



Year 10 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Macbeth (Finishing form Year 9)</p> <hr/> <p>Lit Paper 1 Section A</p>	<p>A Christmas Carol</p> <hr/> <p>Lit Paper 1 Section B</p>	<p>Lang Paper 1 Sections A and B</p> <hr/> <p>Explorations in Creative Reading and Writing</p>	<p>Power and Conflict Poetry</p> <hr/> <p>Lit Paper 2 Section B</p>	<p>Finish Power and Conflict</p> <hr/> <p>Revise Language Paper 1</p> <hr/> <p>Revision for End of Year exams</p>	<p>End of year exam revision Lit Paper 1 and Language Paper 2</p> <hr/>
Maths	<p>Autumn 1: Module 13: Equations & Inequalities Module 14: Accuracy, Powers & Surds</p>	<p>Autumn 2: Module 15: Quadratic Equations Module 16: Sampling & More complex Diagrams</p>	<p>Spring 1: Module 17: Combined Events Module 18: Properties of circles</p>	<p>Spring 2: Module 19: Proportionality Module 20: Further Pythagoras & Trigonometry</p>	<p>Summer 1: Module 21: Further Graphs Module 22: Algebraic Fractions & Functions</p>	<p>Summer 2: Module 23: Vector Geometry END OF YEAR EXAMS & REVISION</p>
Science	<p>Biology – Bioenergetics Chemistry – The rate and extent of chemical change</p>	<p>Physics – Electricity and circuits Biology – Homeostasis and response.</p>	<p>Chemistry – Hydrocarbons and chemical analysis</p>	<p>Physics – Structure of the atom and radioactivity</p>	<p>Chemistry – Sustainable development Physics – Forces and their effects</p>	<p>Physics – forces and their effects continued. Preparation for end of year examination, re-teaching and enrichment.</p>
History	<p>Health and the People Part 1</p> <ul style="list-style-type: none"> • Medieval medicine • Medical progress 	<p>Health and the People Part 3</p> <ul style="list-style-type: none"> • The development of Germ Theory and 	<p>Germany Part 1</p> <ul style="list-style-type: none"> • Kaiser Wilhelm and the difficulties of ruling Germany 	<p>Germany Part 2</p> <ul style="list-style-type: none"> • The establishment of Hitler’s dictatorship <p>Germany Part 3</p>	<p>Elizabethan England: Part 1</p> <ul style="list-style-type: none"> • Elizabeth I and her court 	<p>Elizabethan England Part 3</p> <ul style="list-style-type: none"> • Religious matters: the question of

	<ul style="list-style-type: none"> Public health in the Middle Ages <p>Health and the People Part 2</p> <ul style="list-style-type: none"> The impact of the Renaissance on Britain Dealing with disease Prevention of disease 	<p>its impact on the treatment of disease in Britain</p> <ul style="list-style-type: none"> A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, Improvements in public health <p>Health and the People Part 4</p> <ul style="list-style-type: none"> Modern treatment of disease The impact of war and technology on surgery Modern public health 	<ul style="list-style-type: none"> Impact of the First World War Weimar democracy: political change and unrest, 1919–1923 <p>Germany Part 2</p> <ul style="list-style-type: none"> The impact of the Depression The failure of Weimar democracy 	<ul style="list-style-type: none"> Economic changes: benefits and drawbacks Social policy and practice Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state 	<ul style="list-style-type: none"> The difficulties of a female ruler <p>Elizabethan England Part 2</p> <ul style="list-style-type: none"> A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry English sailors: Hawkins and Drake 	<p>religion, English Catholicism and Protestantism</p> <ul style="list-style-type: none"> Mary Queen of Scots Conflict with Spain <p>Elizabethan England Part 4</p> <p>The historic environment of Elizabethan England The historic environment is 10% of the overall course, which equates to approximately 12 hours out of 120 guided learning hours.</p>
Geography	<p>Unit 1, Topic 1: Global Hazards</p> <ul style="list-style-type: none"> How can weather be hazardous? Why do we have weather extremes? When does extreme weather become a hazard? What processes occur at plate boundaries? How can tectonic movement be hazardous? How does technology have the potential to save lives? 		<p>Unit 2, Topic 8: Resource Reliance</p> <ul style="list-style-type: none"> Will we run out of resources? How has an increasing demand for resources affected our planet? What does it mean to be food secure? How can countries ensure their food security? How sustainable are attempts to increase food security? 		<p>Unit 1, Topic 4: Sustaining Ecosystems</p> <ul style="list-style-type: none"> Why are natural ecosystems important? Why should tropical rainforests matter to us? Why are tropical rainforests being exploited and how can this be sustainably managed? Is there more to polar environments than just ice? How are humans seeking sustainable solutions for polar environments? 	
