

## KS4 - YEAR 10

	AUTUMN		SPRING		SUMMER	
SUBJECT	FIRST HALF	SECOND HALF	FIRST HALF	SECOND HALF	FIRST HALF	SECOND HALF
<b>ART</b>	<b>Introductory Phase: DISCOVERY</b> A series of skills-based workshops and experiments covering; observational drawing, colour and texture, photography and mixed media. Connections made with artists relevant to each of these skills made throughout the half term. Students choose a route to focus on from people, places, objects or media. Researching and developing their own responses to artists' styles.  Educational visit to the Eden project and response created in their sketchbooks from this.			<b>Development Phase: 'Identity' Project</b> Students explore the theme of identity through a series of life drawing sessions linked to the work of artists their use of media and technique. Mini case study focusing in on one artist, carrying out research, analysis and then developing small experiments from their own photographs in their style. Case study sheet – choosing an artist to complete an extensive case study on including in depth analysis, artists study, presentation, photoshoot and personal response. Mind map and explore sub-themes of 'Identity' leading into initial designs, development of these through photography and media and a final personal response.		
<b>COMPUTING</b>	Introduction through classroom and course expectations check use of SMHW, Epraise, Teams  <u><b>Unit 1</b></u> <ul style="list-style-type: none"> <li>• System Architecture</li> <li>• Data Representation</li> <li>• Networks</li> </ul>		<u><b>Unit 1</b></u> <ul style="list-style-type: none"> <li>• Networks</li> <li>• Network Security and Systems</li> <li>• Impacts of Digital Technology</li> </ul>		<u><b>Unit 2</b></u> <ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Programming techniques</li> <li>• Producing robust programs</li> <li>• Logic and Languages</li> </ul>	
<b>DANCE</b>	<b>Exploring the Performing Arts</b> September Year 10 – February Year 10 Students will develop their understanding of the performing arts by examining professional choreographers' work and the processes used to create dance performance. Students will look at elements such as roles, responsibilities and the application of relevant skills and techniques. Whilst broadening their knowledge through observing existing repertoire and by learning about the approaches of choreographers of varying styles, and how they create and influence performance material.			<b>Developing Skills in the Performing Arts</b> February Year 10 – July Year 10 Students will develop their dance performance skills and techniques through the reproduction of a piece of professional repertoire. Students will take part in workshops and classes where they will develop technical, practical and interpretative skills through the rehearsal and performance process. They will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the performance work.		
<b>DRAMA</b>	<b>Drama GCSE: Foundations</b> <b>September Year 10 – November Year 10</b> Students will learn about pioneering theatrical		<b>Drama GCSE: Sample</b> <b>Component 2</b> <b>November Year 10 – January Year 10</b>		<b>Component 1: Devising Drama</b> <b>January Year 10 – May Year 10</b> Students will create a devised performance in groups from a stimuli provided by the exam board. All performances will be supported by a portfolio which is	
					<b>Component 3: Performance and Response</b> <b>May Year 10 – July Year 10</b> The students will study and perform sections of Willy	

	practitioners and their distinct styles before creating work that mirrors what they have learnt. The emphasis of the term is building a strong base of technical theatrical knowledge: Brecht, Stanislavski, Artaud, The Paper Birds and Frantic Assembly. Students will have touched upon this in Year 9.	Students will study a play text and will take part in two performances of two extracts from the text. Texts will be selected and personalised to play to individual's needs and strengths. Students will study the play in full. Students will also research and prepare for their role.	evidence of the students' devising process. Students will cover the following over the examination period, decide on an appropriate stimulus for the group, research the context of the stimulus in depth. Create the first section of their portfolio that considers how they might create performance work. To include a vision statement. Write a rehearsal log. Prepare for a final performance to an examiner.	Russell's Blood Brothers in preparation for section A of the examination paper. Student will use practical workshops to help create material for questions on the exam paper next year.		
