



# Curriculum Overview



<b>SUBJECT:</b>	<b>ENGLISH</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	Through our choice of texts at GCSE, we aim to enrich our students' cultural awareness and provide them with a strong foundation for further academic/vocational study and for employment.		

## UNITS OF WORK

1 -2 'Romeo & Juliet' by William Shakespeare	2 – 3 'A Christmas Carol' by Charles Dickens OR 'Dr Jekyll & Mr Hyde' by RL Stevenson.	4 - 5 Edexcel BELONGING Poetry Cluster. Unseen Poetry.
--	--	--

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Characters, plot, events, setting and themes for 'An Inspector Calls', 'A Christmas Carol' /'Dr Jekyll &amp; Mr Hyde' and 'Romeo &amp; Juliet'".</li> <li>Life in Britain 1912 and 1945.</li> <li>Priestley's life and political views.</li> <li>Stevenson's life and context OR life and times of Charles Dickens.</li> <li>Life and times of William Shakespeare.</li> <li>Life and times of each of the poets in the Edexcel BELONGING Cluster.</li> <li>Linguistic and literary devices.</li> <li>Different structures and forms.</li> <li>Assessment criteria for each of the English Literature texts.</li> </ul>	<ul style="list-style-type: none"> <li>Deciphering texts.</li> <li>Select and emphasise key points.</li> <li>Use relevant quotation.</li> <li>Use detailed textual references.</li> <li>Make detailed inferences.</li> <li>Write detailed analysis.</li> <li>Make connections between different texts.</li> <li>Make connections between texts and the contexts in which they were written.</li> <li>Evaluate different responses to a text.</li> <li>Discuss and maintain a point of view.</li> <li>Use accurate SPaG.</li> <li>Essay planning.</li> <li>Essay writing.</li> </ul>	<ul style="list-style-type: none"> <li>Students will sit an exam style question on each text studied for English Literature.</li> <li>Example questions:</li> <li>'An Inspector Calls':</li> <li>Explore the significance of the Inspector.</li> <li>'A Christmas Carol':</li> <li>Part a: Explore how Dickens presents the Ghost of Christmas Past in the extract.</li> <li>Part b: Explore how Christmas is presented elsewhere in the novella.</li> <li>'Dr Jekyll &amp; Mr Hyde':</li> <li>Part a: Explore how Stevenson presents power and ambition in the extract.</li> <li>Part b: Explore how the sense of power is presented elsewhere in the text.</li> <li>Edexcel BELONGING Poetry:</li> <li>Compare how belonging is presented in 'To My Sister' and another poem of your choice.</li> <li>Unseen Poetry:</li> <li>Compare how the weather is presented in the two poems.</li> <li>'Romeo &amp; Juliet':</li> <li>Part a: Explore how Shakespeare presents the character of Tybalt in the extract?</li> <li>Part b: Explore how conflict is presented elsewhere in the play.</li> <li>End of year PPE on all of the English Literature texts.</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Personal responsibility and social responsibility.</li> <li>Texts have been chosen to prompt discussion surrounding British values and other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Academic vocabulary (tier 2 words).</li> <li>Subject specific vocabulary (tier 3 words).</li> <li>Writing Challenge (extended writing) every two weeks.</li> </ul>	<ul style="list-style-type: none"> <li>'An Inspector Calls' theatre trip</li> <li>'A Christmas Carol' theatre trip</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>MATHS</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	To build on the skills learnt in KS3 and begin to equip students with the numeracy and problem-solving skills they will need to succeed in KS4, build on in KS5 and take beyond school.		

## UNITS OF WORK

1. Similarity & Congruence	2. Trigonometry	3. Equations & Inequalities	4. Simultaneous Equations
5. Angles and Bearing	6. Working with Circles	7. Vectors	8. Ratio and Fractions
9. Percentages and Interest	10. Probability	11. Delving into Data	12. Non-calculator Methods
13. Types of Number and Sequences	14. Indices and Roots		

<b>Main Fluency Development</b>	<b>Main Application Development</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>Solve problems using properties of similar and congruent shape</li> <li>Use trigonometry and Pythagoras in to solve two and three-dimensional problems.</li> <li>Solve linear, quadratic and simultaneous equations, understand inequalities.</li> <li>Solve problems using angles including scale drawings and bearings.</li> <li>Understand circle properties, perform constructions, draw and interpret loci.</li> <li>Understand and use vector notation. Multiply divide add and subtract vectors.</li> <li>Compare and calculate with fractions, decimals and percentages.</li> <li>Understand and calculate theoretical, mutually exclusive probability.</li> <li>Organise, represent and analyse data.</li> <li>Understand bounds and use estimation and approximations in calculations.</li> <li>Extend sequence work to quadratic sequences.</li> <li>Use prime factors to find HCF and LCM</li> </ul>	<ul style="list-style-type: none"> <li>Use place value in calculations with decimals, order positive and negative integers, round to dp and sf, use BIDMAS.</li> <li>Collect like terms, substitute into expressions, use laws of indices, multiply and factorise single brackets.</li> <li>Derive and apply properties of shapes and angles to solve problems, identify and use congruence and similarity.</li> <li>Construct and interpret frequency and 2 way tables, pictograms, bar charts, line graphs. Compare distributions using averages and range.</li> <li>Convert between FDP, 4 ops with fractions, find fractions and percentages of amounts.</li> <li>Substitute into and rearrange formulae, expand and factorise double brackets.</li> <li>Use bearings, identify, describe, construct transformations, accurately measure lines and angles.</li> <li>Compare theoretical and experimental probabilities,</li> <li>Round to dp and sf, make estimates, use inequality notation for limits of accuracy.</li> <li>Derive and solve simultaneous equations using algebra and graphs, solve and represent inequalities on number lines.</li> <li>Construct triangles and compass and ruler constructions, solve loci problems.</li> </ul>	<ul style="list-style-type: none"> <li>Where appropriate shadow test and end of topic tests for each unit of work.</li> <li>PPE in June.</li> </ul>
		<b>Curriculum Enrichment</b>
		Real life applications addressed through problem solving, use of ICT where relevant, variety of activities to enforce and embed concepts and retrieval activities used for ongoing revision. Use of metacognition to encourage students to think about their learning and improve their progress.
<b>SMSC/British Values/Careers</b>	<b>Literacy/Numeracy</b>	
<ul style="list-style-type: none"> <li>Understand data in the news, finance, shopping, basics needed for many careers and functioning outside the school setting.</li> </ul>	<ul style="list-style-type: none"> <li>Contextual problem solving.</li> </ul>	



# Curriculum Overview



<b>SUBJECT:</b>	<b>SCIENCE</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	To create engaging lessons to promote teaching for understanding and exam success rather than covering fragmented content, thereby equipping students to access and succeed at KS4 whilst laying foundations for progressing on to post-16.		

