

Key Skill: Create

You are now ready to specialise and create your own personal pathway to success. Hardwork outweighs talent. Be proud of creating your future. Work experience will underpin the creation of your career.

KEY QUESTION: Can you create a successful work-life balance including regular study, exercise and wellbeing?

Year 10

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Science	Biology CB5 Health, disease and medicines	Biology CB1 Key concepts in biology Summative topic test. Mid term assessment	Biology CB2 Cells and control: Summative topic test.	Biology CB3 Genetics, Summative topic test. CB4 Natural selection Summative topic test. Mid term assessment	Biology CB4 Natural selection and genetic modification, Summative topic test.	Biology Paper 1 mock CB9 Ecosystems and material cycles
	Chemistry CC1 States of matter CC2 Separating mixtures and purification Summative topic test.	Chemistry CC3 Atomic structure CC4 Atoms and the periodic table, Summative topic test. CC7 Types of substances CC5 Ions and ionic compounds Mid term assessment	Chemistry CC5 Ions and ionic compounds CC11 Extracting and using metals CC6 Covalent bonding CC7 Types of substance Summative topic test.	Chemistry CC11 Extracting and using metals CC8 Acids and alkalis Mid term assessment	Chemistry CC8 Acids and alkalis CC9 Calculations involving masses.	Chemistry CC9 Calculations involving masses, Summative topic test. CC10 Electrolysis Paper 3 mock Reteaching
	Physics CP1 Motion, Summative topic test. CP2 Forces and motion	Physics CP2 Forces and motion Summative topic test. Mid term assessment	Physics CP3 Conservation of energy Summative topic test.	Physics CP4 Waves CP5 Light and the EM spectrum Mid term assessment	Physics CP5 Light and the EM spectrum Summative topic test.	Physics CP6 Radioactivity Paper 5 mock

Technology	Digital information Technology Component 1: Exploring User Interface Design Principles and Project Planning Techniques. Learning Aim A , B and C	Digital information Technology Component 1: Exploring User Interface Design Principles Coursework preparation and practice. Completion of Component 1 coursework.	Digital information Technology Component 2: Collecting, Presenting and Interpreting Data. Learning Aims A B, and C	Digital information Technology Component 2: Collecting, Presenting and Interpreting Data. Coursework preparation and practice. Completion of Component 2 coursework.	Digital information Technology Component 2: Collecting, Presenting and Interpreting Data. Completion of Component 2 coursework. Preparation for component 3 examination - Learning Aim A.	Digital information Technology Preparation for component 3 examination. Learning Aims B and C
Engineering	Core Engineering Knowledge To include: Expectations and literacy Materials classification and uses Properties of materials Forces and movement Health and safety in the engineering department	R038 Topic area 1 1.1 The stages involved in design strategies 1.2 Stages of the iterative design process, and the activities carried out within each stage of this cyclic approach Topic area 2 2.1 Types of criteria included in an engineering design specification 2.2 How manufacturing considerations affect design	R038 Topic area 2 2.3 Influences on engineering product design Topic area 3 4.2 Modelling methods	R038 Topic area 3 3.1 Types of drawing used in engineering 3.2 Working drawings	R039 Topic area 1 1.1 Sketches for a design idea 1.1.1 Produce a freehand sketch of a design 1.1.2 Produce an isometric sketch for a design proposal Topic area 2 2.1 Drawings for a design idea 2.1.1 Produce a 3rd angle orthographic projection drawing of a design proposal using standard conventions 2.1.2 Produce an assembly drawing for a design proposal	R038 Topic area 3 3.3 Using CAD drawing software R039 Topic area 3 3.1 Produce a 3D CAD model of a design proposal to include compound 3D shapes 3.1.1 Produce a 3D CAD model of a design proposal to include compound 3D shapes 3.1.2 Produce 3D CAD assemblies of components
Art	Toolkit Skills - Being inspired by a range of artists, craftspeople and our surrounding world. Exploring and experimenting with a wide range of media and techniques.	Toolkit Skills - Continuation of developing and building upon art based skills and knowledge.	Toolkit Skills - Developing presentation skills alongside experimentations.	Coursework 'Brief Launch, 'Foundation Learning' - Producing work that fulfils the requirements of the brief, collecting evidence of skills, knowledge and development.	Coursework Portfolio, 'Foundation Learning' - Developing creative independence through building confidence and skills base.	Coursework Portfolio, 'Foundation Learning' - Exploring your 'own style' of art, taking risks within your work and building confidence.