<b>DT – FIRST GCSE</b>	<b>NEA Continue NON-Exam Assessment-</b> to be completed by February half term. This will consist of designing, modelling, making, testing and evaluating a product. Worth 50% of final GCSE grade.		Examination revision			
<b>DT – Engineering Design</b>	<b>R105 design briefs, specifications and user requirements-</b> Students will complete a series of tasks linked to the design cycle and wider influence on the design of products. <b>R106 Product analysis and research</b> They will complete 1 focused practical task working with metals and learn about production methods		<b>R107 Developing and presenting engineering designs</b> Students will learn rendering techniques and ways to present design proposals including the use of CAD applications			
<b>DT</b>	<b>GCSE Design and Technology (AQA) –</b> Students will complete a series of tasks covering all Core Principles, Technical Specialist Principles (In Paper & Boards, Timbers and Polymers), Designing and making principles and focused practical tasks developed to help students to improve accuracy and skills across different material categories.		<b>NEA: In June, students will begin their NEA research based on a theme set by the examination board. The NEA task will continue into Year 11 as this is worth 50% of the overall mark.</b>			
<b>ENGLISH</b>	<b>Poetry</b> – first half of anthology poetry unit	<b>Lord of the Flies</b> (top set on each side of the tt only) <b>or An Inspector Calls</b>	<b>Language Paper 1 and Paper 2</b>	<b>Poetry</b>	Revision for creative and PAFF writing <b>Romeo and Juliet</b>	<b>Romeo and Juliet</b>
<b>FOOD -FIRST GCSE</b>	<b>Why do we cook food?</b> Heat Transfer Methods Protein Alternative Proteins Protein Science Exam Question Intro	Fats Fats in biscuits Sci Inv Fats Science Fats knowledge Long mark exam Questions	Carbohydrates Sugar Fibre Carb Science Bread Sci Inv Bread making Rice Pasta	Health Conditions Vitamins and Minerals Water	Food Provenance Sustainability Environmental impact Seasonal Foods GM foods Food Waste	Processing of food Technological Developments Additives Labelling and packaging Food safety Food Spoilage
<b>GEOGRAPHY</b>	<b>Urban Issues and Challenges (Urban change in the UK first)</b>		<b>The Living World</b>	<b>The Challenge of Natural Hazards</b>	<b>The Physical Landscapes of the UK – Coasts</b>	

<b>HISTORY</b>	<b>Living under the Nazi's</b>	<b>The People's Health</b>	<b>The People's Health</b>	<b>The Elizabethans</b>	<b>The Elizabethans</b>	<b>The Elizabethans</b>
<b>HISTORY -FIRST GCSE</b>	History around us	The Making of America	The Making of America	The Making of America	Revision focused on Nazi's	Exams
<b>IT</b>	<p>Induction to course, classroom and course expectations. Check use of Epraise, SMHW, Teams</p> <p><b>LO2: Initiate and plan a solution to meet an identified need</b></p> <ul style="list-style-type: none"> <li>Analysing</li> <li>Mitigate risks</li> <li>Planning</li> <li>Iterative testing</li> </ul> <p><b>LO5: Import and manipulate data to develop a solution to meet an identified need</b></p> <ul style="list-style-type: none"> <li>Create, edit, delete and process data</li> <li>Spreadsheets</li> <li>Databases</li> </ul> <p><b>LO7: Select and present information in the development of a solution to meet an identified need</b></p> <ul style="list-style-type: none"> <li>Presentation</li> <li>Mail merge</li> <li>Embedding data</li> <li>HTML</li> <li>CSS3</li> </ul> <p><b>LO8: Iteratively review and evaluate the development of the solution</b></p> <ul style="list-style-type: none"> <li>Phase review</li> <li>Client review</li> <li>Evaluation</li> </ul>		R013: Controlled Assessment.		<p>Complete R013: Controlled Assessment.</p> <p>Begin work on R012 (Theory)</p> <p><b>LO1: Tools and techniques used to initiate and plan solutions</b></p> <ul style="list-style-type: none"> <li>The project life cycle</li> <li>Inputs and outputs</li> <li>Project considerations</li> <li>Planning tools</li> <li>Software types</li> </ul>	
