success of the business, including location, the marketing mix and the business plan. Students will learn about:</p> <ul style="list-style-type: none"> • The options for start-up and small businesses • Business location • The marketing mix • Business Plans 	<p>Group project- Water bottle market mix Reading comprehension Past paper questions</p>	<p>www.bitsize.co.uk Dragons Den</p>
Year 10 HT5	<p>Unit Title: 1.5 Understanding external influences on business A range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences. Students will learn about:</p> <ul style="list-style-type: none"> • Business stakeholders • Technology and business • Legislation and business 	<p>Stakeholder conflict activities Case study contexts</p>	<p>www.tutor2u.co.uk</p>

<p>Year 10 HT6</p>	<p>Unit Title: 1.5 Understanding external influences on business A range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences. Students will learn about:</p> <ul style="list-style-type: none"> • The economy and business • External influences 	<p>Re-Cap activities PPE 2 Jun 23 1hr 30mins (Topics 1.1- 1.5)</p>	<p>www.tutor2u.co.uk</p>

Term	COMPUTING Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; videos; wider reading; clubs to join)
Year 10 Computing Curriculum Overview: This is the year students are taught the 'science' in Computer Science, working from the Processor upwards to ensure a comprehensive and broad understanding of the Subject.			
Year 10 HT1	Students will learn about the inner workings of a CPU, internal components that make up a Computer and how Memory and Storage (in particular) interact to provide a stable computing platform. Students will also have the opportunity to develop their Programming prowess. <ul style="list-style-type: none"> • SLR1.1 Systems Architecture • SLR1.2 Memory and Storage • Programming 	Continual, formative, in-class assessment and feedback End of 1.1 Topic Test - Week 4	PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National
Year 10 HT2	Students will learn about the intricacies of Memory and Storage, how data is stored and manipulated in the digital realm. The Students will also learn the rudimentary operation of Computer Networks from a hardware perspective. Students will also have the opportunity to develop their Programming prowess. <ul style="list-style-type: none"> • SLR1.2 Memory and Storage • SLR1.3 Computer Networks – Connections and Protocols • Programming 	Continual, formative, in-class assessment and feedback End of 1.2 Topic Test - Weeks 8 & 12 (two-parts)	PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National
Year 10 HT3	Students will develop their understanding of Computer Networks further by considering and exploring the use of Protocols and various, industry-standard, networking protocols and procedures. Students will also have the opportunity to develop their Programming prowess. <ul style="list-style-type: none"> • SLR1.3 Computer Networks – Connections and Protocols • SLR1.4 Network Security • Programming 	Continual, formative, in-class assessment and feedback End of 1.3 Topic Test - Week 17 End of 1.4 Topic Test - Week 20	PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National
Year 10 HT4	Students will develop skills of essential Systems Software that enable Technicians to manage the equipment. Students also consider the Ethical, Legal and Cultural issues that have arisen due to the adoption of Computing, per se. Students will also have the opportunity to develop their Programming prowess. <ul style="list-style-type: none"> • SLR1.5 Systems Software • SLR1.6 Ethical, Legal and Cultural 	Continual, formative, in-class assessment and feedback End of 1.5 Topic Test - Week 24 End of 1.6 Topic Test - Week 27	PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National

	<ul style="list-style-type: none"> Programming 		
Year 10 HT5	<p>Students are exposed to <i>typical</i> Algorithms that are ubiquitous and therefore essential to their advancement of the Subject. Students will also have the opportunity to develop their Programming prowess.</p> <ul style="list-style-type: none"> SLR2.1 Algorithms Programming 	Continual, formative, in-class assessment and feedback	<p>PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National</p>
Year 10 HT6	<p>Students analyse commonly used programming constructs that enable them to better understand and efficiently implement such techniques. Students will also have the opportunity to develop their Programming prowess by creating a text-based game.</p> <ul style="list-style-type: none"> SLR2.1 Algorithms SLR2.2 Programming Fundamentals Text Adventure Game 	<p>Continual, formative, in-class assessment and feedback</p> <p>End of 2.1 Topic Test - Week 37</p>	<p>PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National</p>

Term	DRAMA Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; videos; wider reading; clubs to join)
Year 10 Curriculum Overview:			
<p><i>In year 10 students study a broad range of theatre practitioners, conventions, and techniques to help them understand how to make highly creative and innovative theatre with depth. Students learn how actors create convincing characters and how scripts are deconstructed to help understand character intention and motivation and how to realise their choices in front of an audience.</i></p> <p><i>Students also learn how to write to meet the needs of the written component 1 portfolio and the component 3 section B exam, exploring how structure, analysis and evaluative comments are integral components when writing in drama. As students prepare for their component 1 exam in HT5 students begin to plan rehearsals, giving them vital life skills in organisation, collaborative working and working to deadlines.</i></p>			

Drama Intent

By the end of Year 10 students will:

- Have learned the styles of Theatre and have knowledge of where the practices apply within their own work
- Have read and begun to structure written component content for DNA and will have visited the Theatre in order to complete section C written live Theatre question for Component 3
- Have completed Component 2 Devised pieces and completed a piece of coursework, (Portfolio) in full.

Year 10 HT1	Unit Title: DNA introduction to text and performing skills. C3- DNA- practical exploration <ul style="list-style-type: none">• Page to stage• Interpreting text• Interpreting character• Use of stage space• Voice and physical skills C1- Devising -Component 1 Exam Coursework and performance <ul style="list-style-type: none">• Responding to a stimulus 'Hillsborough Disaster'• Exploring a range of practitioners/styles/genres• Structuring a performance• Developing character• Use of stage space• Voice and physical skills	Practical assessment during assessment week 1	Open Evening and Black History Month
Year 10 HT2	Unit Title: C1- Devising -Component 1 Exam Coursework and performance <ul style="list-style-type: none">• Responding to a stimulus 'Hillsborough Disaster'• Exploring a range of practitioners/styles/genres• Structuring a performance• Developing character• Use of stage space	Practical and written portfolio tasks	https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE2016_L12_Drama_Issue_2_Specification.pdf