Student Assessment: Students will be assessed on how well they have demonstrated the skills and knowledge taught in line with the 'Assessment Objectives' of the GCSE specification delivered by Eduqas. These are AO1: Development, AO2: Refinement, AO3: Record & AO4: Present. Students will receive regular verbal feedback on how to improve their technique/work, they will complete regularly self assess and occasionally peer assess. Students will receive written teacher feedback in their sketchbooks at least twice a half term. Formal assessments will be carried out in line with whole school report writing.

<p>Maths</p>	<p>Similarity</p> <p>After we reflect on the formal differences between similarity and congruency we turn our attention to calculations in such triangles and then enlargement. An introduction to trigonometry is the core component of this unit. Students find ratios and calculate sides and angles of right angled triangles. Additional Higher Content includes areas and volumes of similar shapes, formal proofs of congruency, negative scale factors, sine rule and the cosine rule.</p>	<p>Developing algebra</p> <p>Students solve more complex equations and represent their solutions both on a number line and graphically. Further work is developed with inequalities. Simultaneous equations are then solved both graphically and algebraically. Additional Higher content includes set notation, solving quadratic equations and inequalities and simultaneous equations "one linear, one quadratic".</p>	<p>Geometry</p> <p>Students review angle rules before studying bearings. Another review occurs - this time with earlier work on circles - before investigating areas and volume of cylinders, cones and spheres. Vectors are encountered for the first time. Students start with notation before making calculations. Additional Higher Content includes geometric vector proofs, the equation of a circle and the first four circle theorems (remainder Yr 11).</p>	<p>Proportion and Proportional change</p> <p>Students review earlier work on ratios and fractions before combining the two. The bulk of the GCSE percentage work occurs within this unit including percentage change, one number as a percentage of another, finding original values, simple and compound interest and exponential change. The unit is completed with a return to probability - understanding mutually exclusive and independent events before analysing probability trees. Additional Higher content includes iterative methods and the calculation and interpretation of conditional probabilities.</p>	<p>Delving into data</p> <p>This entire unit is used to investigate aspects of statistics at GCSE. Starting by considering issues surrounding sampling, students construct and interpret tables and graphs. Students explore correlation, frequency polygons and evaluate measures of location and dispersion. Students compare distributions whilst working with both discrete and continuous data. Additional Higher content includes cumulative frequency diagrams, box-plots, histograms and quartiles.</p>	<p>Using number</p> <p>Non calculator methods are reviewed here. The four operations are revisited to include integers, decimals, percentages and fractions. Students learn to work with exact values e.g. area and volume. Both arithmetic and geometric sequences are explored before the year concludes with the laws governing indices. Additional Higher content includes surds, finding the nth term of a quadratic sequence, fractional indices, bounds and working with recurring decimals. During this period students will take a Mock Exam.</p>

