

Year 10 GCSE Art and Design (Coursework = 60%)		
Autumn	Spring	Summer
<p><u>HT1 and HT2 : Core Skills Based Project</u> Learners will record a range of drawing studies in Fine Art media. The Formal Elements will be revisited and the visual language of art will be introduced. Line, shape, form, tone, texture, pattern, colour, space and composition will be the main focus this term. Mark making, blending, shading, enlarging, reducing and gridding will be revisited using primary and secondary sources. Learners will encounter and look at great artists, craft makers and designers and how they have influenced new ideas and contemporary artwork. Learners will research and investigate the starting point and keyword 'Transform' and produce a personal response.</p>	<p><u>HT1: Light and Dark</u> Learners will research and investigate the starting point 'Light and Dark'. They will choose a theme to focus on. For example, 'Natural Forms' or 'Portraiture'. They will record observations and drawings linked to their chosen theme and artists researched. They will investigate and record drawings and ideas with annotation. Mind maps will show their ideas and the formal elements of art will be revisited. Practical skills will include a range of media and research pages will link to great artists, craft makers and designers. Pencil, charcoal, fine-liner pen, pastels and drawing techniques will be revisited.</p>	<p><u>HT1 and 2: Final piece 'Light and Dark'.</u> Learners will produce a final piece linked to a great artist/s. For example, a self-portrait with contrasting tone. They will choose a suitable scale to work on. This will link to artwork researched in class and at home. Their final piece will be meaningful and connect to an artist or art movement.</p>
Assessment		
<p><u>HT1</u> A baseline test will link to KS3. Focussing on line, tone and gridding. A03</p> <p><u>HT2</u> Drawing studies and annotation linked to the mini project and homework booklet. AQA Fine Art assessment objectives A01, A02, A03 will be assessed. Graphite, pen, ink, charcoal and coloured pencil.</p>	<p><u>HT1</u> Research and theory assessment. Keywords and spellings will be recalled with a mini assessment at half term.</p> <p><u>HT2</u> Drawing studies and annotation linked to Fine Art techniques in class and at home. AQA Fine Art assessment objectives A01, A02, A03 will be assessed. Graphite, pen, ink, charcoal and coloured pencil.</p>	<p><u>HT1</u> Drawing and theory (Mock Exam).</p> <p><u>HT2</u> They will explore media and materials; refining and recording ideas. AQA Fine Art assessment objectives A01, A02, A03, and A04 will be assessed. Graphite, pen, ink, charcoal and coloured pencil.</p>

Year 10 - Business (SOW)		
Term one	Term two	Term three
HT1 Putting a business idea into practice: Learners will explore different business costs, how to calculate them and sources of business finance.	HT1 Understanding external influences on a business: Learners will explore the impacts stakeholders, technology, legislation and the economy can have upon a business.	HT1 Growing the business continued.
HT2 Making the business effective: Learners will explore different types of business ownership, the importance of location, elements of the marketing mix and the purpose and key features of a business plan.	HT2 Growing the business: Learners will explore why businesses grow, how it is financed, the impact on a business's aims and objectives, globalisation and ethics and the environment.	HT2 Making marketing decisions: Learners will explore how business growth may impact upon the marketing mix.
Assessment and Exams		
Enterprise and entrepreneurship and Making a business effective assessments Exam Practice Question assessment activities Literacy Key word focused assessments	Understanding external influences on a business assessment Exam Practice Question assessment activities Literacy Key word focused assessments	Growing the business and Making marketing decisions assessments Exam Practice Question assessment activities Literacy Key word focused assessments

Year 10 Citizenship

Autumn Half Term 1: Rights and Responsibilities

Overview: A study of what our rights are and how we came to have them. We will also explore age related rights and the debates surrounding the age of criminal responsibility and the voting age.

Exam skills focus: Multiple choice and identification of key terms

Case Study: European Convention on the Rights of the Child, the NSPCC and the Israeli-Palestinian conflict

Spring Term 1: Democracy, elections and voting in the UK

Overview: Investigating what democracy is and the different political parties and elections systems used in this country and what role citizens can play in the political system.

Exam skills focus: source based questions and 12 mark evaluation based questions

Case Study: First Past the Post, Closed Party List system, STV, Additional member system.

Summer Term 1: The economy, finance and money

Overview: Investigating how the government collects money, what it spends money on and the different approaches to how the government should spend money

Exam skills focus: source based questions and 12 mark evaluation based questions

Case Study: Bikers fuel protest, Somerset Floods, Millennium Bug, Privatisation of Refuse collection

Autumn Half Term 2: The Law and the Legal System

Overview: A study of the different types of law, how the court system is structured and what roles citizens can play in the legal and justice system.

Exam skills focus: source based questions and 8 mark explanation based questions.

Case Study: Birmingham Six, Examples of law in action, Legal Aid crisis, Forced Marriage case.

Spring Half Term Two: The British Constitution and national, local, regional and devolved governments

Overview: A study of how the country is run from the formation of the country to the responsibilities of local councils

Exam skills focus: source based questions and multiple choice.