	<ul style="list-style-type: none"> Voice and physical skills 		https://www.thepaperbirds.com/
Year 10 HT3	<p>C1- Devising -Component 1 Exam Coursework and performance</p> <ul style="list-style-type: none"> Responding to a stimulus 'Hillsborough Disaster' Exploring a range of practitioners/styles/genres Structuring a performance Developing character Use of stage space Voice and physical skills 	Practical and written portfolio tasks	https://www.bbc.co.uk/bitesize/subjects/zbckjxs
Year 10 HT4	<p>Unit Title: Component 1 exam Live Theatre Review revisit in Year 11</p> <ul style="list-style-type: none"> Visit Theatre Structure written live theatre review. Researching and understanding the play, exploring and dissecting reviews Understanding directors and Playwrights intentions Themes and symbolism Written structure in approaching written component 3 in final exam Learning how to write 500 words of notes for exam 	Practical and written assessment	https://www.nationaltheatre.org.uk/
Year 10 HT5	<p>Assessment of performance/written work Devising from stimulus component 1 and portfolio This will be the body of the exam work students will work in groups to develop a polished piece of Drama originating from stimulus they chose from the 4 presented and research undertaken. Here the solid decisions on Style, Genre and technique will be agreed and executed. Assessment: Rehearsal process will be recorded showing challenges faced and solutions implemented to form the section 2 Rehearsal and devising log</p>	Component 2 Exam and portfolio tasks	

Year 10 HT6	Unit Title: Component 2 Actual Exam component 2 devising 1 Devised performance component 1 exam. 2 Portfolios completed before end of summer term	Component 2 performance recorded and portfolio completed	
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Term	FRENCH Curriculum Content	Assessment(s) (assessment title, duration and approx date)
Year 10 Curriculum Overview: <i>In year 10 students will study some of the topics related to the three themes from the AQA GCSE French specification. Students will largely revisit and build upon topics covered in KS3. However, this year students will cover topics in more depth and develop skills such as writing longer more complex pieces and work on techniques for the photo descriptions and roleplay elements of the speaking exam. Students will gain much practice in reading and listening.</i>		
Year 10 HT1	Unit- People and Free time -Theme 1 <i>Students will revisit and build upon content seen in Y7, 8 and 9 related to families, relationships, physical descriptions, and personality. They will also look at vocabulary related to free time, music and tv and recap these topics, studied in Y8. They will study the present tense more in-depth and apply this knowledge when practicing photo descriptions.</i> Students will learn about: <ul style="list-style-type: none"> • Me, my family, and friends-descriptions • Relationships with my family and friends • What makes a good friend • Role models • Free time • Types of music, tv shows, film, books • Revision and Consolidation 	
Year 10 HT2	Unit- Hometown, Neighbourhood, Region, and technology-Theme 2 <i>Students will build upon content seen in Y7 and 9 related to life in the city and countryside. They will practice places in a town, describing your area, making future plans, going shopping, the advantages and disadvantages of living in the city, and a past trip. They will also look at vocabulary related to technology, social networks</i> Students will learn about:	Year 10 French Assessment

	<ul style="list-style-type: none"> • Describing your house; rooms and furniture • Local amenities/shopping for clothes • Free time activities • Problems in your area and what you would like to improve • Town vs country 	
<p>Year 10 HT3</p>	<p>Unit-Life at School and College-Theme 3 Students will revisit and build upon the content seen in Year 8 relating to school subjects and their opinion about school, talking about their activities and achievements. They will study to use the present tense and the imperfect tense to compare their primary and secondary schools. Pupils will use this conditional tense to talk about ideal school.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Ideal school • Subjects and opinions • School rules and pressures • Primary school vs secondary school 	<p>Year 10 French PPE</p>
<p>Year 10 HT4</p>	<p>Unit Title: Free time-Theme 1/ Education, jobs 16+, Work experience-Theme 3</p> <p>Students will revisit the topic free time activities, sport and food covered in Year 7, 8 and 9. As pupils embark on their work experience this half term, pupils will be able to talk about their work experience from a personal viewpoint while studying the theme of education and jobs.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Food and drink in everyday life • Food and drink on special occasions/Eating out • Eating out • Types of sport • Part-times jobs, work experience 	

<p>Year 10 HT5</p>	<p>Unit-Travel & Tourism-Theme 2</p> <p>In this unit pupils will build upon what they have learned about holidays in the past in year 8, discussing their preferences, where they went, booking hotels, problems they experienced, and where they would like to go. They will recount holidays in the written format using a variety of tenses in the past or talk about ideal holidays using the conditional tense.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Preferences and destinations • Weather • Booking travel and accommodations • Ideal Holiday 	
<p>Year 10 HT6</p>	<p>Unit-Customs and Festivals in French Speaking Countries/Communities-Theme 1</p> <p>In this unit of work students will revisit festivals in the past. They will also build on the food and drink vocabulary seen in Year 8 and will revisit traditions but focussing on more complex GCSE content. Students will learn how to give more complex opinions and recommendations regarding different festivals and music events. There will be a cultural focus of festivals celebrated in French Speaking countries.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Festivals of the French speaking world • Global festivals • Celebrations and customs • International Global events 	<p>Year 10 End of Year French Assessment-All Skills Listening, Speaking, Reading, and Writing</p>

Term	GEOGRAPHY Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; videos; wider reading; clubs to join)
<p>Year 10 Curriculum Overview: Students will study the Edexcel B Geography GCSE course. The two year course starts with Topic 2: Development dynamics- this will give them an understanding of the scale of global inequality. Plus a depth study of how one emerging country (India) is developing and the consequences this causes for people, environment and the country's relationship with the wider world.</p> <p>Students will also complete Component 2: UK Geographical Issues. This component draws across physical and human processes and people-environment interactions to consider key contemporary geographical issues for the UK. Pupils will look at UK Physical geography, including an overview of the UK Landscape, Coasts and Rivers. Next, pupils will explore the UK's human geography by engaging with contemporary issues such as migration, inequality, and rural deprivation.</p> <p>Fieldwork is an essential part of the GCSE course. Pupils will carry out two Geographical investigations based on the following topics: The UK's Evolving Physical Landscape (Coasts) & The UK's evolving human landscape (London). In Y10 pupils will visit Walton-on-the-Naze to investigate coastal processes.</p>			
<p>Year 10 HT1</p>	<p>Topic 2: Development dynamics – pupils will gain an understanding of the scale of global inequality. Plus, a depth study of how India is developing and the consequences for people, environment, and the country's relationship with the wider world.</p> <p><i>Global inequality</i></p> <ul style="list-style-type: none"> • Defining development – development indicators (e.g. GDP) • Comparing indicators for Developed, Emerging and Developing countries (including population pyramids). • Causes of global inequalities (e.g. lack of education) • Consequences of global inequalities (e.g. conflict) • Theories of development (Rostow vs. Frank) • Bottom-up strategy for development (WaterAid) • Top-down strategy for development (IGO – Merowe Dam and TNC – Nike in India) <p><i>Case study: India</i></p> <ul style="list-style-type: none"> • India's global connections • India's context – social, environmental and political • Economic trends • Causes of rapid economic development 	<p>Assessment Week 1</p>	<p>David Attenborough Boxsets (BBC iPlayer): Blue Planet, Life, Africa, Life on Earth, Frozen Planet, Planet Earth and Seven Worlds, One Planet</p> <p>Detailed revision notes for all topics: https://www.physicsandmaths.com/geography-revision/gcse-edexcel-b/</p>

