



# Programme of Learning 2021-22

Year 10

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| Year 10 - Art and Design GCSE                                     |  |              |   |
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| Exam Board & course title/code                                    | Unit   | Date of Exam | % of Total Exam   |
| EdExcel<br><br>Art and Design (2AD01)                             | Unit 1: Personal portfolio (5AD01)   |              | 60%   |
|   | Unit 2: Externally set assignment (5AD02)  | May 2022     | 40%   |
| Key topics  | Course content   |              | Assessment  |
| <b>Autumn 1:</b><br><br><b>Natural forms, textures, surfaces.</b> | <b>Observational drawing, painting (mixed media), printmaking in response to the theme and developing ideas towards a 3D outcome.</b><br><br>2D developmental sketchbook work.<br>3D test pieces in ceramic.<br><br>Explore the work of other artists. |              | <b>Preparation:</b><br><br>Students working through the Natural Forms Preparation sheet. <i>All Preparation contributes to coursework</i><br><br><b>Other assessments:</b><br><br>Sketchbook portfolio checks every half term |

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| <p><b>Autumn 2:</b></p> <p><b>Natural forms, textures, surfaces.</b></p> | <p><b>Experiment with clay, textures and composition.</b></p> <p>Design and produce a ceramic sculpture inspired by natural forms.</p> <p>Explore the work of other artists.</p>  |   |
| <p><b>Spring 1:</b></p> <p><b>Natural forms, textures, surfaces.</b></p> | <p><b>Complete all outstanding ceramic work including glazing and sketchbook work.</b></p>  | <p>Preparation:</p> <p>Students working through the Natural Forms/Fragmentation Preparation sheet.</p> <p><i>All Preparation contributes to coursework</i></p> <p>Other assessments:</p> <p>Sketchbook portfolio checks every half term</p> |
| <p><b>Spring2</b></p> <p><b>Fragmentation and Cubism</b></p>             | <p><b>Explore the theme of still life - drawings in a wide variety of media experimenting with different techniques.</b></p> <p>Experiment with painting techniques.</p> <p>Explore the work of still life paintings.</p> |   |
| <p><b>Summer 1</b></p>   | <p><b>Explore Cubism (analytical and synthetic)</b></p>   | <p>Preparation:</p>   |

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| <b>Fragmentation and Cubism</b>   | <p><b>through observational drawing from still life.</b></p> <p>Experiment with media, materials and techniques.<br/>Explore work of Cubist artists.</p>   | <p>Students working through the fragmentation/Cubism Preparation sheet.<br/><i>All Preparation contributes to coursework</i></p> <p>Other assessments:</p> |  |
| <p>Summer 2:</p> <b>Fragmentation and Cubism</b>  | <p><b>Explore Cubism (analytical and synthetic) through observational drawing from still life.</b></p> <p>Experiment with media, materials and techniques.<br/>Explore work of Cubist artists.</p> | <p>Sketchbook portfolio checks every half term</p>   |  |
| <p>Suggestions for independent study and home support</p> <p>Observational drawing, photographs and research based on theme - Natural Forms/Cubism <a href="#">BBC Bitesize</a></p> <p>Visits to relevant exhibition or gallery</p> |  |  |  |
| <p>Literacy (keyword link)</p> <p>Visual language: Mark making, tone, texture, form, shape, colour, line, relief, pattern.</p> <p><b>Assessment objectives:</b> refine, development, record, present.</p>                           | <p>Numeracy</p> <p>Scaling up/down, enlargement.<br/>Proportion, shape, repeating pattern,</p>   | <p>Other</p> <p>Independent learning - development of ideas for final piece.</p>   |  |

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| Year 10 - Asdan Certificate of Personal Effectiveness level 1 and 2 |   |  |
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| Exam Board & course title/code                                      | Unit  | Date   |
| ASDAN   | Certificate of Personal Effectiveness   | n/a  |
| Key topics  | Course content  | Assessment   |
|   | The CoPE curriculum will be split into 2 areas; 6 Credits from pure Cope skills (in bold)<br>6 credits from an ASDAN Short Course (example here; sport and fitness)                     | Students' portfolios will be internally moderated, a sample will then be externally moderated. |
| Autumn 1:   | <b>Planning and Carrying out a piece of Research Area of interest</b><br>1a5 Investigate the kit and equipment needed to take part in a sport of your choice<br>1a1/3a5 Practical Sport | Preparation:<br>Research area of interest<br>Other assessments:<br>1a1 and 3a5                 |

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| <p>Autumn 2:</p> | <p><b>Introduction to problem solving and Working with others;</b><br/> <b>Independent Living</b><br/> <b>Organizing an event</b><br/> 1A7 With Others plan and carry out a survey of our school<br/> 1B6 Interview a professional Sportsman,<br/> 3A2 Produce a poster/ leaflet/video on the basic rules of a sport or game of your choice, in the form suitable for younger pupils</p> | <p>Preparation:<br/> Furnish a flat for £1000<br/> Other assessments:</p>   |
| <p>Spring 1:</p> | <p><b>1c Planning and giving an oral presentation;</b><br/> <b>Produce an information Power point presentation illustrating a particular topic</b><br/> 2B6 Investigate the use of performance enhancing Drugs in Sport<br/> Produce a PowerPoint presentation and present your findings.</p>  | <p>Preparation:<br/> Research for presentation<br/> Other assessments:<br/> Oral Presentation assessed</p>  |
| <p>Spring 2:</p> | <p><b>Improving own learning Health and Safety training Level 1 qualification in safety in workplace</b><br/> <br/> 2A3 Design a series of exercises that can be used in a warm up or warm down demonstrate to others.<br/> 2A4<br/> Design with others a series of exercise that will test components of fitness</p>  | <p>Preparation:<br/> Exercise workbook<br/> <br/> Other assessments:<br/> Level 1 qualification externally moderated by British Safety council.</p> |
| <p>Summer 1:</p> | <p><b>Introduction to working with others</b></p>  | <p>Preparation:</p>   |

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|   | <p><b>Take an organisational role in running a sporting competition</b></p> <p>2A2 Design a circuit that will improve your fitness, use the circuit over a period of time</p> <p>2A1 Take part in Multi Gym activities to keep fit</p> | <p>Analyse various competitions and their format</p> <p>Other assessments:</p>           |
| Summer 2:   | <p><b>Improving own learning Health and Safety training Complete a training Course for a that deals with sports injuries</b></p> <p>3B5 Organise and officiate a Sports Competition Keep a log of your involvement</p>                 | <p>Preparation:</p> <p>Prepare Sports injury presentation.</p> <p>Other assessments:</p> |
| <p>Suggestions for independent study and home support:</p>  |  |  |
| <p><b>KEY SKILLS:</b></p>   |  |  |
| <p><i>Introduction to Working with Others,<br/>Introduction to Improving own Learning and Performance,<br/>Introduction to Problem Solving,<br/>Planning and Carrying out a Piece of Research,<br/>Communication through Discussion<br/>Planning and Giving an Oral Presentation.</i></p> |  |  |



| Year 10 - Creative iMedia                   |  |  |                 |
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| Exam Board & course title/code              | Unit   | Date of Exam   | % of Total Exam |
| OCR   | R081   | Jan 2022<br>Retake June 2022   | 25%             |
|   | R082 / R085 / R092   | Project Briefs   | 75%             |
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| <b>Learning Cycle 1:</b><br><br>R081 / R082 | <b>Students will learn:</b> <ul style="list-style-type: none"> <li>● Pre-production skills</li> <li>● Moodboard, storyboards, visualisation diagrams</li> <li>● Graphic design concepts</li> <li>● Introduction to graphic tools and software</li> </ul> | <b>Preparation:</b><br><br>Online tutorials<br><br>Evaluations and review<br><br>User feedback and testing |                 |

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| <p>Learning Cycle 2:</p> <p>R081 / R082 Project</p>            | <p>Students are taught the following syllabus topics:</p> <ul style="list-style-type: none"> <li>• Audience and purpose</li> <li>• Client briefs and the project lifecycle</li> <li>• Development</li> <li>• Feedback</li> <li>• Evaluation</li> </ul>  | <p><b>Preparation:</b></p> <p>Online tutorials</p> <p>Graphics and their Purposes</p> <p><b>Assessments:</b></p> <p>Practise exam style assessment</p> |
| <p>Learning Cycle 3:</p> <p>R085: Web development</p>          | <p>Students are taught the following syllabus topics:</p> <ul style="list-style-type: none"> <li>• Audience and purpose</li> <li>• Client briefs and the project lifecycle</li> <li>• Site structure</li> <li>• Consistency</li> <li>• Composition and page design</li> <li>• Accessibility</li> <li>• Content selection and prep</li> <li>• Coding</li> <li>• Testing</li> <li>• Evaluation</li> </ul> | <p><b>Preparation:</b></p> <p>Online tutorials</p> <p>Test buddy</p> <p><b>Assessments:</b></p> <p>Practise exam style assessment</p>                  |
| <p>Learning Cycle 4:</p> <p>R091: Designing a game concept</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop a game concept <ul style="list-style-type: none"> <li>• Create a design brief and association evidence to document their plan</li> </ul> </li> <li>• Consider audience and purpose</li> <li>• Prepare and log assets</li> </ul>  | <p>Testing and gathering user feedback</p> <p>Knowledge of the software</p>  |

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|   | <ul style="list-style-type: none"> <li>• Create a range of solutions for their game concept</li> </ul> |   |
| <p>Suggestions for independent study and home support:</p> <ul style="list-style-type: none"> <li>• Web development: <a href="https://www.w3schools.com/">https://www.w3schools.com/</a></li> </ul>                 |  |   |
| <p><b>KEY SKILLS:</b></p>   |  |   |
| <p>Literacy:</p> <p>Interactivity, properties, testing, conventions, execution, scale, rotation, development, functionality, navigation, audience, purpose, genre, consistency, accessibility, user experience.</p> | <p>Numeracy:</p> <p>Timelines, Problem solving, formulas, scale.</p>                                   | <p>Other:</p> <p>Analysis<br/>Computational thinking<br/>Critical thinking<br/>Problem solving<br/>Online safety<br/>Laws related to<br/>Computer use and<br/>online activity</p> |

| Year 10 - Computing GCSE  |   |              |  |
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| Exam Board & course title/code  | Unit  | Date of Exam | % of Total Exam  |
| OCR   | Component 1-<br>Computer Systems  | June 2022    | 40%  |
|   | Component 2: Algorithms<br>& Programming  | June 2022    | 40%  |
|   | NEA   | March 2022   |  |
| Key topics  | Course content  |              | Assessment   |
| <b>Autumn 1:</b><br><br>1.1 System Architecture<br>1.4 Network Topologies<br><br>Programming skills | Students are taught the following syllabus topics: <ul style="list-style-type: none"> <li>• The importance of computer systems</li> <li>• Reliability and standards in computer systems</li> <li>• The Central Processing Unit (CPU)</li> <li>• Networks and Network Topologies</li> </ul> Students will develop their Python Programming |              | <b>Preparation:</b><br><br>System Architecture worksheet.<br><br>Network Topologies worksheet.<br><br>Other assessments: |

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|  | <p>skills.</p> <ul style="list-style-type: none"> <li>• Storing and asking for user data</li> <li>• Data types</li> </ul>   | <p>Doodle Quiz</p> <p><b>Programming</b></p> <p>Assessment System</p> <p>Architecture Exam</p>  |
| <p><b>Autumn 2:</b></p> <p>1. System Security</p> <p>2. System Software</p> <p>Python</p> <p>Programming skills</p>                              | <p>Students are taught the following syllabus topics:</p> <ul style="list-style-type: none"> <li>• User interface</li> <li>• Memory management</li> <li>• Files and directories</li> <li>• Networks</li> <li>• Network Topologies</li> </ul> <p>Students will develop their Python Programming skills.</p> <p>Loop statements</p> <p>Revision- Algorithms, Storage &amp; Memory</p>   | <p><b>Preparation:</b></p> <p>Topic specific “learn and answer” worksheets</p> <p><b>Assessments:</b></p> <p>System software exam</p> <p>Wired and wireless networks exam</p> |
| <p><b>Spring 1:</b></p> <p>J276 - Programming Project Skills Development.</p> <p>1. Producing Robust Programs.</p> <p>2. Computational Logic</p> | <p>Students develop the programming skills required to undertake the programming project. This includes:</p> <ul style="list-style-type: none"> <li>• Storing and asking for user data</li> <li>• Data types <ul style="list-style-type: none"> <li>• Programming constructs: Sequence, conditionals, iteration, functions</li> </ul> </li> <li>• Regular expressions</li> <li>• Creating and sorting lists</li> <li>• Reading/writing to text files</li> </ul> | <p><b>Preparation:</b></p> <p>Regular expressions worksheet</p> <p>Creating and sorting lists worksheet</p> <p>Reading/writing to text files worksheet</p>                    |

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| <p><b>Spring 2:</b></p> <p>J276 Programming<br/>Project Practice<br/>Controlled Assessment</p>  | <p>Students complete a practice controlled assessment where the focus is on the write-up skills and in particular:</p> <ul style="list-style-type: none"> <li>● Analysis</li> <li>● Design</li> <li>● Development</li> <li>● Testing</li> <li>● Evaluation</li> </ul> | <p><b>Preparation:</b></p> <p>Attend Computing catch ups (Tuesday after school)</p> <p><b>Assessments:</b></p> <p>Practice controlled assessment (Mock NEA)</p>                       |
| <p><b>Summer 1:</b></p> <p>J276 -<br/>Programming<br/>Project Practice<br/>Controlled Assessment</p> <p>Translators &amp; Facilities<br/>Data Representation<br/>Sound Images<br/>Music<br/>Instruction<br/>Characters and Hexa numbers</p> | <p>Students undertake the sample controlled assessment.</p> <p>Translators &amp; Facilities<br/>Data representation<br/>Sound Images<br/>Music<br/>Instruction<br/>Characters and Hexa numbers</p>  | <p><b>Preparation:</b></p> <p>Attend Computing catch ups (Tuesday after school)</p> <p><b>Other assessments:</b></p> <p>Sample controlled assessment<br/>Data Representation Exam</p> |
| <p><b>Summer 2:</b></p>   | <p>Students undertake the sample controlled assessment task under exam conditions.</p>  | <p><b>Preparation:</b></p> <p>Attend Computing catch up (Tuesday after school)</p>  |

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| <p>Programming Project Practice Controlled Assessment.</p> <p>Programming Techniques</p>   | <p>Students are taught the following syllabus topics Flowcharts,Pseudocode Programming Languages Comparison operators Arrays Testing</p> | <p><b>Other assessments:</b></p> <p>Skills test</p> <p>Mock Exams</p> <p>Component1 &amp; 2</p>             |
| <p>Suggestions for independent study and home support:</p> <p>Theory: <a href="http://www.cambridgegcsecomputing.org/">http://www.cambridgegcsecomputing.org/</a></p> <p>Python: <a href="https://repl.it/languages/python3">https://repl.it/languages/python3</a></p> <p>Textbook: CGP Revision Guide</p> <p>OCR GCSE Workbook</p>  |  |   |
| <p><b>KEY SKILLS:</b></p>  |  |   |
| <p>Literacy:</p> <p>Algorithm, Bit, Booting up, Byte, Cache Memory, Clock speed, Computer Misuse Act (1990), Computer System, CPU, Custom written software or bespoke software, Data Protection Act (1998),Flash memory, Flow diagram,Kilobyte,Magnetic Storage Devices, Megabyte,Multi-core processor, Nibble, Non-Volatile, Off-the-Shelf software, Optical Storage Devices, Peripheral Device, Pseudocode, RAM, ROM, Solid State Storage, Terabyte, User interface, Virtual Memory, Volatile.</p> | <p>Numeracy:</p> <p>Intrinsic to Computing and delivered throughout the course.</p>  | <p>Other:</p> <p>Analysis</p> <p>Computational thinking</p> <p>Critical thinking</p> <p>Problem solving</p> |

| Year 10 - Dance GCSE           |  |              |   |
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| Exam Board & course title/code | Unit   | Date of Exam | % of Total Exam   |
| AQA<br>Dance 8236              | Component 1<br>3.1 Performance<br>and 3.2<br>Choreography  | April 2023   | Performance - solo and duet/trio<br>30% Choreography - solo or group<br>performance 30% |
|                                | Component 2 -<br>3.3.Written Paper<br>1 ½ hours - 80 marks | June 2023    | Written paper 1 ½ hours 40%   |
| Key topics                     | Course content   | Assessment   |   |



Autumn 1:

