

<b>Subject: Art</b>		<b>Year Group: 10</b>
Term 1 Key Focus/Topic(s) <b>COMPONENT ONE (part 1 of 60% of total GCSE)</b> <b>WAR AND CONFLICT...</b> <ul style="list-style-type: none"> <li>Visual mind map – AO1</li> <li>IWM trip sheet write up and Photography – AO1 &amp; AO3</li> <li>Jim Dine and frottage – AO1, AO2, AO3 &amp; AO4.</li> <li>Muirhead bone and mono-printing -AO1, AO2, AO3 &amp; AO4</li> <li>Observational drawings - AO3.</li> </ul>	Term 2 Key Focus/Topic(s) <b>WAR AND CONFLICT continued...</b> <ul style="list-style-type: none"> <li>CTD Observational drawings - AO3</li> <li>Graveyard visit &amp; photography -AO1 &amp; AO3</li> <li>John Piper and collagraph - AO1, AO2, AO3 &amp; AO4.</li> <li>Kathe Kollwitz and etching - AO1, AO2, AO3 &amp; AO4.</li> </ul>	Term 3 Key Focus/Topic(s) <b>WAR AND CONFLICT continued...</b> <ul style="list-style-type: none"> <li>CTD Observational drawings - AO3</li> <li>Graveyard visit &amp; photography -AO1 &amp; AO3</li> <li>John Piper and collagraph - AO1, AO2, AO3 &amp; AO4.</li> <li>Kathe Kollwitz and etching - AO1, AO2, AO3 &amp; AO4.</li> </ul>
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> <li>Task deadlines set and work checked.</li> <li>Each sheet has a grade on Moodle and whole class feedback is given in written feedback form students to respond to and personalise.</li> </ul>	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> <li>Task deadlines set and work checked.</li> <li>Each sheet has a grade on Moodle and whole class feedback is given in written feedback form for students to respond to and personalise.</li> <li>Whole project handed in and feedback given.</li> </ul>	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> <li>Task deadlines set and work checked.</li> <li>Each sheet has a grade on Moodle and whole class feedback is given in written feedback form for students to respond to and personalise.</li> <li>Whole project handed in and feedback given.</li> </ul>
Term 4 Key Focus/Topic(s) <b>COMPONENT ONE (part 2 of 60% of total GCSE)</b> <b>MY WORLD (personal more independent project)...</b> <ul style="list-style-type: none"> <li>First Artist analysis and responses – AO1, AO2, AO3 &amp; AO4</li> <li>People, places and possessions including: mind map, inspirational images two A4s with artists on. AO1</li> </ul>	Term 5 Key Focus/Topic(s) <b>MY WORLD continued...</b> <ul style="list-style-type: none"> <li>Observation drawing of objects relating to identity. AO3</li> <li>Photography shoot focusing on possessions, place, people. – AO2, AO3 &amp; AO4.</li> </ul>	Term 6 Key Focus/Topic(s) <b>MY WORLD continued...</b> <ul style="list-style-type: none"> <li>Second Artist analysis and responses – AO1, AO2, AO3 &amp; AO4.</li> <li>Begin experimentation, following on from artist response work. – AO2, AO3</li> </ul>
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> <li>Task deadlines set and work checked.</li> <li>Each sheet has a grade on Moodle and whole class feedback is given in written feedback form students to respond to and personalise.</li> </ul>	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> <li>Task deadlines set and work checked.</li> <li>Each sheet has a grade on Moodle and whole class feedback is given in written feedback form students to respond to and personalise.</li> <li>Whole project feedback given.</li> </ul>	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> <li>Task deadlines set and work checked.</li> <li>Each sheet has a grade on Moodle and whole class feedback is given in written feedback form for students to respond to and personalise.</li> <li>Whole project feedback given.</li> </ul>

Rationale:

The aim for Year 10 is to develop their understanding of the theoretical practical skills associated with art, craft and design as well as a range of artists for students to develop as individuals. The first project builds skills and techniques as a group. Students become proficient in a variety of techniques that become more individualised as the course goes on. Students learn how to evaluate and analyse using thoughtful subject specific language, explain how they are developing their own concepts.

Evaluation:

We take pride that we have a course that allows students to be themselves and create work personal to them, we give students freedom to be creative yet give them frameworks to enable them to hit the Assessment Objectives. Achievement is judged through ongoing reviews of work. Google Classroom is used to track students' grades which can be used for audit and data analysis. Examination board information and course resources are all shared through Google Classroom. We continually reflect on the course and listen to student feedback to make changes.

<b>Subject: KS4 Biology</b>		<b>Year Group: 10</b>
<b>Term 1 Key Focus/Topic(s)</b> <b>Genetics</b> <ul style="list-style-type: none"> <li>• Protein synthesis</li> <li>• Genetic variants</li> <li>• Mendel</li> <li>• Alleles</li> <li>• Inheritance</li> <li>• Multiple and missing alleles</li> <li>• Gene mutation</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> <b>Natural selection genetic modification</b> <ul style="list-style-type: none"> <li>• Evidence for human evolution</li> <li>• Darwin's theory</li> <li>• Development of Darwin's theory</li> <li>• Classification</li> <li>• Breeds and variety</li> <li>• Tissue culture</li> <li>• Genetic tools</li> <li>• Fertilisers and biological control</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> <b>Health and disease</b> <ul style="list-style-type: none"> <li>• Health and disease</li> <li>• Non-communicable disease</li> <li>• Cardiovascular disease</li> <li>• Pathogens</li> <li>• Spreading pathogens</li> <li>• Virus life-cycles</li> <li>• Plant disease</li> </ul>
<b>Term 1 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Classwork with a particular focus on extended open response questions (exam preparation).</li> </ul>	<b>Term 2 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Classwork with a particular focus on extended open response questions (exam preparation).</li> </ul>	<b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Classwork with a particular focus on extended open response questions (exam preparation).</li> </ul>
<b>Term 4 Key Focus/Topic(s)</b> <b>Defence mechanisms and medication</b> <ul style="list-style-type: none"> <li>• Plant defences</li> <li>• Physical and chemical barriers</li> <li>• The immune system</li> <li>• Antibiotics</li> <li>• Monoclonal antibodies</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> <b>Plant structures</b> <ul style="list-style-type: none"> <li>• Photosynthesis</li> <li>• Factors affecting photosynthesis</li> <li>• Absorbing water and mineral ions</li> <li>• Transpiration</li> <li>• Translocation</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b> <b>Plant function</b> <ul style="list-style-type: none"> <li>• Plant adaptations</li> <li>• Hydrophytes</li> <li>• Plant hormones</li> <li>• Use of plant hormones</li> </ul>
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Classwork with a particular focus on extended open response questions (exam preparation).</li> <li>• Core practical - antibiotics</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Classwork with a particular focus on extended open response questions (exam preparation).</li> <li>• Core practical – Light intensity</li> </ul>	<b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Classwork with a particular focus on extended open response questions (exam preparation).</li> <li>• Year 10 Examination</li> </ul>