	<ul style="list-style-type: none"> Impacts of economic development: <ul style="list-style-type: none"> Demographics (fertility and death rates) Regional differences (Bihar vs. Maharashtra) Urbanisation Different impacts on different groups (young vs. old + men vs. women) Environmental impacts India's changing international role 		<p>Human Planet: Surviving the Urban Jungle Documentary https://www.dailymotion.com/video/x2ecr8q</p> <p>Why do India and China have so many people? https://www.youtube.com/watch?v=V7oiro8tYA4</p>
Year 10 HT2	<p>Topic 4: The UK's evolving physical landscape – pupils will get an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes, and human activity over time. Plus, two depth studies of distinctive landscapes – Coastal change and conflict and River processes and pressures.</p> <p><i>Geology/overview of UK</i></p> <ul style="list-style-type: none"> Geology (rock types) Past tectonic processes + glaciation Physical processes in uplands and lowlands Humans impacts on the landscape (farming, forestry, urban) <p><i>Coasts</i></p> <ul style="list-style-type: none"> Waves coastal processes Erosional and Depositional landforms Human activity Coastal flooding Coastal management Case study: Holderness 	<p>January Assessment: Topic 2: Development dynamics & Topic 4: UK's evolving Physical Landscapes (Coasts)</p>	<p>Coasts landforms - https://www.youtube.com/watch?v=ZWEJq03NBao</p> <p>Geography fieldtrip – Walton-on-the-Naze</p>
Year 10 HT3	<p>Topic 4: The UK's evolving physical landscape</p> <p><i>Rivers</i></p> <ul style="list-style-type: none"> River processes Landforms in the upper, middle and lower course How a river changes from source to mouth 		<p>River landforms - https://www.youtube.com/watch?v=8LCrhihbsOc</p>

	<ul style="list-style-type: none"> Hydrological cycle, hydrographs and flood risk Case study: Flooding on the Eden Increasing flood risk Flood management 		
Year 10 HT4	<p>Topic 5: The UK's evolving human landscape – pupils will get an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus, students will explore the case study of London.</p> <p><i>Part 1: the UK</i></p> <ul style="list-style-type: none"> Comparing rural and urban areas of the UK (Comparing Cornwall to London) Population density Age structure Economic activities Strategies to increase rural incomes Causes and impacts of migration to the UK Changing UK economy (North East vs. South East) FDI in the UK 		<p>Cornwall with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/m000pjgi/cornwall-with-simon-reeve-series-1-episode-2</p> <p>Figures highlight divide between North and South (2018)</p> <p>https://news.sky.com/story/line-18-staggering-figures-lay-bare-deadly-divide-between-north-and-south-11388970</p>
Year 10 HT5	<p>Topic 5: The UK's evolving human landscape (Dynamic Urban Areas) – pupils will get an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus, students will explore the case study of London.</p> <p><i>Part 2: London</i></p> <ul style="list-style-type: none"> London's site, situation and connectivity London's structure Migration in London Inequality London- the decline and expansion Regeneration (Olympic Park) Strategies for a sustainable London Rural-urban interdependence 		<p>London Regeneration Projects- Interactive Map. https://www.london.gov.uk/what-we-do/regeneration/projects-map</p> <p>Extra reading: London Olympics has brought regeneration, but at a price locals can't afford (2016) https://www.theguardian.com/society/2016/aug/30/london-olympic-regeneration-but-price-locals-cant-pay</p>

	<ul style="list-style-type: none"> Challenges faced by rural areas Opportunities in rural areas <p>Topic 6: Geographical investigations part 1– pupils will carry out an investigation, including fieldwork and research from the topic 'Coastal change and conflict' .</p> <ul style="list-style-type: none"> Formulate enquiry questions Sampling Primary and secondary data collection Analysis and presentation Drawing conclusions Evaluating the study 		<p>Extra reading: London Olympic Park £1.1bn plan unveiled (2018) https://www.bbc.co.uk/news/uk-england-london-44374255</p> <p>Assessing London’s Olympics, five years on (2017) https://www.economist.com/britain/2017/07/29/assessing-londons-olympics-five-years-on</p>
<p>Year 10 HT6</p>	<p>Topic 3: Challenges of an urbanising world – pupils will get an overview of the causes and challenges of rapid urbanisation across the world. Plus, one depth study of Mumbai.</p> <p><i>Urban change across the world</i></p> <ul style="list-style-type: none"> Trends in urbanisation Economic change and migration (exploring growth and decline of cities across the world) Comparing cities (formal/informal + employment structure) How cities change Urban land use <p><i>Mumbai</i></p> <ul style="list-style-type: none"> Site and situation Mumbai’s structure Population growth (rural-urban migration) Spatial growth Opportunities and challenges Quality of life Top-down + bottom-up <p>Topic 6: Geographical Investigations part 2- pupils will carry out an investigation, including fieldwork and research from the topics 'Dynamic UK Cities.</p>	<p>June Assessment:</p> <p>Topic 5: The UK's evolving human landscape (Part 1, the UK)</p> <p>Topic 4: The UK's evolving physical landscape (Coasts & Rivers)</p>	