Case Study: Scottish Independence and English Votes for English Laws

Summer Half Term 2: The role of the media and free press

Overview: A investigation of what the media is and how it is regulated. There are investigations into media abuse of power and how the media helps in a democracy

Exam skills focus: source based questions and 12 mark evaluation based questions

Case Study: Shaker Aamer, Milly Dowler, Frankie Boyle

Year 10 – GCSE Drama- EDUQAS-First year

Term One

Term Two

Term Three

HT1: Component 1: Devised themed Performance: Rehearsals and planning – Using a chosen stimulus.

Learners will be given a range of thought provoking stimuli for which they must complete imaginative improvisational and written tasks to create performances considering various staging, characters, lighting and sound. They will have the opportunity to use a variety of resources which will be used to stimulate learners' own creativity and imagination. Learners will continue to develop their vocal and physical skills such as creating and developing character and Drama techniques alongside descriptive writing opportunities. The scheme of learning is aimed to continue to develop a learners imagination and the Learners understanding of their own effect and use of voice and movement.

HT1: Component 3-Section B: Digital/Live Performance- Successful Actor study and review: Digital: TBC.

Learners will watch a digital or live performance and choose 2 actors they deem to be successful using the criteria given. They will analyse how another performer successfully creates their role using their vocal and physical skills. Learners will be asked to review these successes using analysing and evaluative techniques and language. Learners are to assessed: Review of successful performances in a professional setting.

HT1: Component 3 – Section A Hard to Swallow – Reflection and review.

Learners will continue to develop their vocal and physical skills and focus on 1 character in chosen scenes from the play. They will consider appropriate staging, lighting, costume and props and they will assume the roles of directors, actors, stage managers, sound and lighting technicians. Written tasks and exam paper will be embedded throughout to allow Learners to gain a confident understanding and knowledge of the play and its requirements

HT2: Component 1: Devised themed Performance and Log:

Learners will have documented the process of creating the final devised performance throughout rehearsals. They will be expected to collate their ideas into 3 specific sections of preparation and explain clearly what they did to create their work. They will articulate their initial ideas, the research and factual information they gathered, the refining and development of the performance followed by a self and peer evaluation of their successes.

This project allows Learners to develop, perform and reflect on their own thoughts and give opinions on the work they create for a target audience;

- Section 1: Responding to a Stimulus**
- Section 2: Development and collaboration**
- Section 3: Analysis and Evaluation**

HT2: Component 3 – Section A: Reflection-Play Study: Hard to Swallow - rehearsal and exploration:

Learners reflect on this exam text: social context, style, stage techniques and exploration of the characters' motives and actions. Learners are to be assessed: Knowledge and understanding. Learners study the development of a character using a range of drama techniques; Hotseating, Gingerbread Man, script research and monologue writing; Learners explore the Playwriters motivation and develop group skills. Learners will have the opportunity to practise line learning techniques. Written tasks and formal exam assessments will be embedded throughout to allow Learners to gain a confident understanding and knowledge of the play and its requirements

HT2: Component 3-Written Paper: Theory and Mock exam reflection and RAMPing:

Learners will have sat a formal, timed mock exam and during this HT they will be able to further refine their written exam skills. Focus will be placed on attempting questions in the allotted time recommended per quesytion to ensure all questions are answered. Learners will reflect over their previous exam answers and have further controlled test time to develop their responses.

***Component 2-Set Text Introduction:**
All practical work this year will be developing vocal and physical skills moving towards next years final practical exam.

Learners will be assessed in rehearsals, practical performance and theory tasks each half term on the knowledge and skills learned throughout the topics.