Rationale:

All of the topics covered in Year 10 require higher levels of abstract thinking from students. These lessons build on the material covered in Year 9, the majority of the material requires students to expand on knowledge gained from the key concepts and apply this to more abstract thinking. For example in natural selection students will need to understand cell structure, adaptation, DNA function and gene transfer.

In Year 10 Biology we place a particular focus on:

- Literacy skills – We focus on the structuring of written responses so that they convey clarity and detail.
- Application of knowledge to unfamiliar situations.
- Practical Skills – understanding the scientific method, processing and presenting data, forming conclusions and making improvements.

Evaluation:

- Assessment opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their literacy and/or numeracy skills as well as their scientific knowledge.
- Students should demonstrate good mathematical skills in Biology – interpretation of data.
- Assessment of students' extended writing answers – students should demonstrate that they can identify command words; context or/and instructions; key terminology in the questions. In response to unpicking the questions students should be able to make responses that are detailed, explaining the science and use the correct scientific terminology.
- Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Gap analysis on mock papers.

Subject: GCSE Business Studies (Edexcel 1BS0)		Year Group: 10
Term 1 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>Topic 1.1 Enterprise and entrepreneurship</li> </ul>	Term 2 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>Topic 1.2 Spotting a business opportunity</li> </ul>	Term 3 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>Topic 1.3 Putting a business idea into practice</li> </ul>
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> <li>Text Book Assessment Questions + Edexcel assessment (digital download) 1.1</li> </ul>	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> <li>Text Book Assessment Questions + Edexcel assessment (digital download) 1.2</li> </ul>	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> <li>Text Book Assessment Questions + Edexcel assessment (digital download) 1.3</li> </ul>
Term 4 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>Topic 1.4 Making the business effective</li> </ul>	Term 5/6 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>Topic 1.5 Understanding external influences on business</li> <li>Year 10 Internal Examination (Preparation &amp; Reflections)</li> </ul>	
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> <li>Text Book Assessment Questions + Edexcel assessment (digital download) 1.4</li> </ul>	Term 5/6 Assessment Opportunities – Year 10 Examination incorporates the following to reflect Paper 1: <b>AO1</b> Demonstrate knowledge and understanding of business concepts and issues (35%) <b>AO2</b> Apply knowledge and understanding of business concepts and issues to context (35%) <b>AO3</b> Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions (30%)	

#### Rationale:

Units 1.1-1.5 provide the foundation for the GCSE course and enable students to develop a secure understanding of topics required for running a small business before studying more specialised aspects in Year 11. By the end of Year 10 our students will be able to: know and understand business concepts/terminology; apply their knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local/national/global contexts. As learners they will be able to develop their ability to think commercially and show business acumen. As students' progress during Year 10 they will increasingly be able to use evidence to make informed business decisions and solve business problems as they investigate and analyse real business opportunities. Our expectation for the students is that as a result of following this course they will not only understand more about the world of business, but will be able to make informed decisions about further study and career pathways that relate to business.

#### Evaluation:

As staff we will build in opportunities to review and evaluate the curriculum in Year 10 through a review of test and examination scores, gap analysis, comparison of topic tests, and using our quality assurance processes and discuss these in meetings as a department. This will be reinforced through our use of peer and self-assessment by students in class as well as how students engage with our marking principles of www, ebi and mri – particularly after assessments. Student Voice is used to provide feedback on the course delivery such as the use of e-books.

Subject: <b>KS4 Combined Chemistry</b>		Year Group: <b>10</b>
<u>Term 1</u> Key Focus/Topic(s) <b>Groups in the periodic table (Chapter 17)</b> <ul style="list-style-type: none"> <li>• Group 1</li> <li>• Group 7</li> <li>• Halogen Activity</li> <li>• Group 0/8</li> </ul>	<u>Term 2</u> Key Focus/Topic(s) <b>Acids and alkalis (Chapter 8)</b> <ul style="list-style-type: none"> <li>• Reactions of acids with bases/carbonates.</li> <li>• Two core practicals</li> <li>• Neutralisation</li> <li>• Solubility</li> </ul>	<u>Term 3</u> Key Focus/Topic(s) <b>Electrolysis (Chapter 10)</b> <ul style="list-style-type: none"> <li>• Electrolysis, and its products</li> <li>• Electrolysis core practical</li> </ul>
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on the trends of the properties of these groups.</li> <li>• End of topic test covering groups in the periodic table.</li> </ul>	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on the reactions of acids with different reactants.</li> <li>• <u>Core practical</u>: preparing copper sulfate.</li> <li>• <u>Core practical</u>: investigating neutralisation.</li> <li>• End of topic test covering acids and alkalis topic.</li> </ul>	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on electrolytic methods and products, reactivity of metals, corrosion and how to prevent it.</li> <li>• <u>Core practical</u>: electrolysis of copper sulfate solution.</li> <li>• End of topic test for electrolysis.</li> </ul>
<u>Term 4</u> Key Focus/Topic(s) <b>Obtaining and using metals (Chapter 11)</b> <ul style="list-style-type: none"> <li>• Calculation of moles</li> <li>• Empirical formulae</li> <li>• Using mole calculations to determine masses, or balance an equation.</li> </ul>	<u>Term 5</u> Key Focus/Topic(s) <b>Heat energy changes (Chapter 19) and revision on different types of reaction</b> <ul style="list-style-type: none"> <li>• Endothermic and exothermic reactions</li> <li>• Bond energy calculations</li> <li>• Recap all types of equations covered this year – symbol, ionic and half equations</li> </ul>	<u>Term 6</u> Key Focus/Topic(s) <b>Revision, end of year assessments and core practical consolidation</b>
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on chemical calculations – lots of time assigned to this topic to allow for plenty of practice, and consolidation of these calculation.</li> <li>• Focus on calculations of masses show all stages of working.</li> <li>• End of topic test covering calculations from masses.</li> </ul>	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on heat energy changes in reactions, and how to calculate bond energy changes.</li> <li>• End of topic test for heat energy changes.</li> </ul>	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> <li>• End of year assessment.</li> </ul>