	<ul style="list-style-type: none"> • Formulate enquiry questions • Sampling • Primary and secondary data collection • Analysis and presentation • Drawing conclusions • Evaluating the study 		
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Term	HISTORY Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 10 Curriculum Overview:			
<ul style="list-style-type: none"> - <i>In Y10 students begin with their Paper 1 Breadth Study 'Medicine across Time, c.1250-Present Day. This Paper develops students skills of explaining continuity and change over long periods of time in explaining continuity and change in the causes, treatment and prevention of disease. Students are familiar with the structure and success criteria for these types of questions because they have studied these types of questions throughout ks3. This Paper is the first GCSE Paper because it draws on the skills and knowledge students have developed in y7 and y8 of the Middle Ages, Reformation and religious changes, and y9 of the unit about conditions in the trenches and trench warfare in y9 which is part of the Paper 1 Historical Environment Study of Improvements in the treatment of injured soldiers on the Western Front, 1914-18.</i> - <i>The next Paper which students will study during y10 and the beginning of y11 is their Paper 3 Weimar Germany and Nazi Germany, 1918-39. This Paper has the same analysis and source analysis questions as Paper 1, therefore students are already familiar with the structure and success criteria for these high mark questions. Students also have the Historian Interpretations analysis question which they have studied the skills, structure and success criteria for the interpretation questions at ks3.</i> 			
Year 10 HT1	Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1250-c.1500 (Middle Ages) Students will learn study: <ul style="list-style-type: none"> • Importance of the Catholic Church in the middle ages 	Formative assessment: - Key questions and hinge questions designed into all lessons - Source analysis tasks	Medicine across time BBC Bitesize full content documentary for the gcse History

	<ul style="list-style-type: none"> • Sin as the most important cause of disease, prayer, going to church, Mass, pilgrimage, tithes and alms, are the most important treatment and prevention of disease. • Hippocrates (Greek) and the theory of the 4 humours and Galen (Roman) theory of the imbalance of the 4 humours causing disease as the second most important cause, treatment and prevention of disease. • Rebalance of the 4 humours as treatment and prevention of disease; bloodletting and purging. • Connections between Galen and the Church and reasons why this theory has been believed for over a thousand years and continues to be believed in the middle ages. • Other causes of disease: The planets, miasma. Other treatments and preventions: Physicians, Health Regimine, apothecaries, herbal treatments, treatments in the home. • CASE STUDY: Causes, treatment and prevention of the plague during the Black Death (compare continuity and change in KT2 1665 to the Plague) • CASE STUDY: Development of hospitals c1250-c1500 as hospitality by priests and nuns (continued development between c1500-Present Day). <p>History Paper 1 Assessment Skills:</p> <ul style="list-style-type: none"> • Continuity and change (no change) of causes, treatment and prevention of disease c1250-c1500 <p>Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1500-c1700 (Renaissance)</p> <p>Students will learn study:</p> <ul style="list-style-type: none"> • Continuity of Galen’s ideas about the theory of opposites, bloodletting and purging for ordinary people • Decline in the power of the Church following the reformation however, many ordinary people still believe in the power of prayer. • Development of the printing press. • Vesalius and his challenge to Galen and his book the Fabric of the Human Body. • William Harvey and blood circulation and his book which challenges Galen, • Sydenham and diagnosis, and Humanist ideas challenge to Galen. • Royal Society and their journal ‘Philosophical Translations’. 	<p>- Teacher questioning</p> <p>Summative assessment: Q: Explain why there was very little change in the ideas of the causes of disease in the middle ages (12)</p>	<p>https://www.youtube.com/watch?v=1peT0h4b4Jk&list=PL9bgSdxfgbwrj6YQ6RSh7GDfzmfErB055</p>
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	<ul style="list-style-type: none"> • Technology of the microscope – Leeuwenhoek and ‘Animalcules’. • Continuity of miasma. <p>History Paper 1 Assessment Skills:</p> <ul style="list-style-type: none"> • Continuity and change of causes, treatment and prevention of disease c1250-c1500 to c1500-c1700 • 		
<p>Year 10 HT2</p>	<p>Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1500-c1700 (Renaissance) Students will learn study:</p> <ul style="list-style-type: none"> • CASE STUDY: Hospitals: Hospitality continuity and changes to Pest Houses • CASE STUDY: Black Death, 1348 causes, treatment and prevention compared to similarities and differences to the Plague, 1665 <p>History Paper 1 Assessment Skills:</p> <ul style="list-style-type: none"> • CASE STUDY: Hospitals: Explain Continuity and change of causes, treatment and prevention of disease in hospitals c1250-c1500 to c1500-c1700 • CASE STUDY: Black Death and the Plague: Explain Continuity and change of causes, treatment and prevention of disease c1250-c1500 to c1500-c1700 <p>Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1700-c1900 (Enlightenment) Students will learn study:</p> <ul style="list-style-type: none"> • Continuity of Galen and imbalance of the 4 humours, bloodletting and purging for ordinary people. • Continuity of miasma and the industrial revolution and urbanisation • Dr Bastian and his theory of ‘Spontaneous Generation’. (cause of miasma) • Pasteur and ‘Germ Theory’, 1865 proving microbes cause decay. • German Dr Koch the founder of modern bacteriology identifies over 20 bacteria using Petri dishes dye and a microscope. Including cholera and TB based on the research of Pasteur. • CASE STUDY: Edward Jenner and smallpox vaccine • CASE STUDY: John Snow and cholera – Broad Street pump, Soho experiment. The Big Stink, 1858, Public Health Acts, 1848 and 1875. 	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Teacher questioning <p>Summative assessment: Q5: ‘Harvey had the biggest impact on medicine in the period c1500-c1700’. How far do you agree?</p>	<p>The Science Museum: Understanding the Human Body Exhibition: https://www.sciencemuseum.org.uk/objects-and-stories/understanding-body</p> <p>Visit Snow’s water pump in Soho: https://lookup.london/john-snow-water-pump/</p>