Year 10 D&T

Autumn	Spring	Summer
<p>HT1 Introduction to the course Famous Designers and business-learners will complete a case study and exam style questions linked to Designers named in the syllabus. There will be an introduction to the different material areas in Design Technology. <u>Wood and Metal Focus materials focus</u> Learners will explore wood origin, types and conversion, being able to suggest specific types based on their properties.</p> <p>Man-made boards and their applications will be considered. Within this, learners will continue to develop their maths in DT skills, looking at surface area, volume & percentage waste.</p> <p>Short prototyping tasks will be used to develop practical modelling using paper products. Isometric Drawing will be used to explain how products are assembled and give learners an additional 3D drawing technique.</p>	<p><u>Plastics, CAD/CAM and Sustainability</u> Raw materials form the starting point for the project, with a focus on the environmental risk of crude oil. Plastics types and applications feature in the second part of the unit, with learners being able to select plastics for specific applications. Industrial applications are considered, with thermoforming by vacuum and injection moulding being important processes for learners to understand. The practical element of the unit explore the design and manufacture of a Test-tube vase. 2D computer aided design (CAD) is harnessed in the initial design phase, from which components can be laser cut rapidly. Maths elements within this will include pattern, scale, lines of symmetry, rotation, angles and the area of circles. Learners will progress onto 3D CAD for development drawings. Trimble Sketch-Up will be used for this and this is freely available for learners to practice at home - www.sketchup.com/free. Precious plastics and the role of the 6R's will be explored, harnessing the increased media awareness of plastic in our environment.</p>	<p><u>Designers and Design Businesses</u> Recap and recall of previously covered topics, mechanisms, forces, structures, levers and the work of others. The work of Norman Foster and Philippe Starck will be explored, allowing learners to build case studies that they can use to tackle GCSE questions. The technology that drives products by Dyson and Apple will be considered, with learners being able to identify where specific applications have led to new products. Scales and methods of production will be investigated, leaving learners with an appreciation of batch, mass, one-off and continuous manufacturing. The need for successful businesses to maintain high levels of quality control and assurance will be taught within the unit. From this, learners will be able to explain how standards are maintained and the marking's found on products to confirm these have been achieved. A small element of the unit will consider tolerance and the allowed variability of similar products. An introduction to the GCSE Major Project will take place in mid-June 2020, as the tasks are released by the exam board (AQA). The priority</p>
<p>HT 2 The stages detailed above are repeated with a metals focus. An aluminium photo-frame, including jigs and production aids, forms the practical element of the metal unit. Maths skills are further developed through the use of templates, the need for accurate measurement and the equipment required to complete this.</p>	<p>HT 2 Learners will learn about Smart Materials and their application in products. Application of electronic components and inputs will covered in design tasks, which consider the needs of customer and clients will be considered to avoid 'design fixation'.</p>	<p>From this will be to complete the task analysis, design brief and client profile before the summer break</p>
Assessment and Exams		
<ul style="list-style-type: none"> • 1 Metal theory test, with extended written question • Wood theory test, with extended written question • LSQ to check for understanding • Seneca feedback on theory. 	<ul style="list-style-type: none"> • Smart and modern materials • LSQ to check for understanding • Seneca feedback on theory. • Smart Materials Research and Design short task. 	<ul style="list-style-type: none"> • Designer case study • Full 2 hour Mock GCSE paper • First sections of the NEA

Year 10 ENGLISH

Term One	Term Two	Term Three
<p>HT1 <u>An Inspector Calls</u></p> <p>Learners will study the play An Inspector Calls. During the rest of the half term, they will read the play, complete an in-depth study on key characters and themes. As part of this module of learning they will also be expected to memorise key character quotes</p> <p>Learners will be working on Language Paper Two skills throughout the this half term and they will be embedding through the teaching of An Inspector Calls.</p>	<p>HT1 <u>Language Paper One</u></p> <p>Learners will be developing reading skills needed for their Language Paper One exam. The text learners will study will be heavily focused around the 19th century. The aim this learning will be to consider the writers' craft 19th century writing. Learners will continue to develop skills required to analyse language and structure in detail, considering the impact of choices regarding sentence types, language devices and specific words. There will be strong emphasis on learners learning critical analytical skills of the writers' intentions and the impact on the reader. Learners develop the skill of evaluating writing; they are given a writer's purpose and must find evidence as to how and why it has been successful</p>	<p>HT1 <u>Macbeth</u></p> <p>Students will study Macbeth here during which they will explore key theme and key characters of Macbeth. Students will work through the play, reading the text and spotting to explore key scenes, which are important in the study of Macbeth.</p>
<p>HT2 <u>A Christmas Carol</u></p> <p>Learners will apply their understanding of the 19th century to the novel A Christmas Carol. Learners will explore the key extract in A Christmas Carol as well as learning about the writers' intentions when writing the novel. Reading skills focused on include reference to text, identification of language and structure, inference, analysis and evaluation; learners are beginning to understand the choices a writer makes to craft their text.</p>	<p>HT2 <u>Poetry</u></p> <p>Learners will study 15 poems which will form part of their GCSE exam and their mock exam. The poems will be based around the theme of conflict and will link to the poems explored in Year 9. Learners will develop skills on how to compare different poems based on their language, form and structure. Learners will be expected to explore extended metaphors, learn new structural techniques. This module will be heavily focused around the exam expectation.</p>	<p>HT2 <u>Making a murderer and Mock exam preparation for English Language Paper One and A Christmas Carol and Poetry.</u></p> <p>Learners finish the year completing work around non-fiction reading and writing. During this scheme learners will explore how to create speeches, letters and newspapers articles through the documentary of 'Making a Murderer'.</p>

Assessment and Exams

Term One:
 Half Term One – Guided essay on An Inspector Calls
 Half Term Two – Reading assessment on an extract from A Christmas Carol

Term Two:
 Half Term Three – Language Paper One Exam Paper
 Half Term Four – Poetry comparison assessment