**Rationale:**

Year 10 Chemistry is a step up in terms of difficulty compared to Year 9 as concepts will start to become explained in more detail. The topics aim to build up on skills introduced in Year 9. For example, more complex equations are introduced such as balanced symbol equations, ionic equations and half-equations. These ideas are also revisited throughout the topics in Year 10, with the aim that students will be confident with these types of equations by the end of Year 10. There are more core practical activities in Year 10 which allow students to improve their practical skills, and start to think about other aspects of an investigation such as a risk assessment, and planning a method. The topics of rates of reactions and mass calculations which are introduced later in the year are heavily mathematical based, and so practice is key in understanding and mastering these topics.

In Year 10 Chemistry we place a particular focus on:

- Mathematical skills in Chemistry – Recognising the data displayed and using the appropriate equation(s) to work out the correct answer.
- Practical Skills – Being able to safely and effectively use practical work to accompany their classwork to further their understanding of the content. Mathematical and literacy skills factor heavily in Year 10 practical write-ups. For example, students are expected to support their conclusions with evidence from their data and calculations.

**Evaluation:**

- Assessment opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their fundamental scientific knowledge and understanding as well as their mathematical skills within Chemistry.
- Practical work will be assessed through the core practical investigations linked to acids and bases, and electrolysis, and other experiments carried out in class.
- Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Gap analysis on end of topic tests and mock papers.

Subject: OCR Computer Science		Year Group: 10
<b>Term 1 Key Focus/Topic(s)</b> Component 1: Computer Systems <ol style="list-style-type: none"> <li>1. Systems Architecture</li> <li>2. Memory</li> <li>3. Assessment</li> </ol>	<b>Term 2 Key Focus/Topic(s)</b> Component1: Computer Systems <ol style="list-style-type: none"> <li>1. Storage</li> <li>2. Wired and Wireless Networks</li> <li>3. Assessment</li> </ol>	<b>Term 3 Key Focus/Topic(s)</b> Component 1: Computer Systems <ol style="list-style-type: none"> <li>1. Network topologies, protocols and layers.</li> <li>2. System Security</li> <li>3. Assessment</li> </ol>
<b>Term 1 Assessment Opportunities:</b>  Self, peer, teacher and assessment.	<b>Term 2 Assessment Opportunities:</b>  Self, peer, teacher and assessment.	<b>Term 3 Assessment Opportunities:</b>  Self, peer, teacher and assessment.
<b>Term 4 Key Focus/Topic(s)</b> Component 1: Computer Systems <ol style="list-style-type: none"> <li>1. Ethical, legal, cultural and environmental concerns</li> <li>2. Unit 1 Exam practice and revision</li> <li>3. Assessment</li> </ol>	<b>Term 5 Key Focus/Topic(s)</b> Component 2: Computational thinking, algorithms and programming <ol style="list-style-type: none"> <li>1. Algorithms</li> <li>2. Programming Techniques</li> <li>3. Assessment</li> </ol>	<b>Term 6 Key Focus/Topic(s)</b> Programming - Basic Programming Techniques (Scratch) <ol style="list-style-type: none"> <li>1. Programming Techniques</li> <li>2. Assessment</li> </ol>
<b>Term 4 Assessment Opportunities:</b>  Self, peer, teacher and assessment.	<b>Term 5 Assessment Opportunities:</b>  Self, peer, teacher and assessment.	<b>Term 6 Assessment Opportunities:</b>  Self, peer, teacher and end of year exam.

**Rationale:**

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application.



**Evaluation:**

The key features of OCR's GCSE (9–1) in Computer Science are:

- A simple and intuitive assessment model, consisting of two papers, one focusing on computer systems and one with a focus on programming, computational thinking, and algorithms. Both papers have identical weighting and mark allocations.
- The specification has been designed to seamlessly transition into Computer Science at AS Level and/or A Level.

This specification/qualification will enable learners to develop:

- Valuable thinking and programming skills that are extremely attractive in the modern workplace.
- A deep understanding of computational thinking and how to apply it through a chosen programming language.

Students will be assessed at the end of each term with gap analysis being carried out and the results used to evaluate students' performance and progress, with the findings being used to inform future planning.

There will be opportunities built in to allow for, self, peer and teacher assessment that will ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems

Subject: OCR Creative iMedia		Year Group: 10
<b>Term 1 Key Focus/Topic(s)</b> R081 – Pre-production skills LO1: Understand the purpose and content of pre-production <ul style="list-style-type: none"> <li>• Mood boards</li> <li>• Mind maps</li> <li>• Visualisation diagrams</li> <li>• Storyboard</li> <li>• Scripts</li> <li>• Assessment</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> R081 – Pre-production skills LO2: Be able to plan pre-production <ul style="list-style-type: none"> <li>• Contents of the client brief</li> <li>• Primary and Secondary research</li> <li>• Work plans and production schedules</li> <li>• Target audience</li> <li>• Hardware, software and techniques for pre-production</li> <li>• Hardware devices and equipment</li> <li>• Software applications</li> <li>• Health and Safety considerations Recces, risk assessments, safe working practices</li> <li>• Legislation Copyright, certification and classification, data protection, GDPR and other legal issues.</li> <li>• Assessment</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> R081 – Pre-production skills LO3: Be able to produce pre-production documents <ul style="list-style-type: none"> <li>• Creating a mood board</li> <li>• Creating a mind map</li> <li>• Creating a visualisation diagram</li> <li>• Creating a storyboard</li> <li>• Analysing a script</li> <li>• File formats and their properties</li> <li>• Compression</li> <li>• File naming conventions</li> </ul> LO4: Be able to review pre-production documents <ul style="list-style-type: none"> <li>• How to review pre-production documents and identify areas for improvements</li> <li>• Assessment</li> </ul>
<b>Term 1 Assessment Opportunities:</b>  Self, peer, teacher and assessment.	<b>Term 2 Assessment Opportunities:</b>  Self, peer, teacher and assessment.	<b>Term 3 Assessment Opportunities:</b>  Self, peer, teacher and assessment.
<b>Term 4 Key Focus/Topic(s)</b> R082 – Creating digital graphics LO1: Understand the purpose and properties of digital graphics <ul style="list-style-type: none"> <li>• Why digital graphics are used</li> <li>• How digital graphics are used</li> <li>• File formats</li> <li>• Properties of digital graphics</li> <li>• How different purposes and audience influence the design and layout of digital graphics</li> </ul> LO2: Be able to plan the creation of a digital graphic	<b>Term 5 Key Focus/Topic(s)</b> R082 – Creating digital graphics LO3: Be able to create a digital graphic <ul style="list-style-type: none"> <li>• Sourcing assets</li> <li>• Creating assets</li> <li>• Using imaging editing software</li> <li>• Ensuring that the technical compatibility of assets</li> <li>• Using tools and techniques to create assets and graphics</li> <li>• Saving and exporting the digital graphic in different formats</li> </ul> LO4: Be able to review a digital graphic	<b>Term 6 Key Focus/Topic(s)</b> R081 – Pre-Production skills <ul style="list-style-type: none"> <li>• Revision</li> <li>• End of year exam</li> </ul>