	<p>Students will develop skills of: Continuity and change of causes, treatment and prevention of disease c1500-c1700 to c1700-c1900</p>		
<p>Year 10 HT3</p>	<p>Unit Title: Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1700-c1900 (Enlightenment)</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • 3 Problems with surgery: Bleeding, pain and infection. Solutions: Simpson and chloroform, 1847 and Lister and carbolic acid, 1867 leading to antiseptic surgery. • CASE STUDY: Florence Nightingale, Crimean war and infection in field hospitals, (1853-56). Development of nursing profession. Pavilion hospital design and germ-free hospital design based on Pasteur's germ theory. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> - Continuity and change of causes, treatment and prevention of disease c1500-c1700 to c1700-c1900 - CASE STUDY: Hospitals: Explain Continuity and change of causes, treatment and prevention of disease in hospitals c1250-c1500 to c1500-c1700 and c1700-c1900 <p>Unit Title: Unit Title: Paper 1: Causes, treatment and prevention of disease, c1900 Present</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Fleming and antibiotics. Chain and Florey and Magic Bullets (antibiotics). • CASE STUDY: NHS 1948, NHS technology, prevention through healthy living campaigns. • CASE STUDY: Smoking and lung cancer – government and NHS anti-smoking campaigns. • Watson and Crick - Human genome project and genetics. 	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Teacher questioning <p>Summative Assessment: Q5: 'Pasteur's germ theory was the most important development in medicine in the period between c1700-c1900 How far do you agree? (16)</p>	<p>Write an account of the way in which the NHS has impacted you and your families life in the last few years including doctors, hospitals, dentists, medicines and any other medical support.</p> <p>The history of the NHS: https://www.nuffieldtrust.org.uk/health-and-social-care-explained/the-history-of-the-nhs</p> <p>History of Florence Nightingale: https://www.womenshistory.org/education-resources/biographies/florence-nightingale</p> <p>Mary Seacole: https://education.nationalgeographic.org/resource/mary-seacole</p>

	<p>Students will develop skills of:</p> <ul style="list-style-type: none"> - Explaining and Evaluating Continuity and change of causes, treatment and prevention of disease c1900 to Present - CASE STUDY: Hospitals: Explain and evaluate Continuity and change of causes, treatment and prevention of disease in hospitals c1900- Present <p>Unit title: The British Sector of the Western Front, 1914-18: Injuries, treatment of soldiers in the trenches:</p> <ul style="list-style-type: none"> • Background to trench warfare and conditions in the trenches. • Aseptic surgery • The work of the RAMC and FANY • The Chain of Evacuation and changes to Casualty Clearing Stations and Base hospitals • Types of weapons and injuries • Developments in blood transfusion, 1915-17 • Key battles and injuries to soldiers, including gas warfare if relevant • Gas warfare and injuries to soldiers (Chlorine gas, Mustard gas and Phosgene) • Developments in brain surgery, plastic surgery, and brain surgery. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> • Analysing the utility of 2 sources using contextual own knowledge • Explaining how a historical enquiry could be followed up. • Describing the key features of one aspect of the topic. 		<p>The Battle of the Somme film: https://www.youtube.com/watch?v=9BlbdNq1UCE</p> <p>Afro=Caribbean, African and Indian soldiers on the Western Front: https://www.youtube.com/watch?v=l9_zzBqIXBA</p> <p>Revision doc: https://www.youtube.com/watch?v=iqehK_WpaLo</p>
<p>Year 10 HT4</p>	<p>Unit title: The British Sector of the Western Front, 1914-18: Injuries, treatment of soldiers in the trenches:</p>	<p>Formative assessment:</p>	<p>REVISION</p>

	<p>Students will learn about:</p> <ul style="list-style-type: none"> • Background to trench warfare and conditions in the trenches. • Aseptic surgery • The work of the RAMC and FANY • The Chain of Evacuation and changes to Casualty Clearing Stations and Base hospitals • Types of weapons and injuries • Developments in X rays • Developments in blood transfusion, 1915-17 • Key battles and injuries to soldiers, including gas warfare if relevant • Gas warfare and injuries to soldiers (Chlorine gas, Mustard gas and Phosgene) • Developments in brain surgery, plastic surgery, and brain surgery. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> • Analysing the utility of 2 sources using contextual own knowledge • Explaining how a historical enquiry could be followed up. • Describing the key features of one aspect of the topic. <p>Unit title: Paper 3: Weimar and Nazi Germany, 1918-1939</p> <p>KT1: Weimar Germany, 1918-23:</p> <ul style="list-style-type: none"> • Background to Germany and the First World War • German economic, social and political problems after WWI 	<p>- Key questions and hinge questions designed into all lessons</p> <p>- Source analysis tasks</p> <p>- Teacher questioning</p> <p>Summative Assessment:</p> <p>Q2a: How useful are Sources A and B for an enquiry about the FANY? (8)</p>	<p>Chain of evacuation explanation. Including stretcher bearers:</p> <p>https://www.youtube.com/watch?v=oFB7aSvVKeQ</p> <p>Developments in surgery, blood transfusions and surgery:</p> <p>https://www.youtube.com/watch?v=vPL9rOPUIEQ</p>
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<p>Year 10 HT5</p>	<p>Unit Title: KT1: Weimar Germany, 1918-23:</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Treaty of Versailles and its key terms. German reaction to the harshness of the terms of the treaty • Dolchstoss and 'Stab in the Back' myth • Spartacist Revolt, (Communists), 1919 and reasons for failure • Kapp Putsch (Freikorps), 1920 and reasons for failure • Evaluation of the weakness of the Weimar democratic government • Strengths and weaknesses of the democratic Weimar Constitution • 1923 the year of crisis: French invasion of the Ruhr and Passive Resistance. Causes and effects of hyperinflation <p>Students will develop skills of:</p> <ul style="list-style-type: none"> • Analysing the cause and effects of 3 factors of an event • Analysing the utility of 2 sources using contextual own knowledge • Making 2 supported inferences from a source 	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Interpretation analysis tasks - Source analysis tasks - Source inference tasks - Teacher questioning <p>Summative Assessment:</p> <p>Q2: Explain why Germans hated the Treaty of Versailles. (12)</p>	<p>Rise of the Nazis BBC Documentary:</p> <p>https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</p>
<p>Year 10 HT6</p>	<p>Unit Title: Weimar Germany, 1923-1929: Stresemann Recovery and 'Golden Period'</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Stresemann and the Dawes Plan, 1924 – Solving of the French Invasion of the Ruhr and paying reparations • Stresemann and the reasons for the solving of hyperinflation, 1924 • The Young Plan, 1929 • The effects of the Locarno Pact, 1925 and joining the League of Nations, 1926 • The effects of the Kellogg-Briand Pact, 1928 <ul style="list-style-type: none"> • Evaluation of Stresemann's economic and foreign policies <p>Students will develop skills of:</p> <ul style="list-style-type: none"> • Analysing the cause and effects of 3 factors of an event 	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Interpretation analysis tasks - Source analysis tasks - Source inference tasks - Teacher questioning <p>Q3a: How useful are Sources A and B for an enquiry about Stresemann's foreign policy. (8)</p>	<p>Rise of the Nazis BBC Documentary:</p> <p>https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</p>