**Dance**  
**Anthology**  
**Emancipation**  
**of Expression**

- Using a professional dance as a way to create movement and develop technical ability
- Learning technical studies taken from the work itself focussing on physicality, accuracy and emulating dance styles
- Analysis of constituent features of the work
  - Creating own compositions based around themes\_ - growth and struggle, connection and empowerment. Also music and dance relationships
  - Contextual information about the work and company - include understanding of physical features/design elements
  - Final written evaluation about the work and their own compositions linked to exam style questions
- Development of **physical skills** - 2 (or more) per lesson - writing about it doing it Demonstrate **expressive skills** 2 or more per lesson - writing about it and showing it practically in their performances

Preparation:

Use professional dance you see live to inform your own choreographic choices and performance skills.  
Research choreographer Itzik Galili  
Attend extra-curricular sessions to help you develop your technique and performance skills

Other assessments:

Questions related to students class work  
Written accounts of how the choreographer has used the constituent features to develop the work making links to the choreographic intention  
Final unit test  
Practical performances and choreography tasks  
E learning hub to support students learning

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|   | <ul style="list-style-type: none"> <li>● <b>Technical skills</b> - layering these on to the phrase they have learnt - writing about these and demonstrating in final performances</li> </ul>   |   |
| <p>Autumn 2:</p> <p><u>Dance Anthology</u><br/><u>Artificial Things</u></p> | <ul style="list-style-type: none"> <li>● Using professional work to create own compositions - looking at able and non-able bodied dancers in professional companies/dance industry</li> <li>● Analysis of movement and choreography - Ground-based contact work in 2s and 4s. Dancers stay connected; moving on, around and over the wheelchair. Slow, smooth, controlled actions. Travelling duet uses touch, leading and following. Trio: dancers roll, tip</li> </ul> | <p>Preparation:</p> <p>Use professional dance you see live to inform your own choreographic choices and performance skills. Research choreographer Itzik Galili Attend extra-curricular sessions to help you develop your technique and performance skills</p> <p>Other assessments:</p> <p>Questions related to students class work<br/>Written accounts of how the choreographer has used the</p> |

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|  | <p>and tilt the chair (with seated dancer) using complementary actions. Actions grow in size and speed to become playful and carefree. Solo: facial expression and physical story-telling. Group poses inspired by family photos.</p> <ul style="list-style-type: none"> <li>● CHOREOGRAPHIC INTENTION - A figure in a snow globe. Paintings by Goran Djurovic. Personal experiences of the dancers (could use this a way to develop own compositions - snow globe or own experience)</li> <li>● Learning and performing chosen motifs <ul style="list-style-type: none"> <li>● Encouraging originality, creative responses to initial motifs</li> </ul> </li> </ul> | <p>constituent features to develop the work making links to the choreographic intention</p> <p>Final unit test</p> <p>Practical performances and choreography tasks</p> <p>E learning hub to support students learning</p> |
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| <p>Spring 1:</p> <p><b><u>STIMULUS for choreography</u></b></p> | <ul style="list-style-type: none"> <li>• Students to use mock paper from year 11 students to create first composition based on a specific stimulus</li> <li>• Students can create solos or group dances</li> <li>• Students to gain an understanding of choreographic processes as outlined in specification e.g. researching, improvising, creating, structuring, selecting and refining</li> <li>• Continuous guidance to create own work</li> </ul> | <p>Preparation:</p> <p>Rehearsal of work created</p> <p>Other assessments:</p> <p>Informal - Teacher and peer feedback as well as pre-assessments</p> <p>Formal - Final assessment of choreographies based on choreographic intent being explored and developed into own compositions - motif development, structure etc</p> <p>exam based questions</p> <p>End of unit written test</p> <p><b>E learning Hub</b></p> |
| <p>Spring 2:</p> <p><b><u>Dance Anthology INFRA</u></b></p>     | <ul style="list-style-type: none"> <li>• Using a professional dance as a way to create movement and develop technical ability</li> <li>• Learning technical studies taken from the work itself focussing on physicality, accuracy and emulating dance styles</li> <li>• Analysis of constituent features of the work</li> </ul>  | <p>Preparation:</p> <p>Rehearsal of group dance</p> <p>Choreography and performance assessment</p> <p>Other assessments:</p> <p>Practical assessment of Performance using exam criteria</p>   |

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|  | <ul style="list-style-type: none"> <li>● Creating own compositions based around themes- seeing beneath the surfaces - inferences</li> <li>● Contextual information about the work and company - include understanding of physical features/design elements</li> <li>● Final written evaluation about the work and their own compositions<br/>linked to exam style questions</li> <li>● Development of <b>physical skills</b> - 2 (or more) per lesson - writing about it doing it Demonstrate <b>expressive skills</b> 2 or more per lesson - writing about it and showing it practically in their performances</li> <li>● <b>Technical skills</b> - layering these on to the phrase they have learnt - writing about these and demonstrating in final performances</li> </ul> | <p>Written accounts of how the choreographer has used the constituent features to develop the work</p> <p>Informal - Ongoing assessment of composition, technical ability and interpretation. Regular homework to research professional works and answer exam based questions</p> <p>Formal - Practical assessment of Performance using exam criteria</p> <p>Written accounts of how the choreographer has used the constituent features to develop the work making links to the choreographic intention</p> <p>End of unit test<br/>Support of e - learning hub for revision purposes and consolidating learning</p> <p>Target Reviews</p> |
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| <p>Summer 1:<br/> <u>SET PHRASES</u><br/> <u>&amp; DUET/TRIO</u><br/> <u>COMPOSITIONS</u></p>                                      | <p>Learn 2 of the set phrases using the AQA guidance online (YouTube). Importance of technically correct aspects, timing, action, performance quality</p> <p>Developing these phrases into duet and trio dances - use of motif development and performance skills</p> <p>Mock assessment using examination criteria where candidates can gain a sense of their achievements and what they need to do to improve next year. Students will also watch their performance back and make some of their own targets for the following year Target reviews</p> | <p>Preparation:<br/> Research of choreographer and work Rehearsal of work created</p> <p>Other assessments:<br/> Teacher and peer feedback as well as pre-assessments<br/> Informal- Peer and teacher feedback, reciprocal teaching, videoing and watching back. Focus on technical ability.<br/> Formal- Final assessment of solos and developed performances</p> |
| <p>Summer 2:<br/> <u>Appreciating</u><br/> <u>site specific</u><br/> <u>dance and</u><br/> <u>dance for</u><br/> <u>camera</u></p> | <p>Using professional artists and specific settings within the school to create a dance for camera. Other skills learnt include camera techniques, editing and recording • Students to learn differences between dance for camera and site</p>  | <p>Preparation:<br/> Try to be involved in dance activities outside of Varndean school. Look at contemporary dance classes available in Brighton. Continue to attend extra-curricular dance events in</p>  |

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| <p><u>Dance Anthology Within Her Eyes James Cousins</u></p> | <p>specific dance</p> <ul style="list-style-type: none"> <li>• Students will look at how physical environments can inspire dance work</li> <li>• Contextual information about this sett work</li> <li>• Weight-taking - one dancer not touching the ground. The supported dancer initiates; the supporter responds. The supported dancer reaches, wraps, balances and falls on and around the other. Theme of folding in versus pulling away. The supported dancer doesn't look at the supporter until near the end. Site-sensitive. Dance for camera. Seen from all sides also from a distance and close up</li> <li>• <u>Choreographic Intention</u> - A love story with a twist. Love and loss, dependency and loyalty, longing and memory.</li> <li>• A prologue followed by 6 continuous sections defined by changing locations, physicality and music. The camera starts</li> </ul> | <p>school. Continued practice of exam style questions.</p> <p>Research of James cousins company and this set work</p> <p>Other assessments:</p> <p>Informal - Teacher and peer feedback as well as pre-assessments &amp; exam questions</p> <p>Formal - Final assessment of choreographies based on choreographic intent being explored and developed into own compositions - use of camera editing</p> <p>END OF YEAR EXAM (Mock )</p> |
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|   | far away and moves in closer.  |   |
| <p>Suggestions for independent study and home support</p> <p>Students to rehearse practical coursework in own time and rehearsals set with teacher</p> <p>Students to research professional practitioners introduced in lessons</p> <p>Practice exam questions AQA website for student help and guidance</p> <p>Mark up practice exam papers</p> <p>Students to attend extra curricular workshops/clubs/events</p> <p>E-learning hub - Arts pool resource</p> |  |   |
| <b>KEY SKILLS:</b>  |  |   |
| <p>Literacy</p> <p>Students to use glossaries and subject specific language when writing and talking about dance.</p> <p>Students can refer to revision books and subject info in books.</p>  | <p>Numeracy</p> <p>In musical phrasing and in choreography - relationships</p> | <p>Other</p> <p>Working with others - problem solving, analyzing and improving personal goals/skills</p> <p><b>PLTS</b></p> <p>Creative Thinking</p> <p>Time management</p> <p>Independent learning</p> |
|   |  | <p>Group work</p> <p>Reflective learners in group tasks.</p>  |



| <b>Year 10 - Drama GCSE</b>               |                                |                                       |                                   |
|---|--------------------------------|---------------------------------------|-----------------------------------|
| <b>Exam Board &amp; course title/code</b> | <b>Unit</b>                    | <b>Date of Exam</b>                   | <b>% of Total Exam</b>            |
| <b>EDEXCEL</b>                            | <b>GCSE<br/>DRAMA<br/>1DR0</b> | <b>SUMMER</b>                         |                                   |
|   | <b>Component<br/>1DR0/1</b>    | <b>DEVISING</b>                       | <b>40<br/>Coursework</b>          |
|   | <b>Component 2<br/>1DR0/2</b>  | <b>PERFORMANCE<br/>FROM TEXT</b>      | <b>20<br/>Coursework</b>          |
|   | <b>Component 3<br/>1DR0/3</b>  | <b>THEATRE MAKERS<br/>IN PRACTICE</b> | <b>40<br/>Written Examination</b> |
| <b>Key topics</b>                         | <b>Course content</b>          |                                       | <b>Assessment</b>                 |

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| <p>Learning cycles 1 - 4</p> <p>PHYSICALISATION:</p> <p>Mime</p> <p>Stereotypes</p> <p>Bouncers / Shakers</p> <p>Hannah and hanna</p> <p>Frantic assembly</p> <p>SOCIAL ISSUES:</p> | <p><b>Devising and performance from text</b></p> <p>Students are required to know and understand the following:</p> <ul style="list-style-type: none"> <li>● characteristics of dramatic work including genre, structure, character, form, style, and language</li> <li>● how meaning is communicated and interpreted through: <ul style="list-style-type: none"> <li>o performance conventions</li> <li>o use of space and spatial relationships on stage</li> <li>o relationships between performer and audience.</li> </ul> </li> </ul> | <p>Preparation:<br/>Self and peer written evaluation</p> <p>Research drama texts, script writing, line learning.</p> <p>Other assessments:</p> <p>End of half term performance assessment, written log books</p> |
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| <p>Billy Elliot</p> <p>Miner's strike</p> <p>Being different</p> <p>Prison</p> <p>Component 3 -<br/>SET TEXT STUDY:</p> <p>The Crucible</p> <p>Component 2 -<br/>DEVISING</p> <p>Summer examination<br/>performance Planning portfolio<br/>over Summer, to be completed<br/>early Autumn term 2017</p> | <p>All students must explore the processes by which devised performance is developed and demonstrate the following skills to create and communicate meaning through:</p> <ul style="list-style-type: none"> <li>● research</li> <li>● developing ideas and intentions</li> <li>● rehearsing, refining and amending work in progress for performance.</li> </ul> <p>Centres may practically explore stimuli using a variety of methods such as:</p> <ul style="list-style-type: none"> <li>● whole class exploration</li> <li>● small group improvisations</li> <li>● creating tableaux, role on the wall, hot seating, etc.</li> <li>● developing movement/physical sequences</li> <li>● developing soundscapes</li> <li>● forum theatre.</li> </ul> <p>Students' research should include (where relevant) an investigation of:</p> <ul style="list-style-type: none"> <li>● social, historical and cultural contexts</li> <li>● theatrical conventions</li> </ul> |  |
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|  | <ul style="list-style-type: none"><li>● current themes and trends</li><li>● issues and controversies.</li></ul> <p>Performers must develop skills in:</p> <ul style="list-style-type: none"><li>● rehearsing and learning lines; adapting work in response to rehearsals (to be done collaboratively)</li><li>● voice: use of clarity, pace, inflection, pitch and projection</li><li>● physicality: use of space, gesture, stillness and stance</li><li>● ability to combine and apply vocal and physical skills</li><li>● characterisation</li><li>● communication with other performers and with the audience</li><li>● understanding of style, genre and theatrical conventions.</li></ul> <p><b>Development of Written evaluation skills</b></p> <p>Each student must include a response to the following questions in writing.</p> |  |
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|  | <ul style="list-style-type: none"><li>• What was your initial response to the stimuli and what were the intentions of the piece?</li><li>• What work did your group do in order to explore the stimuli and start to create ideas for performance?</li><li>• What were some of the significant moments during the development process and when rehearsing and refining your work?</li><li>• How did you consider genre, structure, character, form, style, and language throughout the process?</li><li>• How effective was your contribution to the final performance?</li></ul> |  |
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Suggestions for independent study and home support:

Theatre visits, various educational websites e.g. Bitesize, all aspects of school productions, REHEARSALS.

After school and holiday sessions with teachers to complete written assignments and rehearse performances

**KEY SKILLS:**

Literacy

**Response strategies**

**Written response key words and phrases**

Numeracy

Forms of staging - Angels/  
sight lines

Set Design - Scale and  
measurement

Costume design -  
Measuring someone

Any performance - Timing  
and sequencing/budgeting

Other

PLTS  
Creative Thinking  
Time management  
Independent learning  
Team work  
Reflective learners

**Year 10 - English Language and Literature GCSE**

| Exam Board & course title/code | Unit  | Date of Exam | % of Total Exam   |
|--------------------------------|---|--------------|---|
| AQA<br>Code 8700               | Explorations in Creative Reading and Writing  | TBC          | 50 %  |
|                                | Writers' Viewpoints and Perspectives  | TBC          | 50 %  |
| AQA<br>Code 8702               | Shakespeare and the 19th century Novel  | TBC          | 40 %  |
|                                | Modern Texts and Poetry   | TBC          | 60%   |
| Key topics                     | Course content  |              | Assessment  |
| LC1:                           | <p><b>Literature Paper 2. Modern Play.</b><br/>                     An Inspector Calls by J.B Priestley.<br/>                     Read, enjoy and respond to a modern drama text. Alongside the study of the play, students will also study the skills needed for the language exams through exploring related fiction and nonfiction articles.</p> |              | <p>Preparation is linked to the topic studied.</p> <p>Assessment: Exam style question about a character or theme in the play.</p> |

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| <p>LC2:</p> | <p><b>Literature Paper 1. Novel.</b><br/>         Study a 19th century novel with a focus on understanding the plot and structure; the presentation of characters; themes and context within which it was written. The novel studied is A Christmas Carol by Charles Dickens. Alongside the study of the novella, students will also study the skills needed for the language exams through exploring related fiction and nonfiction articles.</p> | <p>Preparation is linked to the topic studied.</p> <p>Assessment: A question involving the analysis of an extract plus the novella as a whole.</p> |
| <p>LC3:</p> | <p><b>Literature Paper 1. Shakespeare: Macbeth.</b><br/>         Focus on understanding plot and dramatic structure; the presentation of the characters, themes and the context within which it was written. Alongside the study of the play, students will also study the skills needed for the language exams through exploring related fiction and nonfiction articles.</p>   | <p>Preparation is linked to the topic studied.</p> <p>Assessment: A question involving the analysis of an extract plus the play as a whole.</p>    |



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| LC4:   | <p><b>Literature Paper 2. Poetry - Unseen and Anthology</b></p> <p>Focus on the meaning created within the poems studied through the poet's language and structural choices. Links are made between the poems studied.</p> <p>Revision of approaches to unseen poetry and comparison are explicitly taught.</p> | <p>Preparation is linked to the topic studied.</p> <p>Assessment: an unseen poetry analysis and comparison.</p> |
| <p>Students will also study for the Spoken Language Endorsement, exploring the use of rhetoric and conventions in speeches to assist with writing a speech to perform to the class.</p> <p>Suggestions for independent study and home support: Go to productions of Macbeth and An Inspector Calls. Research background social, historical and political context. Read a variety of fiction and non-fiction; different genres, and different periods in literary history. Develop vocabulary through continued use of dictionary and thesaurus. Keep a diary or journal. AQA website, excellent support, along with AQA support books for new GCSE published by Oxford University Press. Revision guides for all areas available to purchase through Wise Pay.</p> |   |   |
| <b>KEY SKILLS</b>  |   |   |
| <p>Literacy (keyword link)<br/>See all of the above.</p>   | <p>Numeracy This is implicit in studies of structure and form in Literature.</p>  | <p>Other</p>  |