<ul style="list-style-type: none"> <li>• Interpreting client requirements</li> <li>• Understanding the target audience</li> <li>• Producing a visualisation diagram</li> <li>• Identifying assets needed</li> <li>• Identifying resources needed</li> <li>• Legislation</li> <li>• Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Review a digital graphic</li> <li>• Identify areas for improvement and further development</li> <li>• Assessment</li> </ul>	
<b>Term 4 Assessment Opportunities:</b>  Self, peer, teacher and assessment.	<b>Term 5 Assessment Opportunities:</b>  Self, peer, teacher and assessment.	<b>Term 6 Assessment Opportunities:</b>  Self, peer, teacher and exam.

#### **Rationale:**

The qualification will build on the knowledge, understanding and skills established through the Computer Science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage learners and get them thinking about real world application.

#### **Evaluation:**

The key features of OCR's GCSE (9–1) in Computer Science are:

- A simple and intuitive assessment model, consisting of two papers, one focusing on computer systems and one with a focus on programming, computational thinking, and algorithms. Both papers have identical weighting and mark allocations.
- The specification has been designed to seamlessly transition into Computer Science at AS Level and/or A Level.

This specification/qualification will enable learners to develop:

- Valuable thinking and programming skills that are extremely attractive in the modern workplace.
- A deep understanding of computational thinking and how to apply it through a chosen programming language.

Students will be assessed at the end of each term with gap analysis being carried out and the results used to evaluate students' performance and progress, with the findings being used to inform future planning.

There will be opportunities built in to allow for, self, peer and teacher assessment that will ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems

Subject: Design Technology		Year Group: 10
<p>Term 1 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> <li>• Making of an index card holder box</li> <li>• Making index cards to cover section 1.6 of the specification</li> <li>• Mini Non-examination Assessment 1 – understanding section C of the Non-examination Assessment: 4 different design strategies: sketching, CAD, Styrofoam modelling and card modelling</li> <li>• How to photograph models and present work</li> </ul>	<p>Term 2 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> <li>• Mini Non-examination Assessment 2 – understanding Section B of the Non-examination Assessment</li> <li>• Developing understanding of Section C</li> <li>• Programming a microcontroller</li> <li>• Product analysis</li> <li>• End of Term 2 progress test</li> </ul>	<p>Term 3 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> <li>• Working in the style of Marcel Breuer</li> <li>• Working in the style of Raymond Templier</li> <li>• Theory: specification 1.1 – 1.4</li> </ul>
<p>Term 1 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Google Classroom quizzes to cover section 1.6 of the specification</li> <li>• Mini Non-examination Assessment (Section C) graded out of 20</li> </ul>	<p>Term 2 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Google Classroom quizzes to cover section 1.5 and 1.6 of the specification</li> <li>• Mini Non-examination Assessment 2 (Section B) graded out of 10</li> <li>• Mini Non-examination Assessment (Section C) graded out of 20</li> <li>• End of Term 2 progress test</li> </ul>	<p>Term 3 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Google Classroom quizzes, covering all of section 1 of the specification</li> <li>• End of Term 3 progress test</li> </ul>
<p>Term 4 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> <li>• Mini Non-examination Assessment 3 – understanding Section A with a focus on ecological and social factors when designing</li> <li>• Theory: focusing on section 3 of the specification</li> </ul>	<p>Term 5 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> <li>• Mini Non-examination Assessment 4 – understanding Section F</li> <li>• Exploded diagrams to show constructional detail or assembly</li> <li>• Working drawings: 3rd angle orthographic, using conventions, dimensions and drawing to scale</li> </ul>	<p>Term 6 Key Focus/Topic(s)</p> <ul style="list-style-type: none"> <li>• Non-examination Assessment is released start of June</li> <li>• Beginning the Non-examination Assessment: Section A &amp; B to be completed by the end of term 6</li> <li>• Year 10 exam</li> </ul>
<p>Term 4 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Mini Non-examination Assessment 3 (Section A) graded out of 10</li> <li>• End of Term 4 progress test</li> </ul>	<p>Term 5 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Mini Non-examination Assessment 4 (Section F) graded out of 10</li> <li>• Students to peer assess examples of Non-examination Assessments to understand the marking criteria and grade descriptors</li> <li>• Practice exam question based on 3<sup>rd</sup> angle orthographic drawings</li> <li>• End of Term 5 progress test</li> </ul>	<p>Term 6 Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Section A ( 10 marks)</li> <li>• Section B ( 10 marks)</li> <li>• Year 10 exam</li> </ul>

**Rationale:**

The students will have prior knowledge of the course from KS3. The aim is for all the theory notes to be written as index cards and stored in the box that the student has made. This combined with the textbook, Powerpoint and Google Classroom quizzes should embed the theory ready for the GCSE written exam in Year 11. The practice Non-examination Assessments will give students a clear understanding of all the sections of the Non-examination Assessment, how to achieve the top grade boundaries and how to mark the Non-examination Assessment.