## UNITS OF WORK

1. Biology paper 1 content understanding and skills development	2. Chemistry paper 1 content understanding and skills development	3. Physics paper 1 content understanding and skills development	4. Physics paper 2 content understanding and skills development
---	---	---	---

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>AQA Biology statements 4.1-4.4 (4.1-4.4 triple)</li> <li>AQA Chemistry statements 5.1-5.5 (4.1-4.5 triple)</li> <li>AQA Physics statements 6.1-6.4 (4.1-4.4 triple)</li> <li>AQA Physics statements 6.5-6.8 (4.5-4.8 triple)</li> </ul>	<ul style="list-style-type: none"> <li>Writing a fair and valid scientific plan</li> <li>Producing a results table of reliable data</li> <li>Collecting valid data in the classroom and in the field</li> <li>Accurate graph drawing (bar chart and line graph)</li> <li>Identifying trends, patterns and anomalies</li> <li>Evaluating limitations and suggesting how to improve</li> </ul>	<p>Each topic to have two forms of assessment. One to always be an end of topic past paper exam. The other will be self-assessment via:</p> <ul style="list-style-type: none"> <li>Self-evaluation pro-forma and gap closing tasks</li> <li>Kerboodle checkpoint tests and end of chapter questions</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Health and infection control</li> <li>Health and society</li> <li>lesson of each topic to be linked to careers where possible</li> </ul>	<ul style="list-style-type: none"> <li>Subject specific key words &amp; glossary</li> <li>Exam Command words</li> <li>Maths to solve science problems</li> <li>Graph skills</li> <li>Equations</li> </ul>	<ul style="list-style-type: none"> <li>Most able extended thinking articles</li> <li>Afterschool masterclasses</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>ART</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	<ul style="list-style-type: none"> <li>• Deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students.</li> <li>• Motivate our students into wanting to study Art at post 14 and even post 16 through a curriculum which is appropriate, challenging, enjoyable and rewarding to all students.</li> <li>• Achieve good exam results at GCSE and end of Key Stage grades</li> <li>• Share good practice within the faculty and to work as a strong team which supports and motivates each member.</li> </ul>		

## UNITS OF WORK

1. Natural forms	2. Individual choice ( <i>depending on group dynamic</i> )	3. Exam/Mock Exam
------------------	--	-------------------

Key Knowledge/Development	Key Skills Development	Assessment
<p><b>Natural Forms</b> Students to investigate how Artists and Designers have been inspired by the Natural world. They will be researching, developing, refining and experimenting with different types of media making their own observations and creating a series of personal responses to the topic.</p> <ul style="list-style-type: none"> <li>• <b>Opening Page</b></li> <li>• <b>Media/Observational Pages</b></li> <li>• <b>Photography Pages</b></li> <li>• <b>Development pages</b></li> <li>• <b>Final outcomes</b></li> </ul> <p><b>Project 2 (Independent project)</b> <b>Reflections or African Art.</b> (<i>Examples of titles these might change</i>) These questions have been taken from previous AQA exam papers. It allows the students an insight into the type of questions used by the exam board. The aim will be for the students to have a choice of questions ultimately building up their independence through their investigations, research and the production of observational studies using different types of documentation, research into a range of artists and developments of different compositions and sculptural outcomes</p>	<ul style="list-style-type: none"> <li>• Research skills – mind-maps, collecting information.</li> <li>• Experimenting with a range of different materials such as found materials, collage, clay, cardboard sculptures, stencilling and paint.</li> <li>• Develop independent working practice.</li> <li>• Record and explore ideas from first-hand observations.</li> <li>• Ask and answer questions about the starting points for their work.</li> <li>• Develop their ideas – try things out, change their minds.</li> <li>• Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</li> </ul> <p><b>SMSC/British Values/Careers</b> <b>Challenge:</b> <i>The projects aim is to challenge students through the techniques, understanding of different artforms and pieces of work created.</i> <b>Aspirations:</b> <i>We aim to encourage our students to aspire and see their work as part of a bigger journey within art. We aim to make links with the creative industries and further education.</i> <b>Respect:</b> <i>Teaching our students respect for each other, their work and looking at how artists have documented many worldwide issues that highlight the respect for different cultures, beliefs, religions and viewpoints across different societies.</i> <b>Excellence:</b> <i>Encouraging our students to become excellent practitioners in art through a range of different media and techniques.</i> <b>Careers:</b> <i>Links to careers within the Arts e.g. photographer, Graphic designer, ceramicist, furniture designers etc</i> <i>Environmental links through recycled project.</i> <i>Developing an understanding of other cultures' beliefs</i></p>	<p>Each page assessed.</p> <ul style="list-style-type: none"> <li>• This will include drawing, use of media.</li> <li>• Research and investigations into different artists/designers.</li> <li>• Media experiments.</li> <li>• Development of ideas.</li> <li>• Outcome/s</li> <li>• Mock Exam</li> </ul>
<p><b>Literacy/Numeracy</b></p> <ul style="list-style-type: none"> <li>• Artist's Fact files and in-depth studies.</li> <li>• Annotation of their work.</li> <li>• Proportion and scale used throughout the drawing tasks.</li> </ul>		<p><b>Curriculum Enrichment</b></p> <ul style="list-style-type: none"> <li>• External Art Trips- RCA</li> <li>• Art skills workshops running through each term.</li> <li>• Artwork projects to create pieces for the school site.</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>BUSINESS STUDIES</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	To provide engaging and thought-provoking lessons for students that will cover the more fundamental areas of business as a preparation for more challenging topics in Year 11		

## UNITS OF WORK

1. Business Activity	2. Business Operations	3. Marketing
----------------------	------------------------	--------------

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>• Business Ownership</li> <li>• Enterprise</li> <li>• Planning</li> <li>• Aims and Objectives</li> <li>• Growth</li> <li>• Location and site</li> <li>• Methods of production</li> <li>• Quality</li> <li>• Supply chain</li> <li>• Sales process</li> <li>• Identifying and understanding customers</li> <li>• Market research</li> <li>• Marketing mix</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of key terms and concepts</li> <li>• Application of knowledge to contexts</li> <li>• Understanding and using qualitative and quantitative data to make decisions</li> <li>• Introduction and development of meta cognitive skills</li> </ul>	<ol style="list-style-type: none"> <li>1. 1 – 2 extended writing tasks (class or homework) per term that will be marked in depth by teacher.</li> <li>2. Additional tasks that will be self or peer assessed:               <ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• Extended writing tasks</li> <li>• Mini cases studies with questions</li> <li>• End of topic tests</li> <li>• PPEs</li> </ul> </li> </ol>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>• Ethical marketing</li> <li>• Environmental aims and objectives</li> <li>• Positive impact of entrepreneurs on society</li> <li>• Opportunities to identify a range of careers with each topic studied</li> <li>• Promote and demonstrate British values as far as possible, particularly respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject specific key words</li> <li>• Extended writing tasks</li> <li>• Reading case study material</li> <li>• Using data to calculate percentages/percentage changes</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to take part in Young Enterprise</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>COMPUTER SCIENCE</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	Rationale: Year 10 Computer Science provides students with a solid base of Computational Thinking and problem-solving, code tracing and applied computing. Students should be confident problem solvers and programmers by the end of Y10 and have a sound grasp of how computer memory works, logic systems, computer architecture and software, the fetch-execute cycle and secondary storage. 3.5 introduces students to Computer Networks, the pros and cons of being connected network topologies.		