Term Three:
 Half Term Five – Macbeth Assessment
 Half Term Six – Mock Exam

Year 10 – MFL French		
Term One	Term Two	Term Three
<p>HT1 French: Studio AQA GCSE French Module 5 : Le grand large Learners will talk about what they normally do on holiday. They will talk about a hotel stay and discuss transport references using comparative adjectives. They will develop their responses to include what they did in a past holiday and use the perfect and imperfect tenses. Learners will know how to order food in a restaurant and talk about holiday disasters using three time frames, past, present and future.</p>	<p>HT1 French: Studio AQA GCSE French Module 8 : un œil sur le monde Learners will talk about their beliefs and concerns regarding the planet. Discussing types of weather and natural disasters. They will have opportunities to discuss problems affecting young people including ethical shopping and the environment. They will know how to write and speak about important events and volunteering.</p>	<p>HT1 French: Studio AQA GCSE French Module 1-3: Contrôle: Theme 2 Learners will consolidate their learning of the topics in Theme two and prepare their questions and responses for the GCSE writing component focused on Theme 2. Learners will ensure they demonstrate the accurate application of at least three tenses. They will also be encouraged to give and develop their opinions in order to achieve the best outcomes. Learners will have opportunities to tackle written questions from each of the Theme one units and have opportunities to practise the translation component of the examination with specific focus on Theme 2</p>
<p>HT2 French: Studio AQA GCSE French Module 4 : De la ville à la campagne Learners will begin by reviewing places in town and be able to describe where they live and what they can do in their free time. They will use the superlative to describe a region, find out tourist information and discuss plans. Learners will talk about what they can do in different types of weather and write about their town using three time frames.</p>	<p>HT2 French: Studio AQA GCSE French Module 1-3: Contrôle: Theme 2 Learners will consolidate their learning of the topics in Theme two and prepare their questions and responses for the GCSE speaking component focused on Theme 2. Learners will ensure they choose questions which allow them to demonstrate the accurate application of at least three tenses. They will also be encouraged to give and develop their opinions in order to achieve the best outcomes. Learners will be expected to tackle all aspects of the speaking exam, but through specific focus on the Theme 2 topics.</p>	<p>HT2 French: Studio AQA GCSE French Module 6: Au collège Theme 3 Learners will review school subjects and time tables. They will give detailed opinions on school subjects and facilities and compare British schools to schools in France. Learners will discuss healthy and unhealthy eating habits. Learners will be able to talk about the extra-curricular activities they do and talk about their successes in school using the past, present and future tenses.</p>
Assessment and Exams		
Term 1: HT1: Listening assessment – Le grand large	HT 2: Reading assessment – De la ville à la campagne	
Term 2: HT1: Translation assessment – Un œil sur le monde	HT 2: Speaking assessment – Contrôle: Theme 2	
Term 3: HT1: Writing assessment - Contrôle: Theme 2	HT 2: Listening– Au collège Theme 3	

New Geography Curriculum

Year 10

Autumn Term 1

Climate and Change recap – 3 weeks
Global Hazards recap – 3 weeks

This half term will focus on recapping the learning from year 9 and the learning completed in lock down. All content and exam skills will be reviewed and two assessments will be completed to assess learners current grade.

Spring Term 1

Distinctive Landscapes - Rivers
The UK contains a diverse and distinct range of landscapes. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes that shape river and coastal landscapes is developed and consideration of the human influence on these.

Summer Term 1

Fieldwork and Geographical Exploration – Colwyn Bay

(COVID DEPENDENT)

Autumn Term 2

Urban Futures
Never before has the landscape of the planet looked more urban. Cities are growing at unprecedented rates. This topic seeks to explore why, and consider how the global pattern of urbanisation is changing. Urban challenges and opportunities are varied and unique and learners will examine these through studying two cities, one from an advanced country (AC) and one from either an emerging and developing country (EDC) or a low-income developing country (LIDC). Within each

Spring Term 2

Distinctive Landscapes - Coasts
The UK contains a diverse and distinct range of landscapes. This topic gives learners the opportunity to unravel the geographical processes that make them distinctive. A deeper understanding of the geomorphic processes that shape river and coastal landscapes is developed and consideration of the human influence on these.

Summer Term 2

Sustaining Ecosystems
Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. This topic seeks to explore the distribution and characteristics of the Earth's ecological wonders. Learners investigate the two contrasting ecosystems of tropical rainforests and polar environments, exploring physical cycles and processes that make these ecosystems distinctive, the threats posed to their existence and how humans are

<p>city, contrasting ways of life, geographical processes, problems and solutions will be studied in order to gain a holistic understanding of what makes up the urban fabric of each place.</p>		<p>attempting to manage them for a more sustainable future.</p>
<p><u>Assessment</u> Assessment will be conducted at the end of each key Geography topic and in line with school data points. Learners will be assessed on all of their previous learning not just the unit they are studying to ensure retention of key knowledge. Formal assessments will focus on the following;</p> <ol style="list-style-type: none">1. Recall which focuses on key content and information.2. Geographical skills which include the use of map, graphs, statistics and infographics.3. Extended answer questions that include level marking.4. A range of command words to build up learners confidence in their exam skills.		