**Year 10 - Design Technology GCSE**

| <b>Exam Board &amp; course title/code</b> | <b>Unit</b>   | <b>% of Total Exam</b>  |
|---|---|---|
| AQA<br>8552                               | 8552  | 50%   |
|   | 8552  | 50%   |
| <b>Key topics</b>                         | <b>Course content</b>   | <b>Assessment</b>   |
| <p><b>Learning Cycle 1</b></p>            | <p>Students are now in their chosen specialist area from one of the following:<br/>                     Woods, Metals and Plastics<br/>                     Fibres and Fabrics<br/>                     Papers and Boards</p> <p>Students will cover the following topics in preparation for the GCSE</p> <p>sustainability and the environment<br/>                     informing the design decision<br/>                     people cultures and society<br/>                     production techniques and systems<br/>                     industry and enterprise</p> | <p>Preparation:<br/>                     Exam questions<br/>                     Extended research</p> <p>Other assessments:<br/> <b>End of term test</b></p> |

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| <p>Learning<br/>cycle 2</p> | <p>Students will cover the following topics<br/>in preparation for the GCSE</p> <p>energy generation<br/>energy storage<br/>modern materials<br/>Smart materials<br/>composite materials<br/>system approaches to design<br/>electronic systems<br/>mechanical devices</p> | <p>Preparation:<br/>Exam questions<br/>Extended research</p> <p>Other assessments:<br/><b>End of term test</b></p> |
| <p>Learning<br/>cycle 3</p> | <p>Practice Non Exam Assessment using<br/>an iterative design process<br/>design development<br/>final design<br/>practical research<br/>planning<br/>CAD/CAM experimentation</p>  | <p>Preparation:<br/>Exam questions<br/>Extended research</p> <p>Other assessments:<br/><b>End of term test</b></p> |

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| <p>Learning cycle 4</p>   | <p>Preparing for the real Non Exam Assessment<br/>Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA<br/>Assessment criteria:<br/>Identifying and investigating design possibilities<br/>Producing a design brief and specification<br/>Generating design ideas<br/>Developing design ideas<br/>Realising design ideas<br/>Analysing &amp; evaluating</p> | <p>Preparation:<br/>Exam questions<br/>Extended research<br/><br/>Other assessments:<br/>Assessment on Non Exam<br/><b>End of term test</b></p> |
| <p>Suggestions for independent study and home support</p> <p><a href="http://www.designtechnologystudent.com">GCSE Bitesize, www.designtechnologystudent.com</a>.<br/>Lonsdale<br/>revision booklet (available from department), doddle. AQA Design and Technology Nelson Thornes</p> |  |   |

| KEY SKILLS   |  |   |
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| <p>Literacy (keyword link)<br/> Manufacturer's specification, Manufacture, Rendering, Finishes, Isometric, Jigs, Modelling, MDF, Perspective, Prototype, Production methods, One off, Batch, Mass, Continuous, Plywood, Plastic memory, Quality control,<br/> Quality Assurance, Risk assessment, renewable, sustainability, strip heater, shell structure, thermoplastic, thermosetting, triangulation. Plasticity, polymer, Rapid prototyping, Recover, recycle, Reuse, Shear strength, Split die, Spruce, Sustainable, Tarnish, tempering, tensile strength, thermoplastics, thermosetting plastics, user requirements, veneers, UV, versatile, warping, Durability, Elasticity, Electrolysis, EPOS, Extruded, Face Edge, Felled ,Ferrous, Fibrous ,Flux, Function, galvanizing, Hardwood, Hardening, High tensile strength, knots, Kyoto Protocol, Laser Cutting, Malleable, Molecular structure, non ferrous, offshore manufacturing, one off production, opaque, organic material, performance requirements, photovoltaic cell, plastic memory, Abrasive, Accuracy, Adhesives, Aesthetics, Alloys, Annealing, Anodising, Anthropometrics, Batch production, Bending metals, Bespoke, Bevel, Bio Fuel, Biomass, Blow Moulding, Built-in Obsolescence, Bolts, CAD, CAM ,Carbon Footprint, Chiselling, Circuit Boards, CNC, Composites, Compressive Strength, Datum, Die Stock, Dimensional Stability, Draft angle, Ductile, Anti-static Finish, Applique, Batik, Bias, Biological Finishes, Blends, Block Printing, Bonded Fabric, British Standards, Conduction Materials, Disassembly, Dyeing,</p> | <p>Numeracy</p> <p>1mm = 0.1cm<br/> 10mm = 1cm<br/> 50mm = 5cm<br/> 55mm = 5.5cm<br/> 100mm = 10cm<br/> To convert mm to cm <math>\div 10</math><br/> To convert cm to mm <math>\times 10</math></p> | <p>Other</p> <p>Communication<br/> Presentation<br/> Team work<br/> Independent skills<br/> Research development<br/> Time management</p> |

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| Elastane, Embellishment, Embroidery, Engraved Roller, Environmental Issues, Ethical   |  |  |
| <p>Goods, Fabric Paint, Fairtrade, Felt, Fibres, Haute Couture, Interfacing, Job Production, Just-in-time Stock Control, Kevlar, Kitemark, Knitted Fabrics, Knitting, Machine Labelling, Lay Planning, Legislation, Medical textiles, Microencapsulation, Microfibres, Nanomaterials, Nomex, Off-the-peg, Overlock, Physical Finishes, Pinking Shears, Polycotton, Printing, Properties of Fabric, Regulations, Risk Assessment, Safety Standards, Screen Printing, Seams, Sewing Machine, Stencilling, Surface Decoration, Technical Textiles, Transfer Printing, Weave, Woven Fabric, Foam board, GSM (grams per square metre), Laminating, Embossing, Jig, Typesetting, Kerning, Serif, Sans Serif, Script, Moral, social, cultural, Flexography, Lithography, screen printing , gravure, Polypropylene, Polyvinyl chloride (PVC), High-density Polyethylene (HDPE), Neoprene, PVA glue, spray mount, Hue, Vanishing point, contrasting, horizontal, perspective, analyse, laminated, serif, input device, freehand, copyright, carton board, complementary, binding, corrugated, GSM, net, corporate identity, mock-up , highlight, registered design, rendering, colour fusion</p> |  |  |

| Exam Board & course title/code                          | Unit   | Date of Exam  | % of Total Exam  |
|---|--|---|--|
| AQA<br>8585<br>Food Preparation & Nutrition GCSE        | NEA 1  | September NEA 1 Food Investigation Year 11<br>November- February NEA 2 Food Preparation & Cookery Assessment. | 50%  |
|   | NEA 2  |   | 50%  |
|   | Exam paper   | Written Exam Paper 2 hrs. June 8th  |  |
| Key topics  | Course content   |   | Assessment   |
| Food Science<br>Food Nutrition preparation and cooking. | <b>Y10 is a MOCK year in preparation for year 11:</b><br>Making skills: bread, pasta, pastry, sauce, sponges, searing fish/meat.   |   | Students progress is graded against marking criteria and presented on tracker. |
| Autumn  | NEA 1: Issued 1 Sept. 10 GLH for this food science investigation.<br>Analysis, research investigate the function and chemical property of an ingredient in a component eg bread or pastry. |   |  |

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| <p>Winter</p> | <p>NEA 2: Food Preparation task starts.<br/>Cuisine, diet &amp; client to be researched.<br/>Offer relevant dishes.<br/>Trial relevant required cookery skills and recipes. Plan 3 course menu with detailed timeplan completed.<br/>Trial 3 course menu over 3 week period.<br/>Reflect and improve.</p> |   |
| <p>Spring</p> | <p>NEA 2: Prepare and cook 3 course menu within 3 hour time slot . record outcomes and evaluate effectiveness of ingredients, skills and to the brief diet and client needs.<br/>Final submission before April of NEA 1 and NEA 2 completed.</p>  |   |
| <p>Summer</p> | <p>April &amp; May : Exam question strategy, exam topic revision.</p> <p>Theory lessons supporting CGP AQA exam and revision questions</p> <p>Year 11 Sept - May 31<sup>st</sup>: FOCUSED PRACTICAL TASKS SET AND TAUGHT BY TEACHER WHICH ARE FOCUSED AND CENTRED ON A PAST PAPER EXAM QUESTION.</p>      | <p>Students progress is graded against marking criteria and presented on tracker.</p> |
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Suggestions for independent study and home support

CGP AQA exam question book issued to all and pages set for Preparation.

AQA past papers have been uploaded to G Drive.

### KEY SKILLS

Literacy:

Analysing

Evaluating

Skills:

Enrobing

Baking

Roasting

Shaping

Forming

Task Analysis

Sensory Analysis

Other:

Communication

Presentation

Team work

Independent skills

Research development

Time management

**FOOD Year 10  
VCERT Food & Cookery**

| Exam Board & course title/code  | Unit   | Date of Exam   | % of Total Exam |
|---|--|--|-----------------|
| VCERT ncf<br>L2 Cert Food & Cookery   | 1,2,3,4  | Nov, March,  | 25%             |
|   | 1  |  | 25              |
|   | 2  |  | 25              |
|   | 4  |  | 25              |
|   |  |  |                 |
| Autumn Winter<br><br><b>UNIT 1:<br/>Preparing to Cook</b><br><b>Unit 2:<br/>Understanding Food</b><br><br>Preparation skills Kitchen management | Teaching of skills to support the unit assignment: Planning, preparing, cooking, finishing food.<br>Health and safety procedures and food storage conditions, temperature control. | Preparation:<br>Ingredients and cooking methods research.<br><br>Other assessments:<br>Criteria points are used to assess progress and students view their grade through a tracker- the unit is constantly assessed to the criteria for each unit. |                 |

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|                                    | <p>Key Practical Focus :</p> <p>Pastry making and pastry methods, both sweet and savoury.</p> <p>Cake making methods (Creaming, melting, whisking, all in one)</p> <p>Health and Safety procedures and food storage conditions</p>                                      |                    |
| <p>Spring</p> <p><b>UNIT 2</b></p> | <p>Ingredient research, choices and preparation for :</p> <p>Fruit dish, pastry, pasta, carbohydrate, protein, meat or fish dish. Dishes are recorded and evaluated to fulfill criteria for unit 2.</p> <p>Health and Safety procedures and food storage conditions</p> |                    |
| Spring                             |   |                    |
| <b>UNIT 3 exam paper</b>           | UNIT 3 exam paper strategy - understanding food   | Practice papers x3 |

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| <p>Summer</p>   | <p>Unit 4 Plan prepare and cook a 2 course menu for a client.</p> <p>Cooking trials of menus.</p>   | <p>Preparation: REsearch clients dietary needs and lifestyle. Plan menu to meet these.</p> <p>Investigate relevant recipes and ingredients to support menu selection idea</p> <p>Other assessments:</p> <p>Students graded on outcome of: Organisation<br/>Skills<br/>Health and Safety<br/>Food selection and presentation End of unit test</p> |
| <p><b>Summer 2:</b></p> <p>Live events</p>  | <p>Wk 1 <b>MAY Lunch Event</b> takes place - live assessment opportunity which covers all assessment criteria.<br/>Unit 2 evidence can also be collected.</p> | <p>Preparation:</p> <p>Table presentation.<br/>Food presentation.</p>  |
| <p>Suggestions for independent study and home support</p> <p><b>assessment criteria and specification uploaded to GDRiVE shared with all other support resources - keywords sheet, QCC sheet.</b></p> |   |  |
| <p><b>KEY SKILLS</b></p>  |   |  |

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|---|---|---------------|
| <p>Literacy:</p> <p>Analysing<br/>comparing<br/>Evaluating</p> <p>Skills:</p> <p>Enrobing<br/>Baking<br/>Roasting<br/>Shaping<br/>Forming<br/>Eat Well Plate<br/>Emulsification<br/>Smart Foods<br/>Standard Components<br/>Suspension<br/>Target Market<br/>Menu Planning<br/>Weighing</p> | <p>Numeracy:</p> <p>Skills in mathematical tasks such as percentage, weighing measuring, costing and timeplanning are required.</p> | <p>Other:</p> |
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| Measuring<br>SensoryAnalysis<br>StarChart<br>Modification<br>Upscaling<br>Marketing<br>Julienne<br>Chiffonade<br>Dice<br>Slice<br>Chop |  |  |
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## MODERN LANGUAGES FRENCH SPANISH AND GERMAN

| Year 10 - French GCSE          |                       |                        |                   |
|--------------------------------|-----------------------|------------------------|-------------------|
| Exam Board & course title/code | Unit                  | Date of Exam           | % of Total Exam   |
| AQA                            | Writing               | SUMMER EXAM IN YEAR 11 | 25%               |
|                                | Speaking              | SUMMER EXAM IN YEAR 11 | 25%               |
|                                | Reading               | Summer exam in Y11     | 25%               |
|                                | Listening             | Summer exam in Y11     | 25%               |
| <b>Key topics</b>              | <b>Course content</b> |                        | <b>Assessment</b> |

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| <p>Autumn 1:</p> <p>School Life</p>        | <ul style="list-style-type: none"> <li>● Describing a school day</li> <li>● Describing school facilities</li> <li>● Giving opinions on school uniform and rules</li> <li>● Talking about school trips</li> <li>● Describing what your primary school was like</li> </ul> | <p>Preparation:</p> <p>Written tasks</p> <p>Work set on Google classroom</p> <p>Vocabulary to learn</p> <p>Reading tasks</p><br><p>Pronunciation Practice</p><br><p>Other assessments:</p> <p>Reading and Listening</p> <p>Exam questions.</p> |
| <p>Autumn 2:</p> <p>Travel and tourism</p> | <ul style="list-style-type: none"> <li>● Describing holidays in three tenses</li> <li>● Using three tenses to talk about the weather</li> <li>● Learning how to complain about accommodation</li> <li>● Describing a disastrous holiday</li> </ul>                       | <p>Preparation:</p> <p>Extended writing</p> <p>Grammar practice of three tenses</p><br><br><br><p>Reading and Listening</p> <p>Exam.</p>   |

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| <p>Spring 1:<br/>Education and jobs post 16</p> | <ul style="list-style-type: none"> <li>● Talking about continuing studies/ apprenticeships</li> <li>● Life after school</li> <li>● Plans for future studies</li> <li>● Plans for future employment</li> </ul>   | <p>Preparation:<br/>Written tasks with emphasis on grammar.<br/>Vocabulary to learn.<br/>Reading tasks.<br/>Memorisation techniques.</p>                          |
|   | <p>Writing skills: self and peer assessment</p>   | <p>Other assessments:<br/>Reading and Listening<br/>Exam questions.</p>   |
| <p>Spring 2:<br/>Social issues</p>              | <p>Introduction of vocabulary relating to the topic of social issues (Foundation and Higher)</p> <ul style="list-style-type: none"> <li>● Talking about local and global social issues such as poverty and homelessness</li> <li>● Describing the rights and needs of vulnerable people</li> <li>● Talking about being a volunteer and doing charity work</li> <li>● How to lead a healthy lifestyle using modal verbs and the conditional tense</li> </ul> | <p>Preparation:<br/>Spelling and Grammar work.<br/>Exam questions<br/>Exam techniques</p> <p>Other assessments:<br/>Reading and Listening<br/>Practice Exams.</p> |

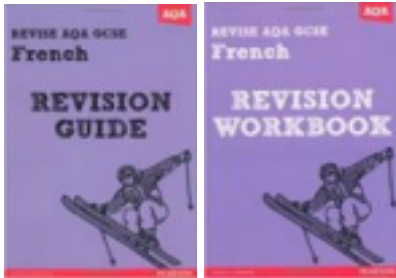


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| <p><b>Summer 1:</b><br/>Marriage and partnerships</p> | <p>Introduction of vocabulary relating to the topic of marriage and partnerships (Foundation and Higher)</p> <p>Continue to develop a range of structures and develop grammatical knowledge.</p> <ul style="list-style-type: none"> <li>● Describing how you get on with people</li> <li>● Describing different sorts of relationships</li> <li>● Pros and cons of marriage</li> <li>● Future plans</li> </ul> <p>Reading, Listening, Writing and Speaking skills developed.</p> | <p>Preparation:</p> <p>Spelling and Grammar work.<br/>Exam questions<br/>Exam techniques</p> <p>Other assessments:</p> <p>Reading and Listening Practice Exams.</p> |
| <p><b>Summer 2:</b><br/>Technology in modern life</p> | <p>Introduction of vocabulary relating to the topic of Technology (Foundation and Higher)</p> <p>Continue to develop range of structures and develop grammatical knowledge.</p> <p>Modern technology<br/>Pros and cons<br/>Imperfect tense<br/>Conditional tense</p> <p>Reading, Listening, Writing and Speaking skills developed.</p>   | <p>Preparation:</p> <p>Spelling and Grammar work.<br/>Exam questions<br/>Exam techniques</p> <p>Other assessments:</p> <p>Reading and Listening Practice Exams.</p> |

Suggestions for independent study and home support:

Regular vocabulary learning at home is vital for GCSE success in MFL.