**Evaluation:**

End of project term tests will be used for assessing knowledge including PEEL (Point Evidence Explain Link) style questions – analysis of this will then inform any intervention required for the theory aspect of the course. Peer assessment will be used to encourage the students to understand the marking criteria for the Non-examination Assessment. Google Classroom quizzes are designed to be repetitive to embed the theory throughout the course. Google Classroom is used to track student's grades – this then is exported and used for all audits and data analysis.

<b>Subject: Drama</b>		<b>Year Group: 10</b>
<b>Term 1 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Component 1 – Written examination – Section B</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Component 1 – Written examination – Section C</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Component 2 – Non-exam assessment</li> </ul>
<b>Term 1 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Teacher and peer assessment of practice examination questions.</li> </ul>	<b>Term 2 Assessment Opportunities:</b> <p>Teacher and peer assessment of practice examination questions.</p>	<b>Term 3 Assessment Opportunities:</b> <p>Assessment of 3 devising logs and a performance.</p>
<b>Term 4 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Component 2 – Non-exam assessment</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> <p>Component 1 – Written examination Sections B and C</p>	<b>Term 6 Key Focus/Topic(s)</b> <p>Component 3 – Introduction of practical examination and exposure to possible choices of texts</p>
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Assessment of three devising logs and a performance.</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Teacher and peer assessment of practice examination questions.</li> </ul>	<b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Provision of example monologues – opportunities to perform and peer/self/teacher assessment of them.</li> </ul>

**Rationale:**

- Component 2 mock has been moved strategically to Term 3, in order to use the work completed by Year 11 as exemplars.
- If students complete the mock Component 2 well enough, this can be submitted as the 'real' Component 2.
- This also allows for more time to prepare for the written examination in Year 11
- Preparation for Component 3 to occur during Term 6 – allows extended period of time for students to choose and consider the types of texts they would like to study and perform.

**Evaluation:**

- 80 marks out of a total of 200 are available for Component 2, allowing for a good understanding of where students are for more accurate predictions – Improved performance in both C1 and C2
- Beginning with Component 1, then revisiting the skills and content necessary, ensures long term recall and practice of information and skills.

Subject: <b>English</b>		Year Group: <b>10</b>
Term 1 Key Focus/Topic(s) <b>Macbeth</b>	Term 2 Key Focus/Topic(s) <b>Victorian text: Macbeth/Dr Jekyll &amp; Mr Hyde/The Sign of Four or A Christmas Carol</b>	Term 3 Key Focus/Topic(s) <b>Dr Jekyll &amp; Mr Hyde or The Sign of the Four or A Christmas Carol</b>
Term 1 Assessment Opportunities : <b>Timed essays in class for Macbeth</b> <b>Homework: English Language Paper 2 Section A questions</b>	Term 2 Assessment Opportunities: <b>Timed essays in class for Macbeth/Victorian Text</b> <b>Homework: English Language Paper 2 Section A questions</b>	Term 3 Assessment Opportunities: <b>Timed essays in class for chosen Victorian text</b> <b>Homework: English Language Paper 1 Section A questions</b>
Term 4 Key Focus/Topic(s) <b>Creative Writing: English Language Paper 1 Section B</b>	Term 5 Key Focus/Topic(s) <b>Mock exam preparation: Language and Literature Paper 1.</b> <b>Also preparation of the Spoken Language Unit.</b>	Term 6 Key Focus/Topic(s) <b>Project: English Language Paper 2 Section B skills.</b> <b>Performing Spoken Language Assessments.</b>
Term 4 Assessment Opportunities: <b>Creative Writing: English Language Paper 1 Section B</b>	Term 5 Assessment Opportunities: <b>Mock exam paper: Literature and Language – both Paper 1.</b>	Term 6 Assessment Opportunities: <b>English Language Paper 2 Section B skills.</b> <b>Spoken Language assessments recorded</b>

#### Rationale:

- These Scheme of Work build on the skills initiated in Year 9 and allow a combination of Literature and Language skills to be taught concurrently. The rationale behind this is that the students can see the overlap behind analysing the language and structure of a play (Macbeth) and still apply these skills to a Language extract from the Language paper. We intend that students will develop skills to enable them to get beyond the challenges of GCSE English: e.g. language/vocabulary barriers and have built in opportunities for students to look at current newspaper articles to develop strategies for deciphering unfamiliar language and to expand their cultural capital and contextual understanding. We have specifically thought about how to engage our students and provide topic material that is engaging and develops their skills in a project based learning context.

#### Evaluation:

- Students will perform a variety of timed essays or questions in the classroom environment, alongside those scaffolded and modelled ready for individual homework completion. They will be able to use the mark schemes to evaluate their own performance and will be able to apply these to exemplar material as well. Our Department's English lessons are about more than just 'exam' preparation though: they are about getting our students to look at how to become articulate, confident users of language so that they can craft and realise their impact in a variety of contexts. We want our students to have ownership of a variety of learning tools so that they can track their own progress and be supported on their journey: this will be done in a variety of ways – post-mock gap analysis; trackers in exercise books to capture marks; support with active revision styles and strategies; student voice and Quality Assurance of their work.

Subject: <b>French</b>		Year Group: <b>10</b>
Term 1 Key Focus/Topic(s) Talking about school subjects Describing your school day Discussing school rules	Term 2 Key Focus/Topic(s) Talking about future plans and jobs	Term 3 Key Focus/Topic(s) Discussing problems at work
Term 1 Assessment Opportunities: Full Progress test (listening, reading and writing)	Term 2 Assessment Opportunities: Progress test (reading and writing)	Term 3 Assessment Opportunities: Full Progress test (listening, speaking, reading and writing)
Term 4 Key Focus/Topic(s) Talking about holiday venues Describing your holidays	Term 5 Key Focus/Topic(s) Talking about food and drink Discussing healthy lifestyles	Term 6 Key Focus/Topic(s) Describing your home Describing your region
Term 4 Assessment Opportunities: Speaking role-plays / photo cards	Term 5 Assessment Opportunities: Year 10 mock exams	Term 6 Assessment Opportunities: Speaking (GCSE paper 3)

**Rationale:**

The Year 10 scheme of work starts with activities to remind students of the importance of communicating spontaneously in class. It then lists topics to study. However, while covering topics such as school subjects and using the listening and reading resources provided by the *AQA GCSE OUP* textbook, teachers should ensure that essential grammar is as fully understood by students as possible by constantly drilling a range of tenses and recycling high level structures.