## UNITS OF WORK

3.1 Fundamentals of Algorithms	3.2 Fundamentals of Programming	3.3 Fundamentals of Data Representation
3.4 Fundamentals of Computer Systems	3.5 Fundamentals of Computer Networks (start)	

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Representing algorithms</li> <li>Programming concepts</li> <li>Representing numbers, images, text and sound as binary data</li> <li>Data compression</li> <li>Computer hardware and software</li> <li>Programming project design, implementation, testing &amp; evaluation</li> <li>Introduction to Computer Networks – advantages &amp; disadvantages, common topologies – STAR &amp; BUS</li> </ul>	<ul style="list-style-type: none"> <li>Searching and sorting algorithms, efficiency</li> <li>Using data types, structured programming, data structures, file handling, subroutines, validation, authentication, random numbers</li> <li>Converting between number bases, binary addition, units, character encoding, sound and image file sizes, interpret Huffman trees and RLE</li> <li>Construct logic gates and truth tables, software classification, system architecture</li> </ul>	<ul style="list-style-type: none"> <li>Progress Tests 1-5 (terms 1,2,3,4 &amp; 5) to assess student progress termly and to ensure retrieval of previous topics and test knowledge and understanding of new Computing concepts</li> <li>End of Year 10 PPE</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Careers in programming.</li> <li>Careers in network management.</li> </ul>	<ul style="list-style-type: none"> <li>Arithmetic, comparative and logical comparison operators</li> <li>Units of Information/file size calculations</li> <li>Boolean logic</li> <li>Number bases</li> </ul>	<ul style="list-style-type: none"> <li>Regular retrieval homework</li> <li>Links to current affairs</li> <li>After school revision</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>ICT (Creative Media)</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	R091 builds on the experience of R082 in choosing a platform for a game design that meets a client need, considering features and limitations of that chosen platform. R082 is aimed at providing students with an understanding of basic digital graphics editing. They should gain an appreciation of the purpose of digital products and how they work. Both units include a focus on legislation on using existing assets.		

## UNITS OF WORK

R091 Designing a Game Concept	R082 Creating Digital Graphics	
-------------------------------	--------------------------------	--

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Understand digital game types and platforms</li> <li>Plan a digital game concept</li> <li>Design a digital game concept</li> <li>Review a digital game concept</li> <li>Know the purpose and properties of digital graphics</li> <li>Be able to plan a digital graphic</li> <li>Create a digital graphic</li> <li>Review a digital graphic</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing digital products</li> <li>Identifying game genres and platforms</li> <li>Creating mind maps/creative story telling</li> <li>Explain copyright legislation</li> <li>Reviewing game concepts</li> <li>Compatibility of file formats, bitmap v raster images</li> <li>Choosing design layout</li> <li>Interpreting client brief</li> <li>Creating visualisation diagrams</li> <li>Creating digital products using hardware and software</li> <li>Re-sizing images/saving and exporting in different formats</li> <li>Naming conventions</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessed against OCR requirements, carried out in strict JCQ rules for controlled assessment (R082 &amp; R082).</li> <li>Self-and peer assessment.</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Understanding the implications of plagiarising another's work</li> <li>What is involved in a career in planning and creating digital products</li> <li>What is involved in a career of game design.</li> </ul>	<ul style="list-style-type: none"> <li>Researching digital products and game concepts</li> <li>Reviewing digital products and game concepts</li> <li>Pixel dimensions/dpi resolutions</li> <li>Time frames and deadlines</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>Homework to review digital products/game platforms and concepts</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>DESIGN &amp; TECHNOLOGY</b>	<b>YEAR:</b>	<b>10 &amp; 11</b>
<b>INTENT:</b>	The Design and Technology Specification has amalgamated all the old specialisms; This means each group will need to cover all material areas. At Bradon Forest we currently have 3 D&T groups, which have a material bias. 2 Product Design Groups and 1 Textile Group. Year 10 will be made up of Small Focussed Practical Tasks, Theory and exam Practice. The aim is to give Students the skills, confidence and knowledge ready for the NEA and Exam in line with the exam board guidelines.		

## UNITS OF WORK

<b>YEAR 10</b> – A range of focussed tasks focussing specifically on Designing and Making (This is decided by each teacher and their rooms facilities. Single lessons will focus on theory and exam practice.	<b>Year 11</b> – From June 1 <sup>st</sup> of Year 10 the focus is the NEA within the allowed time stipulated by the exam board and theory lessons in preparation for the exam.
---	---

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Focus on creativity and innovation</li> <li>Knowledge of a wide range of tools and processes</li> <li>Theory Covers Specification</li> <li>Knowledge of Material suitability and qualities</li> <li>What constitutes a good product</li> <li>How they can modify and improve products to make them better</li> </ul>	<ul style="list-style-type: none"> <li>Increased independent thought and flexibility</li> <li>Increased rigour and demand in practical sessions</li> <li>Ability to model ideas with sketching, CAD and Card Modelling</li> <li>Designing for a Client</li> <li>Teaching students to Multitask</li> </ul>	<ul style="list-style-type: none"> <li>In Year 10 – teachers will assess Focussed Tasks and Theory/Exam work as usual. A combination of teacher assessment/peer and self-assessment.</li> <li>They will also have 3 Data Captures a year so Staff will assess the work they have done in lessons and give a predicted grade.</li> <li>Year 10 will have 2 PPE exams</li> <li>Year 11 will have 1 PPE in November</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Lessons will cover a range of Careers, Designers, Brands.</li> <li>Specification covers British Values</li> <li>Creative Thinking and Innovation</li> <li>This breeds self confidence and belief in students</li> </ul>	<ul style="list-style-type: none"> <li>Measuring and Maths</li> <li>Keywords and definitions in Glossary</li> <li>Command words for exam practice</li> </ul>	<ul style="list-style-type: none"> <li>Catch-Up Club</li> <li>Year 11 Theory Workshop</li> <li>Design Museum Trip</li> <li>V&amp;A Trip</li> </ul>