We recommend: *Revise AQA: GCSE French Revision Guide AND Workbook* (from parent



pay)

[www.linguascope.com](http://www.linguascope.com) (ask your teacher for the username and login)

[www.doddlelearn.co.uk](http://www.doddlelearn.co.uk) - self testing, revision of key topics and grammar

[www.bbc.co.uk/schools/gcsebitesize/](http://www.bbc.co.uk/schools/gcsebitesize/) - great example questions and listening

exercises [www.languageskills.co.uk](http://www.languageskills.co.uk) - activities on topics and language

[www.memorizenow.com](http://www.memorizenow.com) - memory technique

[www.text-to-speech.imtranslator.net/](http://www.text-to-speech.imtranslator.net/) - great for pronunciation support

[www.cueprompter.com](http://www.cueprompter.com) - memory technique

[www.studystack.com](http://www.studystack.com)

[www.quizlet.com](http://www.quizlet.com) - self-testing quizzes

[www.languagesonline.org.uk](http://www.languagesonline.org.uk) - activities on topics and language

[www.memrise.com](http://www.memrise.com) - vocab. learning and revision

**KEY SKILLS:**

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| <p><b>Literacy</b></p> <p>Regular vocabulary learning is essential in Languages.<br/>Refer to your vocab. booklet provided by your teacher.</p> | <p><b>Numeracy</b></p> <p>Interpreting data from class surveys<br/>Presenting data in various formats<br/>Use of numbers, dates, times.<br/>Spotting patterns and deciphering language 'codes' and logical grammatical patterns.<br/>Working out percentages from test results<br/>Talking about pocket money, careers and budgeting.</p> | <p><b>Other</b></p> <p>Cultural awareness of customs and traditions and population diversity.</p> |
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| <b>Year 10 - Geography</b>                |                                      |                     |                        |
|---|--------------------------------------|---------------------|------------------------|
| <b>Exam Board &amp; course title/code</b> | <b>Unit</b>                          | <b>Date of Exam</b> | <b>% of Total Exam</b> |
| Edexcel B<br>Geography                    | Paper 1 - Global Geographical Issues | June 2020           | 37.5%                  |
|   | Paper 2 - UK Geographical Issues     | June 2020           | 37.5%                  |
|   | Paper 3 - People and the Environment | June 2020           | 25%                    |
| <b>Key topics</b>                         | <b>Course content</b>                | <b>Assessment</b>   |                        |

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| <p>Autumn 1:</p> <p>Hazardous Earth</p> | <p>Global atmospheric circulation<br/>Natural climate change<br/>Human climate change<br/>Climate projections<br/>Cyclones<br/>Impacts of cyclones<br/>Responses to cyclones<br/>Cyclone case study</p> | <p>Homework:</p> <p>Termly revision and consolidation homework set using the CGP revision guide and PLCs</p> <p>Makes use of the CGP revision guide.</p> <p>Other assessments:</p> <p>Students will have 2 assessments during the units covering areas of study and an end of topic test at the end of the unit.</p> |  |
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| <p>Autumn 2:</p> <p>Hazardous earth</p> | <p>Structure of the Earth<br/> Plate boundaries<br/> Volcanic hazards<br/> Earthquake hazards<br/> Managing tectonic hazards<br/> Tectonic hazards case study</p> | <p>Homework:</p> <p>Termly revision and consolidation homework set using the CGP revision guide and PLCs</p> <p>Makes use of the CGP revision guide.</p> <p>Other assessments:<br/> Students will have 2 assessments during the</p> |  |
|   |   | <p>units covering areas of study and an end of topic test at the end of the unit.</p>   |  |

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| <p>Spring 1:</p> <p>Development dynamics</p> | <p>Measuring development<br/>Global inequalities<br/>Consequences of global inequalities<br/>Theories of development<br/>Globalisation<br/>Reducing global inequalities<br/>Development case study</p> | <p>Homework:</p> <p>Termly revision and consolidation homework set using the CGP revision guide and PLCs</p> <p>Makes use of the CGP revision revision guide.</p> <p>Other assessments:<br/>Students will have 2 assessments during the units covering areas of study and an end of topic test at the end of the unit.</p> |  |
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| <p>Spring 2:</p> <p>Challenges of an urbanising world</p> | <p>Urbanisation<br/> Cities - growth and decline<br/> Urban economies<br/> Urban change<br/> Urban land use<br/> Urban change - case study</p> | <p>Homework:</p> <p>Termly revision and consolidation homework set using the CGP revision guide and PLCs</p> <p>Makes use of the CGP revision revision guide.</p> <p>Other assessments:<br/> Students will have 2 assessments during the units covering areas of study and an end of topic test at the end of the unit.</p> |  |
| <p>Summer 1:</p> <p>Fieldwork</p>                         | <p>Fieldwork, write up and exam practice</p>   | <p>Homework:</p> <p>Termly revision and consolidation homework set using the CGP revision guide and PLCs</p> <p>Makes use of the CGP revision revision guide.</p>   |  |



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|                               |  | Other assessments:  |  |
|                               |  | Students will have 2 assessments during the units covering areas of study and an end of topic test at the end of the unit.  |  |
| <p>Summer 2:<br/>Revision</p> | <p>Students will begin revising and revisiting previous units of work.<br/>This will involve intensive practice of exam questions and the development of responses. Revision sessions are also aimed at making the learning enjoyable and memorable.</p> | <p>Homework:<br/>Termly revision and consolidation homework set using the CGP revision guide and PLCs</p> <p>Makes use of the CGP revision revision guide.</p> <p>Other assessments:<br/>Students will have 2 assessments during the units covering areas of study and an end of topic test at the end of the unit.</p> |  |

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| <p>Suggestions for independent study and home support:</p> <p>Students are encouraged to buy the Edexcel B Revision guide which can be purchased from the Geography department for £3.25.</p> <p>Students will also be provided with revision resources called a PLC. Seneca is an online revision tool we encourage all students to use</p> |   |              |  |
| <b>KEY SKILLS:</b>   |   |              |  |
| <p>Literacy<br/>(keyword link)</p> <p>Students are provided with lists of keywords and terms for each unit of work.</p> <p>They will be expected to use these keywords to develop their written responses to questions.</p> <p>Students are also expected to develop their literacy skills</p>   | <p>Numeracy</p> <p>Numeracy is developed through the units of work by analyzing graphs and charts, making use of statistics and graphicacy.</p> | <p>Other</p> |  |

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| through<br>effective use of<br>connectives. |  |  |  |
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| Year 10 - German GCSE          |  |                    |   |
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| Exam Board & course title/code | Unit   | Date of Exam       | % of Total Exam   |
| AQA                            | Writing  | Summer exam in Y11 | 25%   |
|                                | Speaking   | Summer exam in Y11 | 25%   |
|                                | Reading  | Summer exam in Y11 | 25%   |
|                                | Listening  | Summer exam in Y11 | 25%   |
| Key topics                     | Course content   |                    | Assessment  |
| <p>Autumn 1:</p> <p>Media</p>  | <p>Talking about the media you use in everyday life. Reviewing present tense.<br/>           Creating an online profile. Reviewing the nominative case.<br/>           Discussing music and TV habits and asking questions. Describing a film and comparing new media with old media.<br/>           Structuring simple arguments for and against.</p> |                    | <p>Preparation:</p> <p>Written tasks.<br/>           Work set on Doodle.<br/>           Vocabulary to learn.<br/>           Reading tasks.</p> <p>Other assessments:</p> <p>Reading and Listening exam questions.</p> |

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| <p>Autumn 2:</p> <p>Media</p>                  | <p>Pronunciation practice.</p>   | <p>Preparation:</p> <p>Memorising techniques.<br/>Pronunciation practice</p> <p>Revision: Mock Reading<br/>and Listening exam.</p>   |
| <p>Spring 1:</p> <p>Healthy<br/>Lifestyles</p> | <p>Talking about your eating and drinking habits. Discussing healthy and unhealthy lifestyles and talking about illnesses and injuries.<br/>Discussing teenage stress, smoking and drinking issues.<br/>Using the conditional tense and word order after subordinating conjunctions.</p> | <p>Preparation:</p> <p>Written tasks with emphasis on grammar.<br/>Work set on Doodle.<br/>Work set on languages online. Vocabulary to learn.<br/>Reading tasks.</p> <p>Other assessments:<br/>Reading and Listening exam questions.</p> |
| <p>Spring 2:</p>                               |  | <p>Preparation:</p>  |

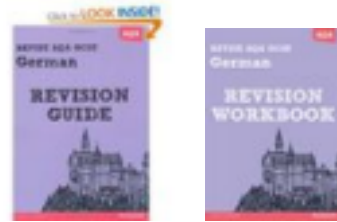
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| <p>Healthy Lifestyles</p>               | <p>Reviewing, revising and improving written work. Preparing for an essay about healthy lifestyles.</p>  | <p>Memorising techniques. Work set on languages online. Spelling and grammar work. Other assessments:<br/>Controlled Assessment, Speaking 2: Holidays.</p> <p>Other assessments:<br/>Reading &amp; Listening exam questions.</p> |
| <p>Summer 1:<br/>Family and Friends</p> | <p>Talking about your family and discussing how well you get on with family and friends. Discussing different family structures, talking about relationship problems and issues, and giving advice. Talking about supporting your community. Using separable verbs, reviewing the accusative case, checking written work thoroughly.</p> | <p>Preparation:<br/>Work set on languages online. Spelling and grammar work.</p> <p>Other assessments:<br/>Reading &amp; Listening exam questions.</p>   |

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| <p>Summer 2:</p> <p>School</p> | <p>Discussing your timetable and comparing subjects and giving reasons.<br/>Describing a typical school day.<br/>Discussing and evaluating school rules and the pros and cons of a school uniform.<br/>Imagining and creating an ideal school.<br/>Talking about the pressures of school and making future plans.<br/>Using adjectives, comparatives, superlatives, negative expressions and pronouns.</p> | <p>Preparation:<br/>Work set on languages online. Spelling and grammar work.</p> <p>Other assessments:<br/>Reading &amp; Listening exam questions.</p> |
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Suggestions for independent study and home support:

Regular vocab. learning at home is vital for GCSE success in MFL.

We recommend: *Revise AQA: GCSE German Revision Guide AND Workbook* (from



Amazon/WISEPAY).

[www.linguascope.com](http://www.linguascope.com) (ask your teacher for the username and login)

[www.doddlelearn.co.uk](http://www.doddlelearn.co.uk) - self testing, revision of key topics and grammar

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[www.text-to-speech.imtranslator.net/](http://www.text-to-speech.imtranslator.net/) - great for pronunciation support

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[www.studystack.com](http://www.studystack.com)

[www.quizlet.com](http://www.quizlet.com) - self-testing quizzes

[www.languagesonline.org.uk](http://www.languagesonline.org.uk) - activities on topics and language

[www.memrise.com](http://www.memrise.com) - activities on topics and language



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| <p><b>Literacy:</b></p> <p>Refer to your vocab. booklet provided by your teacher.</p> | <p><b>Numeracy:</b></p> <p>Interpreting data from class surveys<br/>Presenting data in various formats<br/>Use of numbers, dates, times.<br/>Spotting patterns and deciphering language 'codes' and logical grammatical patterns.<br/>Working out percentages from test results<br/>Talking about pocket money, careers and budgeting.</p> | <p><b>Other:</b></p> |
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**Year 10 - Health and Fitness VCert**

| <b>Exam Board &amp; course title/code</b> | <b>Unit</b>  | <b>Date of Exam</b> | <b>% of Total Exam</b>  |
|---|--|---------------------|---|
| NCFE                                      | NCFE VCERT Health and fitness (Level 1/2 )<br>(60326505)   |                     | 40%   |
| <b>Key topics</b>                         | <b>Course content</b>  |                     | <b>Assessment</b>   |
| Autumn 1:                                 | Explain the terms 'health' and 'fitness' Describe the benefits of exercise<br>Describe the health-related components of fitness<br>Describe the skill-related components of fitness<br>Describe tests that measure the components of HRF and SRF<br>Describe the principles of training<br>Describe the appropriate methods of training for each HRF/SRF |                     | Preparation:<br><br>Coursework not completed during lesson time must be finished as Preparation.<br><br>Preparation tasks<br><br>Research : Personal exercise and nutrition plans |

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| <p>Autumn 2:</p> | <p>Describe the structure and function of the main body systems<br/> Describe the long-term/short-term effects of exercise on the MBS<br/> Describe the measure of body composition Demonstrate the measure for body composition<br/> Carry out tests to measure HRF<br/> Carry out tests to measure SRF<br/> Assess the positive and negatives of these measures</p> | <p>Preparation:</p> <p>Coursework not completed during lesson time must be finished as Preparation.</p> <p>Preparation tasks</p> <p>Research : Goal setting</p> |
| <p>Spring 1:</p> | <p>Describe how each of the main food groups contribute to a healthy lifestyle<br/> Describe what is meant by a balanced diet Describe how non-nutrients contribute to a health diet<br/> Describe lifestyle diseases related to lack of physical activity and poor diet</p>  | <p>Preparation:</p> <p>Coursework not completed during lesson time must be finished as Preparation.</p> <p>Preparation tasks</p>                                |
|                  | <p>Explain the effects of a long-term sedentary lifestyle on health and well-being.</p>   | <p>Research : The effectiveness of fitness programmes</p>   |

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| <p>Spring 2:</p> | <p>Explain reasons why people do not take part in physical activity<br/> Explain reasons why people are motivated to take part in physical activity<br/> Describe ways to improve individual motivation<br/> Demonstrate ways to improve individual motivation<br/> Review ways to improve individual motivation</p> | <p>Preparation:</p> <p>Coursework not completed during lesson time must be finished as Preparation.</p> <p>Preparation tasks</p> <p>Research : Adaptation of fitness programmes</p> <p>Other assessments:</p> |
| <p>Summer 1:</p> | <p>Describe the purpose of a PARQ<br/> Assess the suitability for an individual to participate in fitness activities<br/> Describe the preparation needed for a specific purpose<br/> Assess an individual's base level of fitness Produce an individual exercise programme for a specific purpose</p>               | <p>Preparation:</p> <p>Coursework not completed during lesson time must be finished as Preparation.</p> <p>Preparation tasks</p> <p>individual research tasks</p>   |

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| <p>Summer 2:</p>   | <p>Produce a nutrition plan for the period of the PEP<br/>         Assess the effectiveness of the exercise programme<br/>         Describe how to improve the exercise programme<br/>         Describe how to improve the nutrition plan</p> | <p>Preparation:<br/>         Coursework not completed during lesson time must be finished as Preparation.<br/>         Preparation tasks<br/>         individual research tasks</p> |
| <p>Suggestions for independent study and home support</p> <p>Independent research of factors associated with the health and fitness industry</p> |   |   |
| <p><b>KEY SKILLS</b></p>   |   |   |
| <p>Literacy (keyword link)</p> <p>Describe in detail, explain ,<br/>         Contrast, interpret, justify</p>                                    | <p>Numeracy</p> <p>Interpretation of tables, charts, graphs</p>   | <p>Other</p> <p>Problem solving, decision making, Communication skills through presenting and creating video clips.</p>   |

**Year 10 - Health and Social Care Btec Tech**

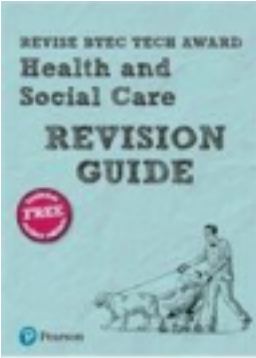
| <b>Exam Board &amp; course title/code</b>   | <b>Unit</b>   | <b>Date of Exam and % of Total Exam</b>  |
|---|---|--|
| Edexcel   | Human Growth and Development  | 60% Internal Assessed Coursework<br>40% External Assessed coursework   |
|   | Health and Social Care Services and Values  |  |
| <b>Key topics</b>   | <b>Course content</b>   | <b>Assessment</b>  |
| <p><b>Autumn 1:</b></p> <p>Component 1. Review: The stages and patterns of human growth and development</p> | <p>Learning Aim A: Personal Growth and Development</p> <p>Know, understand and explain what aspects of development are and how factors other than age affect outcomes for a chosen case study across 3 life stages.</p> <p>Independent research and project work.</p> | <p>Preparation:</p> <p>Interviews with people at different life stages</p> <p>Design of charts covering milestones of development</p> <p>Other assessments: Component 1 Learning aim A is an internally assessed assignment and is 15% of the final grade.</p> |