	<ul style="list-style-type: none"> Analyzing the utility of 2 sources using contextual own knowledge Making 2 supported inferences from a source 		
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Term	PE Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
Year 10 Curriculum Overview: <i>All Year 10 students will have a double PE core lesson. In this double lesson, students will further develop their sporting practical skills and experience from Key Stage 3. Students that have chosen GCSE PE will study the topics listed below.</i>			
Year 10 HT1	<p>PE GCSE <u>Health and fitness</u> Students will learn about:</p> <ul style="list-style-type: none"> Health and fitness Consequences of a sedentary lifestyle Obesity & Performance Somatotypes Energy use Roles of carbohydrates, fats, proteins, vitamins, minerals & water <p>PE Core <u>Pathway 1</u></p> <ul style="list-style-type: none"> Football Rugby Basketball <p><u>Pathway 2</u></p> <ul style="list-style-type: none"> Boxercise Yoga <p><u>Pathway 3</u></p>	<p>PE GCSE – Provide an end of unit exam at the conclusion of every Unit, 60 mins exam (50 marks)</p> <p>PE GCSE – Paper 1 PPE, 75mins (78 marks), late November</p>	<ul style="list-style-type: none"> Boys and girls football Girls netball Table Tennis team Cross Country squad

	<ul style="list-style-type: none"> • Trampolining • Handball • Table Tennis 		
<p>Year 10 HT2</p>	<p><u>PE GCSE</u> <u>Applied anatomy and physiology</u> Students will learn about:</p> <ul style="list-style-type: none"> • Bones and functions of the Skelton • Structure of synovial joints and types of freely moveable joints • Antagonistic pairing <p><u>Physical training</u></p> <ul style="list-style-type: none"> • Health and fitness • Components of fitness • Fitness testing <p><u>PE Core</u></p> <p><u>Pathway 1</u></p> <ul style="list-style-type: none"> • Football • Rugby • Basketball <p><u>Pathway 2</u></p> <ul style="list-style-type: none"> • Boxercise • Yoga <p><u>Pathway 3</u></p> <ul style="list-style-type: none"> • Trampolining • Handball • Table Tennis 		<ul style="list-style-type: none"> • Boys and girls football • Girls netball • Boys and girls basketball • Indoor athletics • Badminton squad • Indoor girls cricket • Boys and girls Handball

<p>Year 10 HT3</p>	<p><u>PE GCSE</u> <u>Physical training</u> Students will learn about:</p> <ul style="list-style-type: none"> Principles of training and overload (including application) Types of training advantages & disadvantages Calculating intensities (training zones) <p><u>Physical training</u></p> <ul style="list-style-type: none"> Safety principles (warm-ups & cool downs) High altitude training and seasonal aspects <p><u>PE Core</u> <u>Pathway 1</u></p> <ul style="list-style-type: none"> Handball Table Tennis Football <p><u>Pathway 2</u></p> <ul style="list-style-type: none"> Pilates Fitness <p><u>Pathway 3</u></p> <ul style="list-style-type: none"> Softball Danish Longball 		<ul style="list-style-type: none"> Boys and girls basketball Indoor athletics Boys and girls Handball Trampoline squad
<p>Year 10 HT4</p>	<p><u>PE GCSE</u> <u>Physical training</u> Students will learn about:</p> <ul style="list-style-type: none"> Principles of training and overload (including application) Types of training advantages & disadvantages Calculating intensities (training zones) 	<p>PE GCSE – Paper 1 PPE, 75mins (78 marks), late February</p>	<ul style="list-style-type: none"> Boys and girls football Girls netball Indoor athletics

	<p><u>Physical training</u></p> <ul style="list-style-type: none"> • Safety principles (warm-ups & cool downs) • High altitude training and seasonal aspects <p>PE Core</p> <p><u>Pathway 1</u></p> <ul style="list-style-type: none"> • Handball • Table Tennis • Football <p><u>Pathway 2</u></p> <ul style="list-style-type: none"> • Pilates • Fitness <p><u>Pathway 3</u></p> <ul style="list-style-type: none"> • Softball • Danish Longball 		
<p>Year 10 HT5</p>	<p>PE GCSE</p> <p><u>Movement analysis</u></p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Levers • Mechanical advantages (planes & axis) • Analysis of sporting movements <p><i>Coursework – Performance analysis & evaluation</i></p> <p>PE Core</p> <p><u>Pathway 1</u></p> <ul style="list-style-type: none"> • Athletics <p><u>Pathway 2</u></p>		<ul style="list-style-type: none"> • Boys and girls athletics league (outdoor) • Boys Cricket

	<ul style="list-style-type: none"> • Trampoline • Samba <p><u>Pathway 3</u></p> <ul style="list-style-type: none"> • Ultimate Frisbee • Diamond Cricket • Rounders 		
<p>Year 10 HT6</p>	<p><u>PE GCSE</u> <u>Sports psychology</u> Students will learn about:</p> <ul style="list-style-type: none"> • Goal setting • SMART targets and information processing model • Arousal and inverted U theory • Stress management techniques • Aggression & personality • Motivation (intrinsic & extrinsic) <p><u>PE Core</u></p> <p><u>Pathway 1</u></p> <ul style="list-style-type: none"> • Athletics <p><u>Pathway 2</u></p> <ul style="list-style-type: none"> • Trampoline • Samba <p><u>Pathway 3</u></p> <ul style="list-style-type: none"> • Ultimate Frisbee • Diamond Cricket • Rounders 		<ul style="list-style-type: none"> • Boys and girls athletics league (outdoor) • Boys Cricket • Girls Kwik cricket • Girls rounders • Beach Volleyball