<p>English</p>	<p>English Language - Paper 1 - Students will explore the full demands of English Language Paper 1 Section A using extracts from popular fiction. Students will explore the demands of each of the four questions in Section A and apply their skills to answering each question in response to the text. Students will then explore and develop their skills of descriptive and narrative writing, applying structural and linguistic devices to fully meet the demands of question 5 (Section B).</p> <p>English Literature Anthology Poetry - Exploration and comparison of the four Romantic poems included in the Power and Conflict anthology: Ozymandias; London; The Prelude and My Last Duchess. Students will explore poets' use of language, structure and form to create meaning for their readers and the context within which they were written. Students will develop their ability to compare poets' ideas.</p> <p>English Literature - A Christmas Carol - Exploration of Dickens' festive tale of transformation and hope. Students will accompany Scrooge on his journey from most miserable of all sinners to a man who embraces his salvation with joy and resolve to serve his fellow men. Students will explore the key themes of Christmas Spirit, Christian salvation, poverty, family, the power of the supernatural and responsibility. Students will also examine the novella as a piece of Gothic fiction and will explore Dickens' methods and the meaning they create for his readers, and link the events of the book to the context in which it was written.</p>	<p>English Language - Paper 2 - Students will explore the full demands of English Language Paper 2 Section A using two extracts which are linked by theme and are from two different centuries. Students will be taught effective strategies to apply to the demands of each of the four questions in this section of the Language examination. Students will then explore the full range of possible transactional forms: letter; article; speech; blog and review. Students will investigate and understand the different demands and structures of each key form. Students will explore the nuances between the three main purposes of transactional writing, namely: writing to persuade; writing to inform; writing to argue. Students will compose and submit a transactional text and adapt their work in response to formative feedback.</p> <p>Spoken Language Assessment - Using knowledge gained of the demands of English Language Paper 2 Section B, this section of the exam requires students to implement knowledge of transactional writing to create a speech. Students must write, craft and improve their speeches in response to feedback, before learning the speech and performing this as part of the Spoken Language assessment.</p> <p>English Literature Anthology Poetry - Exploration and comparison of the three war poems included in the Power & Conflict anthology: Charge of the Light Brigade, Exposure, Bayonet Charge. Students will explore poets' use of language, structure and form to create meaning for their readers and the context within which they were written. Students will develop their ability to compare poets' ideas.</p>	<p>English Literature - Romeo and Juliet - Exploration of the themes, characters and context of Shakespeare's most ill-fated love story. Students will explore and understand Shakespeare's portrayal of love; honour; family loyalty; generational divide; revenge; death; and violence. They will also explore dramatic irony, and the context of the play particularly Jacobean ideas of women, religious piety and obedience of authority including children and parents.</p> <p>English Literature - Anthology Poetry - Exploration and comparison of the four poems included in the Power & Conflict anthology that detail the lasting effects of war and brutality: Storm on the Island, Remains, Poppies and War Photographer. Students will explore poets' use of language, structure & form to create meaning for their readers and the context within which they were written. Students will develop their ability to compare poets' ideas. Students will also explore a selection of 'unseen' poetry in order to transfer and practise their analytical skills and ability to extract meaning and compare.</p>
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<p>Core Physical Education</p>	<p>Invasion 1 (option): You will get your choice of options within invasion games. You will have the opportunity to develop your competence and confidence to compete with peers that share similar interests. You will get the chance to experience new emerging sports and learn the fundamental movement skills that are applied in these sports along with the tactics and rules.</p>	<p>Badminton: You will develop advanced techniques and implement and refine strategic play to outwit opponents. You will demonstrate knowledge of the essential elements of attack and defence in competitive situations. You will undertake a range of roles and responsibilities to help each other improve and independently run games and compete in them.</p>	<p>Health and fitness: Students will be introduced to the different methods of training including circuit, continuous, interval and fartlek training. Students will link these methods to different sports and the importance behind each training method. Students will continue to be able to warm up and cool down effectively for each session and be encouraged to source external opportunities to continue their health and fitness lifestyle. You will develop your understanding of the importance of exercise on the body. You will refine your understanding of the importance of good physical and mental health. You will take part in a variety of physical tasks that test your fitness levels.</p>	<p>Volleyball: You will focus on replicating and developing techniques as well as implementing and refining strategic play to outwit opponents. You will be able to demonstrate the essential elements of attack and defence. In net games, it is the players aim to get the ball to land in the target area so that the opponent cannot return it. Pupil should be able to confidently score and officiate volleyball games.</p>	<p>Summer option In this unit, you will have different options of summer activities including rounders, cricket and softball. Students will be encouraged to lead competitions and have ownership over the unit of work so that they are engaged and motivated. This might take the form of officiating and leading warm ups or being a tactical coach.</p>