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| <p><b>Autumn 2:</b><br/>Component 1. Factors affecting human growth and development . Life events and sources of support.</p> | <p>Coping with Life<br/>Know, understand and explain how 2 chosen individuals cope with life events. Evaluate expected and unexpected life events.<br/>Investigate and describe sources of support that exist and how chosen individuals access them. Evaluate how useful sources of support are for different case studies.<br/>Independent research and project work.</p> | <p>Preparation:<br/>Interviews with people who have coped with life event<br/>Practice questions<br/>Case studies with questions<br/>Other assessments:<br/>Component 1 Learning aim B internally assessed assignment is 15% of the final grade.</p> |
| <p><b>Spring 1:</b><br/>Component 2. Review Health and Social Care Services and Values</p>                                    | <p>Consider H&amp;SC Services as well as different client groups.<br/><br/>Barriers; including Geographical, Financial, Resources<br/>Independent research and project</p>  | <p>Preparation:<br/><br/>Research in preparation for placement<br/>Other assessments:</p>  |
|   | <p>work.</p>  | <p>Component 2 Learning Aim A is an internally assessed assignment which is 15% of the final grade</p>   |

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| <p><b>Spring 2:</b><br/>Component 2. Review Health and Social Care Services and Values.</p> <p>Component 3<br/>Health and Wellbeing</p> | <p>Consider H&amp;SC Services as well as different client groups. Values; including Confidentiality, Safeguarding and Communication.</p> <p>Independent research and project work.</p>  | <p>Preparation:</p> <p>Research in preparation for placement</p> <p>Other assessments:<br/>Component 2 Learning aim B is an internally assessed assignment which is 15% of the final grade.</p> |
| <p><b>Summer 1:</b><br/>Component 2. Review Health and Social Care Services and Values</p> <p>Component 3<br/>Health and Wellbeing</p>  | <p>Component 3 will be focus in time for exam mid-May<br/>DIRT: H&amp;SC Services as well as different client groups. Values; including Confidentiality, Safeguarding and Communication. Barriers; including Geographical, Financial, Resources</p> | <p>Preparation:</p> <p>Research in preparation for placement</p> <p>Other assessments:<br/>Externally Assessed exam on Component 3 content</p>  |



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| <p><b>Summer 2:</b></p> <p>Component 2. Review Health and Social Care Services and Values</p> <p>Component 3 Health and Wellbeing</p>  | <p>Application of Care Values in different service settings.</p> | <p>Preparation:</p> <p>Reflect on Care Values at Placement</p> <p>Other assessments:</p> <p>Component 2 Learning aim B internally assessed assignment</p> |
| <p>Suggestions for independent study and home support:</p> <p>Infant development<br/> Development in adolescence<br/> Development throughout life<br/> Abuse and neglect<br/> How life events can impact on development<br/> What is self-concept?<br/> Research into different career options in health and social care sectors</p> |  |   |
| <p><b>KEY SKILLS:</b></p>  |  |   |

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| <p>Literacy:<br/>(keyword link)</p> <p><a href="#">Command Words</a></p> <p><a href="#">Subject Specific words</a></p> | <p>Numeracy:</p> <p>Age ranges</p> <p>Centile Charts</p> <p>UK population statistics</p> | <p>Other:</p> <p><a href="#">Revision Google Classroom</a></p>  <p>The image shows the cover of a revision guide. At the top, it says 'REVISE BTEC TECH AWARD'. Below that, 'Health and Social Care' is written in a larger font. The main title is 'REVISION GUIDE' in bold, capital letters. There is a red circular badge on the left side that says 'FREE'. At the bottom, there is a black and white illustration of a person walking a dog. The Pearson logo is in the bottom left corner.</p> |
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**Year 10 - History GCSE (Edexcel 9-1)**

| <b>Year 10 - History GCSE (Edexcel 9-1)</b> |  |                     |                        |
|---|--|---------------------|------------------------|
| <b>Exam Board &amp; course title/code</b>   | <b>Unit</b>  | <b>Date of Exam</b> | <b>% of Total Exam</b> |
| Edexcel History 9-1                         | Paper 1 -<br>Thematic Study<br>and Historic<br>Environment -<br>Medicine in Britain<br>through time    | Summer 2023         | 30%                    |
|   | Paper 2 - Period<br>Study and British<br>Depth<br>Study - Early<br>Elizabethan<br>England<br>1558-1588 | Summer 2023         | 40%                    |
|   | Paper 3 - Modern<br>Depth Study -<br>Weimar and Nazi<br>Germany<br>1918-39                             | Summer 2023         | 30%                    |
| <b>Key topics</b>                           | <b>Course content</b>  |                     | <b>Assessment</b>      |

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| <p>Autumn 1&amp; 2:<br/>Paper 2 Early<br/>Elizabethan<br/>England</p> | <p><b>Key topic 1 - Queen, Government and Religion</b></p> <ul style="list-style-type: none"><li>• The situation on Elizabeth's accession</li></ul> <p><b>Key topic 3 Elizabethan society in the Age of Exploration, 1558-88</b></p> <ul style="list-style-type: none"><li>• Education and leisure</li><li>• The problem of the poor</li></ul> | <p>Preparation:</p> <p>Weekly Preparation - eg keywords test, knowledge test, practice questions, creation of revision resources for Units studied last year</p> <p>Other assessments:</p> <p>End of unit assessment practicing new skills needed for this part of paper</p> |
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| <p>Autumn 2:</p> | <p><b>Key topic 1 - Queen, Government and Religion</b></p> <ul style="list-style-type: none"> <li>● The 'settlement' of religion</li> <li>● Challenges to the religious settlement</li> <li>● The problem of Mary, Queen of Scots</li> </ul> <p><b>Key topic 2 -Challenges to Elizabeth at home and abroad, 1569-88</b></p> <ul style="list-style-type: none"> <li>● Plots and revolts at home</li> <li>● Relations with Spain</li> <li>● Outbreak of war with Spain, 1585-88</li> <li>● The Armada</li> </ul> | <p>Preparation:</p> <p>Weekly Preparation - eg keywords test, knowledge test, practice questions, creation of revision resources for Units studied last year</p> <p>Other assessments:</p> <p>End of unit assessment practicing new skills needed for this part of paper</p> |
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| <p>Spring 1:<br/>EEE</p> <p>Weimar and Nazi Germany</p> | <p><b>Key topic 3 Elizabethan society in the Age of Exploration, 1558-88</b></p> <ul style="list-style-type: none"> <li>● Exploration and voyages of discovery</li> <li>● Raleigh and Virginia</li> </ul> <p><b>KEY TOPIC 1: THE WEIMAR REPUBLIC 1918-29</b></p> <ul style="list-style-type: none"> <li>● Origins of the Republic</li> <li>● Early Challenges to the Republic</li> <li>● Recovery of the Republic</li> <li>● Changes in Society</li> </ul> | <p>Preparation:</p> <p>Revision of course content studied so far. Keyword and knowledge tests Other assessments:</p> <p>End of topic assessment testing ability to work in exam conditions and exam skills for this paper</p>   |
| <p>Spring 2:<br/>Weimar and Nazi Germany</p>            | <p><b>KEY TOPIC 2: HITLER'S RISE TO POWER 1919-33</b></p> <ul style="list-style-type: none"> <li>● Early Development of the Nazi Party, 1920-22</li> <li>● The Munich Putsch and the Lean Years, 1923-29</li> <li>● The Growth in support for the Nazis, 1929-32</li> <li>● How Hitler became Chancellor 1932-33</li> </ul>  | <p>Preparation:</p> <p>Weekly Preparation - eg keywords test, knowledge test, practice questions, creation of revision resources</p> <p>Other assessments:</p> <p>End of unit assessment practicing new skills needed for this part of paper eg explanation questions</p> |

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| <p>Summer 1:</p> | <p>KEY TOPIC 3: NAZI CONTROL AND DICTATORSHIP 1933-39</p> <ul style="list-style-type: none"> <li>● The creation of a dictatorship, 1933-34</li> <li>● The Police State</li> <li>● Controlling and influencing attitudes</li> <li>● Opposition, resistance and conformity</li> </ul> | <p>Preparation:</p>  |
|                  | <p>KEY TOPIC 4: LIFE IN NAZI GERMANY, 1933-39</p> <ul style="list-style-type: none"> <li>● Nazi policies towards Women</li> <li>● Nazi policies towards the Young</li> <li>● Employment and Living Standards</li> <li>● The Persecution of Minorities</li> </ul>                    | <p>Weekly Preparation - eg keywords test, knowledge test, practice questions, creation of revision resources</p> <p>Other assessments:</p> <p>End of unit assessment practicing new skills needed for this part of paper eg Interpretations and sources.</p> |

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| <p>Summer 2:</p>  | <p>Start Superpower Relations after revision on Medicine and EEE and Germany units if time permits.</p> <p>End of year assessment will be on units already completed.</p> | <p>Preparation:</p> <p>Revision of both Medicine and Elizabeth course content. Keyword and knowledge tests on whole of paper 1 &amp; 2</p> <p>Other assessments:</p> <p>End of topic assessment testing ability to work in exam conditions and exam skills for this part of the paper</p> |
| <p>Suggestions for independent study and home support:</p> <p>‘Revise Edexcel GCSE History 9-1: Revision Guide’ (available from History department or Pearson online)</p> <p>Students should primarily use the Google Classroom where we upload recent and all revision resources, topic notes and practice questions.</p> <p><a href="#">The History department page</a> on the school website has extensive <a href="#">revision resources</a> and links to other websites.</p> |   |   |
| <p><b>KEY SKILLS:</b></p>   |   |   |



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| <p>Literacy</p> <p>Key words sheets and regular review of key terms</p> | <p>Numeracy</p> <p>There are various opportunities to use numeracy skills such as using graphs, spreadsheets and pie charts</p> | <p>Other</p> <p>Source skills - inference skills; testing a source for reliability/utility; cross-referencing sources</p> |
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**FOOD Year 10  
VCERT Food & Cookery**

| <b>Exam Board &amp; course title/code</b>   | <b>Unit</b>  | <b>Date of Exam</b>  | <b>% of Total Exam</b> |
|---|--|--|------------------------|
| VCERT ncf<br>L2 Cert Food & Cookery   | 1,2,3,4  | Nov, March,  | 25%                    |
|   | 1  |  | 25                     |
|   | 2  |  | 25                     |
|   | 4  |  | 25                     |
|   |  |  |                        |
| Autumn Winter<br><br><b>UNIT 1:<br/>Preparing to Cook</b><br><b>Unit 2:<br/>Understanding Food</b><br><br>Preparation skills Kitchen management | Teaching of skills to support the unit assignment: Planning, preparing, cooking, finishing food.<br>Health and safety procedures and food storage conditions, temperature control. | Preparation:<br>Ingredients and cooking methods research.<br><br>Other assessments:<br>Criteria points are used to assess progress and students view their grade through a tracker- the unit is constantly assessed to the criteria for each unit. |                        |

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|   | <p>Key Practical Focus :</p> <p>Pastry making and pastry methods, both sweet and savoury.</p> <p>Cake making methods (Creaming, melting, whisking, all in one)</p> <p>Health and Safety procedures and food storage conditions</p>                                      |                           |
| <p>Spring</p> <p><b>UNIT 2</b></p>            | <p>Ingredient research, choices and preparation for :</p> <p>Fruit dish, pastry, pasta, carbohydrate, protein, meat or fish dish. Dishes are recorded and evaluated to fulfill criteria for unit 2.</p> <p>Health and Safety procedures and food storage conditions</p> |                           |
| <p>Spring</p> <p><b>UNIT 3 exam paper</b></p> | <p>UNIT 3 exam paper strategy - understanding food</p>  | <p>Practice papers x3</p> |

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| <p>Summer</p>  | <p>Unit 4 Plan prepare and cook a 2 course menu for a client.</p> <p>Cooking trials of menus.</p>   | <p>Preparation: REsearch clients dietary needs and lifestyle. Plan menu to meet these.</p> <p>Investigate relevant recipes and ingredients to support menu selection idea</p> <p>Other assessments:</p> <p>Students graded on outcome of: Organisation<br/>Skills<br/>Health and Safety<br/>Food selection and presentation End of unit test</p> |
| <p><b>Summer 2:</b></p> <p>Live events</p>   | <p>Wk 1 <b>MAY Lunch Event</b> takes place - live assessment opportunity which covers all assessment criteria.<br/>Unit 2 evidence can also be collected.</p> | <p>Preparation:</p> <p>Table presentation.<br/>Food presentation.</p>  |
| <p>Suggestions for independent study and home support</p> <p><b>assessment criteria and specification uploaded to GDRVE shared with all other support resources - keywords sheet, QCC sheet.</b></p> |   |  |
| <p><b>KEY SKILLS</b></p>   |   |  |

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| <p>Literacy:</p> <p>Analysing<br/>comparing<br/>Evaluating<br/>Skills:<br/>Enrobing</p> | <p>Numeracy:</p> | <p>Other:</p> |
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| Baking<br>Roasting<br>Shaping<br>Forming<br>EatWellPlate<br>Emulsification<br>SmartFoods<br>StandardComponents<br>Suspension<br>TargetMarket<br>MenuPlanning<br>Weighing<br>Measuring<br>SensoryAnalysis<br>StarChart<br>Modification<br>Upscaling<br>Marketing<br>Julienne<br>Chiffonade<br>Dice<br>Slice<br>Chop |  |  |
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| <b>Learning 4 Life</b>                                 |  |
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| <b>Key topics</b>                                      | <b>Course content</b>  |
| Autumn 1<br>Drugs, Alcohol<br>and Tobacco<br>Education | Consider the different reasons why people take drugs<br>Understand the effects and risks of the four categories of drugs Explore what polydrug use is, the risks associated and why people might do it Understand the risks of taking legal highs such as mephedrone and club drugs as ecstasy.<br>Wider risks and consequences of legal and illegal substance use.  |
| Autumn 2<br>Mental health<br>and anti<br>bullying      | Know your rights in the workplace and how to deal with workplace bullying<br>Develop understanding about what causes eating disorders, depression, bi polar, self harm.<br>Understand why there is a stigma around mental illness<br>Healthy coping strategies<br>How to seek help and support   |
| Spring 1<br>Gambling<br>awareness and<br>risk taking   | Understand who is at risk and the reasons why people gamble. Probability, luck and risk taking<br>Addiction and mental health  |
| Spring 2<br>Relationship &<br>Sex Education            | Sexually transmitted infections (STIs), blood borne viruses (BBVs) including HIV. To recognise when a relationship or act is unhealthy, abusive and against the law.<br>Understand the impact of domestic and other abuse and the law related to it.<br>Recognise and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes and about health risks and issues related to this, including cosmetic procedures<br>Learn how to negotiate condom use, and safer sex<br>Consent |

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| <p>Summer 1<br/>RSE continued<br/>and Citizenship</p> | <p>Social media and relationships<br/>Knowing when you are ready for first sex</p> <p>Citizenship<br/>Electoral systems outside the UK.<br/>Democratic and nondemocratic governments, ways a citizen can contribute to the improvement of his/her community</p> |
| <p>Summer 2<br/>Preventing<br/>extremism</p>          | <p>Prevent<br/>Understanding and preventing radicalisation and extremism<br/>How can language used in the media divide us?<br/>Influence of others and the importance of community<br/>Who is at risk, signs to look for, support services.</p>                 |
| <p><b>KEY SKILLS</b></p>                              |   |

Students develop knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. This includes staying safe and healthy, building self-esteem, confidence, aspirations, resilience and empathy and employability skills.



| <b>Year 10 - Mathematics</b>              |                               |  |                     |                        |
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| <b>Exam Board &amp; course title/code</b> | <b>Unit</b>                   |  | <b>Date of Exam</b> | <b>% of Total Exam</b> |
| <b>AQA</b>                                | <b>GCSE Mathematics 8300H</b> |  |                     |                        |
|   | 8300/1F, 8300/2F and 8300/3F  |  |                     |                        |
| <b>AQA</b>                                | <b>GCSE Mathematics 8300F</b> |  |                     |                        |
|   | 8300/1F, 8300/2F and 8300/3F  |  |                     |                        |
| <b>Key topics</b>                         | <b>Course content</b>         |  | <b>Assessment</b>   |                        |