<b>MATHS – Higher</b>	<b>UNIT 1</b> Identify congruent & similar shapes.	<b>UNIT 5</b> Simplify & calculate with surds.	<b>UNIT 8</b> Review: Construct & interpret histograms, cumulative	<b>UNIT 11</b> Calculate relative frequency.	<b>UNIT 14</b> Review ratio. Solve problems involving direct & inverse	<b>UNIT 16</b> Solve linear & quadratic inequalities algebraically &

<p><b>sets 1 &amp; 2</b></p>	<p>Transform shapes &amp; describe given transformations.  <b>UNIT 2</b>  Evaluate indices (incl. negative &amp; fractional powers).  Know &amp; use the laws of indices.  <b>UNIT 3</b>  Know the properties of special triangles &amp; quadrilaterals.  Find missing angles in triangles, quadrilaterals and other polygons.  <b>UNIT 4</b>  Recognise congruent &amp; similar shapes.  Know &amp; use the criteria for congruent triangles.  Find missing lengths, areas &amp; volumes in similar shapes.</p>	<p>Recognise geometric progressions involving surds.  <b>UNIT 6</b>  Know &amp; use Pythagoras' theorem.  Know &amp; use trigonometric ratios in right-angled triangles in 2D &amp; 3D shapes.  Know the exact trig values.  <b>UNIT 7</b>  Review:  Identify the equation of parallel &amp; perpendicular straight-line graphs.  Find the equation of a straight line, given the line, or two points it passes through.  Solve linear equations.  Substitute into formulae.  Rearrange formulae.</p>	<p>frequency graphs &amp; box plots.  Plot &amp; interpret scatter graphs &amp; use them to make predictions.  <b>UNIT 9</b>  Plot &amp; interpret non-linear graphs.  Expand 2 and 3 brackets.  Factorise quadratic expressions.  Solve quadratic equations by factorising, completing the square or using the quadratic formula.  Sketch quadratic curves.  <b>UNIT 10</b>  Constructions &amp; loci</p>	<p>Calculate theoretical probabilities of one or more events using two-way tables, frequency trees, Venn diagrams &amp; tree diagrams, including conditional probability.  <b>UNIT 12</b>  Solve linear &amp; quadratic simultaneous equations using algebraic methods &amp; graphs.  <b>UNIT 13</b>  Draw &amp; interpret distance-time &amp; velocity-time graphs.  Calculate gradient &amp; interpret it as a rate of change.  Calculate the area under a curve.</p>	<p>proportion. Construct &amp; use equations that describe direct &amp; inverse proportion &amp; recognise the associated graphs.  <b>UNIT 15</b>  Apply &amp; use the circle theorems.</p>	<p>graphically and display the solution on a number line.  <b>UNIT 17</b>  Add, subtract and multiply column vectors.  Solve geometric vector problems.  <b>UNIT 18</b>  Review: coordinates, transformations, similarity &amp; congruence, surface area &amp; volume, arcs &amp; sectors, density &amp; pressure</p>
<p><b>MATHS – Higher</b>  <b>sets 3 &amp; 4</b></p>	<p><b>UNIT 1</b>  Identify congruent &amp; similar shapes.  Transform shapes &amp; describe given transformations.  <b>UNIT 2</b>  Evaluate indices (incl. negative &amp; fractional powers).  Know &amp; use the laws of indices.</p>	<p><b>UNIT 5</b>  Know &amp; use Pythagoras' theorem.  Know &amp; use trigonometric ratios in right-angled triangles in 2D &amp; 3D shapes.  Know the exact trig values.  <b>UNIT 6</b>  Review:</p>	<p><b>UNIT 8</b>  Plot &amp; interpret non-linear graphs.  Expand 2 and 3 brackets.  Factorise quadratic expressions.  Solve quadratic equations by factorising, completing the square or using the quadratic formula.</p>	<p><b>UNIT 11</b>  Simplify &amp; calculate with surds.  Recognise geometric progressions involving surds.  <b>UNIT 12</b>  Solve linear &amp; quadratic simultaneous equations using algebraic methods &amp; graphs.  <b>UNIT 13</b></p>	<p><b>UNIT 14</b>  Review ratio.  Solve problems involving direct &amp; inverse proportion. Construct &amp; use equations that describe direct &amp; inverse proportion &amp; recognise the associated graphs.  <b>UNIT 15</b>  Apply &amp; use the circle theorems.</p>	<p><b>UNIT 16</b>  Solve linear &amp; quadratic inequalities algebraically &amp; graphically and display the solution on a number line.  <b>UNIT 17</b>  Add, subtract and multiply column vectors.  Solve geometric vector problems.  <b>UNIT 18</b></p>