RSE						

<p>Spanish</p>	<p>Unit 4: Freetime activities Conjugation of 'jugar' 'a+el=al' TV and film Nationality Perfect tense Questions in perfect tense Describing films Sports Revision of imperfect tense Using three tenses at once Comparing watching film in cinema to TV Organising trip to cinema Useful adjectives 'alguno', 'otro', 'mucho', 'demasiado' Role models</p>	<p>Places in town or city Directions Shops Numbers to 100 Prices Using 'usted' Describing features of region 'se puede' and 'se pueden' + infinitive Making plans Future tense 'si' clauses with future and present tense Shopping for clothes and presents Comparing online shopping to going to shops Demonstrative adjectives Talking about good points of town Using 'tan' and 'tanto' Using imperfect and present tense Describing visit in past Using various tenses</p>	<p>Unit 6 Describing mealtimes Illnesses Body parts 'me duele'/'me duelen' Typical foods around the world 'me gusta' and 'me gustaría' Comparing different festivals Describing a special day Preterite tense of reflexive verbs Ordering a restaurant 'ísimo' Using 'estar' to describe temporary state Talking about a music festival 'antes de' and 'después de' 'acabo de' + infinitive</p>
<p>Art</p>	<p>Topic: Marine Project</p> <ul style="list-style-type: none"> - Mind map – creating links for theme development - Initial RECORDING relating to the theme - Initial RESEARCH into an artist relevant to theme - Initial RESPONSE using RESEARCH - Introduction of second RESEARCH - Development of RESPONSES creating various RECORDINGS - Introduction of final practitioner - Development of ideas exploring application of various materials 	<p>Topic: Workshop</p> <ul style="list-style-type: none"> - AO1 analyse various artists that explore different techniques - AO2 Experience the new technique learnt from research - AO3 Record a subject using the new style discovered from research and experience of new technique - Create a final outcome that clearly identifies areas of strength <p>Students will be given this opportunity to experience a vast selection of different materials. This will enable them to discover some new skills which they enjoy using and</p>	<p>Topic: Component One - Contribution Project 20%</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of three titles

	<p>- Development of final response Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources.</p>	<p>will then perhaps develop further in to their contribution projects.</p>	<p>Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them.</p>
<p>Computing/ICT</p>	<p>ICT 5 lessons a fortnight Component 2 - Students will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.</p> <p>Computer Science Computer Science Students will learn about system architecture, memory, storage, networks, system software, system security and ethical, legal and environmental concerns. Students will complete the 20-hour NEA based on their chosen task.</p>		
<p>Technology: Engineering</p>	<p>This project focusses on the design and development of ergonomic products. Students learn about the importance of using anthropometric data to ensure their own product is comfortable and easy to use. Students work through the design process as they develop their own rechargeable torch and power bank. There is an emphasis on the modelling and testing process to ensure their final outcome meets the needs of the consumer. -Inclusive design: ergonomics and anthropometrics -Designing products using 3D CAD (Solidworks)</p> <p>Wider topics explored...</p> <p>-What is inclusive design? -How are common products designed to suit the needs of a range of users? -How has Computer Aided Design evolved?</p>	<p>Whilst this unit of work links into the rechargeable torch and power bank project the research the student present will be submitted as evidence for the R106 unit. The students will carry out a series of investigations and detailed research tasks, analysing existing torches before drawing conclusions and using their findings to influence their own torch designs. -Unit R106 – Product analysis</p> <p>Wider topics explored...</p> <p>-How are products manufactured in industry? -How has lighting technology evolved? -How do products impact on the environment? -What is the impact of legislation and quality standards?</p>	<p>This project has been designed to develop the students 2D and 3D drawing skills. Whilst it includes the use of a wide range of materials, components and processes the emphasis is on the effective presentation of ideas using traditional drawing techniques and CAD. -3D Drawing techniques -Metal machining processes</p> <p>Wider topics explored...</p> <p>-How has rapid prototyping been of benefit to society?</p>