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| <p><b>Autumn 1:</b><br/>Foundation tier Topic 1 - Basic number</p> | <p>Order positive and negative integers, Use the symbols =, ≠, &lt;, &gt;, Apply the four operations, including formal written methods, to integers – both positive and negative Understand and use place value, Recognise and use relationships between operations including inverse operations. Estimate answers</p> | <p>Preparation:<br/>Doddlelearn.co.uk</p>  |
| <p>Topic 2 - Factors and multiples</p>                             | <p>Use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, prime factorisation, including using product notation, and the unique factorisation theorem</p>  | <p>tasks Other</p>   |
| <p>Topic 5 - Indices</p>   | <p>Use positive integer powers and associated real roots including square numbers up to 15x15, Recognise powers of 2, 3, 4, 5, know that <math>1000=10^3</math> and 1 million = <math>10^6</math> Calculate with roots and with integer indices</p>  | <p>assessments:<br/><br/>End of term assessment on topics covered since September.<br/>Follow up lesson to go through assessment/ misconceptions</p> |
| <p>Topic 33 - Measures</p>   | <p>Use standard units of measure and related concepts, Use standard units of mass, length, time, money and other measures, Change freely between related standard units and compound units in numerical and algebraic contexts Use compound units such as speed, rates of pay, unit pricing, density and pressure</p>  |  |
| <p>Topic 51 - Statistical measures</p>                             | <p>Interpret, analyse and compare the distributions of data sets from univariate empirical distributions, Apply statistics to describe a population, Infer properties of populations or distributions from a sample, whilst knowing the limitations of sampling</p>  |  |
| <p>Topic 32 - Construction and loci</p>                            | <p>Use the standard ruler and compass constructions, perpendicular bisector of a line segment, bisecting a given angle, Know that the perpendicular distance</p>   |  |

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|  | from a point to a line is the shortest distance to the line |  |
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| <p>Autumn 1:<br/>Higher tier<br/>Topic 6 -<br/>Basic<br/>number</p> | <p>Order positive and negative integers, Use the symbols =, ≠, &lt;, &gt;, ≤, ≥. Apply the four operations, including formal written methods, to integers – both positive and negative Understand and use place value, Recognise and use relationships between operations including inverse operations, Estimate answers</p>  | <p>Preparation:<br/>Doddlelearn.co.uk<br/><br/>tasks. Other<br/><br/>assessments:</p> |
| <p>Topic 2 -<br/>Factors and<br/>multiples</p>                      | <p>Use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation, and the unique factorisation theorem</p>  | <p>End of term<br/>assessment on topics<br/>covered since<br/>September 2015.</p>     |
| <p>Topic 37 - Angles</p>  | <p>Use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries, Use the standard conventions for labelling and referring to the sides and angles of triangles, Draw diagrams from written descriptions, Apply the properties of: angles at a point, angles at a point on a straight line, vertically opposite angles. Understand and use alternate and corresponding angles on parallel lines</p> | <p>Follow up lesson to<br/>go through<br/>assessment/<br/>misconceptions</p>          |
| <p>Topic 5 - Indices</p>  | <p>Use positive integer powers and associated real roots - including square numbers up to 15 x 15<br/>Recognise powers of 2, 3, 4, 5 - know that 1000=10<sup>3</sup> and 1 million =10<sup>6</sup> Estimate powers and roots of any given positive number, Calculate with roots, and with integer and fractional indices</p>  |   |
| <p>Topic 11 - Surds</p>   |   |   |

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| <p>Topic 45 -<br/>Properties of<br/>polygons</p> <p>Topic 12-<br/>Number recap<br/>and review</p> | <p>Recognise and use simple geometric progressions<br/>Calculate exactly with surds. Simplify surd<br/>expressions involving squares</p> <p>Derive and use the sum of angles in a triangle,<br/>Derive and apply the properties and definitions of:<br/>special types of quadrilaterals, including square,<br/>rectangle, parallelogram, trapezium, kite and<br/>rhombus and triangles and other plane figures using<br/>appropriate language</p> <p>Deduce expressions to calculate the nth term of<br/>linear and quadratic sequences, Change recurring<br/>decimals into their corresponding fractions and vice<br/>versa, Apply and interpret limits of accuracy<br/>including upper and lower bounds</p> |   |
| <p>Autumn 2:<br/>Foundation<br/>tier Topic 11<br/>-<br/>Algebra recap</p>                         | <p>Understand and use the concepts and vocabulary<br/>of expressions, equations, formulae, identities,<br/>inequalities, terms and factors<br/>Simplify and manipulate algebraic expressions by:<br/>collecting like terms, multiplying a single term over a<br/>bracket, taking out common factors. Deduce<br/>expressions</p>   | <p>Preparation:<br/><a href="http://Doddlelearn.co.uk">Doddlelearn.co.uk</a><br/><br/>tasks Other<br/><br/>assessments:</p> |

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| <p>Topic 31-<br/>Congruence<br/>and similarity</p> <p>Topic 41 -<br/>Introduction<br/>to<br/>trigonometry</p> <p>Topic 36 -<br/>further<br/>perimeter and<br/>area</p> | <p>to calculate the nth term of a linear sequence. Solve linear equations in one unknown algebraically including those with the unknown on both sides of the equation</p> <p>Use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS), Apply triangle congruence to conjecture and derive results about angles and sides. Apply the concepts of congruence and similarity</p> <p>Know and use the trigonometric ratios, Apply them to find angles and lengths in right-angled triangles in two dimensional figures.<br/>Know the exact values of <math>\sin\theta</math> and <math>\cos\theta</math> for <math>\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ</math>, and <math>90^\circ</math>. Know the exact value of <math>\tan\theta</math> for <math>\theta = 0^\circ, 30^\circ, 45^\circ</math> and <math>60^\circ</math>.</p> <p>Identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres</p> <p>Calculate the perimeter of a 2D shape and composite shapes, Calculate the area of composite shapes, Know and apply formulae to calculate area of: triangles, parallelograms, trapezia</p> | <p>End of term assessment on topics covered since September 2015.</p> <p>Follow up lesson to go through assessment/ misconceptions</p> |
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| <p><b>Autumn 2:</b><br/>Higher tier<br/>Topic 41 - congruence and similarity</p> <p>Topic 47 - Pythagoras' theorem and basic trigonometry</p> <p>Topic 28 - Simultaneous equations</p> <p>Topic 56 - Probability</p> | <p>Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides including the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs</p> <p>Apply and use the concepts of congruence and similarity, including the relationships between lengths, areas and volumes in similar figures</p> <p>Know the formula for Pythagoras' Theorem <math>a^2+b^2=c^2</math> Apply it to find lengths in right angled triangles and where possible, in three dimensional figures, Know and use the trigonometric ratios Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides including Pythagoras' Theorem and use known results to obtain simple proofs. Compare lengths using ratio notation; make links to trigonometric ratios. Know the exact values of <math>0^\circ</math>, <math>30^\circ</math>, <math>45^\circ</math>, <math>60^\circ</math> and <math>90^\circ</math>. Know the exact value of <math>0^\circ</math>, <math>30^\circ</math>, <math>45^\circ</math> and <math>60^\circ</math></p> <p>Solve two simultaneous equations in two variables algebraically, Find approximate solutions using a graph. Translate simple situations or procedures into algebraic expressions or formulae Derive two simultaneous equations</p> <p>Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes or multiple</p> | <p>Preparation:<br/>Doddlelearn.co.uk</p> <p>tasks Other</p> <p>assessments:</p> <p>End of term assessment on topics covered since September.<br/>Follow up lesson to go through assessment/ misconceptions</p> |
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|  | <p>future experiments. Relate relative expected frequencies to theoretical probability, using appropriate language and the 0 - 1 probability scale. Enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams and tree diagrams. Understand that empirical unbiased samples tend towards theoretical probability distributions with increasing sample size. Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions</p> |  |
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| <p>Spring 1:<br/>Foundation<br/>Topic 36 -<br/>Further<br/>perimeter and<br/>area</p> <p>Topic 30 -<br/>Further<br/>circumference and area</p> <p>Topic 14 -<br/>Graphs recap<br/>and extension</p> <p>Topic 19 -<br/>Simultaneous<br/>equations</p> | <p>Know and apply formulae to calculate area of: Triangles, Parallelograms, trapezia<br/>Find the surface area of pyramids and composite solids</p> <p>Identify and apply circle definitions and properties, including centre, radius, chord, diameter, circumference, tangent, arc, sector and segment.<br/>Know and use the formulae<br/>Circumference of a circle = <math>2\pi r = \pi d</math>, Area of a circle = <math>\pi r^2</math><br/>Calculate the perimeter of 2D shapes including circles and composite shapes. Calculate areas of circles and composite shapes. Calculate surface area of spheres, cones and composite solids. Calculate arc lengths, angles and areas of sectors of circles.<br/>Calculate exactly with multiples of <math>\pi</math></p> <p>Solve geometrical problems on coordinate axes. Use the form to identify parallel lines. Find the equation of the line through two given points, or through one point with a given gradient. Identify and interpret gradients and intercepts of linear functions graphically and algebraically</p> <p>Solve two simultaneous equations in two variables algebraically<br/>Find approximate solutions using a graph.<br/>Translate simple situations or procedures into algebraic expressions or formulae</p> | <p>Preparation:<br/>Doddlelearn.co.uk</p> <p>tasks Other</p> <p>assessments:</p> <p>End of term assessment on topics covered since September.<br/>Follow up lesson to go through assessment/ misconceptions</p> |
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|   | Derive two simultaneous equations, Solve the equations and interpret the solution   |   |
| <p><b>Spring 1:</b><br/>Higher<br/>Topic 56 -<br/>Probability</p> | <p>Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions.</p> <p>Calculate and interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn diagrams.</p> | <p>Preparation:<br/><a href="http://Doddlelearn.co.uk">Doddlelearn.co.uk</a></p> <p>tasks Other</p> <p>assessments:</p> |

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| <p>Topic 60 -<br/>Statistics<br/>recap and<br/>review</p>        | <p>Interpret, analyse and compare distributions of data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data, including box plots, interpret, analyse and compare the distributions of data sets from univariate empirical distributions through consideration of outliers, quartiles and inter-quartile range. Draw estimated lines of best fit, Make predictions Interpolate and extrapolate apparent trends whilst knowing the dangers of doing so</p> | <p>End of term assessment on topics covered since September.<br/>Follow up lesson to go through assessment/ misconceptions</p> |
| <p>Topic 14 -<br/>Introduction to quadratics and rearranging</p> | <p>Simplify and manipulate algebraic expressions by: expanding products of two binomials, factorising quadratic expressions of the form <math>x^2+bx+c</math> including the difference of two squares<br/>simplifying expressions involving sums, products and powers, including the laws of indices, Understand and use standard mathematical formulae, Rearrange formulae to change the subject</p>  |  |
| <p>Topic 53 -<br/>Volume</p>                                     | <p>Compare lengths, areas and volumes using ratio notation<br/>Scale factors, Make links to similarity. Know and apply the formulae to calculate the volume of cuboids and other right prisms (including cylinders)<br/>Calculate the volume of spheres, pyramids, cones and composite solids (including frustums)<br/>Calculate exactly with multiples of <math>\pi</math></p>  |  |
| <p>Topic 16 -<br/>Algebra recap and review</p>                   | <p>Identify and interpret gradients and intercepts of linear functions graphically and algebraically<br/>Plot and interpret graphs and graphs of non-standard functions in real contexts, to find approximate</p>  |  |

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|   | solutions to problems such as simple kinematics problems involving distance, speed and acceleration  |   |
| <p><b>Spring 2: Foundation</b><br/>Topic 37 - properties of polygons</p> <p>Topic 17 - real life graphs</p> <p>Topic 48 - Review of basic probability</p> | <p>Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles, understand and use alternate and corresponding angles on parallel lines, derive and use the sum of angles in a triangle, derive and apply the properties and definitions of: special types of quadrilaterals including square, rectangle, parallelogram, trapezium, kite and rhombus and triangles and other plane figures using appropriate language</p> <p>Plot and interpret graphs and graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration. Interpret the gradient of a straight-line graph as a rate of change</p> <p>Record, describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees. Apply the property that the probabilities of an exhaustive set of outcomes sum to one</p> | <p>Preparation:<br/>Doddlelearn.co.uk</p> <p>tasks Other</p> <p>assessments:</p> <p>End of term assessment on topics covered since September.<br/>Follow up lesson to go through assessment/ misconceptions</p> |

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| Topic 47 - Probability | Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments. Relate relative expected frequencies to theoretical probability, using appropriate language and the 0 - 1 probability scale, Enumerate sets and combinations of sets systematically using tables, grids, Venn diagrams. Understand that empirical unbiased samples tend towards theoretical probability distributions with increasing sample size |  |
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| <p>Spring 2:<br/>Higher<br/>Topic 29 -<br/>Sketching graphs</p> <p>Topic 22 -<br/>linear and<br/>quadratic<br/>equations and<br/>their graphs</p> <p>Topic 43 -<br/>Geometry and<br/>measures<br/>recap and<br/>review</p> | <p>Recognise, sketch and interpret graphs of linear functions, quadratic functions, simple cubic functions and the reciprocal function (including using the symmetry of functions)</p> <p>Solve linear equations in one unknown algebraically including those with the unknown on both sides of the equation. Find approximate solutions using a graph, Solve quadratic equations algebraically by factorising. Find approximate solutions using a graph. Translate simple situations or procedures into algebraic expressions or formulae; derive an equation and the solve the equation and interpret the solution</p> <p>Solve geometrical problems on coordinate axes. Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement. Find the surface area of pyramids and composite solids Calculate surface area of spheres, cones and composite solids. Calculate arc lengths, angles and areas of sectors of circles. Describe the changes and invariance achieved by combinations of rotations, reflections and translations</p> | <p>Preparation:<br/>Doddlelearn.co.uk</p> <p>tasks Other</p> <p>assessments:</p> <p>End of term assessment on topics covered since September.</p> <p>Follow up lesson to go through assessment/ misconceptions</p> |
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| <p>Summer 1:<br/>Foundation<br/>Topic 47 -<br/>Probability</p> <p>Topic 44 -<br/>Volume</p> <p>Topic 10 -<br/>Quadratics,</p> | <p>Understand that empirical unbiased samples tend towards theoretical probability distributions with increasing sample size. Enumerate sets and combinations of sets systematically using tree diagrams. Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations. Know when to add and when to multiply two or more probabilities</p> <p>Compare lengths, areas and volumes using ratio notation. Know and apply the formulae to calculate the volume of cuboids and other right prisms (including cylinders). Calculate exactly with multiples. Make links to similarity and scale factors. Calculate the volume of spheres, pyramids, cones and composite solids</p> <p>Simplify and manipulate algebraic expressions by, expanding products of two binomials, factorising</p> | <p>Preparation:<br/>Doddlelearn.co.uk</p> <p>tasks Other</p> <p>assessments:</p> <p>End of term assessment on topics covered since September.<br/>Follow up lesson to go through assessment/ misconceptions</p> |
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| <p>rearranging formulae and identities</p> <p>Topic 15 - Inequalities</p> <p>Topic 9 - Algebra and graphs</p> | <p>quadratic expressions, including the difference of two squares, know the difference between an equation and an identity, argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments</p> <p>Solve linear inequalities in one variable (know the conventions of an open circle on a number line for a strict inequality and a closed circle for an included boundary)</p> <p>Represent the solution set on a number line</p> <p>Solve linear equations in one unknown algebraically, including those with the unknown on both sides of the equation. Find approximate solutions using a graph. Translate simple situations or procedures into algebraic expressions or formulae</p> |  |
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| <p>Summer 1:<br/>Higher</p> <p>Topic 15 -<br/>Further<br/>quadratics<br/>and<br/>rearranging<br/>formulae</p> <p>Topic 51 -<br/>Trigonometry<br/>recap and<br/>extension</p> <p>Topic 35 -<br/>Growth and<br/>decay</p> <p>Topic 19<br/>-Equation of a<br/>circle</p> <p>Topic 21 -<br/>Further<br/>equations and<br/>graphs</p> | <p>Simplifying expressions involving sums, products and powers, including the laws of indices. Understand and use standard mathematical formulae. Rearrange formulae to change the subject. Simplify and manipulate algebraic expressions by: expanding products of two or more binomials, factorising quadratic expressions of the form including the difference of two squares. Know the difference between an equation and an identity. Argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments and proofs. Where appropriate, interpret simple expressions as functions with inputs and outputs.</p> <p>Know the formula for Pythagoras' Theorem <math>a^2+b^2 = c^2</math> Apply it to find length in right angled triangles and, where possible, general triangles in two and three dimensional figures</p> <p>Know and use the trigonometric ratios.</p> <p>Set up, solve and interpret the answers in growth and decay problems, including compound interest and work with general iterative processes</p> <p>Recognise and use the equation of a circle with centre at the origin. Find the equation of a tangent to a circle at a given point.</p> <p>Solve linear equations in one unknown algebraically including those with the unknown on both sides of the equation. Find approximate solutions using a graph. Solve quadratic equations, algebraically by factorising, by completing the square and by using</p> | <p>Preparation:<br/>Doddlelearn.co.uk</p> <p>tasks Other</p> <p>assessments:</p> <p>End of term<br/>assessment on topics<br/>covered since<br/>September.</p> <p>Follow up lesson to<br/>go through<br/>assessment/<br/>misconceptions</p> |
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|  | the quadratic formula   |  |
| <b>Summer 2:<br/>Foundation</b><br>Topic 9 -<br>Algebra and<br>graphs  | Solve linear equations in one unknown algebraically,<br>Including those with the unknown on both sides of the<br>equation. Find approximate solutions using a graph<br>Translate simple situations or procedures into<br>algebraic  | Preparation:<br>Doddlelearn.co.uk tasks.   |
| Topic 20 -<br>Sketching graphs<br><br>Topic 23 -<br>Direct and<br>inverse<br>proportion<br><br><b>Preparation<br/> for year 11</b> | expressions or formulae. derive an equation, solve<br>the equation(s) and interpret the solution<br><br>Recognise, sketch and interpret graphs of linear<br>functions, quadratic functions, simple cubic<br>functions and the reciprocal function<br><br>Solve problems involving direct and inverse<br>proportion, including graphical and algebraic<br>representations Understand that x is inversely<br>proportional to y is equivalent to x is proportional to<br>1/y | Other assessments:<br><br>End of term<br>assessment on topics<br>covered since<br>September.<br>Follow up lesson to<br>go through<br>assessment/<br>misconceptions |