Term	PSYCHOLOGY Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; videos; wider reading; clubs to join)
<p>Year 10 Psychology Curriculum Overview: <i>Year 10 psychology students will learn about criminal and developmental psychology. They will study and research psychological problems and investigate specific case studies.</i></p>			
<p>Year 10 HT1</p>	<p>Unit Title: Criminal Psychology Students will be introduced to key Concepts:</p> <ul style="list-style-type: none"> • Different types of crime. • Theories/Explanations of why criminal and anti-social behaviour occurs. • The Social Learning Theory / Eysenck’s Criminal Personality. • Criticisms of the theory including the nature/nurture debate. • Research Study 1 – Cooper and Mackie (1986): Study into video games and aggression. • Research study 2– Heaven (1996): Study into delinquency, extroversion, psychoticism and self-esteem 	<p>Assessment week 1</p>	<p>criminal-psychologist-a-career-profile</p> <p>what is crime</p> <p>Heavens study</p> <p>TED Talks: Nature/Nurture: what makes a criminal</p>
<p>Year 10 HT2</p>	<p>Unit Title: Criminal Psychology continued Students will learn study:</p> <ul style="list-style-type: none"> • Application: The role of rehabilitation in reducing criminal/anti-social behaviour. • The effects of punishment and deterrents in reducing criminal/anti-social behaviour. <p>Unit title: Developmental psychology Students will be introduced to key Concepts:</p> <ul style="list-style-type: none"> • Stages of development. • Piaget’s Theory of Cognitive Development • Dweck’s Mindset Theory / Willingham’s Learning Theory • Criticisms of the theory including the reductionism/holism debate. • Research Study 1 – Piaget (1952) • Learning Research Study 2 – Blackwell et al. (2007) 	<p>Class assessment 20 minutes</p>	<p>are serial killers born or made</p> <p>Piaget’s Theory of cognitive development</p>
<p>Year 10 HT3</p>	<p>Unit Title: Developmental continued Students will learn about:</p> <ul style="list-style-type: none"> • Application: The changing role of education 	<p>Assessment week 2 - PPE 1 – Criminal , developmental</p>	<p>carol-Dweck-mindset</p>

	<ul style="list-style-type: none"> How learning theories apply to the development of education and intelligence through growth mindsets. <p>Unit Title: Psychological problems</p> <p>Students will be introduced to key Concepts –</p> <ul style="list-style-type: none"> Ways of defining mental health, including the mental health continuum and issues to do with the incidence of significant mental health problems over time, including changing classification; and how attitudes have changed towards mental health in the UK since the 1959 Mental Health Act. Biological and psychological explanations of Schizophrenia The clinical characteristics of schizophrenia as outlined in the International Classification of Diseases (ICD)10. The biological theory of schizophrenia: Criticisms of this theory including the nature/nurture debate. The psychological theory - the social drift theory of schizophrenia. Criticisms of this theory including problems establishing cause and effect. 	<p>1 hour</p>	<p>Learning Theories</p> <p>the science behind how parents affect child development</p> <p>Twins separated at birth</p> <p>Nature/nurture debate in psychology</p> <p>The guardian -schizophrenia</p> <p>what is it like to have schizophrenia simulation</p>
<p>Year 10 HT4</p>	<p>Unit Title: Psychological problems continued</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> Schizophrenia Research Study: Daniel, Weinberger, Jones et al. (1991). Biological and psychological explanations of depression. The clinical characteristics of clinical depression as outlined in the International Classification of Diseases (ICD)10 Key statistics of clinical depression. The biological theory – the social rank theory of clinical depression. Criticisms of the theory including the reductionism/holism debate. The psychological theory – the ABC Model of clinical depression. Criticisms of the theory including the freewill/determinism debate. 	<p>Short answer questions / MCQ's</p>	<p>scientists-question-widespread-use-of-antidepressants-after-survey-on-serotonin</p> <p>Clinical characteristics of depression</p> <p>schizophrenia and Medication</p> <p>The Illusion of Free Will</p>
<p>Year 10 HT5</p>	<p>Unit Title: Psychological problems continued</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> Clinical Depression Research Study – Tandoc et al. (2015): Study into Facebook use. 	<p>30 minutes</p>	<p>Why is Facebook depressing</p> <p>Meditation for Anxiety</p>

	<ul style="list-style-type: none"> • Application: The development of treatments: The use of anti-psychotics and anti-depressants to treat schizophrenia and clinical depression. • The use of psychotherapy for treating schizophrenia and clinical depression. • The development of neuropsychology for studying schizophrenia and clinical depression. 		CALM (campaign against living miserably) Suicide doesn't always look suicidal
Year 10 HT6	Unit Title: Research Methods Students will learn about: <ul style="list-style-type: none"> • Experiments: Laboratory Field Natural. • Interviews: Structured Unstructured. • Questionnaires: (Surveys) Open questions Closed questions Rating scales. • Observations: Naturalistic Controlled Overt Covert Participant Non-participant. • Case Studies: Use of qualitative data • Correlations: Use of quantitative data Positive, negative and zero correlations. 	Assessment week 5 - PPE 2 – Paper 1 1 hour 30 minutes	Research - Experiments Research methods in psychology

Term	SOCIOLOGY Curriculum Content	Assessment(s)	Extra-Curricular Options (Places to visit; videos; wider reading; clubs to join)
Year 10 sociology students will be introduced to research methods and learn about families, households and education.			
Year 10 HT1	<p>Unit Title: Introduction to Sociology</p> <ul style="list-style-type: none"> Students are introduced to the key sociological concepts. Students can interpret the different sociological perspectives. Students can critically analyse each perspective, identifying similarities and differences, while also evaluating each perspective against one another. 	<p>Assessment week 1 - EOU Assessment 1 – Introduction to Sociology</p> <p>25 minutes</p>	<p>Go to www.senecalearning.com, type in Sociology and select Sociology: AQA A level and go through some of the Sociological Theory tasks.</p> 
Year 10 HT2	<p>Unit Title: Introduction to Research Methods</p> <ul style="list-style-type: none"> Students can understand research methods and different data gathering types used by sociologists during sociological research. Students can critique the different methods by the use of PERVERT (practical issues, ethical issues, reliability, validity, examples, representativeness, theoretical issues) 	<p>EOU Assessment 2 – Research Method points test</p> <p>20 minutes</p>	<p>Suggested Watch List:</p> <ul style="list-style-type: none"> Years and Years (BBC I-player) The 'Up' series (e.g. 56 Up, 63 Up - on Netflix or YouTube) The Secret Life of 5 year olds (Channel 4 series)
Year 10 HT3	<p>Unit Title: Family and Households</p> <ul style="list-style-type: none"> Students will contextualise learnt information and apply it to the family. Students will analyse different types of statistical data to gain further understanding on family diversity, changes in family structure over time, marriage and divorce. 	<p>PPE 1 – Introduction to Sociology & Family and Households</p> <p>1 hour</p>	<p>Have a look at this article:</p> <p>https://www.theguardian.com/global-development/2020/may/29/we-are-losers-in-this-crisis-</p>