Health & Wellbeing – Core PE KS 4

Term One	Term Two	Term Three
<p>HT1 Focus – Health & Fitness Competency – Citizenship Intent – To ensure all learners understand the benefits of a healthy active lifestyle and understand the link between physical, mental and emotional health. Overview: Drawing on prior knowledge surrounding components of fitness learners will discover different methods of testing physical health. Learners will fully understand the link between physical activity and mental health.</p>	<p>HT1 Focus – Decision Making Competency – Critical Thinking Intent – To develop the knowledge required to make tactical decisions or changes when taking part in a physical challenge. Overview: Learners will identify different tactics used in a variety of sports and discuss the use of tactical play. Learners will show ambition when choosing tactics for team and individual based challenges.</p>	<p>HT1 Focus – Coaching Competency – Collaboration Intent – To give learners the tools to reflect on their own performance. Overview: This particular focus will include a large amount of work surrounding mental health and preparing for examinations. Learners will develop a range of stress management techniques and be able to adopt a range of strategies to help them moving forward.</p>
<p>HT2 Focus – Performance Competency – Creativity Intent – To allow learners opportunity to build on prior knowledge and combine various practical skills. Overview: Learners will be given the opportunity to select, combine and perform their strongest of skills through physical activity in both team and individual based activities.</p>	<p>HT2 Focus – Leadership Competency – Communication Intent – To allow learners to develop their self-confidence and range of communication skills through leadership. Overview: Learners will discover what it takes to be a leader, developing personal qualities and self-confidence through sport and physical activity.</p>	<p>HT2 Focus – Character Competency – Character Intent – To reflect on personal attributes and develop key skills for life beyond RSHS. Overview: All learners will start with a range of self-reflection activities where they will self and peer assess their own personal attributes. Learners will discuss in detail what it takes to be a role model, what is meant by the term citizenship and how we can promote equality within sport and physical activity.</p>

Assessment and Exams

Assessment – Ongoing assessment through observation, performance analysis and targeted Q&A.

The key 'I can' statements will form much of our assessment throughout the year and will allow decisions to be made regarding key skills and levels of performance, however no formal assessment is completed for core PE at KS4.

HT1

Focus – Leadership

Competency – Communication

Intent – To allow learners to develop their self-confidence and range of communication skills through leadership.

Overview:

Learners will discover what it takes to be a leader, developing personal qualities and self-confidence through sport and physical activity.

Year 10 – History September 2020
Exam board – EDEXCEL GCSE History 9-1

Term One	Term Two	Term Three
<p>HT1 <u>GCSE Medicine Through Time</u> GCSE Medicine Through Time – Industrial Revolution Learners will investigate the progression in the ideas about illness, treatments and preventions during the Industrial Revolution</p> <p>GCSE Medicine Through Time – Modern Britain Learners will investigate aspects of modern medicine and understand what has led to the progress we have seen since the Middle Ages.</p>	<p>HT1 <u>GCSE Germany 1918-1939</u> Problems of the Weimar Republic 1918-1923 Learners will investigate the situation in Germany after the First World War and the problems that the Weimar Republic had to overcome.</p> <p>Weimar recovery 1924-1929 Learners will investigate the role of Stresemann in improving Germany and he problems this caused for the Nazi Party.</p>	<p>HT1 <u>GCSE Germany 1918-1939</u> Control of Germany: Terror and Propaganda Learners will investigate the methods used by the Nazis to control the German population.</p> <p>Living in Nazi Germany 1933-1939 Learners will study the impact Nazi Germany had on different groups of people in the country – the youth, women, minority groups and workers.</p>
<p>HT2 <u>GCSE Medicine Through Time</u> Historic environment – Trenches of the Western Front Learners will study the trenches, weapons, illnesses and battles of the First World War in depth. Focus will be on the wounds and illnesses that soldiers received and the development of new techniques to save lives.</p>	<p>HT2 <u>GCSE Germany 1918-1939</u> Rise of the Nazis 1929-1934 Learners will investigate the reasons for the rapid growth in the popularity of Hitler and the Nazis after 1929. They will learn how Hitler was able to become the dictator of Germany in 1934.</p>	<p>HT2 <u>GCSE Cold War 1941-1991</u> Ideology and origins of the Cold War Learners will investigate the situation in Europe after the Second World War and how rivalry of the Cold War first began.</p>

Assessment and Exams

The classwork and homework of learners will be regularly assessed to check the level of understanding and use of historical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements. Assessment points will be held every half term which will consist of knowledge based tests and extended historical writing. Formal exams will be held with learners at appropriate points in the academic year to build exam success

Year 10 Hospitality and Catering		
Autumn	Spring	Summer
<u>Autumn Term</u> <ul style="list-style-type: none"> • Roles and responsibilities of EHO • Food safety legislation • Personal safety responsibilities • Identify risks to personal safety • Recommend P.S. control measures • Describe the operation of a kitchen • The structure of the H&C industry • Job requirements • Working conditions 	<u>Spring Term</u> <ul style="list-style-type: none"> • Factors affecting success • Nutrition (protein) • Nutrition (fat) • Nutrition (carbohydrate) • Nutrition (vitamins) • Nutrition (minerals) • Nutritional needs of groups • Cooking methods • Factors to consider • Environmental issues • Meeting customer needs • Time plan 	<u>Summer Term</u> <ul style="list-style-type: none"> • Meat • Fruit and vegetables • Milk • Eggs • Fish • Cheese, yoghurt , cream • Cereals
Assessment and Exams		
<u>Autumn Term 1</u> Complete Hospitality and Catering Booklet Unit 1	<u>Spring Term 1</u> Complete Hospitality and Catering Booklet Unit 1	<u>Summer Term 1</u> Complete commodities booklet. Be able to complete practical dishes.