<p>Technology: GCSE D and T</p>	<p>-How has it influenced product design?</p> <p>During this project the students work through the design process to develop an electronic co-ordination game. Although the students learn about traditional alarm latching circuits during the research stages of the project, they move on to explore the use of the modern microcontroller as a more versatile alternative.</p> <p>Exploring SMART and modern materials</p> <p>-Exploring compliant materials (paper and board)</p> <p>-Exploring control technology</p> <p>-What impact has technology had on the development of children?</p> <p>-How do toys help children develop?</p> <p>-What is a sustainable product?</p>	<p>This project focusses on the design and development of ergonomic products. The students work through the design, development and modelling process before manufacturing their own working computer mouse. The project has been designed so that students will need to explore several of the exam theory topics as part of the research stages of their work.</p> <p>-Designing inclusive products</p> <p>-Exploring modelling techniques</p> <p>-What impact has the microcontroller had on society?</p> <p>-Case study: From the first computer to the fully embedded technology of today's society.</p>	<p>During the last term the NEA themes are released by the exam board. The students will make a start to their own projects by exploring the three themes they have been provided with before selecting one two focus their project on.</p> <p>NEA: Section 1 – Exploring and investigating design possibilities.</p> <p>-Exploring a theme</p> <p>-Working from a design brief</p> <p>-Researching and investigating</p> <p>-Exploring design concepts</p> <p>-The NEA focusses of working from a design brief set by a real client. Students must respond to client feedback throughout their project to ensure their designs meet the needs of the end user.</p>
<p>Technology: Food</p>	<p>Students learn about the different compartments that create their knowledge for their GCSE.</p> <p>They work through booklets that are based on the main areas of AQA Food and Nutrition. Students will then create dishes based on each section and show knowledge as to why they are relevant.</p> <p>Food safety- Hygiene, high risk foods, personal hygiene, bacteria's, storing foods, HACCP,</p> <p>Food Commodities- fats and oils, fruit and vegetables, proteins, alternative proteins, preparing meat and poultry, eggs, carbohydrates, cereals, dairy.</p>	<p>Students learn about the different compartments that create their knowledge for their GCSE.</p> <p>They work through booklets that are based on the main areas of AQA Food and Nutrition. Students will then create dishes based on each section and show knowledge as to why they are relevant.</p> <p>Science of food- Methods of cutting and preparing, combining and shaping, methods of cooking, cuts of meat, types of fish, denaturation and coagulation, enzymic browning, science in bread making</p> <p>Food Provenance- Food and the environment, where food comes from, sustainability, animal welfare, packaging, 3 R's Reduce Reuse and Recycle.</p> <p>Food Production- Dairy production, wheat milling, fortifying and modifying foods for better health.</p>	<p>Students will use this term to practice creating meals based on a brief. They will create a report explaining their choices.</p> <p>Students will then have to taste test or get other people to assess their foods and evaluate if their dishes met the criteria. NEA2.</p> <p>Students will use this term to practice creating meals based on a brief. They will create a report explaining their choices.</p> <p>Students will then have to taste test or get other people to assess their foods and evaluate if their dishes met the criteria.</p>