			research-finds-lockdowns-reinforcing-gender-inequality Do you agree that coronavirus has forced women to take on a triple shift - looking after the children, completing paid working and completing the domestic tasks and chores in the house?
Year 10 HT4	Unit Title: Family and Households <ul style="list-style-type: none"> Students will contextualise learnt information and apply it to the family. Students will analyse different types of statistical data to gain further understanding on family diversity, changes in family structure over time, marriage and divorce. 	EOU Assessment 3 – Family and Household Mock 40 minutes	https://www.bbc.co.uk/news/education-16049533 - Family diversity: ‘few people feel part of traditional families’ Why do you think the traditional family type is declining?
Year 10 HT5	Unit Title: Education <ul style="list-style-type: none"> Students will contextualise learnt information and apply it to the education system. Students will analyse different types of statistical data to gain further understanding of academic achievement according to class, gender and ethnicity. Students will explore internal and external factors that contribute to the underachievement of social groups. 	Mid Term Assessment – Education 30 minutes	Ensure you are making notes as you watch Gender: https://www.bbc.co.uk/news/education-17159794 - boys reading age now as good as girls (BBC)
Year 10 HT6	Unit Title: Education <ul style="list-style-type: none"> Students will contextualise learnt information and apply it to the education system. Students will analyse different types of statistical data to gain further understanding of academic achievement according to class, gender and ethnicity. 	PPE 2 – Family and Households & Education, with Methods 1 hour 30 minutes W.C. 20.06.22	Research the 3 main political parties – Conservative, Labour and Liberal Democrat: What are their main ideas? How are they different? How have their policies changed society? www.parliament.uk/about/mps-and-lords/members/parties/

	<ul style="list-style-type: none"> Students will explore internal and external factors that contribute to the underachievement of social groups. 		www.simplepolitics.co.uk/questions-and-answers/who-are-the-parties-and-what-do-they-stand-for
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Term	SPANISH Curriculum Content	Assessment(s) (assessment title, duration and approx date)
<p>Year 10 Curriculum Overview: <i>In year 10 students will study some of the topics related to the three themes from the AQA GCSE Spanish specification. Students will largely revisit and build upon topics covered in KS3. However, this year students will cover topics in more depth and develop skills such as writing longer more complex pieces and work on techniques for the photo descriptions and roleplay elements of the speaking exam. Students will gain much practice in reading and listening.</i></p>		
Year 10 HT1	<p>Unit- People and Free time -Theme 1 <i>Students will revisit and build upon content seen in Y7, 8 and 9 related to families, relationships, physical descriptions, and personality. They will also look at vocabulary related to free time, music and tv and recap these topics, studied in Y8. They will study the present tense more in-depth and apply this knowledge when practicing photo descriptions.</i> Students will learn about:</p> <ul style="list-style-type: none"> Me, my family, and friends-descriptions Relationships with my family and friends What makes a good friend Role models Free time Types of music, tv shows, film, books Revision and Consolidation 	
Year 10 HT2	Unit- Hometown, Neighbourhood, Region, and technology-Theme 2	Year 10 Spanish Assessment

	<p>Students will build upon content seen in Y7 and 9 related to life in the city and countryside. They will practice places in a town, describing your area, making future plans, going shopping, the advantages and disadvantages of living in the city, and a past trip. They will also look at vocabulary related to technology, social networks</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Describing your house; rooms and furniture • Local amenities/shopping for clothes • Free time activities • Problems in your area and what you would like to improve • Town vs country 	
<p>Year 10 HT3</p>	<p>Unit-Life at School and College-Theme 3</p> <p>Students will revisit and build upon the content seen in Year 8 relating to school subjects and their opinion about school, talking about their activities and achievements. They will study to use the present tense and the imperfect tense to compare their primary and secondary schools. Pupils will use this conditional tense to talk about ideal school.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Ideal school • Subjects and opinions • School rules and pressures • Primary school vs secondary school 	<p>Year 10 Spanish PPE</p>
<p>Year 10 HT4</p>	<p>Unit Title: Free time-Theme 1/ Education, jobs 16+, Work experience-Theme 3</p> <p>Students will revisit the topic free time activities, sport and food covered in Year 7, 8 and 9. As pupils embark on their work experience this half term, pupils will be able to talk about their work experience from a personal viewpoint while studying the theme of education and jobs.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Food and drink in everyday life • Food and drink on special occasions/Eating out • Eating out • Types of sport 	

	<ul style="list-style-type: none"> • Part-times jobs, work experience 	
Year 10 HT5	<p>Unit-Travel & Tourism-Theme 2</p> <p>In this unit pupils will build upon what they have learned about holidays in the past in year 8, discussing their preferences, where they went, booking hotels, problems they experienced, and where they would like to go. They will recount holidays in the written format using a variety of tenses in the past or talk about ideal holidays using the conditional tense.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Preferences and destinations • Weather • Booking travel and accommodations • Ideal Holiday 	
Year 10 HT6	<p>Unit-Customs and Festivals in Spanish Speaking Countries/Communities-Theme 1</p> <p>In this unit of work students will revisit festivals in the past. They will also build on the food and drink vocabulary seen in Year 8 and will revisit traditions but focussing on more complex GCSE content. Students will learn how to give more complex opinions and recommendations regarding different festivals and music events. There will be a cultural focus of festivals celebrated in Spanish Speaking countries.</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Festivals of the Spanish speaking world • Global festivals • Celebrations and customs • International Global events 	<p>Year 10 End of Year Spanish Assessment-All Skills Listening, Speaking, Reading, and Writing</p>