# Curriculum Overview



<b>SUBJECT:</b>	<b>DRAMA</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	<ul style="list-style-type: none"> <li>Deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students in a safe comfortable environment.</li> <li>To achieve high standards and a love of drama.</li> <li>Students to gain the knowledge, understanding and skills that they are expected to develop throughout the course of study focusing on Understanding Drama, Devising Drama Texts in Practice.</li> </ul>		

## UNITS OF WORK

1 & 2 An Introduction to the Course and key skills necessary for success. Comp 2 Texts in Practice Blood Brothers	3 & 4 Component 1 (Devising)	5 Component 3 (Live Production Seen) This may change to Term 6 depending on confirmation from Splendid and Digital Theatre	6 Term 6 Component 3 (Text in Practice)
---	------------------------------	--	---

Key Knowledge/Development	Key Skills Development	Assessment
<p><b><u>Term 1 An Introduction to the Course and key skills necessary for success</u></b> This unit will offer students a crash course in the GCSE drama course. Students will be given the opportunity to learn new skills explore a published play text Component 2 <i>Blood Brothers</i>, baseline practical assessment using Component 2 assessment criteria for Mock Assessment.</p> <p><b><u>Term 2 Component 2 (Text in Practice)</u></b> Students prepare for two extracts from a professionally published play. Students may work alone (monologue), in pairs (duologue), in a group of three (trialogue) or as a larger group (up to six).</p> <p><b><u>Term 3 &amp; 4 Component 1 (Devising)</u></b> This component asks students to respond to stimuli and create a piece of theatre for a live audience. The students are also required to keep a 'devising log' which tracks the students ability document their initial response, the development of ideas and evaluate the successes of their final performance piece.</p> <p><b><u>Term 5 Component 3 Written exam</u></b> Students study a play, looking at social, cultural, and political elements of the play. How to direct and an evaluation of a live theatre performance</p>	<p><b><u>COURSE INTRODUCTION, KEY SKILLS &amp; PRACTITIONERS</u></b></p> <p><b><u>STUDY OF SET TEXT INTRODUCTION</u></b> Students will begin to explore the set text that they will study in preparation for the written paper in Year 11.</p> <p><b><u>DEvised DRAMA PREPARATION:</u></b> Students will explore a range of stimuli and themes using different styles of Drama and influences of theatre practitioners to communicate meaning. • Naturalistic Drama and Stanislavski • Epic Theatre and Brecht • Verbatim/ Documentary Theatre • Physical Theatre</p> <p><b><u>DEvised DRAMA ASSESSMENT:</u></b> (40%) Students will learn how to create and develop ideas to communicate meaning in a devised theatrical performance through: • Carrying out research • Developing their own creative ideas • Collaborating with others • Rehearsing, refining and amending their work in progress • Analysing and evaluating their own process of devised drama What's Assessed? • Process of creating devised Drama • Performance of the devised piece • Analysis and evaluation of the process How it's assessed? • Devising Log</p>	<ul style="list-style-type: none"> <li>Term 1 &amp; 2: Written and Practical Baseline Assessment Component 2</li> <li>Term 3 &amp; 4 Practical Mock of Component 1 with logbooks.</li> <li>Term 5 PPE examination in the hall</li> <li>Term 6 Component 1 Devising.</li> </ul>

Continued...



# Curriculum Overview



## DRAMA (Continued)

SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<p><b>Challenge:</b> <i>The projects aim is to challenge students through the techniques, understanding of different explorative strategies and performance.</i></p> <p><b>Aspirations:</b> <i>We aim to encourage our students to aspire and see their work as part of a bigger journey within Drama. We aim to make links with the creative industries and further education.</i></p> <p><b>Respect:</b> <i>In every Drama lesson students are to offer respect when using their rehearsal space, use of props and costumes, in evaluating peers performance and showing respect when watching each other's work.</i></p> <p><b>Resilience:</b> <i>Students are encouraged to be more resilient in their rehearsal time and when working in groups, never to give up and to keep trying.</i></p> <p><b>Moral:</b> <i>Students are given the opportunity to investigate moral and ethical issues in lesson. Students recognise the difference between right in wrong. Students have</i></p> <p><b>Resilience:</b> <i>Students are encouraged to be more resilient in their rehearsal time and when working in groups, never to give up and to keep trying.</i></p> <p><b>Spiritual:</b> <i>Students have the opportunity to reflect in and outside the classroom. Students respect feelings and values.</i></p> <p><b>Cultural:</b> <i>Projects offer students varied cultural influences.</i></p> <p><b>Social:</b> <i>Students respect the opinions of their peers in the learning environment in every lesson</i></p>	<p>S7 Following instructions</p> <p>E1 Listen well to others</p> <p>E3 Respect the views of others</p> <p>Group numbers and timings of rehearsal structure</p> <p>Assessments</p> <p>Performance timings</p>	<ul style="list-style-type: none"> <li>• Whole school; Adams Family Musical KS3 &amp; KS4.</li> <li>• Blood Brothers performance for KS4 students</li> <li>• Make Me Laugh Competition</li> <li>• Romeo and Juliet Performance for yr 10.</li> <li>• KS3 Showcase of Musicals run by yr 10 pupils supervised/led by HOD</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>FOOD PREPARATION &amp; NUTRITION</b>	<b>YEAR:</b>	<b>10 &amp; 11</b>
<b>INTENT:</b>	The Food Preparation and Nutrition Specification has now reached its 3 <sup>rd</sup> year. At Bradon Forest we currently have 2 groups in Year 10 and 11, which are taught the WJEC Eduqas specification. Year 10 will be made up of small focussed practical tasks, theory and exam practice. The aim is to give students the skills, confidence and knowledge ready for the NEA's and Exam in Year 11, in line with exam board guidance.		

## UNITS OF WORK

<b>YEAR 10</b> – A range of practical tasks focussing specifically on modifying a recipe for specific dietary needs. Each student tailors their dish according to individual tastes and costs. Single lessons will focus on theory and exam practice.	<b>Year 11</b> – From September 1 <sup>st</sup> the title for NEA1 comes out and students complete in the allotted time. NEA2 is completed in the 3 <sup>rd</sup> term with revision and practical skills covered in Term 2. Term 4 onwards is dedicated to revision.
---	---