	<p>Principles of nutrition- Micro and macronutrients, sugar V starch, cholesterol, vitamins and minerals, water.</p> <p>Diet and good health- Eatwell guide, nutritional needs throughout life, diet related medical conditions, allergies and intolerances, religious diets and vegetarians and vegans.</p>				
PE: CNAT	<p>Topic: Unit R052 – Developing Sports Skills</p> <p>Unit R051 – Contemporary issues in sport</p> <p>Brief explanation of content covered.</p> <p>Unit R052 – Developing Sports Skills Learning Objective 1 – The key components of performance for an individual performer in a sporting activity.</p> <p>Unit R051 – Contemporary issues in sport Learning Objective 1 – Understanding the issues which affect participation in sport</p> <p>Brief outline of key concepts and skills learned.</p> <p>Unit R052 – Developing Sports Skills</p> <ul style="list-style-type: none"> • Performance of skills and techniques 	<p>Topic: Unit R052 – Developing Sports Skills</p> <p>Unit R051 – Contemporary issues in sport</p> <p>Brief explanation of content covered.</p> <p>Unit R052 – Developing Sports Skills Learning Objective 1 – The key components of performance for an individual performer in a sporting activity.</p> <p>Unit R051 – Contemporary issues in sport Learning Objective 1 – Understanding the issues which affect</p>	<p>Topic: Unit R052 – Developing Sports Skills</p> <p>Unit R051 – Contemporary issues in sport</p> <p>Brief explanation of content covered.</p> <p>Unit R052 – Developing Sports Skills Learning Objective 2 – be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.</p> <p>Unit R051 – Contemporary issues in sport Learning Objective 3 – Know about the role of sport in promoting values.</p> <p>Brief outline of key concepts and skills learned.</p> <p>Unit R052 – Developing Sports Skills LO2</p>	<p>Topic: Unit R052 – Developing Sports Skills</p> <p>Unit R051 – Contemporary issues in sport</p> <p>Brief explanation of content covered.</p> <p>Unit R052 – Developing Sports Skills Learning Objective 2 – be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.</p> <p>Unit R051 – Contemporary issues in sport Learning Objective 3 – Know about the role of sport in promoting values.</p> <p>Brief outline of key concepts and skills learned.</p> <p>Unit R052 – Developing Sports Skills LO2</p>	<p>Topic: Unit R052 – Developing Sports Skills</p> <p>Unit R051 – Contemporary issues in sport</p> <p>Brief explanation of content covered.</p> <p>Unit R052 – Developing Sports Skills Learning Objective 3 – be able to officiate in a sporting activity</p> <p>Unit R051 – Contemporary issues in sport Learning Objective 4 – Know about the role of national governing bodies in sport.</p> <p>Brief outline of key concepts and skills learned.</p> <p>Unit R052 – Developing Sports Skills LO3</p> <ul style="list-style-type: none"> • How to apply rules and regulations relevant to the activity? <p>Unit R051 – Contemporary issues in sport LO4</p> <ul style="list-style-type: none"> • What national governing bodies in sport do.

	<ul style="list-style-type: none"> • Creativity • Appropriate use of tactics/strategies/compositional ideas 	<p>participation in sport.</p> <p>Learning Objective 2 – know about the role of sport in promoting values.</p> <p>Brief outline of key concepts and skills learned.</p> <p>Unit R052 – Developing Sports Skills</p> <ul style="list-style-type: none"> • Performance of skills and techniques 	<ul style="list-style-type: none"> • The key components of performance for a team performer in a sporting activity. <p>Unit R051 – Contemporary issues in sport</p> <p>LO3</p> <ul style="list-style-type: none"> • The features of major sporting events • The potential benefits and drawbacks of cities/countries hosting major sporting events • The links between potential benefits and drawbacks are relevant to more than one of the legacy areas. 	<ul style="list-style-type: none"> • The key components of performance for a team performer in a sporting activity. <p>Unit R051 – Contemporary issues in sport</p> <p>LO3</p> <ul style="list-style-type: none"> • The features of major sporting events • The potential benefits and drawbacks of cities/countries hosting major sporting events • The links between potential benefits and drawbacks are relevant to more than one of the legacy areas. 		
