

Stanborough



Year 10

Curriculum Maps

Grow and Succeed

High Expectations | Mutual Respect | Quality Learning | Success for All

Curriculum Map

Subject: Art & Design

Year Group: 10

| | Autumn Term | Spring Term | Summer Term |
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| Content | Students explore 3 artists, designers or craftsmen that link to a chosen theme. They will then have the chance to explore the work of these artists by experimenting with similar mediums and techniques. Students will then create a response that shows how the selected artists have influenced their own practice. | Looking deeper into a chosen theme, students will create an investigations board which will provide depth and context to their project. They will explore an area within that theme in more detail which will provide the springboard for the next phase of the project. | Students will now begin to develop their ideas, linking small threads from earlier work and research to help with their development. Students will explore and experiment with a wide range of media and materials to suit the progression of their ideas |
| Key Questions | <p>Assessment objectives (25% each)</p> <p>AO1 – Develop <i>Are students able to develop ideas through investigations, demonstrating critical understanding of contextual sources?</i></p> <p>AO2 – Refine <i>Is there evidence of a wide range of appropriate techniques media and processes?</i></p> <p>AO3 – Record <i>Have primary and secondary sources been used to record ideas and observations? Are these ideas explained clearly through annotation?</i></p> <p>AO4 – Present <i>Are students able to realise intentions and create a personal and meaningful response?</i></p> | | |
| Assessment | Students will be formally marked after each board submission. They will then have the chance to respond to EBI's and make any further refinements to their work. At each progress update, students will have a portfolio review and a current working grade will be given for the boards they have created to date. | | |

Curriculum Map

Subject: 3D Design
Year Group: 10

| | Autumn Term | Spring Term | Summer Term |
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| Content | Students explore 3 designers, artists, architects or design styles that link to a chosen theme. They will then have the chance to explore the work of these artists by experimenting with different mediums and techniques. Students will then create a response that shows how the selected artists have influenced their own practice. | Looking deeper into a chosen theme, students will create their own design ideas based on their current investigations. They will model their ideas using a variety of techniques, including computer modelling and materials such as clay, wood and card. | Students will then begin to develop their ideas, linking small threads from earlier work and research to help with their development. Students will explore and experiment with a wide range of media and materials to suit the progression of their ideas. |
| Key Questions | Assessment objectives (25% each) AO1 – Analysis of designers <i>Are students able to develop ideas through investigations, demonstrating critical understanding of contextual sources?</i> AO2 – Drawing and modelling skills <i>Is there evidence of a wide range of appropriate techniques, media and processes?</i> AO3 – Initial ideas, developed designs <i>Are the ideas imaginative and linked to the initial context and subsequent research? Are these ideas explained clearly through annotation?</i> AO4 – Present <i>Are students able to realise intentions and create a personal and meaningful response?</i> | | |
| Assessment | Students will be formally marked after each board submission. They will then have the chance to respond to EBI's and make any further refinements to their work. At each progress update, students will have a portfolio review and a current working grade will be given for the boards they have created to date. | | |

Subject: HOSPITALITY & CATERING

| Content | Autumn Term | | Spring Term | | Summer Term | |
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| | Theory | Practical | Theory | Practical | Theory | Practical |
| | <p>To be able to analyse, identify explain or describe:</p> <ul style="list-style-type: none"> • food-related causes of ill health • common types of food poisoning • symptoms of food induced ill health • food safety hazards in different situations • risks to food safety • control measures • food safety regulations <p>Learners should know and understand the principles of Hazard Analysis and Critical Control Points (HACCP) and be able to:</p> <ul style="list-style-type: none"> • Identify any critical control points and ensure that risks are removed or reduced to safe levels • Decide on what actions to take if something goes wrong • Complete a HACCP document | <p>To prepare and cook a range of high-risk dishes and follow the principles of food safety and hygiene. (starter, main and dessert)</p> <ul style="list-style-type: none"> • knife skills e.g. soups, salads, vegetable cuts • methods of cake making • yeast dough • pastry making • sauces <p>2.3.3 Food safety Practices</p> <p>2.1.1 Understanding the importance of nutrition</p> | <p>To understand the importance of nutrition when planning meals.</p> <ul style="list-style-type: none"> • describe the functions of nutrients • compare the nutritional needs of specific groups • explain what happens if you don't have a balanced diet • know how the different cooking methods impact on the nutritional value of foods • know the factors to consider when planning menus • be aware of environmental issues when cooking • explain how the dishes meet the customer needs • produce time plans for practical outcomes • be aware of how to check ingredients for good quality <ul style="list-style-type: none"> • How cooking methods can impact on nutritional value | <p>To produce dishes using a range of commodities:</p> <ul style="list-style-type: none"> • meat • fish • poultry • eggs • dairy • vegetarian alternatives <p>2.3.1 How to prepare and make dishes: prepare techniques/knives skills/cooking techniques</p> <p>2.3.3 Food safety Practices</p> | <p>To gain an understanding of the different types of establishments and the types of foods that the produce for customers.</p> <ul style="list-style-type: none"> • describe the structure of the hospitality and catering industry • be aware of and be able to describe the job roles and working conditions. • explain the factors affecting the success of providers <p>1.3.1 Health and safety in hospitality and catering provision</p> | <p>To learn a range of presentation techniques and accompaniments for a range of dishes including:</p> <ul style="list-style-type: none"> • vegetarian, • vegan dishes • dairy free • gluten free • low fat diets • healthy school meals <p>2.3.1 How to prepare and make dishes</p> <p>2.3.2 Presentation techniques</p> <p>2.3.3 Food safety practices</p> <p>2.4.1 Reviewing of dishes</p> <p>2.4.2 Reviewing own performance</p> |

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| | <ul style="list-style-type: none"> • Complete records to show that procedures are working. | 2.1.2 How cooking methods can impact on nutritional value | | | | |
| Key Questions | <p>LO1 - Do students know how food providers operate and be able to explain the different hospitality and catering environments</p> <p>LO2 - Can students explain how the hospitality and catering provisions work</p> <p>LO3 - Do students understand the health and safety requirements</p> <p>LO4 To what extent can students explain how food can cause ill health</p> | | | | | |
| Assessment | <ul style="list-style-type: none"> • Student feedback given in accordance with the school marking policy. • Mock exams, mini assessments as well as a mock LAB assessment will take place during the year • At the end of year 11, the written paper will contribute to 40% of the final grade and the LAB will contribute to 60% | | | | | |

Subject: BUSINESS STUDIES GCSE

| Time Period | Autumn Term | Spring Term | Summer Term |
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| Content | <p>Theme 1: Investigating small business</p> <ul style="list-style-type: none"> ▪ Topic 1.1 Enterprise and entrepreneurship ▪ Topic 1.2 Spotting a business opportunity | <p>Theme 1: Investigating small business</p> <ul style="list-style-type: none"> ▪ Topic 1.3 Putting a business idea into practice ▪ Topic 1.4 Making the business effective | <p>Theme 1: Investigating small business</p> <ul style="list-style-type: none"> ▪ Topic 1.5 Understanding external influences on business. ▪ Topic 2.1 Growing the business |
| Skills | <p><u>Some key skills include:</u></p> <ul style="list-style-type: none"> ▪ Entrepreneurial ▪ Decision making ▪ Leadership | <p><u>Some key skills include:</u></p> <ul style="list-style-type: none"> ▪ Mathematical ▪ Problem solving ▪ Management | <p><u>Some key skills include:</u></p> <ul style="list-style-type: none"> ▪ Negotiation ▪ Persuasion ▪ Commercial awareness |