**Evaluation:**

Regular progress tests will then help track students' performance. Formative assessment should also monitor students' spontaneous speech and their understanding of grammatical concepts and key vocabulary (e.g. time markers, quantifiers, connectives) carefully. Finally, the Year 10 mock exams will help identify students' needs under real exam conditions.



Subject: Geography		Year Group: 10
Term 1 Key Focus/Topic(s) <b>The UK's evolving physical landscape</b> <ul style="list-style-type: none"> <li>Landscapes from the past</li> <li>Geology</li> <li>Landscapes</li> <li>Coastal processes and landforms</li> <li>Hard and soft engineering processes</li> <li>Coastal flooding</li> </ul>	Term 2 Key Focus/Topic(s) <b>The UK's evolving physical landscape</b> <ul style="list-style-type: none"> <li>River processes in upper, middle and lower courses</li> <li>Hydrographs,</li> <li>Flooding case studies</li> <li>Hard and soft engineering strategies</li> </ul>	Term 3 Key Focus/Topic(s) <b>The UK's evolving human landscape</b> <ul style="list-style-type: none"> <li>Population density</li> <li>Rural periphery, urban core</li> <li>Population distribution</li> <li>Declining 'old economy'</li> <li>Rise of the 'new economy'</li> <li>Globalisation</li> </ul>
Term 1 Assessment Opportunities: Vocab tests and end of topic past paper exam questions	Term 2 Assessment Opportunities: Vocab tests and end of topic past paper exam questions	Term 3 Assessment Opportunities: Evolving human landscapes exam questions test
Term 4 Key Focus/Topic(s) <b>The UK's evolving human landscape</b> <ul style="list-style-type: none"> <li>London's location, structure, migration, inequalities, decline and regeneration.</li> <li>Improving London, urban development schemes</li> <li>Rural development schemes</li> </ul>	Term 5 Key Focus/Topic(s) <b>Development dynamics</b> <ul style="list-style-type: none"> <li>Measuring development</li> <li>Malawi</li> <li>India</li> <li>TNCs</li> <li>Top down and Bottom up development</li> </ul> Year 10 examination preparation and feedback <ul style="list-style-type: none"> <li>Year 10 examination preparation, revision skills and examination technique</li> <li>Examination feedback and gap analysis</li> </ul>	Term 6 Key Focus/Topic(s) <b>Fieldwork</b> <ul style="list-style-type: none"> <li>Investigating coastal processes and management</li> <li>Data collection, presenting data, analysis, conclusions and evaluations</li> <li>Investigating variations in urban quality of life</li> <li>Data collection, presenting data, analysis, conclusions and evaluations</li> </ul>
Term 4 Assessment Opportunities: Geographical skills assessment investigating changing environments. Text book p186-187	Term 5 Assessment Opportunities: Year 10 examination	Term 6 Assessment Opportunities: Physical fieldwork work booklet. Urban fieldwork work booklet.

**Rationale:**

Year 10 starts with UK topics from Paper 2, which have strongest links to KS3 studies. End of unit tests and end of year exams make use of full past paper exam questions which aim to develop examination technique and the requirements of the GCSE assessment criteria. Edexcel GCSE links to Edexcel A level, as well as developing greater understanding of decision making skills and examination technique.

**Evaluation:**

Past paper exam question, model answers and use of GCSE mark schemes – particular focus on AO1,2,3,4 requirements.

All examination grades fed back to Head of Department, reviewed and discussed at department meetings and QA briefings.

Students provided with syllabus specific text books, revision guides and work books for revision lessons and support sessions.

<b>Subject: History</b>		<b>Year Group: 10</b>
<b>Term 1 Key Focus/Topic(s)</b> <b>Weimar and Nazi Germany, 1918-39</b> <ul style="list-style-type: none"> <li>• The origins of the Republic, 1918-19</li> <li>• The early challenges to the Weimar Republic, 1919-23</li> <li>• The recovery of the Republic, 1924-29</li> <li>• Early development of the Nazi Party, 1920-22</li> <li>• The Munich Putsch and the lean years, 1923-29</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> <b>Weimar and Nazi Germany, 1918-39</b> <ul style="list-style-type: none"> <li>• The creation of a dictatorship, 1929-34</li> <li>• Opposition, resistance and conformity</li> <li>• Nazi policies towards women and youth</li> <li>• Employment and living standards</li> <li>• The persecution of minorities</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> <b>Early Elizabethan England, 1558-88</b> <ul style="list-style-type: none"> <li>• The situation on Elizabeth's accession</li> <li>• The 'settlement' of religion</li> <li>• Challenge to the religious settlement</li> <li>• The problem of Mary, Queen of Scots</li> <li>• Plots and revolts at home</li> </ul>
<b>Term 1 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Sample Questions – Inference, explanations</li> <li>• Issues with Weimar, The Nazi Party, 'Golden Years'</li> </ul>	<b>Term 2 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Sample Questions – Interpretations, source utility</li> <li>• Dictatorship, Life in Nazi Germany, Minorities</li> </ul>	<b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Sample Questions – Describe, explain, evaluate</li> <li>• Accession and Religious Settlement</li> </ul>
<b>Term 4 Key Focus/Topic(s)</b> <b>Early Elizabethan England, 1558-88</b> <ul style="list-style-type: none"> <li>• The outbreak of war with Spain, 1585-88</li> <li>• The Armada</li> <li>• Education and leisure</li> <li>• The problem of the poor</li> <li>• Exploration and voyages of discovery, Raleigh and Virginia</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> <b>Exam Preparation</b> <ul style="list-style-type: none"> <li>• Weimar and Nazi Germany, 1918-39</li> <li>• Early Elizabethan England, 1558-88</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b> <b>Warfare through time, c1250-present</b> <b>London and the Second World War, 1939-45</b> <ul style="list-style-type: none"> <li>• The context of London in the Second World War</li> <li>• The nature of attacks on London</li> <li>• The impact of the Blitz on civilian life in London</li> <li>• The historical context of the Second World War</li> </ul>
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Sample Questions – Describe, explain, evaluate</li> <li>• International relations, conflict and exploration</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Mock Exam - Weimar and Nazi Germany, 1918-39</li> <li>• Mock Exam - Early Elizabethan England, 1558-88</li> </ul>	<b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Sample Questions – Source Utility</li> <li>• London and the Second World War, 1939-45</li> </ul>

**Rationale:**

The GCSE curriculum provides students with the opportunity to study a breadth of history ranging from early modern Britain to warfare up to the present day. First unit taught in Year 10 flows from work covered in Year 9, allowing learning to be reinforced and developed. Most assessed skills have a clear continuity between units and we have planned to enable source evaluation skills to be developed from Term 1 and 2, into Term 6.