OCR CNAT Sport Studies	R187 - TA3	R187 - TA1	R185 - TA3	R185 - TA4	R185 - TA2
	<p>3.1 Key considerations when planning an outdoor activity in a specified location</p> <p>3.2 Outdoor activity risk assessment</p> <p>3.3 Emergency procedures plan</p> <p>3.4 Demonstrate appropriate skills in outdoor activities.</p>	<p>1.1 Referencing the National Governing Body (NGB) for additional information on the approved activity areas.</p> <p>1.2 Outdoor activity organisations including NGB's :</p>	<p>3.1 Organisation of a sports activity session</p> <p>3.2. Safety considerations when planning a sports activity session</p> <p>3.3 Objectives to meet the needs of the group</p>	<p>4.1 Organisation of a sports activity session</p> <p>4.2 Leading a sports activity session</p>	<p>2.1 Strengths and weaknesses of sports performance</p> <p>2.2 Methods to improve performance</p> <p>2.3 Measuring improvement in performance</p>
	R187 - TA4	R187 - TA2	TA1 - Key components of performance	R185 - TA5	
	<p>4.1 Evaluate participation of outdoor activity</p> <p>4.2 Evaluate the value of participating in outdoor activities.</p>	<p>2.1. Types of equipment used for participation</p> <p>2.2 Types of clothing used for participation</p> <p>2.3 Types of technology that can enhance participation and safety</p> <p>2.4. Types of terrain and environment</p>	<p>1.1.1 Performance of skills and techniques</p> <p>1.2 Participating in your activities</p> <p>1.3 Decision-making during performance</p> <p>1.4 Managing and maintaining performance in individual activities</p>	<p>5.1 - Review your leadership of a sports activity session.</p>	
	R187 - TA1	TA1 - Key components of performance		TA1 - Key components of performance	
	<p>1.1 Referencing the National Governing Body (NGB) for additional information on the approved activity areas.</p> <p>1.2 Outdoor activity organisations including NGB's :</p>	<p>1.1.1 Performance of skills and techniques</p> <p>1.2 Participating in your activities</p> <p>1.3 Decision-making during performance</p> <p>1.4 Managing and maintaining performance in individual activities</p>		<p>1.1.1 Performance of skills and techniques</p> <p>1.2 Participating in your activities</p> <p>1.3 Decision-making during performance</p> <p>1.4 Managing and maintaining performance in individual activities</p>	
	R185 - TA1 - Key components of performance				
	<p>1.1.1 Performance of skills and techniques</p> <p>1.2 Participating in your activities</p> <p>1.3 Decision-making during performance</p> <p>1.4 Managing and</p>				

PSHE	<p>Living in the wider world This theme covers everything you need to be a well round young adult. It includes, economical wellbeing , careers and enterprise education, as well as education for personal safety, including assessing and managing risk.</p>	<p>Health and Wellbeing This theme aims to give you the information you need to help you develop healthy, nurturing relationships. It should show you what a healthy relationship looks like, including what consent is and how to look after your sexual health. This will help you understand the positive effects that good relationships have on your mental wellbeing, identify when relationships are not right and how this can be managed.</p>	<p>Living in the wider world This theme covers everything you need to be a well round young adult. It includes, economical wellbeing , careers and enterprise education, as well as education for personal safety, including assessing and managing risk.</p>	<p>Living in the wider world continued. Relationships. This theme aims to give you the information you need to help you develop healthy, nurturing relationships. It should show you what a healthy relationship looks like, including what consent is and how to look after your sexual health. This will help you understand the positive effects that good relationships have on your mental wellbeing, identify when relationships are not right and how this can be managed.</p>
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<p>Relationships continued This theme aims to give you the information you need to help you develop healthy, nurturing relationships. It should show you what a healthy relationship looks like, including what consent is and how to look after your sexual health. This will help you understand the positive effects that good relationships have on your mental wellbeing, identify when relationships are not right and how this can be managed.</p>
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4.1 Organisation of a sports activity session

4.2 Leading a sports activity session

R185 - TA5

5.1 - Review your leadership of a sports activity session.

TA1 - Key components of performance

1.1.1 Performance of skills and techniques

1.2 Participating in your activities

1.3 Decision-making during

performance

1.4 Managing and maintaining performance in individual

activities