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| | <ul style="list-style-type: none"> ▪ Organisation ▪ <i>Independent</i> ▪ <i>Team working</i> <p><i>Note: There will be a lots of other transferable skills.</i></p> | <ul style="list-style-type: none"> ▪ Analytical ▪ <i>Independent</i> ▪ <i>Team working</i> <p><i>Note: There will be a lots of other transferable skills.</i></p> | <ul style="list-style-type: none"> ▪ Communication ▪ <i>Independent</i> ▪ <i>Team working</i> <p><i>Note: There will be a lots of other transferable skills.</i></p> |
| Key Questions | <ul style="list-style-type: none"> ▪ Explain the purpose of business activity. ▪ Discuss the impacts on a business failing to meet customer needs. ▪ ‘Starting a business is the best thing that an individual can do for their local community’. Decide whether you agree or disagree with this statement. Justify your opinion. | <ul style="list-style-type: none"> ▪ Why is it important to consider sources of finance? ▪ Using an example, explain what will happen if a business’s cash outflows are greater than its cash inflows? ▪ An entrepreneur is considering using their savings to fund their business when bank interest rates are low. What would you advise the entrepreneur to do and why? | <ul style="list-style-type: none"> ▪ What impact do external influences have on business? ▪ Analyse the impact of increased interest rates on businesses and propose two possible ways in which the business could respond to the change. ▪ Discuss the impact the economy has on businesses. |
| Assessment week and content | <ul style="list-style-type: none"> ▪ Before the end of half term - 1.1 End of topic test on Enterprise & Entrepreneurship ▪ Before the end of term – 1.2 End of Topic test on Spotting a Business Opportunity. | <ul style="list-style-type: none"> ▪ Before the end of half term – 1.3 End of topic test on Putting a Business Idea into Practice. ▪ Before the end of term – 1.4 End of Topic test on Making the Business Effective. | <ul style="list-style-type: none"> ▪ Paper 1 Mock ▪ Before the end of term – 1.5 End of topic test on Understanding external influences on business. ▪ Before the end of term – 2.1 End of Topic test on Growing the business. |

Subject: CHILD DEVELOPMENT

| Time Period | Autumn Term | Spring Term | Summer Term |
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| Content | <p>RO59 TA1: Observe a child aged 3- 4 years and compare them to developmental norms</p> <p>RO59 TA2: Plan and evaluate a suitable play activity for physical development for a 1-2 year old</p> | <p>RO57: TA1: Pre-conception health and reproduction</p> <ul style="list-style-type: none"> - Factors affecting pre-conception health for men and women -How reproduction takes place - The structure and function of the reproductive systems - Signs and symptoms of pregnancy - Types of contraception methods and their advantages and disadvantages | <p>RO57 TA2: Antenatal care and preparation for birth</p> |
| Skills | <p>Creative skills</p> <p>Presentation skills</p> <p>Research skills</p> <p>Evaluating skills</p> | <p>Presentation skills</p> <p>Research skills</p> <p>Evaluating skills</p> <p>Exam skills</p> | <p>Research skills</p> <p>Evaluating skills</p> <p>Exam skills</p> <p>Revision skills</p> |
| Key Questions | <p>How does play benefit a child's development?</p> <p>What are the different types of play?</p> <p>How do you know your play activity was suitable?</p> | <p>What are the reliable methods of contraception?</p> <p>What is the structure and function of reproductive systems?</p> | <p>What is the purpose and importance of antenatal clinics?</p> <p>What are the screening and diagnostic tests?</p> <p>What are the choices available for delivery?</p> <p>What are the developmental needs of children 0-5 years</p> |
| Assessment week and content | <p>NEA:</p> <ul style="list-style-type: none"> • Observe a child aged 1-2 years old and compare to development norms • Plan and evaluate a physical activity for a 1-2 year-old | Topic area tests | End of year exam-RO57 TA1& 2 |

Subject: COMPUTER SCIENCE

| Time Period | Autumn Term | Spring Term | Summer Term |
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| Content | <p>Extending Python Programming Knowledge Learning and applying the key fundamentals of programming using Python programming language.</p> <p>1.1 Systems Architecture</p> <ul style="list-style-type: none"> • Architecture of the CPU • CPU performance • Embedded systems <p>1.2 Memory & Storage</p> <ul style="list-style-type: none"> • Primary storage (Memory) • Secondary storage | <p>1.2 Memory & Storage (Continued)</p> <ul style="list-style-type: none"> • Units • Data storage – Numbers, characters, images and sound • Compression <p>2.4 Boolean Logic Creating simple logic diagrams and truth tables. Combining Boolean and logical operators to solve problems</p> <p>2.1 Algorithms</p> <ul style="list-style-type: none"> • Computational thinking • Designing, creating and refining algorithms • Searching and sorting algorithms <p>2.2 Programming fundamentals (using Python)</p> <ul style="list-style-type: none"> • Programming fundamentals • Data types <p>Additional programming techniques</p> | <p>2.1 Algorithms (Continued)</p> <ul style="list-style-type: none"> • Computational thinking • Designing, creating and refining algorithms • Searching and sorting algorithms <p>2.2 Programming fundamentals (using Python) (Continued)</p> <ul style="list-style-type: none"> • Programming fundamentals • Data types • Additional programming techniques <p>1.5 System software</p> <ul style="list-style-type: none"> • Operating systems • Utility software |
| Skills | <p>Students are able to create robust, simple and complex programs using:</p> <ul style="list-style-type: none"> • Input/output, sequence, selection and iteration. • Data types; string, integers, float, Boolean. | <p>Boolean logic helps students think through different problems in a logical and methodical way, based on the inputs they are given. Students develop pattern recognition skills.</p> | <p>Students will gain the understanding of how different operating systems work and the important part the OS plays in a computer system. Students explore different utility software and</p> |

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| | <ul style="list-style-type: none"> • Random values, lists, arrays, sub programs. <p>Students learn how the internal structure of a computer system works. How the CPU is an integral part of how instructions are processed and why it is known as the ‘brain’ of the computer.</p> <p>Students gain the understanding of the need for both primary and secondary storage.</p> <p>Students learn the skills of converting between binary, denary and hexadecimal number, binary arithmetic – addition</p> <p>Students are able to demonstrate how binary is used to represent numbers, characters, images and sound.</p> | <p>Students will learn the key cornerstones of computational thinking and how to apply them to planning and solving problems.</p> <p>Students will learn the skills in how to plan, using algorithms, how a program or system will work before they begin to create.</p> <p>Students will build on the programming skills from year 9 with more complex challenges. Students can also apply the skills learnt in unit 2.1 to support them with each challenge.</p> | <p>how they work to maintain the optimal running of a computer system.</p> |
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| <p>Key Questions</p> | <p>What is the CPU? How does it function? What are the components it is made of? What happens at each stage of the Fetch-Execute cycle? What do the different registers do? What are the common characteristics which affect performance? What are embedded systems? Who is Von Neumann?</p> <p>What is primary & secondary storage? What is the purpose of RAM and ROM? Differences between them, the advantages and disadvantages for each? Why do we need virtual memory? What is flash memory? What are the common types of storage? What is data capacity? What is a nibble? How do you convert binary, denary and hexadecimal? What is a character set? What are bitmaps, image resolution, colour depth and metadata? How can sound be sampled and stored? How does sampling rates, duration and bit depth affect the size of sound files and quality of its playback? What is compression? What is the difference between lossy and lossless compression?</p> | <p>Why do computers use binary? What are transistors? How do AND, OR and NOT gates work together? What is a truth table used for?</p> <p>Using abstraction, decomposition and algorithmic thinking to define a problem. Create structure diagrams & flowcharts. How to efficiently search and sort data. Writing algorithms using Python. What are binary, bubble, merge, insertion sorts. How do I identify bugs and fixes? What are trace tables?</p> <p>Using variables, constants, operators, inputs/outputs. Sequences, selection & iteration. Arithmetic, integers, Boolean. Characters & string manipulation, data types and casting. String manipulation & file handling, open, read, write, close. Storing data in records. Using SQL to search for data. Using arrays, sub programs.</p> | <p>What are operating systems & interfaces? What is memory, peripheral, user and file management? What is utility software? What is the purpose of encryption, defragmentation and file management & data compression?</p> |
| <p>Assessment week and content</p> | <p>Extending Python Programming Knowledge – wb 23/10</p> <p>1.1 Systems Architecture Mid-term test wb 29/11 End of Unit test wb 13/12</p> | <p>1.2 Memory & Storage Mid-term test wb 5/02 End of Unit test wb 04/03</p> <p>2.4 Boolean Logic End of Unit test wb 25/03</p> | <p>2.1 Algorithms End of Unit test wb 03/06</p> <p>2.2 Programming fundamentals End of Unit test wb 17/06</p> <p>1.5 System software End of Unit test wb 15/07</p> |