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Focus on creativity and individual flair</li> <li>Knowledge of a wide range of kitchen tools and processes</li> <li>Theory covers specification</li> <li>Knowledge of ingredients and food groups.</li> <li>What constitutes a balanced diet</li> <li>How they can modify and improve ingredients to make a better dish</li> </ul>	<ul style="list-style-type: none"> <li>Increased independent thought and flexibility</li> <li>Increased rigour and demand in practical sessions</li> <li>Ability to develop a recipe and use sensory skills to improve a dish</li> <li>Designing for a target group</li> <li>Teaching students to multitask</li> </ul>	<ul style="list-style-type: none"> <li>In Year 10 – teachers will assess focused tasks and theory/exam work as usual. A combination of teacher assessment/peer and self-assessment.</li> <li>They will also have 3 Data Captures per year so staff will assess the work they have done in lessons and give a predicted grade.</li> <li>Year 10 will have 1 PPE exam and mini tests throughout the year.</li> <li>Year 11 will have 2 PPE exams in the year along with NEA 1 &amp; 2 coursework.</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Lessons will cover a range of Careers, Designers, Brands.</li> <li>Specification covers British Values</li> <li>Creative Thinking and Innovation</li> <li>This breeds self-confidence and belief in students</li> </ul>	<ul style="list-style-type: none"> <li>Weighing out ingredients, portioning and pricing up</li> <li>Keywords and definitions in Glossary</li> <li>Command words for exam practice</li> </ul>	<ul style="list-style-type: none"> <li>Catch-Up Club</li> <li>Year 11 Theory Workshop</li> </ul>

<b>SUBJECT:</b>	<b>GEOGRAPHY</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	The Key Stage 4 curriculum aims to utilise the skills and knowledge that students have built upon during three years of studying geography at Key Stage 3. Geography at Key Stage 4 also aims to stimulate an interest in the world we live in through engaging lessons where students apply the range of skills they have acquired since year 7. Both human and physical paper themes are studied interchangeably in order to prepare students for the exploration paper. Year 10 curriculum follows the OCR B GCSE Geography syllabus.		

## UNITS OF WORK

1 Global Hazards: Tectonics + Weather	2 Dynamic Development	3 Distinctive Landscapes
4 UK in the 21 <sup>st</sup> Century	5 Urban Futures	6 Fieldwork Investigation

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Types of tectonic hazards</li> <li>Predict, Plan, Prepare – Mitigation</li> <li>Geology – types of plates and crust + rock types</li> <li>Formation of tropical storms</li> <li>Types of climate zones</li> <li>Types of physical processes</li> <li>Human interaction with the physical environment</li> <li>Responses to threats</li> <li>Success of initiatives</li> <li>How the UK is developing</li> <li>Changing urban environments</li> <li>Issues and solutions in case study cities</li> </ul>	<ul style="list-style-type: none"> <li>Connecting geographical themes – how do the different aspects of the physical environment complement each other?</li> <li>Investigating interdependence</li> <li>Evaluation of responses</li> <li>Assessment of effectiveness</li> <li>Problem solving</li> <li>Engagement with geographical issues.</li> <li>Graphs</li> <li>Numeracy</li> <li>Reading skills</li> </ul>	<ul style="list-style-type: none"> <li>The assessment at GCSE level reflects the preparation we are making for students to sit their exams.</li> <li>Each unit of work will be followed by a 25-mark examination. This will comprise of a range of questions that are taken from or modelled on exam papers. In addition to this, in class assessments will take place with teaching staff helping students to develop the most demanding exam skills – extended essay writing and out of context geographical skills.</li> <li>Students also sit a PPE at the end of year 10 based on papers 1 and 3.</li> <li>Informally, we expect that students will take part in in-class knowledge checks, spelling tests and SMHW quizzes.</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Hazards in EDC/LIDCs – how do they cope and become resilient as communities?</li> <li>Urban issues in EDC/LIDCs – how do they cope and become resilient as communities?</li> <li>Caring for our planet – focus on destruction of the rainforest and the Arctic region.</li> <li>What can we do to counter the issues?</li> <li>Are we to blame?</li> <li>Geographical investigation – transferable skills to the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Extended writing developed at GCSE level</li> <li>Geographical data</li> <li>Use of development indicators and how they link to geographical issues</li> <li>Reading comprehension</li> <li>Articles</li> </ul>	<ul style="list-style-type: none"> <li>Fieldwork to a physical environment. This is planned to be at Coleshill National Trust Estate where we will investigate the physical processes at the River Cole.</li> <li>This will help students to appreciate the geography of the local area.</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>GLOBAL CITIZENSHIP</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	Global Citizenship is an important part of the development of young people. It aims to encourage students to participate in decision making, firstly within their own social groups and their school, in their communities and finally on a global level. Young people need to develop an interest in the way decisions are made and consider how they then themselves can influence decision. The Global Citizenship SOW is designed to encourage them to develop the skills and understanding to do this effectively.		

## UNITS OF WORK

1. Active Citizenship	2. Wider World	3. Life in Modern Britain
4. Health & Wellbeing	5. Political Participation	6. Relationships

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Understand what media bias is and how it is used in the media.</li> <li>GATT &amp; WTO</li> <li>Why do the UK follow these Treaties and Agreements and are they fair to all.</li> <li>Why should British citizens be involved in world affairs?</li> <li>Understand that what you put online can be used against you and stays there forever.</li> <li>Justify the use of social media to gain an advantage when applying for a job.</li> <li>Understand how to stay safe.</li> <li>Understand that harassment/bullying will occur in the workplace and know how to deal with it. Online presence.</li> <li>Be aware of how online grooming happens.</li> <li>Find opportunities for employment both locally and in other countries.</li> <li>Advantages &amp; disadvantages of being in a Trade Union.</li> <li>Give a detailed description of what being British stands for giving examples to back up their answers.</li> <li>Having some knowledge of the highway code</li> <li>Understand the different types of mental health problems</li> <li>Body image and the implications of plastic surgery.</li> <li>Understand how our choices about smoking and alcohol can affect our health.</li> <li>Cancer.</li> <li>Understand the political system in the UK and the voting process</li> <li>Examine romance and relationships and abusive relationships.</li> <li>To understand the impact of having a child at 15-implications, where to get support, costs.</li> <li>First Aid/CPR</li> </ul>	<ul style="list-style-type: none"> <li>Comparing different types of media/journalism</li> <li>Critically look at a topic and give justification to form a coherent argument.</li> <li>Letter writing</li> <li>To demonstrate confidence in obtaining help for mental health problems.</li> <li>Preparing for driving theory test.</li> <li>Producing reports/PowerPoints</li> <li>Recognise personal strengths, interests, skills &amp; qualities including value to future employability</li> <li>Explain and justify a variety of viewpoints.</li> <li>Develop conclusions with increasingly detailed justification.</li> <li>Use a variety of key words and highly relevant topic concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Each topic to have a termly homework</li> <li>Classwork</li> <li>Peer assessment</li> <li>Knowledge circles</li> <li>Extended writing</li> <li>Highway code theory online</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Explore beliefs and experience, respect the law, understand, accept, respect and celebrate diversity.</li> <li>Working as a team/an individual.</li> <li>Looking at different job pathways/qualifications.</li> <li>Core British values-tolerance and respect, individual liberty, the rule of law, democracy.</li> </ul>	<ul style="list-style-type: none"> <li>Subject specific key words &amp; glossary</li> <li>Using appropriate terminology/key words</li> <li>Writing and speaking at greater length</li> </ul>	<ul style="list-style-type: none"> <li>Explore Relationships day</li> <li>PCSO sexting workshops</li> <li>British citizenship test</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>HEALTH &amp; SOCIAL CARE</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	To create engaging lessons to promote teaching for understanding of the Health and Social Care units. To make the students aware of some important life skills which they can then take into their other lessons and also into their lives outside of school.		