Evaluation:

The main opportunity for evaluation will be through analysis of the mock examination data. Comparisons to be made between the success of units at this point and against previous exam boards. Quality assurance of student work and teaching will take place throughout the year and Department meetings will allow for reflection with staff feedback being used to develop the future curriculum.

Subject: <b>Mathematics</b>		Year Group: <b>10</b>
<b>Term 1 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Unit 14 – Further Statistics</li> <li>Unit 8 – Transformations and Constructions</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Unit 8 – Transformations and Constructions</li> <li>Unit 9 – Equations and Inequalities</li> <li>Unit 10 - Probability</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Unit 10 – Probability</li> <li>Unit 11 – Multiplicative Reasoning</li> </ul>
<b>Term 1 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Unit 14 Test</li> </ul>	<b>Term 2 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Unit 8 Test</li> <li>Unit 9 Test</li> </ul>	<b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Unit 10 Test</li> <li>Unit 11 Test</li> </ul>
<b>Term 4 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Unit 12 – Similarity and Congruence</li> <li>Unit 13 – More Trigonometry</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Revision</li> <li>End of Year Examinations</li> <li>Unit 13 – More Trigonometry</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>Unit 13 – More Trigonometry</li> <li>Unit 15 – Equations and Graphs</li> </ul>
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Unit 12 Test</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>End of Year Examinations</li> </ul>	<b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>Unit 13 Test</li> <li>Unit 15 Test</li> </ul>

#### **Aims and objectives:**

The aims and objectives of the Pearson Edexcel GCSE (9–1) in Mathematics are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

#### **Rationale:**

The Pearson Edexcel GCSE (9–1) in Mathematics will:

- provide evidence of students' achievements against demanding and fulfilling content, to give students the confidence that the mathematical skills, knowledge and understanding that they will have acquired during the course of their study
- provide a strong foundation for further academic and vocational study and for employment, to give students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. This includes Level 3 Mathematics courses as well as Level 3 and undergraduate courses in other disciplines such as Biology, Geography and Psychology, where the understanding and application of Mathematics is crucial.

#### **Assessment & Evaluation:**

- Students' work may be teacher, self and peer assessed and independent work is to be reviewed in line with departmental and school policy. Exercise books are to be collected in once per fortnight and marked by the teacher who is to give constructive feedback where appropriate.
- End of topic tests are to be done under exam conditions, teacher assessed and marks entered onto the appropriate departmental Google Doc for comparisons, and quality assurance in order to monitor the progress of the students in each group as well as across the board by the Head of Department. Periodically, moderation of marking takes place during department meetings which further enhances the quality assurance that mark schemes are being applied consistently.

- Opportunities for teacher feedback can be from individual conversations regarding independent work and end of topic tests. With regard to end of topic tests teachers are to feedback using WWW and EBI with students adding their MRI in response.

**Assessment:**

At the End of Year examination period pupils will sit three 1 hour written examinations of equal weighting:

- Paper 1 (Non-calculator)
- Paper 2 (Calculator)
- Paper 3 (Calculator)

**Resources:**

- Edexcel GCSE (9-1) Mathematics Higher Practice, Reasoning and Problem Solving Book
- Scientific calculator (Casio Classwiz is recommended)
- MyMaths
- Various subject specific websites such as Dr Frost, Just Maths, NCETM, etc.
- Assessment folders.

**GCSE Pod Resources:**

- Unit 14 – Further Statistics  
<https://members.gcsepod.com/shared/playlists/playlist/1729180>
- Unit 8 – Transformations and Constructions  
<https://members.gcsepod.com/shared/playlists/playlist/1729170>
- Unit 9 – More Algebra  
<https://members.gcsepod.com/shared/playlists/playlist/1729186>
- Unit 10 – Probability  
<https://members.gcsepod.com/shared/playlists/playlist/1729173>
- Unit 11 – Multiplicative Reasoning  
<https://members.gcsepod.com/shared/playlists/playlist/1729188>
- Unit 12 – Similarity and Congruence  
<https://members.gcsepod.com/shared/playlists/playlist/1729175>
- Unit 13 – More Trigonometry  
<https://members.gcsepod.com/shared/playlists/playlist/1729176>
- Unit 15 – Equations and Graphs  
<https://members.gcsepod.com/shared/playlists/playlist/1729194>