	<p><b>UNIT 3</b> Know the properties of special triangles &amp; quadrilaterals. Find missing angles in triangles, quadrilaterals and other polygons.</p> <p><b>UNIT 4</b> Recognise congruent &amp; similar shapes. Know &amp; use the criteria for congruent triangles. Find missing lengths, areas &amp; volumes in similar shapes.</p>	<p>Identify the equation of parallel &amp; perpendicular straight-line graphs. Find the equation of a straight line, given the line, or two points it passes through. Solve linear equations. Substitute into formulae. Rearrange formulae.</p> <p><b>UNIT 7</b> Review: Construct &amp; interpret histograms, cumulative frequency graphs &amp; box plots. Plot &amp; interpret scatter graphs &amp; use them to make predictions.</p>	<p>Sketch quadratic curves.</p> <p><b>UNIT 9</b> Constructions &amp; loci</p> <p><b>UNIT 10</b> Calculate relative frequency. Calculate theoretical probabilities of one or more events using two-way tables, frequency trees, Venn diagrams &amp; tree diagrams, including conditional probability.</p>	<p>Draw &amp; interpret distance-time &amp; velocity-time graphs. Calculate gradient &amp; interpret it as a rate of change. Calculate the area under a curve.</p>		<p>Review: coordinates, transformations, similarity &amp; congruence, surface area &amp; volume, arcs &amp; sectors, density &amp; pressure</p>
<b>MATHS - Foundation</b>	<p><b>UNIT 1</b> Calculate measures of average &amp; spread and use them to compare distributions.</p> <p><b>UNIT 2</b> Plot straight line graphs &amp; find their equation, incl. parallel &amp; perpendicular lines. Plot &amp; interpret non-linear &amp; real-life graphs. Review speed, pressure &amp; density.</p>	<p><b>UNIT 4</b> Know the properties of special triangles &amp; quadrilaterals. Find missing angles in triangles, quadrilaterals and other polygons.</p> <p><b>UNIT 5</b> Know &amp; use Pythagoras Theorem.</p> <p><b>UNIT 6</b> Name &amp; identify the properties of 3D shapes. Review perimeter &amp; area of 2D shapes.</p>	<p><b>UNIT 7</b> Know &amp; identify the key vocabulary associated with parts of a circle. Calculate and solving problems involving the circumference &amp; area of a circle (incl. quarter circles, semi-circles, and composite shapes) Calculate arc lengths, sector areas and angles in a sector.</p> <p><b>UNIT 8</b> Constructions &amp; loci.</p> <p><b>UNIT 9</b></p>	<p><b>UNIT 10</b> Draw &amp; interpret 2D representations of 3D shapes.</p> <p><b>UNIT 11</b> Review previous work on probability. Calculate relative frequency. Calculate probability from two-way tables, frequency trees, Venn diagrams &amp; tree diagrams.</p>	<p><b>UNIT 12</b> Recognise congruent &amp; similar shapes. Know &amp; use the criteria for congruent triangles. Find missing lengths in similar shapes.</p> <p><b>UNIT 13</b> Know &amp; use trigonometric ratios in right-angled triangles. Know the exact trig values.</p> <p><b>UNIT 14</b> Solve linear equations algebraically &amp; using graphs.</p> <p><b>UNIT 15</b></p>	<p><b>UNIT 16</b> Solve linear inequalities and represent them on a number line.</p> <p><b>UNIT 17</b> Recognise &amp; plot non-linear graphs.</p>

	<b>UNIT 3</b> Identify congruent & similar shapes. Transform shapes & describe given transformations.	Calculate the surface area of 3D shapes.	Recognise square & cube numbers. Calculate powers & roots of numbers.		Simplify algebraic expressions. Expand double brackets. Factorise expressions including quadratics. Understand the difference between an equation, formula, identity & inequality. Rearrange formulae. Prove identities. Calculate inputs & outputs of function machines.	