Subject: CULTURE, SOCIETY & ETHICS (CSE)

| Time Period | Autumn Term | Spring Term | Summer Term |
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| Content | <u>Personal Growth & Relationships</u> <ul style="list-style-type: none"> • Positive relationships • Abusive, Coercive and controlling relationships • Same-sex relationships • Break-ups • Body Image | <u>Holocaust and other Genocides</u> <ul style="list-style-type: none"> • What was the holocaust? • Why did the holocaust happen? • Holocaust Journey & Camps • Other 20th Century Genocide • The Rwandan Genocide • The genocide in Cambodia | <u>British Values</u> <ul style="list-style-type: none"> • The British Monarchy • The Criminal Justice System • Law Making • British Identity • Tolerance • Racism & Xenophobia |
| Skills | <ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating | <ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating | <ul style="list-style-type: none"> • Self-awareness • Reflection • Introspection • Empathy • Resilience • Literacy • Communication & Debating |
| Key Questions | <ul style="list-style-type: none"> • Why do humans choose to live in families? • What happens when families fail? • Is there only one way to find a marriage partner? • How has family life changed? | <ul style="list-style-type: none"> • What was the Holocaust? • Were there other genocides during the 20th Century? • What happened in Rwanda? • Who were Pol Pot and the Khmer Rouge? | <ul style="list-style-type: none"> • What is the monarchy? • What are laws and who upholds them? • What contributes to British Identity? • Are tolerance, racism & Xenophobia British? |
| Assessment week and content | There are no assessment in CSE | There are no assessment in CSE | There are no assessment in CSE |

Subject: DRAMA

| Time Period | Autumn Term | Spring Term | Summer Term |
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| Content | <p>The Crucible – exploring the theory work to the crucible and beginning the exam prep</p> <p>Practitioners for Component 1 – exploring different practitioners for component 1 mock and assessment in the spring term</p> | <p>Component 1 – 40% of GCSE devising with stimuli (10% performance)</p> <p>Component 1 – 40% Devising with stimuli (30% Theory portfolio)</p> | <p>Component 3 - recall and revisit to put it into practice</p> <p>Component 2 preparation – looking at texts and script work and gaining confidence to perform it next year</p> |
| Skills | <ul style="list-style-type: none"> - Freeze frames - Abstract freeze frames - Gait - Posture - Eye contact - Body language - Tone - Pause - Accent - Pitch - Pace - Design - Direction | <ul style="list-style-type: none"> - Communication and cooperation - Hot seating - Marking the moment - Flash back - Monologues - Duologues - Cross cutting - Devising | <ul style="list-style-type: none"> - Spoken thoughts - Split scene/cross cutting - Using music to enhance a performance - Monologues - Duologues - Gait - Posture - Eye contact - Body language - Tone - Pause - Accent - Pitch - Pace |
| Key Questions | <p>What are the themes in the crucible?</p> <p>What is the context in the crucible?</p> <p>What are the key lighting terms?</p> <p>What are they key sound terms?</p> <p>What are they key costume terms?</p> <p>Who is Artaud?</p> <p>Who is Stanislavski?</p> <p>What is catharsis?</p> | <p>What is the genre of the performance?</p> <p>What is the style of the performance?</p> <p>What practitioner is your performance influenced by and why?</p> <p>What are your intentions for your performance and why?</p> | <p>What are the themes in the crucible?</p> <p>What is the context in the crucible?</p> <p>What are the key lighting terms?</p> <p>What are they key sound terms?</p> <p>What are they key costume terms?</p> |

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| | What is breaking the fourth wall? Who is Brecht? | How successful are you at communicating these intentions? | |
| Assessment week and content | Last week before October Half term – MOCK C3 assessment Two weeks before Christmas break – devise from a stimuli based off of a practitioner | Last two weeks before February half term – write and perform a monologue Last week before Easter holidays – Create a documentary on Teenage runaways FT Jeff. | Week before May half term – c3 mock assessment Week before end of school – c2 mock assessment |

Subject: ENGLISH

| Time Period | Autumn Term | Spring Term | Summer Term |
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| Content | <ul style="list-style-type: none"> Romeo and Juliet Language Paper 1- Reading and writing | <ul style="list-style-type: none"> Jekyll and Hyde Language Paper 2- Reading and writing Mock Exam preparation | <ul style="list-style-type: none"> An Inspector Calls Love and Relationships Poetry Spoken Language |
| Skills Literature | <p>Students will demonstrate an ability to:</p> <ul style="list-style-type: none"> Provide a close analysis of Shakespearian language devices Identify structural decisions and their effect on the narrative Elaborate on contextual elements Begin to identify and explain alternative interpretations of author’s decisions Use a wider range of vocabulary to speak about language and its effect | <p>Students will demonstrate an ability to:</p> <ul style="list-style-type: none"> Provide a close analysis of 19th Century language devices Identify structural decisions and their effect on the narrative Elaborate on contextual elements and how they informed the author’s decisions Use a wider range of vocabulary to analyse language and its effect Generic features – novel, gothic, detective Sentence structure Flashback – extra chapters | <p>Students will demonstrate an ability to</p> <ul style="list-style-type: none"> Provide a close analysis of dramatic language Identify structural decisions and their effect on the narrative Elaborate on wider societal issues raised by the content of the narrative Use a wider range of vocabulary to speak about language and its effect <p>Poetry Students will demonstrate an ability to:</p> <ul style="list-style-type: none"> Demonstrate both literal and inferential comprehension |

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| <p>Skills Language</p> | <ul style="list-style-type: none"> • Read a range of fiction texts, exploring how established writers use narrative and descriptive techniques to capture the interest of readers • Write a creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image. • Focus on planning written pieces of work • Developing use of precise vocabulary • Identify and demonstrate form, purpose and audience. | <ul style="list-style-type: none"> • Reading and comparing a range of non-fiction texts (eg. articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages) from different time periods, to consider how authors present perspective and/or viewpoint • Explore ways in which authors influence readers • Produce a written text to a specified audience, purpose and form in which they give their own perspective on a chosen theme • Use a wider range of vocabulary to speak about language and its effect and apply these techniques to their own writing • Focus on punctuation (commas, ellipsis, semi-colon) and sentence structure (complex sentences, short sentences for effect) | <ul style="list-style-type: none"> • Identify and explain language and structural features • Distinguish between what is stated explicitly and implied • Explain motivation behind poems using contextual information • Explore alternative meanings and abstract concepts explored within in the poems • Compare meaning, imagery, language, emotion and structural choices between two texts |
| <p>Key Questions Literature</p> | <ol style="list-style-type: none"> 1. How does the author’s decisions help to drive the narrative forward? 2. How does the historical context shape this text? 3. How are the characters presented and developed throughout the narrative? 4. Does the author achieve their intended effect? 5. In what ways do author’s create engaging texts? | <ol style="list-style-type: none"> 1. How does the author’s decisions help to drive the narrative forward? 2. How does the historical context shape this text? 3. How are the characters presented and developed throughout the narrative? | <ol style="list-style-type: none"> 1. How does the author’s decisions help to drive the narrative forward? 2. How does the historical context shape this text? 3. How are the characters presented and developed throughout the narrative? 4. Does the author achieve their intended effect? 5. In what ways do author’s create engaging texts? |
| <p>Key Questions</p> | <ol style="list-style-type: none"> 1. In what ways do author’s create engaging | <ol style="list-style-type: none"> 1. What is the author’s viewpoint and | <p>Poetry</p> |