## UNITS OF WORK

1. RO22 - Communicating and working with individuals in health, social care and early years settings	2. R031: Using basic first aid procedures	3. R025: Understanding life stages
--	---	------------------------------------

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>How people communicate with one another.</li> <li>How to improve and deal with communication.</li> <li>A working knowledge of basic first aid.</li> <li>How the body and mind develop from birth to death.</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Dealing and working with others</li> <li>Interacting with others and different age groups</li> <li>First aid skills such as dealing with choking, asthma attacks and bleeding.</li> <li>Developing their bodies and mind effectively.</li> </ul>	Each of the units is coursework based and is internally assessed and is sent away to the moderator to be agreed. Each unit is weighted the same at 25% of the final mark.
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Examples of jobs in the industry such as nursing, teaching and care workers.</li> <li>Working and communicating with all walks of life.</li> <li>Working and communicating with the more vulnerable members of society.</li> </ul>	<ul style="list-style-type: none"> <li>Subject specific key words &amp; glossary</li> <li>Command words</li> </ul>	<ul style="list-style-type: none"> <li>Guest speakers</li> <li>First Aid day</li> <li>Revision day</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>HISTORY</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	We have decided to start Year 10 with the Crime and Punishment unit to develop a strong sense of chronology and to build the knowledge base of the required themes early on so that they revise it continually throughout Years 10 and 11. As the topics last longer we decided to teach a depth study next to support students feeling overwhelmed by “so many dates”. It also allows them a contrasting topic to British history and a focus on source skills rather than the same type of exam questions as Crime and Punishment. To allow equal time to each unit, we begin the Norman Conquest in Term 6 as it builds on sources and interpretations.		

## UNITS OF WORK

1	Crime, Punishment and Policing in the medieval era 1100-1500 and Early Modern era 1500-1750.	2	Crime, Punishment and Policing in the Early Modern era 1500-1750 and the Industrial era 1750-1900.	3	Crime, Punishment and Policing after the 20 <sup>th</sup> century and revision.
4	Life Under Nazi Rule – Nazi ideology, the party and how Hitler became Fuhrer.	5	Life Under Nazi Rule experience for children, women, workers, minorities and Jews,	6	History Around Us – Dover Castle site study.

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>The types of crime and which eras they were introduced/stopped in.</li> <li>The different types of punishment, when they were introduced and stopped and why.</li> <li>The development of policing over time and why the changes happened when they did.</li> <li>Nazi ideology and key events of 1933-34.</li> <li>Examples of the impact of the Nazis on different groups in society.</li> <li>Aspects of Anglo-Saxon life to suggest it was a Golden Age, the succession crisis and the 3 major battles of 1066.</li> </ul>	<ul style="list-style-type: none"> <li>Providing a balanced argument to an essay question with at least 2 points on each side.</li> <li>Analysing a source for its content, origin and purpose</li> <li>Making a judgement about how useful a source is.</li> <li>Organisation of homework.</li> <li>Strategies to revise knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge tests or questioning as starters for every lesson.</li> <li>Exam practice questions based on the exam requirements throughout the unit.</li> <li>Mock exam practice every term.</li> <li>Peer marking and advice on development of answers.</li> <li>1:1 conversations with students who lack confidence or miss deadlines to assess the issue and help to improve it</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Debate over treatment of prisoners.</li> <li>Debate on age of responsibility for crime.</li> <li>Understanding of the role of police in modern era. (careers and related careers).</li> <li>Debate of the treatment of victims e.g. death penalty, new identity.</li> <li>Reflection on our political system and democratic values when studying Nazi Germany.</li> </ul>	<ul style="list-style-type: none"> <li>Key words explained and defined in books.</li> <li>Glossaries for EAL speakers</li> <li>Development of paragraphing through PEEL.</li> <li>SPAG marked in books.</li> <li>Chronology/dates to provide numerical questions in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>KS4 suggested reading on display in the building.</li> <li>Support sessions to develop knowledge or exam skills.</li> <li>Individual recommendations made to students based on knowledge of their interests and areas for improvement e.g. YouTube clips.</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>MEDIA STUDIES</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	Students study the Eduqas GCSE syllabus. Students explore a wide range of media forms and products. The course allows students to learn to critically analyse and evaluate media products and challenges them to draw upon their knowledge from a range of other subjects such as History and English. Students are provided with the opportunity to create their own media texts and have the choice to follow, extend or challenge conventions.		

## UNITS OF WORK

1. Induction Print products: Component 1, Section A	2. Television Crime Drama: Component 2, Section A Fortnite, The Archers: Component 1, Section B	3. The Sun, Spectre: Component 1, Section B Taylor Swift: Component 2, Section B	4. NEA: research, pre-production, production. Component 3.
--	--	---	--

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Media language: how the media through their forms, codes and conventions communicate meanings.</li> <li>Representation: how the media portray events, issues, individuals and social groups.</li> <li>Media industries: how the media industries' processes of production, distribution and circulation affect media forms and platforms.</li> <li>Audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate skills of enquiry, critical thinking, decision-making and analysis.</li> <li>Acquire knowledge and understanding of a range of important media issues.</li> <li>Develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics.</li> <li>Understand and apply specialist subject-specific terminology to analyse and compare media products.</li> <li>Understand the contexts in which media products are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues</li> <li>Develop theoretical understanding.</li> <li>Develop practical and design skills.</li> <li>Develop ability to write extended answers – using an appropriate academic style, to evaluate, compare or analyse and to maintain a line of reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>T1: representation – Component 1, Section B</li> <li>T2: PPE style paper – Component 1, Section A</li> <li>T3: representation, codes and conventions, costume – Component 2, Section A</li> <li>T4: PPE style paper – Component 1, Section B – gaming and newspapers</li> <li>T5: Taylor Swift, context question – Component 2, Section B</li> <li>T6: NEA: 30% of final award</li> <li>T6: Whole school PPE: Component 2, Section A – Television Crime Drama</li> <li>Component 1, Section B – Fortnite/The Sun/ Spectre/ The Archers</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>To provoke and stimulate a sense of personal and social awareness and an ability to empathise with others.</li> <li>To encourage students to be both self-critical.</li> <li>To make students aware of the media in a wider context.</li> <li>To make students aware that skills developed in Media Studies have a vital contribution to make in their work across the whole curriculum and to life outside school, including the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Academic vocabulary (tier 2 words).</li> <li>Subject specific vocabulary (tier 3 words).</li> </ul>	<ul style="list-style-type: none"> <li>Radio Club                      NEA Clinic</li> </ul>





# Curriculum Overview



<b>SUBJECT:</b>	<b>MODERN FOREIGN LANGUAGES: FRENCH</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	We continue to use the AQA GCSE 3 year scheme of work as a guide. We build on and recycle language from KS3 and focus specifically on building skills around using complex language and tenses and building spontaneity and fluency.		