Year 10 – Maths – Foundation Tier 2020-2021

Term One	Term Two	Term Three
<p>HT1 Learners will study:</p> <ul style="list-style-type: none"> ➤ Two Way Tables ➤ Frequency Trees ➤ Venn Diagrams ➤ Best Value ➤ Exchange Rates ➤ Rounding and Error Intervals ➤ Estimation ➤ Percentage of an Amount ➤ Interest and Growth ➤ Depreciation and Decay ➤ Reverse Percentages 	<p>HT1 Learners will study:</p> <ul style="list-style-type: none"> ➤ Inequalities ➤ Frequency Diagrams ➤ Scatter Graphs ➤ Time Series ➤ Straight Line Graphs ➤ Quadratic and Cubic Graphs ➤ Coordinate Geometry ➤ Speed, Distance, Time ➤ Compound Measures 	<p>HT1 Learners will study:</p> <ul style="list-style-type: none"> ➤ Sampling ➤ Pie Charts ➤ Probability ➤ Probability Trees ➤ Plans and Elevations ➤ Constructions ➤ Circles ➤ Arcs and Sectors ➤ Surface Area and Volume
<p>HT2 Learners will study:</p> <ul style="list-style-type: none"> ➤ Fractions ➤ Ratio ➤ Proportion - Recipes ➤ Standard Index Form ➤ Expand and Simplify ➤ Factorising ➤ Solving equations ➤ Subject of equations ➤ Averages ➤ Averages from a Table ➤ Averages from Grouped Data 	<p>HT2 Learners will study:</p> <ul style="list-style-type: none"> ➤ Real Life Graphs ➤ Pythagoras ➤ Trig - Non Calculator ➤ Trig - Finding Sides ➤ Trig - Finding Angles ➤ Pythagoras with Trig ➤ Bearings ➤ Alternate/Corresponding Angles ➤ Interior and Exterior Angles 	<p>HT2 Learners will study:</p> <ul style="list-style-type: none"> ➤ Congruence ➤ Similar Shapes ➤ Enlargements ➤ Reflections ➤ Rotations ➤ Reflections with Rotations ➤ Translations ➤ Vectors ➤ Forming and Solving Equations ➤ Simultaneous Equations ➤ Direct Proportion ➤ Inverse Proportion

Assessment and Exams

A baseline retrieval assessment is to be completed in September.

Learners will complete Mock GCSE papers in the Autumn and Winter term.

Year 10 Mock Week – Learners to complete a full set of GCSE papers (1 non-calculator, 2 calculator)

Year 10 – Maths – Higher Tier 2020-2021

Term One	Term Two	Term Three
<p>HT1 Learners will study:</p> <ul style="list-style-type: none"> ➤ Two Way Tables ➤ Frequency Trees ➤ Venn Diagrams ➤ Best Value/Exchange Rates ➤ Rounding and Error Intervals ➤ Estimation ➤ Percentage of an Amount ➤ Interest and Growth ➤ Reverse Percentages ➤ Fractions and Recurring Fractions ➤ Ratio ➤ Proportion - Recipes ➤ Standard Index Form ➤ Product Rule 	<p>HT1 Learners will study:</p> <ul style="list-style-type: none"> ➤ Coordinate Geometry ➤ Speed, Distance, Time ➤ Compound Measures ➤ Real Life Graphs ➤ Pythagoras ➤ Trig - Non Calculator ➤ Trig - Finding Sides ➤ Trig - Finding Angles ➤ Pythagoras with Trig 	<p>HT1 Learners will study:</p> <ul style="list-style-type: none"> ➤ Surface Area and Volume ➤ Congruence ➤ Similarity ➤ Reflections ➤ Rotations ➤ Translations ➤ Enlargements - including Fractional and Negative
<p>HT2 Learners will study:</p> <ul style="list-style-type: none"> ➤ Expand and Simplify ➤ Factorising ➤ Solving equations ➤ Quadratic Equations ➤ Subject of equations ➤ Averages – including Grouped Data ➤ Inequalities ➤ Frequency Diagrams ➤ Scatter Graphs ➤ Time Series ➤ Straight Line Graphs ➤ Quadratic and Cubic Graphs 	<p>HT2 Learners will study:</p> <ul style="list-style-type: none"> ➤ Bearings ➤ Alternate/Corresponding Angles ➤ Interior and Exterior Angles ➤ Sampling ➤ Pie Charts ➤ Probability ➤ Conditional Probability ➤ Plans and Elevations ➤ Constructions ➤ Circles ➤ Arcs and Sectors 	<p>HT2 Learners will study:</p> <ul style="list-style-type: none"> ➤ Vectors ➤ Forming and Solving Equations ➤ Simultaneous Equations – including Quadratic Equations ➤ Direct and Indirect Proportion ➤ Cumulative Frequency and Box Plots ➤ Functions

Assessment and Exams

A baseline retrieval assessment is to be completed in September.