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| <p>Language</p> | <p>texts?</p> <ol style="list-style-type: none"> Are they effective in engaging with their reader? Explain. What devices and methods have been used by the author to engage their readers? How can I plan my work effectively to ensure I have made appropriate decisions about audience, form and structure? | <p>perspective about this topic?</p> <ol style="list-style-type: none"> What techniques and methods have they used to deliver their opinions? Are they effective in delivering their viewpoint and perspective? Explain. How can I plan my work effectively to ensure I have made appropriate decisions about audience, form and structure? How can I use the texts as an exemplar to support me in writing my own piece of writing? | <ol style="list-style-type: none"> How does the author present their ideas towards love and relationships? What devices does the author use and what effect do they have on the reader? What are the alternative interpretations to this poem and its meaning? What is a connective and how can you use it to integrate comparisons between texts? |
| <p>Assessment week and content</p> | <p>WWW EBI Autumn 1 Romeo and Juliet—week 5</p> <p>WWW EBI and Graded Autumn 2 Language Paper 1- Week 5</p> | <p>WWW EBI Spring 1 Language Paper 2 writing Jekyll and Hyde</p> <p>Graded and WWW EBI Spring 2 Mock Examinations March 2021</p> | <p>WWW EBI Summer 1 An Inspector Calls</p> <p>WWW EBI and Graded Summer 2 Poetry Q1</p> <p>Spoken Language endorsement</p> |

Subject: FRENCH

| Time Period | Autumn Term | Spring Term | Summer Term |
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| <p>Content</p> | <p>Theme 1: People and lifestyle</p> <p>Topic 1: Identity and relationships with others</p> <ul style="list-style-type: none"> Describing yourself Relationships with family and friends <p>Topic 2: Healthy living and lifestyle</p> <ul style="list-style-type: none"> Food and drink Health problems and addictions Lifestyle choices and habits | <p>Theme 1: People and lifestyle</p> <p>Topic 3: Education and work</p> <ul style="list-style-type: none"> School subjects and rules Education post-16 Jobs and careers <p>Theme 2: Popular culture</p> <p>Topic 4: Free-time activities</p> <ul style="list-style-type: none"> Film & TV Sports and leisure activities | <p>Theme 2: Popular culture</p> <p>Topic 5: Customs, festival and celebrations</p> <p>Topic 6: Celebrity culture</p> <ul style="list-style-type: none"> Routes to fame Pros and cons of fame |

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| Skills | Building a strong foundation of vocabulary. Learning verbs in three or more tenses. Listening, speaking, reading, writing and translation. Describing photos. Reading aloud. | Building a strong foundation of vocabulary. Learning verbs in three or more tenses. Listening, speaking, reading, writing and translation. Describing photos. Reading aloud. | Building a strong foundation of vocabulary. Learning verbs in three or more tenses. Listening, speaking, reading, writing and translation. Describing photos. Reading aloud. |
| Key Questions | <ol style="list-style-type: none"> Décris-moi ta famille. Tu t'entends bien avec ta famille ? Comment est ton meilleur ami ? Qu'est-ce que tu as fait avec ta famille le weekend dernier ? Décris ta routine quotidienne. Quelles sont tes habitudes sportives ? | <ol style="list-style-type: none"> Comment est ton collègue ? Quelle est ta matière préférée ? Qu'est-ce que tu vas faire à l'avenir ? Que fais-tu pendant ton temps-libre ? Qu'est-ce que tu faisais quand tu étais jeune ? Quelle sorte d'émissions aimes-tu ? | <ol style="list-style-type: none"> Quelle est ta fête préférée ? Pourquoi ? Comment célèbres-tu ton anniversaire ? Comment as-tu célébré le Noël l'année dernière ? Parle-moi d'une célébrité que tu aimes. Quels sont les avantages et les inconvénients d'être célèbre ? |
| Assessment | October – reading/translation December – listening | February – writing March / April – speaking | May / June – GCSE Paper 1 (Listening) and Paper 3 (Reading) July - writing |

Subject: GEOGRAPHY

| Time Period | Autumn Term | Spring Term | Summer Term |
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| Content | <p>Living World: Pupils will be studying the AQA GCSE geography specification, looking at an overview of different ecosystem components, distribution and explanation of biomes and the challenges and opportunities associated with tropical rainforests and cold climates, including their management.</p> <p>Hazards: Pupils will build on their knowledge of</p> | <p>Urban Issues and Challenges: Pupils will continue looking at urbanisation around the world and the challenges/opportunities they create, including:</p> <ul style="list-style-type: none"> World trends of urbanisation Challenges and opportunities of urbanisation Study of Lagos in Nigeria London Regeneration of Urban Areas | <p>Coastal Landscapes of the UK: Pupils will study the coastal environment of the UK, including:</p> <ul style="list-style-type: none"> Wave types, characteristics and influences Coastal processes and mass movement Coastal Landforms Management of coastlines <p>By the end of the topic, pupils will be able to compare and contrast the characteristics</p> |

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| | <p>tectonic hazards from KS3 and explore weather hazards at different scales in addition to climate change.</p> | <ul style="list-style-type: none"> • Urban Sustainability <p>By the end of the topic pupils will have an understanding of megacities and the reasons for their growth, the challenges and opportunities presented by urbanisation, how urbanisation affects places with contrasting levels of wealth, who wins and loses from regeneration projects and how urban areas can be made more sustainable</p> <p>River Landscapes of the UK: Pupils will study river landscapes in the UK, how humans can influence the landscape and how rivers can have an impact on humans. Key themes and ideas include:</p> <ul style="list-style-type: none"> • Long profile and cross profile of a river • River processes of erosion, transportation and deposition • The sequence of formation of key river landforms • Identifying river features on OS maps • Factors influencing flood risk • Managing flooding <p>By the end of the topic pupils will have an understanding of how human interferences with the water cycle can influence flood risk and how river processes shape the landscape.</p> | <p>of different wave types influencing the coastline, explain how coastal landforms are shaped by coastal processes and explain and evaluate how different management strategies work and how decisions are made to protect the coastline.</p> <p>Physical Fieldwork: At the start of the summer term, pupils will begin studying fieldwork techniques before completing fieldwork in an area related to the physical component of their exam. Topics covered include:</p> <ul style="list-style-type: none"> • What a geographical enquiry process looks like • Types of sampling for their fieldwork • How to present information <p>Once they have completed the introductory modules in the classroom, pupils will complete fieldwork in a location in the UK, which may include but is not limited to:</p> <ul style="list-style-type: none"> • Ecosystems • Coastal Environments • Rivers <p>Upon completion of the visits and data collection, pupils will be required to write up their findings over the summer holiday for submission during the first two weeks of teaching in year 11.</p> |
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| <p>Skills</p> | <ul style="list-style-type: none"> • Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings | <ul style="list-style-type: none"> • Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings | <ul style="list-style-type: none"> • Demonstrate knowledge of locations, places, processes, environments and different scales • Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes • Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements • Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings |
| <p>Key Questions</p> | <p><u>Living world:</u></p> <ul style="list-style-type: none"> • What are the different scales of ecosystems, and where are they found in the world? • What are the characteristics of tropical rainforests? • What are the environmental and economic impacts of deforestation? • How can tropical rainforest be sustainably managed? • What are the characteristics of cold environments? • What opportunities and challenges does the development of cold environments create? • What are the risks to cold environments from economic development? | <p><u>Urban Issues and Challenges:</u></p> <ul style="list-style-type: none"> • What is a megacity and where are they found? • Why do people move to urban areas? • What are the challenges and opportunities of urban change? • How do the opportunities and challenges presented by urban change differ around the world? • Who and where benefits from regeneration projects? • Why is urban sustainability important now and in the future? <p><u>River Landscapes in the UK:</u></p> <ul style="list-style-type: none"> • How and why does the shape of a river valley change as it flows downstream? • How are different river landscapes formed? | <p><u>Coastal Landscapes in the UK:</u></p> <ul style="list-style-type: none"> • How are waves formed, and what are their characteristics? • What causes changes to the coastline and why? • How is the coastline shaped by processes of transportation and deposition? • How can the coastline be managed? • Who are the winners and losers of coastal management? <p><u>Physical and Human Fieldwork:</u></p> <ul style="list-style-type: none"> • What are hypotheses? • How can we collect data? • What are the different strategies for |