## UNITS OF WORK

1. Holidays	2. Customs and Festivals	3. Education Post 16
4. Healthy and Unhealthy Living	5. Marriage and Partnership	6. Charity and Voluntary Work

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Writing and speaking about holidays</li> <li>Customs and festivals in the French-speaking world</li> <li>Choices after GCSEs</li> <li>Making positive choices to stay healthy</li> <li>Discussing differing types of marriage and partnership</li> <li>Describing charity work and its importance</li> </ul>	<ul style="list-style-type: none"> <li>Writing and speaking at greater length and with greater complexity</li> <li>Developing skills in understanding unfamiliar words from their context</li> <li>Using verb tenses more confidently</li> </ul>	Term 1: Listening, Reading, Speaking, Writing Term 2: Listening, Reading, Writing Term 3: Listening, Reading, Speaking Term 4: Listening, Reading, Writing Term 5: Listening, Reading Term 6: June/July PPE (including speaking)
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Development of knowledge and appreciation of a different culture (Francophone).</li> <li>Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes.</li> <li>Students encouraged to embrace “difference” from their culture.</li> <li>Discussing and challenging stereotypes within a national and international context.</li> </ul>	Continued work on: Nouns Articles Adjectives Adverbs Quantifiers and intensifiers Pronouns Verbs Prepositions Clause structures Conjunctions Number, quantities, date, time	European Day Pause Café



# Curriculum Overview



<b>SUBJECT:</b>	<b>MODERN FOREIGN LANGUAGES: GERMAN</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	We continue to use the AQA GCSE 3 year scheme of work as a guide. We build on and recycle language from KS3 and focus specifically on building skills around using complex language and tenses and building spontaneity and fluency		

## UNITS OF WORK

7. Holidays	8. Customs and Festivals	9. Education Post 16
10. Healthy and Unhealthy Living	11. Marriage and Partnership	12. Charity and Voluntary Work

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Writing and speaking about holidays</li> <li>Customs and festivals in the German-speaking world</li> <li>Choices after GCSEs</li> <li>Making positive choices to stay healthy</li> <li>Discussing differing types of marriage and partnership</li> <li>Describing charity work and its importance</li> </ul>	<ul style="list-style-type: none"> <li>Writing and speaking at greater length and with greater complexity</li> <li>Developing skills in understanding unfamiliar words from their context</li> <li>Using verb tenses more confidently</li> </ul>	Term 1: Listening, Reading, Speaking, Writing Term 2: Listening, Reading, Writing Term 3: Listening, Reading, Speaking Term 4: Listening, Reading, Writing Term 5: Listening, Reading Term 6: June/July PPE (including speaking)
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Development of knowledge and appreciation of a different culture (Francophone).</li> <li>Collaborative work to develop team-working skills. Experimentation with language to develop resilience and to learn from mistakes.</li> <li>Students encouraged to embrace “difference” from their culture.</li> <li>Discussing and challenging stereotypes within a national and international context.</li> </ul>	Continued work on: Nouns Articles Adjectives Adverbs Quantifiers and intensifiers Pronouns Verbs Prepositions Clause structures Conjunctions Number, quantities, date, time	<ul style="list-style-type: none"> <li>European Day</li> <li>German exchange</li> <li>Aachen Christmas markets trip</li> <li>Visiting German teacher</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>MUSIC</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	Give learners opportunities to link education and the world of work in engaging, relevant and practical ways. Support learners' development of transferable interpersonal skills, including working with others, problem solving, independent study and personal, learning and thinking skills. Give learners a route through education that has clear progression pathways to further study or an Apprenticeship.		

## UNITS OF WORK

1. Unit 5 – Introducing music performance	2. Unit 1 – The music industry	3. Unit 2 – Managing a music product
---	--------------------------------	--------------------------------------

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Understand the job roles in the music industry</li> <li>Describe, explain and critique the music industry its business models and money-making opportunities</li> <li>Perform with confidence</li> <li>Develop music performance skills and review own practice</li> <li>Evaluate and critically review personal progress in relation to music performance.</li> <li>Design and implement steps to improve musical development</li> <li>Create, manage, promote and implement a music product within a group context</li> <li>Review, evaluate and advise within musical contexts using key music industry knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform confidently in a range of solo and ensemble contexts</li> <li>Plan, develop and deliver a music product</li> <li>Promote a music product</li> <li>Review the management of a music product.</li> <li>Implementation of music performance skills within rehearsals and performance</li> </ul>	<ul style="list-style-type: none"> <li>External exam</li> <li>Coursework</li> <li>Group and solo work related to musicianship, the music industry, composition and event management.</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Developing an understating of music's cultural links and influence from, and on, society both today and throughout history</li> <li>Links to careers within the music industry and how different people make a living through music (The music Industry, Performing, composing)</li> </ul>	<ul style="list-style-type: none"> <li>S7 Following instructions</li> <li>E1 Listen well to others</li> <li>E3 Respect the views of others</li> <li>Group numbers and timings of rehearsal structure</li> <li>Assessments</li> <li>Performance timings.</li> </ul>	<ul style="list-style-type: none"> <li>Extra-curricular clubs</li> <li>Performance opportunities</li> <li>Community links</li> <li>Peripatetic teaching and learning</li> <li>Workshops with professionals</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>PE – OCR NATIONAL SPORTS STUDIES</b>	<b>YEAR:</b>	<b>10 &amp; 11</b>
<b>INTENT:</b>	Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media		

## UNITS OF WORK

1. R051: Contemporary issues in sport. Written paper OCR set and marked	2. R053: Sports leadership	3. R054: Sport and the media	4. R052: Developing sports skills
--	----------------------------	------------------------------	-----------------------------------