PE: GCSE Sport	<p>Topic: Physical training – Paper 1: The human body and movement in physical activity and sport.</p> <p>Brief explanation of content covered.</p> <ul style="list-style-type: none"> • Health and fitness recap, including the relationship between health and fitness. • The components of fitness. • Linking sports and activities to the required components of fitness. 	<p>Topic: Physical training – Paper 1: The human body and movement in physical activity and sport.</p> <p>Brief explanation of content covered.</p> <ul style="list-style-type: none"> • Health and fitness recap, including the relationship between health and fitness. 	<p>Topic: Coursework - Analysis and evaluation of performance to bring about improvement in one activity.</p> <p>Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.</p> <p>Brief explanation of content covered.</p> <p>Analysis – strengths and weaknesses (15 marks)</p>	<p>Topic: Coursework - Analysis and evaluation of performance to bring about improvement in one activity.</p> <p>Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.</p> <p>Brief explanation of content covered.</p> <p>Evaluation – the use of theoretical principles to</p>	<p>Topic: Sports Psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.</p> <p>Brief explanation of content covered.</p> <p>Content:</p> <ul style="list-style-type: none"> • Arousal and the inverted U theory. • Application of how optimal 	<p>Topic: Sports Psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.</p> <p>Brief explanation of content covered.</p> <ul style="list-style-type: none"> • Arousal and the inverted U theory. • Application of how optimal arousal has to vary

<ul style="list-style-type: none"> • Reasons for and limitations of fitness testing. • Measuring the components of fitness and demonstrating how data is collected. • The principles of training and overload. • Types of training with reference to the advantages and disadvantages of using these types for different sports. • Calculating intensities. • Considerations to prevent injury. • High altitude training and seasonal aspects. • Warming up and cooling down. <p>Brief outline of key concepts and skills learned.</p>	<ul style="list-style-type: none"> • The components of fitness. • Linking sports and activities to the required components of fitness. • Reasons for and limitations of fitness testing. • Measuring the components of fitness and demonstrating how data is collected. • The principles of training and overload. • Types of training with reference to the advantages and disadvantages of using these types for different sports. • Calculating intensities. • Considerations to prevent injury. 	<p>With reference to recent competitive performance(s) in the chosen activity, identify two strengths.</p> <ol style="list-style-type: none"> 1. Strength one should be a fitness component (relevant to chosen activity). 2. Strength two should be a specific skill/technique (from those listed in the activity criteria) or tactic/strategy/aspect of choreography (as appropriate). <p>With reference to recent competitive performance(s) in the chosen activity, identify two weaknesses.</p> <ol style="list-style-type: none"> 3. Weakness one should be a fitness component (relevant to chosen activity). 4. Weakness two should be a specific skill/technique (from those listed in the activity criteria) or tactic/strategy/aspect of choreography (as appropriate). 	<p>cause improvement (10 marks)</p> <p>Produce an overall plan of action that suggests ways to improve upon the weaknesses that they have identified as part of their analysis.</p> <p>This plan of action must include:</p> <ul style="list-style-type: none"> • an identification of an appropriate training type to improve the fitness weakness • a full description of one training session that provides an example of what could be used for the performer • an explanation of how prolonged use of the identified training type could improve the fitness weakness • an identification of one other relevant part of the specification (not another training type) which, when applied, could bring about improvement in the skill/tactic/strategy/aspect of choreography weakness • an explanation of how the additional specification content 	<p>arousal has to vary in relation to the skill/stress management techniques.</p> <ul style="list-style-type: none"> • Definition of and types of goals. • The use of and evaluation of setting performance and outcome goals. • The use of SMART targets to improve/optimize performance. • Basic information processing model. • Identifying examples of, and evaluate, the effectiveness of types of guidance and feedback. <p>Brief outline of key concepts and skills learned.</p>	<p>in relation to the skill/stress management techniques.</p> <ul style="list-style-type: none"> • Definition of and types of goals. • The use of and evaluation of setting performance and outcome goals. • The use of SMART targets to improve/optimize performance. • Basic information processing model. • Identifying examples of, and evaluate, the effectiveness of types of guidance and feedback. <p>Brief outline of key concepts and skills learned</p>
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		<ul style="list-style-type: none"> • High altitude training and seasonal aspects. • Warming up and cooling down. 	Brief outline of key concepts and skills learned.	selected could lead to improvement of the identified weakness.		