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| <p><b>Summer 2:<br/>Higher</b><br/>Topic 23 -<br/>Inequalities</p> <p>Topic 4 -<br/>Fractions and<br/>decimals</p> <p>Topic 17 -<br/>Algebraic<br/>fractions</p> <p>Topic 32 -<br/>Direct and<br/>inverse<br/>proportion</p> <p><b>Preparation<br/>for year 11</b></p> | <p>Solve linear inequalities in one or two variables and quadratic inequalities in one variable. Represent the solution set on a number line, using set notation and on a graph</p> <p>Order positive and negative decimals and fractions Apply the four operations, including formal written methods, to simple fractions (proper and improper) and mixed numbers - both positive and negative<br/>Apply the four operations, including formal written methods, to decimals - both positive and negative (Including questions set in context)<br/>Understand and use place value- Knowledge of terms used in household finance, for example profit, loss, cost price, selling price, debit, credit and balance, income tax, VAT, interest rate<br/>Change recurring decimals into their corresponding fractions and vice versa</p> <p>Simplify and manipulate algebraic expressions involving algebraic fractions</p> <p>Solve problems involving direct and inverse proportion, including graphical and algebraic representations</p> | <p>Preparation:<br/>Doddlelearn.co.uk</p> <p>tasks. Other</p> <p>assessments:</p> <p>End of term assessment on topics covered since September.<br/>Follow up lesson to go through assessment/ misconceptions</p> |
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Suggestions for independent study and home support

mymaths.co.uk (Booster packs)

Manga High website

[BBC Bitesize](#)

SAM Learning

Flipper

**KEY SKILLS:**

**Literacy:**

Our focus in mathematics has been divided into three main areas, these are;

- Spelling key terms correctly
- Promoting the use of Mathematical language during lessons
- Developing literacy through discussion

**Numeracy:**

<http://www.skillsyouneed.com/numeracy-skills.html>  
<http://www.nationalnumeracy.org.uk/why-numeracy-important>  
<http://www.math.com/school/glossary/glossindex.html>  
<https://www.mathsisfun.com/definitions/>

**Other:**

**Year 10 - Additional Mathematics Level 3 Qualification**

| Exam Board & course title/code  | Unit   | Date of Exam    | % of Total Exam  |
|---------------------------------|--|-----------------|--|
| FSMQ-6993                       | Paper 1  | Pre Public June | 100%   |
| Key topics                      | Course content   |                 | Assessment   |
| <p>Autumn 1:</p> <p>Algebra</p> | <p>Be able to simplify expressions including algebraic fractions, square roots and polynomials.</p> <p>Be confident in the use of brackets.</p> <p>Be able to solve a linear equation in one unknown. Be able to solve quadratic equations by factorisation, the use of the formula and by completing the square. Be able to solve two linear simultaneous equations in 2 unknowns.</p> <p>Be able to solve two simultaneous equations in 2 unknowns where one equation is linear and the other is quadratic. Be able to set up and solve problems leading to linear, quadratic and cubic equations in one unknown, and simultaneous linear equations in two unknowns.</p> |                 | <p>Preparation:<br/>Doddlelearn.co.uk tasks</p> <p>Other assessments:<br/>End of half-term assessment on topics covered since September.<br/>Follow up lesson to go through assessment/ misconceptions</p> |

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| <p>Autumn 2:<br/>Algebra<br/>techniques</p> <p>Polynomials</p> | <p>Be able to manipulate inequalities.<br/>Be able to solve linear and quadratic inequalities algebraically and graphically.</p> <p>Be able to find the remainder of a polynomial up to order 3 when divided by a linear factor.<br/>Be able to find linear factors of a polynomial up to order 3.<br/>Be able to solve a cubic equation by factorisation.</p>                             |  |
| <p>Spring 1:<br/>Statistics</p>                                | <p>Understand and be able to apply the binomial expansion of <math>(a + b)^n</math> where <math>n</math> is a positive integer.<br/>Recognise probability situations which give rise to the binomial distribution.<br/>Be able to identify the binomial parameter, <math>p</math>, the probability of success.<br/>Be able to calculate probabilities using the binomial distribution.</p> | <p>Preparation:<br/>Doddlelearn.co.uk tasks</p> <p>Other assessments:<br/>End of half-term assessment on topics covered since September.<br/>Follow up lesson to go through assessment/<br/>misconceptions</p> |
| <p>Spring 2:<br/>Co-ordinate<br/>geometry</p>                  | <p>Know the definition of the gradient of a line.</p>  |  |

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|  | <p>Know the relationship between the gradients of parallel and perpendicular lines.</p> <p>Be able to calculate the distance between two points.</p> <p>Be able to find the midpoint of a line segment. Be able to form the equation of a straight line. Be able to draw a straight line given its equation. Be able to solve simultaneous equations graphically. Know that the equation of a circle, centre <math>(0, 0)</math>, radius <math>r</math> is <math>x^2 + y^2 = r^2</math>.</p> <p>Know that <math>(x - a)^2 + (y - b)^2 = r^2</math> is the equation of a circle with centre <math>(a, b)</math> and radius <math>r</math>.</p> <p>Be able to illustrate linear inequalities in two variables. Be able to express real situations in terms of linear inequalities.</p> <p>Be able to use graphs of linear inequalities to solve 2-dimensional maximisation and minimisation problems, know the definition of objective function and be able to find it in 2-dimensional cases.</p> |  |
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| <p>Summer 1:<br/>Trigonometry</p> | <p>Be able to use the definitions of for any angle (measured in degrees only).</p> <p>Be able to apply trigonometry to right angled triangles. Know the sine and cosine rules and be able to apply them. Be able to apply trigonometry to triangles with any angles. Know and be able to use the identity <math>\tan(x) = \sin(x) / \cos(x)</math> .</p> <p>Know and be able to use the identity <math>\sin^2(x) + \cos^2(x) = 1</math>. Be able to solve simple trigonometrical equations in given intervals.</p> <p>Be able to apply trigonometry to 2 and 3 dimensional problems</p>  | <p>Preparation:<br/>Doddlelearn.co.uk tasks</p> <p>Other assessments:<br/>End of half-term assessment on topics covered since September.<br/>Follow up lesson to go through assessment/ misconceptions<br/>Pre public exam on topics covered since September</p> |
| <p>Summer 2:<br/>Calculus</p>     | <p>Differentiation:</p> <ul style="list-style-type: none"> <li>● Be able to differentiate <math>kx^n</math> where n is a positive integer or 0, and the sum of such functions.</li> <li>● Know that the gradient function gives the gradient of the curve and measures the rate of change of y with x. <ul style="list-style-type: none"> <li>● Know that the gradient of the function is the gradient of the tangent at that point.</li> </ul> </li> <li>● Be able to find the equation of a tangent and normal at any point on a curve.</li> <li>● Be able to use differentiation to find stationary points on a curve.</li> </ul> |  |

- Be able to determine the nature of a stationary point.
- Be able to sketch a curve with known stationary points.

Integration:

- Be aware that integration is the reverse of differentiation.
- Be able to integrate  $kx^n$  where  $n$  is a positive integer or 0, and the sum of such functions.
- Be able to find a constant of integration.
- Be able to find the equation of a curve, given its gradient function and one point.
- Know what is meant by an indefinite and a definite integral.
- Be able to evaluate definite integrals.
- Be able to find the area between a curve, two ordinates and the
  - x-axis.
  - Be able to find the area between two curves.

Suggestions for independent study and home support

<http://www.examsolutions.net/>

Selected questions from OCR modules on C1, C2, M1 and S1

**KEY SKILLS:**

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| <p><b>Literacy:</b><br/>Our focus in mathematics has been divided into three main areas, these are;</p> <ul style="list-style-type: none"><li>● Spelling key terms correctly</li><li>● Promoting the use of Mathematical language during lessons</li><li>● Developing literacy through discussion</li></ul> | <p><b>Numeracy:</b><br/><a href="http://www.skillsyouneed.com/numeracy-skills.html">http://www.skillsyouneed.com/numeracy-skills.html</a><br/><a href="http://www.nationalnumeracy.org.uk/why-numeracy-important">http://www.nationalnumeracy.org.uk/why-numeracy-important</a><br/><a href="http://www.math.com/school/glossary/glossindex.html">http://www.math.com/school/glossary/glossindex.html</a><br/><a href="https://www.mathsisfun.com/definitions/">https://www.mathsisfun.com/definitions/</a></p> | <p><b>Other:</b></p> |
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**Year 10 - Mathematics - Statistics**

| <b>Exam Board &amp; course title/code</b> | <b>Unit</b>   | <b>Date of Exam</b>            | <b>% of Total Exam</b>                                 |
|---|---|--------------------------------|--|
| AQA GCSE statistics 4310 Higher Tier      | Unit 1: Statistics written paper (2hrs)               | July - Year 10 Pre public exam | 75%  |
|   | Unit 2: Statistics in practice: controlled assessment | July - Year 10 Pre public exam | 25%<br>(12.5% investigation, 12.5% written assessment) |
| AQA GCSE statistics 4310 Foundation Tier  | Unit 1: Statistics written paper (1hr 30mins)         | July - Year 10 Pre public exam | 75%  |
|   | Unit 2: Statistics in practice: controlled assessment | July - Year 10 Pre public exam | 25%<br>(12.5% investigation, 12.5% written assessment) |
| <b>Key topics</b>                         | <b>Course content</b>                                 |                                | <b>Assessment</b>                                      |

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| <p>Autumn 1:<br/>Module 1:<br/>Charts and graphs</p> | <p>Introduction to statistics, misleading graphs<br/>Line graphs (draw and interpret)</p> <p>Composite bar charts (draw and interpret)<br/>Population pyramids (interpret)</p> <p>Choropleth maps (draw and interpret)</p> <p>Reading pie charts</p> <p>Drawing pie charts</p> <p>Comparative pie charts (draw and interpret)</p>                     | <p>Preparation:<br/>Review first module</p> <p>Other assessments:<br/>Assessment based on first two modules<br/>Analyse assessment<br/>Identify and revise problem areas from first two modules</p> |
| <p>Module 2:<br/>Collecting data</p>                 | <p>Types of data, keywords (quantitative, qualitative, discrete, continuous, primary data, secondary data, census, sampling, control group)<br/>Sampling, different types of sampling and their uses (cluster, systematic, random. To be able to justify a sampling method)</p> <p>Stratified sampling (to be able to select a stratified sample)</p> |   |

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|   | <p>Surveys (conduct and design, understand the use of a pilot study)</p> <p>Questionnaires (to know what makes a good or bad question, to design suitable questions with recognise boxes, to know about open and closed questions)</p>   |  |
| <p>Autumn 2:<br/>Module 3:<br/>Averages</p> | <p>To find the mean, median, mode and range from simple data (to know the range is not and average)</p> <p>Stem and leaf diagrams (draw and interpret)</p> <p>To find the mean, median and mode from a range of discrete data presented in a frequency table</p> <p>To find the median group, modal group and estimate the mean from a grouped table of continuous data</p> <p>To understand the advantages and disadvantages of each of the three averages and make a reasoned choice as to the best measure</p> <p>To understand the effect of changes in data on the mean, median and mode. To calculate the geometric mean</p> | <p>Preparation:<br/>Review of Module 2 and 3</p> <p>Other assessments:<br/>Assessment based on module 3 to 5<br/>Analyse assessment<br/>Identify and revise problem areas from first two modules</p> |

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| <p>Module 4:<br/>Probability</p> | <p>To use words and numbers of the probability scale, to calculate theoretical probability. To know the sum of probability equal 1 and to calculate the probability of an event not happening, to understand and use the term mutually exclusive, to find missing probabilities form a table</p> <p>To use sample space diagrams to calculate the probability of combined events</p> <p>conduct an experiment and use the to work out relative frequency</p> <p>To calculate experimental probability</p> <p>To calculate expectation</p> <p>To use tree diagrams with replacement</p> <p>To use tree diagrams without replacement</p> |  |
|                                  | <p>To complete and interpret two way tables and use these to calculate probability</p> <p>To understand and use Venn diagrams</p>  |  |

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| <p>Module 5:<br/>Scatter graphs</p>                   | <p>To draw and interpret scatter graphs</p> <p>To revise linear graphs (<math>y = mx + c</math>) to understand y-intercept and gradient. To find the equation of a line of best fit (<math>y = mx + c</math>)</p> <p>To calculate Spearmens' rank correlation coefficient</p>  |  |
| <p>Spring 1:<br/>Module 6:<br/>Measures of spread</p> | <p>To draw a cumulative frequency graph</p> <p>To use a cumulative frequency graphs to find median, quartiles and interquartile</p> <p>To draw and interpret box and whiskers plots To use box and whisker data (quartiles and median) to calculate skew and outliers</p> <p>To calculate variance</p> <p>To calculate and interpret standard deviation</p> <p>To understand a normal distribution and use this to information to solve problems</p> <p>To calculate and use positive and negative skew To calculate and interpret standardised scores</p> | <p>Preparation:<br/>review of Module 3 and 4</p> <p>Other assessments:<br/>Assessment based on module 6 to 8<br/>Analyse assessment<br/>Identify and revise problem areas from modules 6-8</p> |



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| <p>Module 7:<br/>Histograms</p>  | <p>To draw and interpret frequency polygons and histograms</p> <p>To draw and interpret histograms with unequal class intervals</p> <p>Be able to draw a histogram from a frequency table</p>   |  |
| <p>Module 8:<br/>Time series</p> | <p>Plot points as a time series</p> <p>Draw a trend line by eye</p> <p>Calculate and use appropriate moving averages Plot moving averages</p> <p>Identify and discuss the significance of seasonal variation by visual inspection of time series graphs</p> |  |
|                                  | <p>Establish a trend line with its equation, based on moving averages</p> <p>Recognise seasonal effect at a given data point and average seasonal effect</p>  |  |

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| <p>Spring 2:<br/>Module 9:<br/>Shapes and<br/>distribution</p> | <p>Shape of distributions of data including positive and negative skew</p> <p>Know the shape of the Normal Distribution</p> <p>Understanding that many populations can be modelled by the Normal Distribution</p> <p>Be able to calculate standardised normal values</p>                 | <p>Preparation:<br/>Review of modules 6-8</p> <p>Other assessments:<br/>Assessment based on module 9 to 10</p> <p>Analyse assessment</p> <p>Identify and revise problem areas from modules 9 -10</p> |
| <p>Module 10:<br/>Index numbers</p>                            | <p>Simple index numbers</p> <p>Chain base numbers</p> <p>Weighted index numbers</p> <p>Retail Price Index; what items are in the index, how items change over time, how prices are established from survey, how the index is used to establish real price change. Limitations of RPI</p> |  |

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| <p>Summer 1:<br/>Module 11:<br/>The binomial theorem</p> | <p>Understand and be able to use factorial notation Understand and be able to use permutations and combinations in calculations Use simple cases of the binomial and discrete uniform distribution</p> | <p>Preparation:<br/>Review of modules 9-10</p> <p>Other assessments:<br/>Assessment based on module 11<br/>Analyse assessment<br/>Identify and revise problem areas from modules 11<br/>Controlled assessment</p> |
| <p>Controlled assessment:<br/>Written Assessment</p>     | <p>Part a: - Where are houses most expensive?<br/>Part b: - Statistical investigation into the type of house people in a large town prefer to live in.</p>   |   |
| <p>Controlled assessment:<br/>Written Assessment</p>     | <p>Part a: - Who does well in the Football World Cup?<br/>Part b: - Find out about the ages of male and female supporters.</p>   |   |
| <p>Summer 2:<br/>Controlled assessment:</p>              | <p>Part a: - Who does well in International Athletics? Part b: - Statistical study using primary data.</p>   | <p>Preparation:<br/>Review of modules 10 and 11 Other assessments:</p>  |
| <p>Written Assessment</p>                                |  | <p>Controlled assessment and Statistics paper.</p>  |