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| | <p>Hazards:</p> <ul style="list-style-type: none"> • What causes hazards? • Where do hazards occur? • Why does the impact of earthquakes differ around the world? • How can humans manage the impact of hazards? • How do different countries respond to hazards? | <ul style="list-style-type: none"> • What are the different strategies that can be used to protect river landscapes from the effects of flooding? | <p>collecting data?</p> <ul style="list-style-type: none"> • How are the risks associated with fieldwork managed? • Why do we use primary and secondary data? • What is the best way to present data? |
| <p>Assessment week and content</p> | <p>Assessment:</p> <p>Formal assessment:</p> <ul style="list-style-type: none"> • 30 minute living world assessment based on GCSE questions <p>Informal assessment: Practice exam questions and other mini recall tests will take place throughout the year in line with marking policy expectations.</p> | <p>Assessment:</p> <p>Formal assessment:</p> <ul style="list-style-type: none"> • 30 minute hazards assessment based on GCSE questions • 60 minute GCSE style assessment on Urban Issues and Challenges and Living World <p>Informal assessment: Practice exam questions and other mini recall tests will take place throughout the year in line with marking policy expectations.</p> | <p>Assessment:</p> <p>Formal assessment:</p> <ul style="list-style-type: none"> • 15 minute in class assessment based on rivers <p>Informal assessment: Practice exam questions and other mini recall tests will take place throughout the year in line with marking policy expectations.</p> |

Subject: HISTORY

| | Autumn Term | Spring Term | Summer Term |
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| <p>Content and Key Questions (Delivery of the course may vary depending on timetabling and staff)</p> | <p>British Depth Study: Anglo-Saxon and Norman England, c1060–88 Anglo-Saxon England and the Norman Conquest, 1060–66</p> <ul style="list-style-type: none"> - What was Anglo-Saxon Society? - What was the succession crisis of 1066 and who were the rival claimants for the | <p>Period Study: Superpower relations and the Cold War, 1941-91 The origins of the Cold War, 1941–58</p> <ul style="list-style-type: none"> - What was the early tension between East and West? - How did the Cold War develop between 1941 and 1958? | <p>Period Study: Superpower relations and the Cold War, 1941-91 The end of the Cold War, 1970–91</p> <ul style="list-style-type: none"> - What were the flashpoints in the Cold War? - How did the Soviet Union collapse and lose control of Eastern Europe? |

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| | <p>throne? British Depth Study: Anglo-Saxon and Norman England, c1060–88 William I in power: securing the kingdom, 1066–87 - What was the impact of the Norman invasion? - What were the causes and outcomes of resistance to Norman rule? British Depth Study: Anglo-Saxon and Norman England, c1060–88 Norman England, 1066–88 - What changes did the Normans make and how did they govern? - What was William I’s relationship with his sons?</p> | <p>- In what ways did the Cold War intensify? Period Study: Superpower relations and the Cold War, 1941-91 Cold War crises, 1958–70 - In what ways did the Cold War continue to intensify? - What were the three Cold War crises? - How did the USA and USSR react to each crisis? - What attempts were there to reduce tension between East and West?</p> | <p>Thematic Study: Crime and Punishment in Britain, c1000-present - c1000–c1500 Medieval England - c1500–c1700 Early Modern England - c1700-1900 18th and 19th Century Britain - 1900-Present Modern Britain</p> |
| <p>Skills - History Disciplinary Concepts</p> | <p>- Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. - Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</p> | <p>- Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. - Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</p> | <p>- Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. - Explain and analyse historical events and periods studied using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</p> |
| <p>Assessment and content</p> | <p>- Assessment on Succession Crisis (4, 12) - Assessment on Harrying of the North (16)</p> | <p>- Assessment on Origins of Cold War - Consequences - Assessment on one of three cold war crises – Narrative Account Cold War - Importance</p> | <p>- Year 10 Mock: Cold War and Anglo-Saxon questions. - Assessment on C+P between c1000-c1700</p> |

Subject: MATHS, FOUNDATION

| Time Period | Autumn Term | | Spring Term | | Summer Term | |
|----------------|---|--|---|---|--|---|
| Content | <ul style="list-style-type: none"> Algebraic expressions Scale diagrams and Bearings Linear equations and inequalities Sequences (Linear) | <ul style="list-style-type: none"> Pythagoras' theorem and Trigonometry in right angled triangles Probability Fractions Standard form Percentages | <ul style="list-style-type: none"> Ratio and Proportion Rearranging formulae Further percentages | <ul style="list-style-type: none"> Linear and Quadratic graphs Averages and Range Area and Perimeter Volume and Surface Area Scatter graphs Standard form | <ul style="list-style-type: none"> Angles Construction and loci Introducing Surds | <ul style="list-style-type: none"> Area of sectors and length of arcs Transformations Plans and elevations |
| Skills | <p>Number simplify using laws of indices (including expressions with negative powers and complex expressions), working with standard form numbers. Ratio, proportion and rates of change relate map scales to ratios Algebra Collect like terms, expand brackets (including double brackets), factorisation (including simple questions on quadratic factorisation), solve linear equations and linear inequalities, derive expressions and equations, work out the nth term of linear sequences Geometry and Measures work out the bearing of a location from another, apply basic angle facts and angle facts related to parallel lines and polygons in unstructured problems stating reasons for the answers, work out unknown lengths using Pythagoras' theorem, work out unknown lengths and angles using trigonometry Probability and Statistics</p> | | <p>Number round to the asked number of decimal places and significant figures, express large and small numbers in standard form, solve real life problems involving numbers in standard form, Ratio, proportion and rates of change solve problems on direct proportion, solve real life problems (related to recipes, currency conversion, value for money), use the unitary method to solve problems, solve problems related to compound measures (speed and density), know the difference between and solve problems related to simple and compound interest, work out the original amount in percentage change problems Algebra rearrange abstract and real life formulae, draw linear and quadratic graphs, work out the gradient and identify the y intercept of straight line graphs, work out the equation of a line from a graph, recognise the roots and turning point of a quadratic graph Geometry and Measures</p> | | <p>Number simplify surd expressions involving squares and collect like terms in expressions involving surds Geometry and Measures apply basic angle facts and angle facts related to polygons and parallel lines to solve unstructured problems, work out area of a sector of a circle, work out the length of an arc of a circle, perform compass and ruler constructions, solve problems on loci by applying basic constructions, draw plan view and elevations of 3d shapes, perform transformations (translations, reflections, rotations and enlargements) on a pair of coordinate axes</p> | |