Dance	<p>Topic: Dance technique</p> <p>Students will take part in practical technique classes to learn how to use some physical and expressive skills (P/E) in a performance piece. They will develop their skills from year 9 and enhance their knowledge in safe practice and technique in the style of contemporary dance.</p>	<p>Topic: Dance technique and performance</p> <p>Students will develop skills in a selected dance style and improve their ability to reproduce and perform technical movements and develop and perform a style specific sequence.</p> <p>The purpose of this unit is to enable the development of dance technique and performance and an understanding of a dance style.</p> <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand the context and history of the chosen dance genre 	<p>Topic: Dance technique and performance</p> <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand the context and history of the chosen dance genre 2. Be able to demonstrate technique and performance skills in the chosen dance style 3. Reflect on their performance skills 	<p>Topic: Dance technique and performance</p> <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. Understand the context and history of the chosen dance genre 2. Be able to demonstrate technique and performance skills in the chosen dance style 3. Reflect on their performance skills <p>Students will have a mock assessment of their performance pieces</p>	<p>Topic: Choreography and show performance</p> <p>Choreography- Student will develop the skills in dance composition and choreography and be able to apply these to the process of creating, rehearsing and bringing to performance dance works.</p> <p>They will also be able to understand and apply the principal approaches to choreography and to understand how historical events and music can influence and inspire dance creation.</p> <p>The learner will be able to:</p>	<p>Topic: Choreography</p> <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. Choreograph a performance 2. Rehearse and bring the dance to performance 3. Demonstrate understanding of the process and the resulting choreography <p>Students will continue to develop their own style and performance for their performance piece.</p>

		2. Be able to demonstrate technique and performance skills in the chosen dance style 3. Reflect on their performance skills			1. Choreograph a performance 2. Rehearse and bring the dance to performance 3. Demonstrate understanding of the process and the resulting choreography. Students will be assessed on the unit Dance technique and performance in the annual dance show.	
Drama	Topic: Developing skills and techniques within the Performing Arts (component 2) Essential Question: How do we add in techniques to a scripted performance? Investigating how to use: Develop skills and techniques for performance Apply skills and techniques in rehearsal and performance Review own development and contribution to the performance Students will put in all the skills they have previously learnt to a scripted	Topic: Developing skills and techniques within the Performing Arts (component 2) Essential Question: How do we add in techniques to a scripted performance? Investigating how to use: Develop skills and techniques for performance Apply skills and techniques in rehearsal and performance	Topic: Responding to a brief (component 3) Essential Question: How do we respond successfully to a piece of stimuli? Investigating how to use: Understand how to respond to a brief Select and develop skills and techniques in response to a brief Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to a brief Within this unit, students will be working on their original performance which	Topic: Responding to a brief (component 3) Essential Question: How do we respond successfully to a piece of stimuli? Investigating how to use: Understand how to respond to a brief Select and develop skills and techniques in response to a brief Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to a brief Within this unit, students will be working on their original performance which	Topic: Exploring the Performing Arts (component 1) Essential Question: How do we research and explore different Practitioners? Investigating how to use: Examine professional practitioners' performance work Explore the interrelationships between constituent features of	Topic: Exploring the Performing Arts (component 1) Essential Question: How do we research and explore different Practitioners? Investigating how to use: Examine professional practitioners' performance work Explore the interrelationships between constituent features of existing