<b>MATHS</b>	Skills quiz at the end of each unit.					
<b>MFL</b> 2 hours a week per language studied	<b>During the year, all students should be filling in answers to possible questions in their speaking booklets.</b>				<b>All Languages:</b> Revision for end of year exams, including speaking exams in June	
<b>French</b>	Qui Suis-je?	Le temps des loisirs	Jours ordinaires, jours de fête	De la ville à l campagne		Le grande large.....
<b>German</b>	Auf in die Schule	Zeit für Freizeit	Menschliche Beziehungen	Willkommen bei mir		Ich Liebe Wien
<b>Mandarin</b>	My Life	School	Leisure	Media		Where I Live
<b>Spanish</b>	Desconectate	Mi vida en el insti	Mi gente	Interesas y influencias		Cuidades
<b>MUSIC – BTEC</b>	<b>BTEC</b> Compulsory <b>Unit 2: Managing a Music Product</b> Learning aims A plan, develop and deliver a music product B promote a music product C review the management of a music product. Then choose either: <b>Unit 5 Introducing Musical Performance</b> Learning aims A develop your music performance skills and review your own practice		<b>BTEC</b> Compulsory <b>Unit 2: Managing a Music Product</b> Learning aims A plan, develop and deliver a music product B promote a music product C review the management of a music product. Then continue to develop either: <b>Unit 5 Introducing Musical Performance</b> Learning aims A develop your music performance skills and review your own practice		<b>BTEC</b> Compulsory <b>Unit 2: Managing a Music Product</b> Learning aims A plan, develop and deliver a music product B promote a music product C review the management of a music product. Then complete either: <b>Unit 5 Introducing Musical Performance</b> Learning aims A develop your music performance skills and review your own practice	

	<p>B use your music performance skills within rehearsal and performance.  <b>Or</b>  <b>Unit 3: Introducing Live Sound</b>  Learning aims  A plan for a live music event  B demonstrate understanding of health and safety  C set up and use live music systems.</p>		<p>B use your music performance skills within rehearsal and performance.  <b>Or</b>  <b>Unit 3: Introducing Live Sound</b>  Learning aims  A plan for a live music event  B demonstrate understanding of health and safety  C set up and use live music systems.</p>		<p>B use your music performance skills within rehearsal and performance.  <b>Or</b>  <b>Unit 3: Introducing Live Sound</b>  Learning aims  A plan for a live music event  B demonstrate understanding of health and safety  C set up and use live music systems.</p>	
<b>MUSIC - GCSE</b>	<p><b>Listening and Appraising</b>  There will be a more detailed analysis of the set works from each Area of Study. Students will improve on their essay writing skills.  <b>Composing</b>  The 2<sup>nd</sup> compositional brief will be released on the 1<sup>st</sup> of September. The briefs will relate to each of the areas of study. Each brief will relate to a specific audience and/or occasion. Students must compose to their chosen brief based on one of the areas of study.  <b>Performing</b>  Students will perform a solo to submit to the exam board.</p>		<p><b>Listening and Appraising</b>  Most lessons will be focusing on exam technique and students will complete several past papers in preparation for their listening exam.  <b>Composing</b>  Students will complete their composition based on a set compositional brief  <b>Performing</b>  Students will record an ensemble piece to submit to the exam board in preparation for a performance</p>		<p><b>Listening and Appraising</b>  Most lessons will be focusing on exam technique and students will complete several past papers in preparation for their listening exam.</p>	
<b>PE</b>	Cricket, Softball, Tennis, Athletics, Rounders	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Hockey Football Badminton Table Tennis Continuous Training Netball Rugby, Tag Rugby – TBC Handball Basketball Spinning	Cricket, Softball, Tennis, Athletics, Rounders
	<p>Enrichment – Friday  Badminton  Cricket  Rounders  Hockey</p>					