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| | solve probability problems related to relative frequency, solve probability problems on combined events using tree diagrams and Venn diagrams | work out surface area and volume of prisms, Probability and Statistics draw and interpret scatter graphs, calculate averages and range from a frequency table | |
| Assessment week and content | wb 11 th November 2024 Algebraic expressions, Scale diagrams and Bearings, Linear equations and inequalities, Sequences (Linear), Pythagoras' theorem and Trigonometry in right angled triangles, Probability (students will also be give a topic list with reference to MathsWatch clips to support them with revision) | wb 3 rd February 2024 Fractions and Percentages, Standard Form, Ratio and Proportion, Rearranging formulae, Compound interest and Reverse percentages, Linear graphs. (students will also be give a topic list with reference to MathsWatch clips to support them with revision) | EOY exam Exam window 21st of April – 9 th of May 2025 All the content covered over the year (students will also be give a topic list with reference to MathsWatch clips to support them with revision) |

Subject: MATHS - HIGHER

| Time Period | Autumn Term | | Spring Term | | Summer Term | |
|----------------|--|--|--|--|---|--|
| Content | <ul style="list-style-type: none"> Algebraic expressions Bearings Linear equations and inequalities Sequences Further circle theorems Pythagoras' theorem and Trigonometry in right angled triangles | <ul style="list-style-type: none"> Probability Fractions and recurring decimals Harder Percentages (exponential growth and decay) | <ul style="list-style-type: none"> Ratio and Proportion Rearranging formulae Linear graphs Quadratic graphs Area and Volume | <ul style="list-style-type: none"> Vectors Error intervals Cumulative frequency graphs, Box plots Averages from grouped tables Histograms Standard form | <ul style="list-style-type: none"> Trigonometry in non-right angled triangles Algebraic proof | <ul style="list-style-type: none"> Functions Iterations Surds |
| Skills | Number simplify fractions, perform the four operations | | Number work out upper and lower bounds of quantities, | | Number simplify surd expressions involving squares, collect | |

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| | <p>with fractions, order fractions, decimals and percentages, use of multipliers in percentage problems, Ratio, proportion and rates of change solve problems related to compound interest/exponential growth, work out the original value in percentage change problems Algebra collect like terms, expand brackets (incl. triple brackets), perform the four operations with algebraic fractions, factorisation (including quadratic factorisation), solve linear equations and inequalities (including ones with fractions), derive expressions and equations, work out the nth term of linear and quadratic sequences Geometry and Measures work out the bearing of a location from another, working out unknown angles using appropriate circle theorems, work out unknown lengths using Pythagoras' theorem, work out unknown lengths and angles using trigonometry Probability and Statistics solve problems (independent and dependent events) using tree diagrams and Venn diagrams, solve problems using AND and OR rules</p> | <p>solve problems related to limits of accuracy, express large and small numbers in standard form, solve real life problems (including speed and density problems) involving numbers in standard form Ratio, proportion and rates of change solve problems on direct and inverse proportion using algebraic equations, solve problems related to compound measures (speed, density and pressure) Algebra rearrange abstract and real life formulae, factorisation, draw linear and quadratic graphs, work out the gradient and identify the y intercept of straight line graphs, work out the equation of parallel and perpendicular lines, recognise the roots and turning point of a quadratic graph Geometry and Measures work out surface area and volume of prisms and non-prisms, apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors, use vectors to construct geometric arguments and proofs Probability and Statistics plot cumulative frequency graphs and box plots (incl comparing distributions), represent data by drawing a histogram with unequal widths</p> | <p>like terms and expand brackets where terms are in surd form, rationalise denominators in fractions involving surds Algebra interpret simple expressions as functions with inputs and outputs, interpret the reverse process as the 'inverse function', interpret the succession of two functions as a 'composite function', use iteration to find approximate solutions to equations (including quadratic and cubic equations), use algebra to prove results/facts Geometry and Measures work out unknown lengths, angles and area (non-right angles triangles) using trigonometry</p> |
| <p>Assessment week and content</p> | <p>wb 11th November 2024 Algebraic expressions, Bearings, Linear equations and inequalities, Sequences, Circle theorems, Pythagoras' theorem and Trigonometry in right angled triangles, Probability</p> | <p>wb 3th February 2025 Fractions and Percentages, Ratio and Proportion, Rearranging formulae, Linear and Quadratic graphs (students will also be give a topic list with</p> | <p>EOY exam Exam window 21st of April – 9th of May 2025 All the content covered over the year (students will also be give a topic list with</p> |

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| | (students will also be give a topic list with reference to MathsWatch clips to support them with revision) | reference to MathsWatch clips to support them with revision) | reference to MathsWatch clips to support them with revision) |
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Subject: Media Studies

| Time Period | Autumn Term | Spring Term | Summer Term |
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| Content | <p>Component 1 Section A <i>Students will be studying:</i> Advertising Campaigns: Quality Street (1956) and This Girl Can (2010) Magazines: Vogue and GQ</p> <p>Half Term Film Marketing: The Man With The Golden Gun and No Time to Die Newspapers: The Guardian and The Sun</p> | <p>Component 1 Section B <i>Students will be studying:</i> Radio: The Archers Video Games: Fortnite Websites: The Sun Film Industry: No Time To Die</p> <p>Component 2 Section A (part 1) <i>Students will be studying:</i> Crime Drama: Luther (Series 1 Ep. 1) and The Sweeney (Series 1 Ep. 1)</p> <p><i>(NB This term accounts for additional time which may be needed to consolidate Component 1 Sections A and B if needed)</i></p> | <p>Component 2 Section A (part 2) <i>Students will be studying:</i> Crime Drama: Luther (Series 1 Ep. 1) and The Sweeney (Series 1 Ep. 1)</p> <p>Component 2 Section B <i>Students will be studying:</i> Music Videos Artistic, Technical and Persona focus: Taylor Swift, Stormzy Historical Focus: TLC (<i>Waterfalls</i> 1995) Websites Taylor Swift and Stormzy</p> <p>Mock Exam (Component 1 only) and revision for prior to exam. Apr 2024-May (<i>One paper only</i>)</p> <p>Component 3 (after Mock exams) NEA Coursework (part 1 to continue over summer and into Yr11) To construct a statement of aims which will outline the student’s intentions for the coursework.</p> |