	<p>performance. Students will have an edited script which they will have to add their own style, form and structure to make it more interesting for their audience.</p>	<p>Review own development and contribution to the performance. Students will put in all the skills they have previously learnt to a scripted performance. Students will have an edited script which they will have to add their own style, form and structure to make it more interesting for their audience.</p>	<p>they have created from a stimuli. Students work will be constantly reviewed at milestones so students have a different foci per milestone and relating to their coursework questions.</p>	<p>they have created from a stimuli. Students work will be constantly reviewed at milestones so students have a different foci per milestone and relating to their coursework questions.</p>	<p>existing performance material. Students will research and explore different practitioners and styles for their report. Students will be expected to see live theatre to help put the practitioners work in context.</p>	<p>performance material. Students will research and explore different practitioners and styles for their report. Students will be expected to see live theatre to help put the practitioners work in context.</p>
<p>Music</p>	<p>Component 2 Ensemble Skills Solo instrumental skills Log diaries Share Point for sharing work Composition</p> <p>Component 1 Pop Music – 1960’s to 1980’s - Reggae Analysis and listening skills Solo performance Ensemble performance Theory – notation, rhythm, Major and minor scales, intervals Music realisation techniques (composing)</p> <p>Set Assignment 1a and 1b This component is internally assessed.</p>	<p>Component 2 Assignment 2a</p> <p>Explore the personal and professional skills required for the music industry.</p> <p>Skills Audit Log diaries Development plan Understanding resources required for different scenarios Learning to set up relevant equipment Planning music concert Sharing work Ensemble Skills Solo instrumental skills Share Point for sharing work Composition</p>	<p>Component 2 Assignment 2a</p> <p>This component allows students to explore the personal and professional skills required for the music industry.</p> <p>Skills Audit Log diaries Development plan Understanding resources required for different scenarios Learning to set up relevant equipment Planning music concert Sharing work Ensemble Skills Solo instrumental skills Share Point for sharing work Composition</p>			

			<p>Component 2 Set Assignment 2b Reflect on how to apply and develop individual musical skills and techniques required for the music industry.</p> <p>Skills log diary Development plan Taking part in music concert Sharing work Ensemble Skills Solo instrumental skills Composition work</p>
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Business BTEC	TOPICS	KEY KNOWLEDGE	CULTURAL CAPITAL
	<p>Component 1 is broken into 3 separate learning aims A B and C</p> <p>Autumn A; Examine the characteristics of enterprises Spring B; Explore how market research helps enterprises to meet customer needs and understand competitor behaviour Summer C; Investigate the factors that contribute to the success of an enterprise</p>	<ul style="list-style-type: none"> • What is an enterprise? • The purpose of an enterprise • Who and what are Entrepreneurs • The wants and needs of a customer • Using market research to understand customers • Understanding competitors • Internal and External factors • Situational analysis and how is factors affect an enterprise • The success of a small and medium enterprises 	<p>This is to show understanding in and enterprise and what it takes for it to be successful How they identify opportunities through understanding customer needs and conducting market research</p>

Business GCSE	Topics Theme 2	Knowledge	Cultural capital	Topics Theme 2	Knowledge	Cultural capital	Topics Theme 2	Knowledge	Cultural capital
	<p>2.1 Growing the business 2.2 Making marketing decision.</p>	<ul style="list-style-type: none"> • Business growth • Changes in business aims and objectives. • Business and globalisation. • Business and globalisation. • Ethics the environment and business • Product • Price 	<p>Students are introduced to methods of growth and why business objectives change and evolve. They will explore how each element of the marketing mix is managed and used to inform and make decisions in a competitive market place.</p>	<p>2.3 Making operation</p>	<ul style="list-style-type: none"> • business operations • working with suppliers • managing quality • the sales process • business calculations • understanding business performance 	<p>Students focus on how customer needs through design, supply and quality are met, They will use their own experiences as customer to build understanding. Student explore the tools business has to support financial decision making. Some of these tools are useful for students in the future, such as budgeted their on inflows</p>	<p>2.5 making human resource decision</p>	<ul style="list-style-type: none"> • organisation structures • effective recruitment • effective training and development • Motivation. 	<p>Students w businesses structure, r training. Th be applicab when they and unders aspect is m employers.</p> <p>We would a to an orga operations</p>

		<ul style="list-style-type: none"> • Promotion • Price • Place • Using the marketing mix to make business decisions. 				and outflow of income and expenditure.	