Learners will complete Mock GCSE papers in the Autumn and Winter term.

Year 10 Mock Week – Learners to complete a full set of GCSE papers (1 non-calculator, 2 calculator)

Year 10 – Music

Term one	Term two	Term three
<p>HT1 Unit 1: Working in the music industry Learners will focus on researching various job roles within the music industry and how these interrelate with each other. They will also look into different organisations within the industry and how these link in with the different job roles.</p> <p>Unit 5: Introducing music performance Learners will begin considering which pieces they will use for their assessment. They will research a number of genres and pieces within these genres.</p>	<p>HT3 Unit 3: Introducing live sound Learners will be introduced to the role of a sound engineer and learn how to manage the technical requirements for a concert. They will look into sound requirements for venues, including how to organise sound checks and operate equipment safely.</p> <p>Unit 5: Introducing music performance Learners will continue to work on their performance pieces, completing rehearsal logs for all work they do.</p>	<p>HT5 Unit 3: Introducing live sound Learners will use all of the knowledge and experience gained so far to complete their controlled assessment for this unit.</p> <p>Unit 5: Introducing music performance Learners will continue to work on their performance pieces, completing rehearsal logs for all work they do.</p>
<p>HT2 Unit 1: Working in the music industry Learners will focus on revising materials needed for the written exam. This is worth 25% of the overall grade and will be sat this year.</p> <p>Unit 5: Introducing music performance Learners will rehearse and perform their selected piece of music.</p>	<p>HT4 Unit 3: Introducing live sound Learners will focus on mixing sound signals together from a variety of sources in real time. Learners will pay particular attention to being able to review and adapt in live sound settings including managing any technical problems. Learners will also look at how to safely set up and de rig live sound equipment.</p>	<p>HT6 Unit 2: Planning a music product Learners will begin work on this unit which involves them planning the Christmas Concert. They will organise all aspects of this, including risk assessments, promotional material and plans. This unit is worth 25% of the overall grade.</p>
Assessment and Exams		
<p>Exam style questions for Unit 1. Full mock exam December 2020 Rehearsals and performance of chosen piece.</p>	<p>Rehearsals and performance of chosen piece. Assessed coursework of unit 3.</p>	<p>Controlled assessment of unit 3 Rehearsals and performance of chosen piece.</p>

Year 10 Science

Term One	Term Two	Term Three
<p>HT1 Atomic structure and the periodic table Learners will use a range of investigative techniques to understand the periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties.</p> <p>Energy Learners will use a range of investigative techniques to learn how physicists and engineers are working hard to identify ways to reduce our energy usage.</p> <p>Organisation Learners will use a range of investigative techniques to learn about the human digestive system which provides the body with nutrients and the respiratory system that provides it with oxygen and removes carbon dioxide. They will also learn how the plant's transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon dioxide that they need for photosynthesis.</p>	<p>HT1 Biology:</p> <p>Communicable Diseases Learners will use a range of investigative techniques to explore how we can avoid diseases by reducing contact with them, as well as how the body uses barriers against pathogens.</p> <p>Chemical changes Learners will use a range of investigative techniques to understand chemical changes began when people began experimenting with chemical reactions in a systematic way and organising their results logically.</p>	<p>Rates of reaction Learners will use a range of investigative techniques to understand chemical reactions can occur at vastly different rates.</p> <p>Forces Learners will use a range of investigative techniques to understand that engineers analyse forces when designing a great variety of machines and instruments, from road bridges and fairground rides to atomic force microscopes</p>

<p>HT2 Chemistry: Bonding, structure and the properties of matter Learners will use a range of investigative techniques to understand chemists use theories of structure and bonding to explain the physical and chemical properties of materials.</p> <p>Quantitative chemistry Learners will use a range of investigative techniques to understand chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions.</p> <p>Electricity Learners will use a range of investigative techniques to understand that electrical power fills the modern world with artificial light and sound, information and entertainment, remote sensing and control.</p>	<p>Molecules & Matter Learners will use a range of investigative techniques to understand that ionising radiation is hazardous but can be very useful.</p> <p>Energy changes. Learners will use a range of investigative techniques to understand the interaction of particles often involves transfers of energy due to the breaking and formation of bonds.</p> <p>Photosynthesis Learners will use a range of investigative techniques to explore how plants harness the Sun's energy in photosynthesis in order to make food and all organisms use glucose and oxygen to perform respiration.</p>	<p>Respiration Learners will learn about aerobic and anaerobic respiration and the difference between them. They will also look at how anaerobic respiration is used in fermentation.</p> <p>Nervous System Learners will learn about the structure and function of the nervous system and how it responds to changes in the environment.</p> <p>Crude Oil & Function Learners will use a range of investigative techniques to understand the chemistry of carbon compounds is so important that it forms a separate branch of chemistry</p>
<p>Assessment and Exams</p>		
<p>Learners will be assessed during each topic and at the end of each half term complete a formal assessment on content from that half term and previous ones. Learners will also complete a formal exam using past GCSE exam papers during exam week.</p>		