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| <p>Skills</p> | <p>To analyse a range of static (printed) media texts To use media terminology To understanding the ways in which advertising, magazine, film marketing and newspaper media industries use media language through images, typography and layout & design to successfully capture their target audiences.</p> | <p>To analyse a range of moving (film and TV) media texts To use media terminology To understanding the ways in which radio, video game producers, newspaper website media industries use media language through images (both static and moving), typography and layout & design to successfully capture their target audiences.</p> | <p>To analyse a selection of clips from a specific TV genre To use media terminology effectively to describe their construction To understanding the ways in which TV producers and music producers use media language through images (both static and moving), typography and layout & design to successfully capture their target audiences.</p> |
| <p>Key Questions</p> | <p>How can I apply my knowledge of advert standards to the texts presented?</p> <p>How can I demonstrate my knowledge of how to apply media language to deconstruct an advert?</p> <p>How can I make assumptions about how an advert is presented based how it is represented within the module?</p> <p>How can I deconstruct a ‘static’ (Still) media text in order to demonstrate I can show how media language is used to represent gender/ethnicity/age/social classes?</p> | <p>How can I apply my knowledge of moving image/radio, listening standards to the texts presented?</p> <p>How can I demonstrate my knowledge of how to apply key techniques within the sound, digital (online) and moving image genres?</p> <p>How can I make assumptions about a radio/video game/ is presented based how it is represented within the module?</p> <p>How can I deconstruct a ‘static’ (Still) and ‘moving image’ media text in order to demonstrate I can show how media language is used, and to represent gender/ ethnicity/ age and other social classes within the texts?</p> | <p>How can I apply my knowledge of moving image, analysing key filming techniques and industry expectations in the texts presented?</p> <p>How can I make assumptions about a serial TV show is presented, why and how characters are represented within the module?</p> <p>How can I deconstruct a ‘moving image’ media text in order to demonstrate I can show how media language is used, and to represent gender/ethnicity/age and other social classes within the texts?</p> <p>How can I present a meaningful and successful statement of intentions, demonstrating ability to use key terminology before launching into my coursework module (Comp 3)</p> |
| <p>Assessment week and content</p> | <p>Component 1-A Essays Advertising – 1 marked essay Magazines – 1 marked essay Film Marketing –1 marked essay Newspapers – 1 marked essay</p> | <p>Component 1-B Essays Radio– 1 marked essay Video Games – 1 marked essay News Websites –1 marked essay Film Industry – 1 marked essay</p> | <p>Mock Exam (Apr-May 2024) Dedicated Improvement and Reflection Time (DIRT). Additional time to be allocated (four-five weeks) on starting Coursework.</p> |

Subject: MUSIC

| Time Period | Autumn Term 1 | | Autumn Term 2 |
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| <p>Content</p> | <p>Music Theory <i>All Components</i></p> <ul style="list-style-type: none"> • Music Theory Basics introduction but skills developed throughout course and applied to different topics. | <p>Performance and composition 1 mock</p> <p>Study a selection of pieces for own instrument including:</p> <ul style="list-style-type: none"> - contextual background - instrument-specific techniques - role of performer (soloist, or part of ensemble) <p>Perform on primary instrument. Final performance recording.</p> <p>Begin developing an understanding of composition and compositional software.</p> | <p>Concerto Through Time</p> <p>To gain an understanding of the roles of instruments in Baroque and Classical concerto music:</p> <ul style="list-style-type: none"> - melody writing - supporting harmony - structure - instrumentation - texture <p>To gain an understanding of the roles of instruments in the Classical concerto:</p> <ul style="list-style-type: none"> - exploiting the solo instrument - structure - harmony - texture <p>To gain an understanding of the characteristics of Baroque and Classical instrumental writing.</p> <p>To improve knowledge and use of notation software as a tool for composition.</p> |
| <p>Skills</p> | <ul style="list-style-type: none"> • Be able to read notation • Be able to notate • Be able to recognise and use symbols • Apply theoretical knowledge to world and historical music | <ul style="list-style-type: none"> • To explore the repertoire for student's own instrument. • To develop an understanding of how own instrument is used in a particular piece of music. • To develop composition skills | <ul style="list-style-type: none"> • Be able recognise Musical elements aurally and visually • Be able to use theory knowledge to answer questions in exam style |

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| <p>Key Questions</p> | <p>Are you confident with reading notation? Do you read alternative notation linked to your instrument? Are you confident deciphering a score?</p> | <p>What grade of performance are you working at? Can you play the piece accurately? Can you play the piece with expression? Have you included all the performance markings on the score including articulation and dynamics?</p> | <p>What do we know about concerto through time? What are the conventions of Baroque, Classical and Romantic Music? How can I describe this Music using Musical language?</p> |
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Subject: PE

| Time Period | Autumn Term | Spring Term | Summer Term |
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| <p>Content</p> | <p>You will study a variety of activities within the following categories:</p> <ul style="list-style-type: none"> • Individual activities/games • Team activities/games • Aesthetic activities • Fitness | <p>You will study a variety of activities within the following categories:</p> <ul style="list-style-type: none"> • Individual activities/games • Team activities/games • Aesthetic activities • Fitness • Athletics | <p>You will study a variety of activities within the following categories:</p> <ul style="list-style-type: none"> • Athletics • Striking & Fielding |
| <p>Skills (Practical)</p> | <ul style="list-style-type: none"> • Fundamental Motor Skills • Techniques • Tactics | <ul style="list-style-type: none"> • Fundamental Motor Skills • Techniques • Tactics | <ul style="list-style-type: none"> • Fundamental Motor Skills • Techniques • Tactics |
| <p>Key Questions (Concept)</p> | <p>Am I able to effectively problem solve in a variety of situations?</p> | <p>Am I able to work as part of an effective team?</p> | <p>Am I able to reflect on my own strengths and identify areas to improve?</p> |

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| Assessment week and content | Continuous throughout the term, end of activity/concept assessment. | Continuous throughout the term, end of activity/concept assessment. | Continuous throughout the term, end of activity/concept assessment. |
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Subject: PSYCHOLOGY

| Time Period | Autumn Term | Spring Term | Summer Term |
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| Content | Memory Social Influence Research methods | Development Perception Research methods | Language, thought and communication Research methods |
| Skills | A01 – Knowledge A02 – Application A03 - Evaluation | A01 – Knowledge A02 – Application A03 - Evaluation | A01 – Knowledge A02 – Application A03 - Evaluation |
| Key Questions | <ul style="list-style-type: none"> • How is memory stored and retrieved? • What helps us to remember? • How accurate is memory? • Why do we conform and obey? • Do we conform and obey because of personality or situational factors? • Is psychology a science? • How can we design our research in a scientific way? | <ul style="list-style-type: none"> • How do children think differently from adults? • How does their reasoning and understanding develop as they get older? • How can we apply this to education? • How do we organise and interpret sensory information? • How do our visual cues help us to interpret the world? • What factors affect our perception? • What are the different research methods used in psychology | <ul style="list-style-type: none"> • What is a schema and how does it help us to process information quickly without being overwhelmed? • How do humans and animals communicate? Are there any similarities? • What are the strengths and weaknesses of the different research methods used in psychology? • How can we use these strengths and weaknesses to help us evaluate empirical psychological research? |
| Assessment week | <ul style="list-style-type: none"> • Before end of half term: mid-unit | <ul style="list-style-type: none"> • Before end of half term: Min-unit test | <ul style="list-style-type: none"> • Mock exams – April 2022 These |

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| <p>and content</p> | <p>tests on Memory, Social Influence and Research Methods.</p> <ul style="list-style-type: none"> • Before end of term: end of unit test <p>These will assess all three skills: A01, A02 and A03. Students must revise the whole topic in preparation for assessment.</p> | <p>for Development, Perception and Research Methods</p> <ul style="list-style-type: none"> • Before end of term: end of unit test for Development, Perception and Research Methods <p>These will assess all three skills: A01, A02 and A03. Students must revise the whole topic in preparation for assessment.</p> | <p>will cover unit 1 and unit 2 content</p> <ul style="list-style-type: none"> • Before end of term: end of unit test for Language, Thought and Communication and Research Methods <p>These will assess all three skills: A01, A02 and A03. Students must revise the whole topic in preparation for assessment.</p> |
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Subject: SCIENCE

| Time Period | Autumn Term | Spring Term | Summer Term |
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| <p>Content</p> | <p>Cells and Respiration Stem cells and Transport Digestion Periodic Table Covalent Bonding Ionic bonding Group 1 and Group 7 Metals and the reactivity series Matter Radioactivity Energy</p> | <p>Circulation Plant tissues, organs and Photosynthesis Electrolysis Energy stores and transfers Electricity</p> | <p>Communicable diseases Non-communicable diseases Nervous system and Endocrine system Quantitative Chemistry Energy Changes Rates of Reaction Electricity Forces</p> |
| <p>Skills</p> | <p>Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically</p> | <p>Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically</p> | <p>Predicting, making inferences and describing relationships Use of scientific terms Organisation of ideas and information Identifying main ideas, events and supporting details Application of working scientifically</p> |
| <p>Key Questions</p> | <p>What are the organelles in cells? How are cells specialised? How can we use microscopes to see cells?</p> | <p>What are the main structures in the Heart? What is the difference between the types of blood vessels?</p> | <p>What makes us ill? How can we prevent infections? How do we treat diseases and their</p> |