Child Development	<p>Topic: Unit RO18- Health and well-being for child development</p> <p>LO5: Know about child safety</p>	<p>Topic: Unit RO18- Health and well-being for child development</p> <p>Recall and exam preparation of LO1-5</p>	<p>RO18 Exam January</p> <p>Topic: Unit RO19 – Understand the equipment and nutrition needs of children from birth to five years</p> <p>LO1: Understand the key factors when choosing equipment for babies from birth to 12 months</p>	<p>Topic: Unit RO19 – Understand the equipment and nutrition needs of children from birth to five years</p> <p>LO2: Understand the key factors when choosing equipment for babies from one to five years</p>	<p>Topic: Unit RO19 – Understand the equipment and nutrition needs of children from birth to five years</p> <p>LO3: Know the nutritional guidelines and requirements for children from birth to five years</p>	<p>RO18 Exam June resits</p> <p>Topic: Unit RO19 – Understand the equipment and nutrition needs of children from birth to five years</p> <p>LO4: Be able to investigate and develop feeding solutions for children from birth to five years</p>	
Media	<p>Component 1: Section A and B</p> <p>Film marketing</p> <p>Theory- Looking at the theatrical framework that is associated with film marketing including the set texts of Man with a Golden gun and Spectre.</p> <p>Practical- Intro into photoshop – planning and drafting a film Poster using the theatrical framework</p>	<p>Component 1: Section A</p> <p>Advertising and Marketing Magazines</p> <p>Theory – Media language associated with Quality street and this girl can.</p> <p>Comparative analysis with other products (links to exam questioning)</p> <p>Magazines – GQ and Pride focusing on ethnicity and</p>	<p>Component 1: Section A</p> <p>Newspapers</p> <p>Studying The Guardian and The Sun focusing on media language and representations</p> <p>Comparisons with other newspapers looking at Industry and Audiences</p>	<p>Component 1: Section A</p> <p>Newspapers</p> <p>Exam focus- set products and comparisons</p> <p>Video Games</p> <p>Looking at set text for video games, the industry and audience participation</p>	<p>Component 3: Non exam assessment task</p> <p>The exam board set a production brief for students to complete over 12 weeks. They will choose between:</p> <ul style="list-style-type: none"> • Television • Music Marketing • Film Marketing • Magazines <p>This is a practical element to the course where they will show their skills in producing a production through their choice of task.</p> <p>This equates to 30% of their final grade.</p> <p>Mock exam covering component 1.</p>		

		representations of gender		
Photography	<p>Topic: Structures</p> <ul style="list-style-type: none"> - Development of ideas linking to the project title - Use of research to develop different technical responses - Recordings of different subject matters using all learnt technical skills - Implementation of a narrative to create a personal response - Final outcomes created to complete project <p>This will encourage students to look at the various different structures that we are surrounded by in our local area. There will also be an opportunity for a trip to surroundings areas to notice the difference in the structures from nature, architecture and food.</p>	<p>Topic: Portraiture</p> <ul style="list-style-type: none"> - Practical use of studio lighting - Development of ideas linking to the project title - Use of research to develop different technical responses - Recordings of different subject matters using all learnt technical skills - Implementation of a narrative to create a personal response - Final outcomes created to complete project <p>The portraiture project allows students to look closer at people and various different elements that may impact them. This could include various issues such as bullying, social media, appearances, abuse and mental health</p>	<p>Topic: Component One - Contribution Project 20%</p> <ul style="list-style-type: none"> - AO1 – Research, intentions and development of ideas - AO3 – Recording of ideas both visually and written - AO2 – Exploration of various techniques with successful refinement - AO4 – Creation of a personal response that develops though out the project - Selection of three titles <p>Students will be expected to research not only practitioners within the subject area but can also reflect/ be inspired by articles, blogs, books and any other contextual sources. This will be used to support any narratives that will be created from their practical work and aid in understanding the world and issues around them.</p>	
PSD	<p>Drugs and Alcohol</p> <ul style="list-style-type: none"> • Categories of drugs • Consequences of drug addiction and physical and psychological risks of drug use • Drugs and the law • Using alcohol responsibly and impact of drugs on mental health 	<p>UK Law</p> <ul style="list-style-type: none"> • Rights and responsibilities (Revisit KS3 topics e.g. the internet, family and sex ed) • UK judicial and court systems • Impact of prison and criminal records • Gang crime and current UK issues 	<p>Sex Education</p> <ul style="list-style-type: none"> • Pregnancy and consequences of teenage pregnancy • Consent, rape, FGM and sexual harassment • Sexuality and sexual orientation • LGBT communities and discrimination 	
Prince's Trust	<p>Personal Social Development: Participating in Exercise</p>	<p>Life Skills: Preparing for a Healthy Life</p>	<p>Personal Social Development: Interpersonal Skills & Self-Management Skills</p>	