Year 10 – MFL Spanish		
Term One	Term Two	Term Three
<p>HT1 Spanish: Viva AQA GCSE Spanish Module 1: Desconéctate! Learners will talk about what they normally do on holiday. They will talk about a hotel stay and discuss transport references using comparative adjectives. They will develop their responses to include what they did in a past holiday and use the perfect and imperfect tenses. Learners will know how to order food in a restaurant and talk about holiday disasters using three time frames, past, present and future.</p>	<p>HT1 Spanish: Viva AQA GCSE Spanish Module 6: Hacia un mundo mejor Learners will talk about their beliefs and concerns regarding the planet. Discussing types of weather and natural disasters. They will have opportunities to discuss problems affecting young people including ethical shopping and the environment. They will know how to write and speak about important events and volunteering.</p>	<p>HT1 Spanish: Viva AQA GCSE Spanish Module 2-3: Prueba: (Theme 2) Learners will consolidate their learning of the topics in Theme one and prepare their questions and responses for the GCSE writing component focused on Theme 2. Learners will ensure they demonstrate the accurate application of at least three tenses. They will also be encouraged to give and develop their opinions in order to achieve the best outcomes. Learners will have opportunities to tackle written questions from each of the Theme one units and have opportunities to practise the translation component of the examination with specific focus on Theme 2</p>
<p>HT2 Spanish: Viva AQA GCSE Spanish Module 2: Ciudades Learners will begin by reviewing places in town and be able to describe where they live and what they can do in their free time. They will use the superlative to describe a region, find out tourist information and discuss plans. Learners will talk about what they can do in different types of weather and write about their town using three time frames.</p>	<p>HT2 Spanish: Viva AQA GCSE Spanish Module 2-3: Prueba (Theme 2) Learners will consolidate their learning of the topics in Theme one and prepare their questions and responses for the GCSE speaking component focused on Theme 2. Learners will ensure they demonstrate the accurate application of at least three tenses. They will also be encouraged to give and develop their opinions in order to achieve the best outcomes. Learners will have opportunities to tackle questions from each of the Theme one units and have opportunities to practise all three component of the examination with specific focus on Theme 2</p>	<p>HT2 Spanish: Viva AQA GCSE Spanish Module 5: Mi vida en el insti Learners will review school subjects and time tables. They will give detailed opinions on school subjects and facilities and compare British schools to schools in Spain. Learners will discuss healthy and unhealthy eating habits. Learners will be able to talk about the extra-curricular activities they do and talk about their successes in school using the past, present and future tenses.</p>
Assessment and Exams		
<p>Term 1: HT1: Listening assessment – Holidays Term 2: HT1: Translation assessment – Environment Term 3: HT1: Writing assessment - Theme 2</p>	<p>HT 2: Reading assessment – Town and local area HT 2: Speaking assessment – Theme 2 HT 2: Listening– School</p>	

Year 10 – Statistics

Term One	Term Two	Term Three
<p>HT1 Learners will study:</p> <ul style="list-style-type: none">➤ Collection of Data➤ Grouping Data➤ Types of Data➤ Populations and Sampling➤ Problems with Data Collection	<p>HT1 Learners will study:</p> <ul style="list-style-type: none">➤ Population Pyramids➤ Choropleth Diagrams➤ Histograms➤ Frequency Polygons	<p>HT1 Learners will study:</p> <ul style="list-style-type: none">➤ Time Series➤ Trend Lines➤ Box Pots➤ Skewness
<p>HT2 Learners will study:</p> <ul style="list-style-type: none">➤ Capture – Recapture Formula➤ Tables➤ Pictograms and Bar Charts Stem and Leaf Diagrams➤ Pie Charts inc. Comparative Pie Charts	<p>HT2 Learners will study:</p> <ul style="list-style-type: none">➤ Cumulative Frequency Graphs➤ Misleading Diagrams➤ Averages (inc. from tables)➤ Weighted and Geometric Mean➤ Measures of Dispersion	<p>HT2 Learners will study:</p> <ul style="list-style-type: none">➤ Comparing Data➤ Scatter Diagrams➤ Correlation➤ Interpolation and Extrapolation
Assessment and Exams		
Learners will complete Mock GCSE papers in Autumn and Winter Year 10 Mock Week – Learners to complete a full set of GCSE papers (2 calculator)		