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| | <p>What is respiration? What is anaerobic respiration? What are the organs in our digestive system? How are large molecules broken down? How do we test food? How are the elements arranged on the periodic table? How do atoms bond together? What are the trends and patterns in group 1 and Group 7? Which are the most reactive metals? How can metals be displaced from ores? How can we calculate the energy needed to heat an object? What is meant by thermal conductivity? What are the 3 types of Radiation? What is Half life?</p> | <p>What are the organs in plants? What is photosynthesis? How does water move through the plant? What is electrolysis? How can we use electrolysis to separate molten and aqueous solutions? What are the main energy stores? How is energy transferred? What is a series circuit? What is a parallel circuit? How can we calculate resistance?</p> | <p>symptoms? How are drugs developed? How can use our diet and lifestyle to keep us healthy? How do our nerves and hormones work to keep our bodies in balance?</p> <p>What is electrolysis? How can we use electrolysis to separate molten and aqueous solutions? What is a mole? How can we calculate formula mass? What are endothermic and exothermic reactions? How can we draw graphs to show which is which? How do concentration, surface area and temperature change the rate of reactions? What is Alternating current? How can we wire a plug? How do we represent a force? What do we mean by a resultant force? How do we work out the effect of a resultant force acting on an object? What do we mean by momentum? How is momentum and forces linked?</p> |
| <p>Assessment week and content</p> | <p>Cells W/C 16th October Stem Cells W/C 4th December Periodic Table W/C 25th September Covalent bonding W/C 16th October Ionic bonding W/C 18th December Matter W/C 9th October Radioactivity W/C 20th November</p> | <p>Digestion W/C 8th January Circulation W/C 12th February Plants and Photosynthesis W/C 25th March Group 1 and Group 7 W/C 15th January Metals and reactivity W/C 26th February Electrolysis 25th March Energy W/C 15th January Energy sources and transfers W/C 4th March</p> | <p>Communicable diseases W/C 20th May Non-communicable Diseases W/C 24th June Nervous system W/C 15th July Quantitative W/C 20th May Energy Changes W/C 1st July Electricity W/C 17th June Forces W/C 15th July</p> |

Subject: SPANISH

| Time Period | Autumn Term | Spring Term | Summer Term |
|----------------------|---|--|---|
| Content | <p>Theme 1: People and lifestyle</p> <p>Topic 1: Identity and relationships with others</p> <ul style="list-style-type: none"> • Describing yourself • Relationships with family and friends <p>Topic 2: Healthy living and lifestyle</p> <ul style="list-style-type: none"> • Food and drink • Health problems and addictions <p>Lifestyle choices and habits</p> | <p>Theme 1: People and lifestyle</p> <p>Topic 3: Education and work</p> <ul style="list-style-type: none"> • School subjects and rules • Education post-16 • Jobs and careers <p>Theme 2: Popular culture</p> <p>Topic 4: Free-time activities</p> <ul style="list-style-type: none"> • Film & TV <p>Sports and leisure activities</p> | <p>Theme 2: Popular culture</p> <p>Topic 5: Customs, festival and celebrations</p> <p>Topic 6: Celebrity culture</p> <ul style="list-style-type: none"> • Routes to fame • Pros and cons of fame |
| Skills | <p>Building a strong foundation of vocabulary. Learning verbs in three or more tenses.</p> <p>Listening, speaking, reading, writing and translation.</p> <p>Describing photos.</p> <p>Reading aloud.</p> | <p>Building a strong foundation of vocabulary. Learning verbs in three or more tenses.</p> <p>Listening, speaking, reading, writing and translation.</p> <p>Describing photos.</p> <p>Reading aloud.</p> | <p>Building a strong foundation of vocabulary. Learning verbs in three or more tenses.</p> <p>Listening, speaking, reading, writing and translation.</p> <p>Describing photos.</p> <p>Reading aloud.</p> |
| Key Questions | <p>¿Cómo sería tu pareja ideal?</p> <p>¿Te gustaría casarte un día?</p> <p>¿Te llevas bien con tus padres?</p> <p>¿Qué comes normalmente?</p> <p>¿Tienes una vida sana?</p> <p>¿Es esencial el teléfono móvil?</p> | <p>¿Qué te gusta estudiar?</p> <p>¿Qué planes tienes para el futuro?</p> <p>¿Qué haces en tu tiempo libre?</p> <p>Describe tu última visita al cine.</p> | <p>¿Qué te gusta celebrar?</p> <p>¿Cómo celebraste tu cumpleaños el año pasado?</p> <p>Háblame de una fiesta española...</p> <p>Describe una persona famosa</p> |
| Assessment | <p>October – reading/translation</p> <p>December – listening</p> | <p>February – writing</p> <p>March / April – speaking</p> | <p>May / June – GCSE Paper 1 (Listening) and Paper 3 (Reading)</p> <p>July - writing</p> |

Subject: RSHE

| Time Period | Autumn Term | Spring Term | Summer Term |
|---|---|---|--|
| <p>RSHE Life Skills Content (Tutor Time)</p> | <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> • What is a CV and why is it used? What is a personal statement and how do I write one. What makes a good CV in 3 steps • How do I distribute my CV and sending appropriate emails • The dos and donts of interviewing • Preparing for an interview <p><u>Our Community- Debate</u></p> <ul style="list-style-type: none"> • Students work together to prepare for a debate surrounding Citizenship and their community • Debates take place in lesson, and are prepared over 3 lessons with teacher introduction and support | <p><u>Meaningful Revision</u></p> <ul style="list-style-type: none"> • What is meant by meaningful revision? • Pomodoro method • Revision timetables WAGOLL • Creating a revision timetable • How do I stick to a revision timetable? How to avoid distractions getting in the way of revision <p><u>Sexual relationships and sex for pleasure</u></p> <ul style="list-style-type: none"> • The creation of this SOW is ongoing as resources are reviewed | <p><u>Taking care of myself</u></p> <ul style="list-style-type: none"> • Drugs and alcohol- what exactly are the risks? (health and the law) • Sleep—knowing the sleep-wake cycle • Sleep—dealing with irregular sleep cycles • Sleep—what is your sleep hygiene? <p><u>Culture at Stanborough and Beyond</u></p> <ul style="list-style-type: none"> • BAME at Stanborough and CultureFest • BAME and the government • BAME and education • BAME And literature • BAME voices throughout the ages • The big BAME discussion <p>Working with student and teacher BAME ambassadors</p> |
| <p>RSHE Content covered in curriculum subjects</p> | <p><u>Culture, Society & Ethics (CSE)</u> Family Life and Personal Growth and Relationships Students investigate different types of family structures and the different roles within those families and then how they grow up and establish relationships.</p> <p><u>Science</u> Non-communicable diseases – vaccinations, cancer, risk factors including smoking and alcohol</p> | <p><u>Science</u> The menstrual cycle, infertility treatment and contraception</p> | <p><u>Culture, Society & Ethics (CSE)</u> Sex Education Students investigate key themes within the RSE curriculum (sexting, pornography, STIs, teen Pregnancy, consent & rape)</p> |