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Understand the issues which affect participation in sport</li> <li>Know about the role of sport in promoting values</li> <li>Understand the importance of hosting major sporting events</li> <li>Know about the role of national governing bodies in sport</li> <li>Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership</li> <li>Be able to plan, deliver and evaluate a sports activity session.</li> <li>Know how sport is covered across the media, the positive effects, negative effects and be able to evaluate a media story</li> <li>Be able to use skills, techniques and tactics/strategies/ compositional ideas as an individual and team performer in a sporting activity.</li> <li>Be able to officiate in a sporting activity and apply practice methods to support improvement in a sporting activity</li> </ul>	<ul style="list-style-type: none"> <li>Develop a range of skills through involvement in sport and physical activity in different contexts and roles</li> <li>Develop their ability to apply theoretical knowledge to practical situations</li> <li>Gain a better understanding of the complexity of different areas of sport and the sports industry</li> <li>Increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.</li> </ul>	<ul style="list-style-type: none"> <li>Written exam OCR set and marked</li> <li>Centre assessed units by staff</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>The dangers of performance-enhancing drugs</li> <li>behaviour of performers and spectators</li> <li>sports initiatives to promote values</li> <li>sport as a reflection of society</li> <li>social legacy of major sporting events</li> <li>relationship between sport and the media</li> <li>roles and role models in sport</li> <li>increased prominence of sport science due to commercial value of professional sport</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy Addition/multiplication of scoring systems</li> <li>Literacy Recall information, demonstrate knowledge, use appropriate language and specific terminology, develop evaluative skills</li> </ul>	<ul style="list-style-type: none"> <li>Swindon Schools competitions</li> <li>Afterschool clubs (recreational and preparing for competition)</li> <li>Lunchtime clubs (recreational)</li> <li>Inter house competitions</li> <li>Visits to professional matches/open training sessions</li> <li>Links with local sports clubs to develop skill level for all</li> <li>Player development pathway for elite athletes</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>PE – OCR NATIONAL SPORTS SCIENCE</b>	<b>YEAR:</b>	<b>10 &amp; 11</b>
<b>INTENT:</b>	The Cambridge National in Sport Science offer learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles, and psychology in sport and sports performance.		

## UNITS OF WORK

1. R041: Reducing the risk of sports injuries. Written paper OCR set and marked	2. R042: Applying principles of training	3. R043: The body's response to physical activity	4. R044: Sport psychology
---	--	---	---------------------------

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions, providing a good foundation to undertake formal first aid training and qualifications.</li> <li>Learners will develop knowledge and understanding of the principles and methods of training and the application of these in the design of training programmes along with practical skills in fitness testing.</li> <li>Learners will understand key aspects of the structure and function of the musculo-skeletal and cardio-respiratory systems and investigate some of the changes which occur to them in response to short and long-term physical activity.</li> <li>Learners will look at some of the key elements of sport psychology and use some of the strategies and techniques utilised in pursuit of excellence in sports performance.</li> </ul>	<ul style="list-style-type: none"> <li>Key Skills of Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance and Problem Solving</li> <li>develop their ability to apply theoretical knowledge to practical situations</li> </ul>	<p>Written exam OCR set and marked</p> <p>Centre assessed units by staff</p>
	<p><b>SMSC/British Values/Careers</b></p> <ul style="list-style-type: none"> <li>Future roles / careers relating to sport</li> <li>behaviour of performers and spectators.</li> <li>sports initiatives to promote values</li> <li>Understanding the role of exercise and diet in promoting a healthy lifestyle</li> <li>increased prominence of sport science due to commercial value of professional sport</li> <li>Role of mental wellbeing in maintaining a healthy lifestyle.</li> </ul>	<p><b>Literacy/Numeracy</b></p> <p><b>Numeracy</b> Addition/multiplication of scoring systems  <b>Literacy</b> Recall information, demonstrate knowledge, use appropriate language and specific terminology, develop evaluative skills</p> <ul style="list-style-type: none"> <li>Key words</li> <li>Vocational skills with peers</li> <li>Reading/analysing images</li> <li>Peer assessment</li> <li>Word of the week</li> </ul>



# Curriculum Overview



<b>SUBJECT:</b>	<b>RELIGIOUS STUDIES</b>	<b>YEAR:</b>	<b>10</b>
<b>INTENT:</b>	To create engaging lessons to promote a deep understanding of the subject. Lessons will build on prior learning from KS3 enabling students to be able to apply their learning, synthesising concepts and evaluating higher order questions		

## UNITS OF WORK

1. Judaism beliefs and Teachings: Completion, Covenants, Key Moral Principles, Eschatology	2. Judaism practices: Worship in Synagogue, Religion in the home, Dietary Laws, Rites of Passage,	3. Judaism practices - festivals Beliefs, and Teachings Christianity: Good and Evil, Theodicies, Eschatology, Jesus
4. Beliefs and Practices: Christianity: Worship, Sacraments, Pilgrimage, and the role of the Church in the world.	5. Theme B Religion and Life	6. Theme B Religion and Life completion and assessment.

Key Knowledge/Development	Key Skills Development	Assessment
<ul style="list-style-type: none"> <li>Studies to synthesise learning.</li> <li>Analysis of a range of religious and non-religious responses to ethical and philosophical issues.</li> <li>Apply prior learning from Religions papers studied in year 10 (Christianity and Judaism) to each theme</li> <li>Exploring a wide range of evidence in relation to each theme explored, particularly sources of wisdom.</li> </ul>	<ul style="list-style-type: none"> <li>Discursive writing, evaluating a range of responses to ethical issues.</li> <li>Justification, reaching a justification, using reasoned arguments.</li> <li>Analysis of sources of wisdom – carefully selecting evidence and justifying their use/application</li> </ul>	<ul style="list-style-type: none"> <li>Continuous assessment e.g.</li> <li>GCSE practice questions used extensively throughout the course. C/W and H/W. Self and peer assessed.</li> <li>Knowledge retrieval tasks embedded.</li> <li>Key word spellings – religious literacy tests.</li> <li>Formal PPE's</li> </ul>
SMSC/British Values/Careers	Literacy/Numeracy	Curriculum Enrichment
<ul style="list-style-type: none"> <li>Moral issues explored, e.g. the value and importance of human life.</li> <li>Spirituality – issues affecting life and death, the nature of reality.</li> <li>Value of human rights – persecution of religious believers – impact of this</li> <li>Careers – Public Services, Law, Teaching, Caring services, International development/charities</li> </ul>	<ul style="list-style-type: none"> <li>Development of Religious literacy – subject specific technical language.</li> <li>Hebrew terms – developing understanding and fluency of key terms.</li> <li>Etymology – word roots – e.g. the omni's, key characteristics of God.</li> <li>Interpreting data on religious traditions in the UK and worldwide and drawing conclusions based on this.</li> </ul>	<ul style="list-style-type: none"> <li>Guest speakers – Christian way of life, Jewish way of life</li> <li>Wider reading lists – religion, ethics and philosophy</li> <li>Radio 4 – moral maze, Beyond Belief, BBC documentaries.</li> <li>Exploration of films – e.g. Noah, Boy in Striped Pyjamas, Schindler's List.</li> <li>Revision sessions prior to PPE</li> </ul>