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| Controlled assessment:<br>Written Assessment   | Part a: - What type of car keeps its value well? Part b: - A statistical study using primary data from a car park |  |
| Revision   | Revision for end of term assessment   |  |
| <p>Suggestions for independent study and home support</p> <p>Websites</p> <ul style="list-style-type: none"> <li>• <a href="http://www.statistics.gov.uk/">http://www.statistics.gov.uk/</a> - the home of the National Statistics for the UK. Thousands of data sets, reports and graphs. Will be a frequent resource for websites in the Controlled Assessment.</li> <li>• <a href="http://www.ons.gov.uk/census/index.html">http://www.ons.gov.uk/census/index.html</a> - the place to find out about the National Census for England and Wales and to search for data from previous censuses.</li> <li>• <a href="http://www.gro-scotland.gov.uk/census/index.htm">http://www.gro-scotland.gov.uk/census/index.htm</a> - the equivalent site for Scotland (enabling comparisons etc to be made).</li> <li>• <a href="http://www.nisranew.nisra.gov.uk/census/start.html">http://www.nisranew.nisra.gov.uk/census/start.html</a> - the equivalent site for Northern Ireland (enabling further comparisons to be made)</li> <li>• <a href="http://neighbourhood.statistics.gov.uk">http://neighbourhood.statistics.gov.uk</a> - access to local and regional statistics for England and Wales.</li> <li>• <a href="http://www.yougov.com">http://www.yougov.com</a> - an example of a company who pay or give prize draw entries for adults to give views on national and international issues. Provider of surveys and results to the press and paying companies.</li> <li>• <a href="http://www.censusatschool.ntu.ac.uk/">http://www.censusatschool.ntu.ac.uk/</a> - well known data base of international statistics about schools, pupils and related issues</li> </ul> |   |  |
| <b>KEY SKILLS:</b>   |   |  |

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| <p><b>Literacy:</b><br/>Allows students to develop their own ideas and approaches in the application of the data handling cycle.</p> <p>Written Assessment teaches students the skill of critically evaluating their own work.</p> <p>The written assessment also expands the original investigation or introduces unseen data allowing students to apply the skills learnt during the Investigation to a new scenario.</p> | <p><b>Numeracy:</b><br/>More modern approach providing a truer representation of modern statistics. Greater focus on inference and interpretation. A greater emphasis is also placed on the data handling cycle and associated statistical thinking to equip students with a higher appreciation of statistical issues.</p> | <p><b>Other:</b></p> |
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| Year 10 - Media Studies        |   |                       |   |
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| Exam Board & course title/code | Unit  | Date of Exam          | % of Total Exam   |
| Eduqas                         | Component 1:<br>Exploring the Media   | June                  | 40%   |
|                                | Component 2:<br>Understanding Media Forms and Products  | June                  | 30%   |
|                                | Component 3:<br>Creating Media Products   | Controlled Assessment | 30%   |
| Key topics                     | Course content  |                       | Assessment  |
| Autumn 1:                      | <p>Assessment 1: Promotion of Moving Image. Analysing promotional techniques from 1960s to contemporary film. Study of poster design, trailer analysis and website layout</p> <p>Advertisements in print from 1950s confectionary to contemporary sports. Study of poster design, television advert analysis and website layout</p> |                       | <p>Preparation:</p> <p>Practical elements based on actual posters and individual creations.</p> <p>Advertising campaign for contemporary product, specifically something aimed at LGBT community.</p> |

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| <p>Autumn 2:</p> | <p>Assessment 2: Newspaper front pages. Analysing contrast between broadsheet, Berliner and tabloid papers, especially the differences in style, content, layout and political bias.<br/>Magazine front covers. Contrasting fashion with political/sexual culture.<br/>Video game and radio audiences: comparing age groups, genders, socio/economic backgrounds.</p> | <p>Preparation:<br/>Research element into newspaper bias.<br/>Practical creation of individual products.</p>                     |
| <p>Spring 1:</p> | <p>Assessment 3: Crime Drama. Comparing 1970s crime drama with contemporary through Luther and The Sweeney. Analysis of other crime dramas, study of conventions, character creation, plot lines. Key areas revolve around: Media Language, Representation, Media Industries, Audiences and Media Contexts.</p>   | <p>Preparation:<br/>Research element of Crime Drama project to be completed at home.<br/>Extension tasks for practical work.</p> |
| <p>Spring 2:</p> | <p>Assessment 4: Sitcom. Comparing 1990s situation comedy with contemporary through Friends and Unbreakable Kimmy Schmidt. Analysis of other sitcoms, study of conventions, character creation, plot lines. Key areas revolve around: Media Language, Representation, Media Industries, Audiences and Media Contexts.</p>   | <p>Preparation:<br/>Research element of Sitcom project to be completed at home.<br/>Extension tasks for practical work.</p>      |

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| <p>Summer 1:</p>   | <p>Assessment 5: Component 3 is a practical, individual piece of Controlled Assessment completed in class and at home. Students choose between TV, Music, Film, e-media or Print.</p> | <p>Preparation:<br/>Research elements before moving onto individual production of chosen genre.</p> |
| <p>Summer 2:</p>   | <p>Assessment 5: Component 3 is a practical, individual piece of Controlled Assessment completed in class and at home. Students choose between TV, Music, Film, e-media or Print.</p> | <p>Preparation:<br/>Research elements before moving onto individual production of chosen genre.</p> |
| <p>Suggestions for independent study and home support</p> <p><a href="http://www.007.com/">http://www.007.com/</a><br/> <a href="https://www.universalpictures.com/movies/jason-bourne">https://www.universalpictures.com/movies/jason-bourne</a><br/> <a href="https://www.thesun.co.uk/">https://www.thesun.co.uk/</a><br/> <a href="http://www.bbc.co.uk/programmes/b006qpgr">http://www.bbc.co.uk/programmes/b006qpgr</a><br/> <a href="http://www.pokemon.com/uk/">http://www.pokemon.com/uk/</a></p> |   |   |
| <p><b>KEY SKILLS:</b></p>  |   |   |



| Literacy   | Numeracy | Other |
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| Audience, Representation, Media<br>Language, Institutions,<br>Demographic, Bias. |          |       |

| <b>Year 10 - Music GCSE</b>               |                       |                     |                        |
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| <b>Exam Board &amp; course title/code</b> | <b>Unit</b>           | <b>Date of Exam</b> | <b>% of Total Exam</b> |
| Edexcel GCSE<br>Music                     | Listening Exam 5MU03  | June                | 40                     |
|   | Performing 5MU01      | April               | 30                     |
|   | Composition 5MU02     | April               | 30                     |
| <b>Key topics</b>                         | <b>Course content</b> |                     | <b>Assessment</b>      |

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| <p>Autumn 1:</p> | <p><b>Moby: 'Why Does My Heart Feel So Bad' (AoS 3)</b><br/>         Analysis of musical structures used in the song, including performing piece as a class and breakdown of chords.<br/>         Identifying the use of instrumentation, harmony, accompaniment and production features in the songs.</p> <p><b>Relevant musical vocabulary:</b> dance, production, melodic intervals, chords, overdubs, sequencer, sampler, EQ, reverb, delay.</p> <p><b>Introduction to: Reich: 3rd movement from Electric Counterpoint (AoS 2)</b><br/>         Listen to the set work, placing it in context.<br/>         Analysis on compositional techniques used.</p> <p><b>Solo performing:</b> students have time to prepare a solo performance on their chosen instrument</p> | <p>Preparation:<br/>         Work set by staff from GCSE music theory book consolidating learning in lessons.</p> <p>Ongoing preparation for solo performance.</p> <p>Other assessments:<br/>         Solo performance - formative<br/>         Listening test - Moby</p> |
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|  | which will be recorded and could then be used towards controlled assessment. |  |
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| Autumn 2: | <p><b>Continuation of: Reich: 3rd movement from Electric Counterpoint (AoS 2)</b><br/>Analysis of the set work, placing it in context. Analysis on compositional techniques used.</p> <p><b>Relevant musical vocabulary:</b> chromaticism, atonal, klangfarbenmelodie, hexachord, principal voice, secondary voice, serialism, prime row, inversion, retrograde, retrograde inversion, enharmonic, verticalisation, repetition, ostinato, cells, loop, phasing, note addition/subtraction, augmentation, diminution, layering, metamorphosis, resultant melody, modal.</p> <p><b>Composition:</b> students use the analysis of Reich to demonstrate their understanding of Minimalist techniques by creating their own Minimalist composition.</p> | <p>Preparation:<br/>Work set by staff from GCSE music theory book consolidating learning in lessons.</p> <p>Other assessments:<br/>Minimalist composition - formative</p> <p>Listening test - Reich</p> |
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| <p>Spring 1:</p> | <p><b>Handel: 'And the Glory of the Lord' (AoS 1)</b><br/>         Analysis of the set work, placing it in context.<br/>         Looking specifically at the use of motifs to create a larger composition and the role of texture within music.</p> <p><b>Relevant musical vocabulary:</b> oratorio, libretto, recitative, aria, chorus, perfect cadence, plagal cadence, pedal point, imitation, monophonic, homophonic, modulation, tonic and dominant.</p> <p><b>Introduction to Mozart: '1st Movement from Symphony no. 40'</b><br/>         Listen to the set work, placing it in context.</p> | <p>Preparation:<br/>         Work set by staff from GCSE music theory book consolidating learning in lessons.</p> <p>Other assessments:<br/> <b>Final Submission for Solo performance</b></p> <p>Listening test - Handel</p> |
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| <p>Spring 2:</p> | <p><b>Introduction to Mozart: ‘1st Movement from Symphony no. 40’</b><br/>         Analysis of the set work, placing it in context. Examine the development of the orchestra and of structure within music.</p> <p><b>Relevant musical vocabulary:</b> symphony, sonata form, exposition, development, recapitulation, 1st and 2nd subject, bridge passage, orchestra (and sections thereof), sequence, dynamic markings, chromatic, major and minor.</p> <p><b>Introduction to Koko: ‘Yiri’ (AoS 4)</b><br/>         Listen to the performance of ‘Yiri’ by Koko.</p> <p>Relevant musical vocabulary including:<br/>         ostinato, improvisation, cross-rhythm, polyrhythm,</p> | <p>Preparation:<br/>         Work set by staff from GCSE music theory book consolidating learning in lessons.</p> <p>Other assessments:<br/> <b>Final Submission for Minimalist composition.</b></p> <p>Listening test - Mozart</p> |
|                  | <p>syncopation, master drummer, balaphones, mbira, vocables, djembe, donno, dundun and oral tradition.</p>   |   |

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| <p>Summer 1:</p> | <p><b>Continuation of Koko: ‘Yiri’ (AoS 4)</b><br/> Listen to the performance of ‘Yiri’ by Koko. Focus on texture and polyrhythms and ensemble performing skills.</p> <p><b>Relevant musical vocabulary:</b> ostinato, improvisation, cross-rhythm, polyrhythm, syncopation, master drummer, balaphones, mbira, vocables, djembe, donno, dundun and oral tradition.</p> <p><b>Ensemble performing:</b> students have time to prepare an ensemble performance which will be recorded and could then be used towards controlled assessment.</p> | <p>Preparation:<br/> Work set by staff from GCSE music theory book consolidating learning in lessons.</p> <p>Ongoing preparation for ensemble performance.</p> <p>Other assessments:<br/> Ensemble performance - formative<br/> Listening test - Yiri</p> |
| <p>Summer 2:</p> | <p><b>Bernstein: ‘Something’s Coming’ (AoS 2)</b><br/> <b>Buckley: ‘Grace’ (AoS 3)</b><br/> <b>Capercaillie: ‘Skye Waulking Song’ (AoS 4)</b><br/> Analysis of musical structures used in the songs. Identifying the use of instrumentation, harmony, accompaniment and production features.</p> <p>Relevant musical vocabulary: melodic intervals, guitar chords, ‘Drop-D’ tuning, blue notes, push rhythm, EQ, reverb, delay, flanger, slide, hammer-ons, pull-offs, string bending, uilleann pipes, fiddle, accordion and bouzouki.</p>    | <p>Preparation:<br/> Work set by staff from GCSE music theory book consolidating learning in lessons.</p>   |

Suggestions for independent study and home support:

**Listening Exam:**

Ensure that you are continually listening to the set works, as you will need to know them extremely well for the exam. You can use this link to access them and accompanying revision notes: <https://www.youtube.com/watch?v=LUi0c-wsITg&list=PLC134878F04F4482D>

**Performing:**

Ensure that you maintain your instrumental practice and you focus on areas for improvement highlighted in lessons and master-classes.

**KEY SKILLS:**

Literacy (keyword link)

Numeracy

Other

See [Edexcel GCSE Glossary](#)



**Year 10 - Music BTEC**

| <b>Year 10 - Music BTEC</b>               |                       |                     |                        |
|---|-----------------------|---------------------|------------------------|
| <b>Exam Board &amp; course title/code</b> | <b>Unit</b>           | <b>Date of Exam</b> | <b>% of Total Exam</b> |
| Edexcel<br>BTEC Music<br>Level 2          | Sequencing Music      | June                | 25                     |
|   | Recording Music       | June                | 25                     |
| <b>Key topics</b>                         | <b>Course content</b> |                     | <b>Assessment</b>      |

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| <p>Autumn 1&amp;2:</p> <p>Sequencing Music</p> | <p>In this unit students will be consolidating their skills and completing assignments to gather evidence to show how they have been:</p> <ul style="list-style-type: none"> <li>• exploring music sequencing techniques</li> <li>• using music sequencing software to create music.</li> </ul> <p>Students will learn how software is now capable of producing high-quality music that even recently was only possible with large and expensive hardware-based systems. For instance, mobile devices contain more powerful music creation software than was commercially available even a decade ago. They will learn how to create music using a variety of sources, including loops and software instruments. They will edit music by the application of different processes such as quantisation, looping and note editing, and enhance the sound by the addition of appropriate plug-in effects such as reverb, delay and distortion. Then learn how to create a final mix that will become a completed audio file.</p> | <p><b>Preparation:</b></p> <p>Referencing their mixdown by listening to similar tracks produced by others.</p> <p><b>Other assessments:</b></p> <p>A completed mixdown using logic 9.</p> <p>A composition or remix using logic 9</p> |
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| <p>Spring 1&amp;2:</p> <p>Recording Music</p> | <p>In this unit students will be consolidating their skills and completing assignments to gather evidence to show how they have been:</p> <ul style="list-style-type: none"> <li>● planning a recording session</li> <li>● using recording equipment safely to produce multi-track recordings.</li> </ul> <p>Students will record from audio sources such as acoustic instruments, amplified instruments, electronic instruments and vocals. They will learn how to control the input signals from real sound sources using gain and microphone placement. Once the tracks have been recorded successfully,</p> | <p><b>Preparation:</b><br/>Types of microphone research project.</p> <p><b>Other assessments:</b><br/>A video guide that has been created to show how to multi-track record using Logic 9.</p> |
|   | <p>they will mix these sounds together into a finished recording using some basic processing such as reverb, chorus and EQ.</p>   |  |

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| <p><b>Summer 1&amp;2:</b></p> <p>Consolidation and Review</p>  | <p>In this unit students will be consolidating their skills and completing assignments to gather evidence to show how they have been:</p> <ul style="list-style-type: none"> <li>● exploring music sequencing techniques</li> <li>● using music sequencing software to create music.</li> <li>● planning a recording session</li> <li>● using recording equipment safely to produce multi-track recordings.</li> </ul> <p>Having completed the assessments in the first two terms they have time in this term to redraft and develop work further with specific support in areas which require it.</p> | <p><b>Preparation:</b><br/>Recompletion of any outstanding written tasks</p> <p><b>Other assessments:</b><br/>Resubmission of improvements of work from previous terms</p> |
| <p>Suggestions for independent study and home support:</p> <p>Ensure that students know their due dates for assignments and are spending time listening to genres similar to the music they are working on in class so they have a point of reference.</p> |  |  |
| <p><b>KEY SKILLS</b></p>   |  |  |
| <p>Literacy (keyword link)</p> <p>You can find this by going to the <a href="#">Music Glossary</a></p>   | <p>Numeracy</p>  | <p>Other</p>   |