<b>Subject: Music</b>		<b>Year Group: 10</b>
<b>Term 1 Key Focus/Topic(s)</b> Music Theory - Scales, Keys, Tonality <ul style="list-style-type: none"> <li>• Major and minor</li> <li>• Sharps and flats</li> <li>• Musical dictation</li> <li>• Circle of fifths</li> <li>• Solo performance</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> Area of Study 1 - The Concerto <ul style="list-style-type: none"> <li>• Concerto Grosso, Basso Continuo</li> <li>• Symphony, Sonata</li> <li>• Period Instruments</li> <li>• Musical Periods – Baroque, Classical, Romantic, 20<sup>th</sup> Century</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> Area of Study 2 – Music for Ensemble <ul style="list-style-type: none"> <li>• Opera, musicals</li> <li>• Complex chords (7ths, 9ths etc.)</li> <li>• Ensemble performance</li> </ul>
<b>Term 1 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Scales up to four sharps and flats</li> <li>• Circle of fifths diagrams</li> <li>• First solo performance assessment</li> <li>• Homework: Music Theory Homework Book</li> <li>• Performance rehearsals</li> </ul>	<b>Term 2 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Lute Concerto performance</li> <li>• Listening practice tests</li> <li>• Homework: Music Theory Homework Book</li> <li>• Orchestral diagrams for each musical period</li> <li>• Performance rehearsals</li> </ul>	<b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Music dictation tests</li> <li>• Listening practice tests</li> <li>• Ensemble performance</li> <li>• Homework: Music Theory Homework Book</li> <li>• Performance rehearsals</li> </ul>
<b>Term 4 Key Focus/Topic(s)</b> Area of Study 3 & 4 – Film, Popular and Fusion <ul style="list-style-type: none"> <li>• Composing for film</li> <li>• Musical fusions</li> <li>• Popular music structure and styles</li> <li>• Jazz and contemporary music</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> Composition 1 <ul style="list-style-type: none"> <li>• 15% of final course – controlled conditions</li> <li>• Student led brief</li> <li>• Stylistic appropriateness</li> <li>• Control of musical element</li> <li>• Use of structure</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b> Composition 1 <ul style="list-style-type: none"> <li>• 15% of final course – controlled conditions</li> <li>• Student led brief</li> <li>• Stylistic appropriateness</li> <li>• Control of musical element</li> <li>• Use of structure</li> </ul>
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Take Five Performance</li> <li>• Film Music Group composition</li> <li>• Film music definition worksheets</li> <li>• Homework: Music Theory Homework Book</li> <li>• Performance rehearsals</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Self and peer assessment throughout composition time</li> <li>• Teacher feedback during composition process</li> <li>• Reflective Log Book</li> <li>• Homework: Stylistic research for composition</li> <li>• Performance rehearsals</li> </ul>	<b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Self and peer assessment throughout composition time</li> <li>• Teacher feedback during composition process</li> <li>• Reflective Log Book</li> <li>• Homework: Structural/composer research for composition</li> <li>• Performance rehearsals</li> </ul>

Rationale:

**Unit 1**

- In depth look at fundamental aspects of music theory
- Develops understanding which can then be applied to learning about a range of musical styles in the course
- Expands understanding of the elements of music and how they are applied

**Unit 2**

- In depth look at fundamental aspects of Western Classical music traditions
- Develops understanding of orchestral and chamber music from 1600 – present day
- Expands understanding of the elements of music and how they are applied

**Unit 3**

- In depth look at fundamental aspects of film music composition
- Develops understanding of compositional process and the previous material that film music draws influence from
- Expands understanding of the elements of music and how they are applied

**Unit 4**

- In depth look at fundamental aspects of popular music fusions and the traditional music they have been based on from different cultures
- Develops understanding of how music of other cultures has influenced popular music with historical and social context
- Expands understanding of the elements of music and how they are applied

Evaluation:

- Through assessment (self, peer and teacher most weeks during projects).
- Consolidation through homework
- Quality Assurance in school and in collaboration at music hub meetings
- Student feedback



Subject: Personal Development		Year Group: 10
<p>Terms 1 and 2 Key Focus/Topic(s)</p> <p><b>Staying safe: Sex and relationships</b></p> <ol style="list-style-type: none"> <li>1. Consent</li> <li>2. Pregnancy and Miscarriage</li> <li>3. Testicular Health</li> <li>4. Abortion</li> </ol> <p><b>Making Healthy choices</b></p> <ol style="list-style-type: none"> <li>1. Healthy Sexual Relationships (including Sexual Harassment and Violence)</li> </ol>	<p>Terms 3 and 4 Key Focus/Topic(s)</p> <p><b>This is Me (LGBTQ+ unit of work)</b></p> <ol style="list-style-type: none"> <li>1. Section of focussed on Stonewall DVD resource FIT</li> <li>2. Gareth Thomas v. Homophobia the Legacy</li> <li>3. BBC 3 Documentary – Young, Trans and Looking for Love</li> </ol>	<p>Terms 5 and 6 Key Focus/Topic(s)</p> <p><b>Money and Me</b></p> <ol style="list-style-type: none"> <li>1. Saving/s</li> <li>2. Making the most of your money</li> </ol> <p><b>Healthy eating</b></p> <ol style="list-style-type: none"> <li>1. Healthy me: Healthy eating Supersize me</li> </ol>
<p>Terms 1 and 2 Assessment Opportunities</p> <p>Oral assessment</p> <p>Assessment of classwork</p>	<p>Terms 3 and 4 Assessment Opportunities</p> <p>Oral assessment</p> <p>Assessment of classwork</p>	<p>Terms 5 and 6 Assessment Opportunities</p> <p>Oral assessment</p> <p>Assessment of classwork</p> <p>Assessment of meal plans</p>
<p>Visitor lessons:</p> <p>Kent Fire and Rescue Service and Kenward Trust</p>		
<p>Rationale:</p> <p>The Year 10 course has been structured around topics that students have wanted to address lower down the school, but have perhaps lacked the maturity to examine until this year. We begin the year examining consent, pregnancy and miscarriage, testicular health, abortion and healthy and unhealthy sexual relationships. We then move on to a unit of work focussed on issues faced by LGBTQ+ students both in education but also in the wider world. We use a number of films/documentaries to stimulate discussion and make the learning experience more real than a text book can.</p> <p>We then move on to a Unit about Money which follows a resource called ‘Money Matters’ produced by Martin Lewis, which provides students with an opportunity to understand savings, delayed and instant gratification and to make sense of some of the important financial issues that they will face over the coming years. This unit of work is flexible and can be shortened or extended depending on the needs of the class and how engaging they find the material.</p> <p>We also study Healthy Eating in Year 10 which encourages students to reflect on their own choices and make positive changes to ensure a balanced diet. As part of this, they watch ‘Supersize me’ which follows Morgan Spurlock as he only eats from McDonald’s for a month. They watch the documentary and analyse the impact the diet has on Morgan’s physical and mental health.</p> <p>In addition to taught lessons we invite a range of different speakers who support their Personal Development. In Year 10 we continue our work with Kent Fire and Rescue Service who lead a lesson about the dangers of arson, as well as the consequences of guilt by association.</p>		
<p>Evaluation:</p> <p>Students will be assessed by the class teacher through their oral contributions, classwork, projects and presentation work.</p>		

Subject: GCSE Physical Education Year 1		Year Group: 10
Term 1 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>• Health &amp; Fitness</li> <li>• Football</li> </ul>	Term 2 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>• Applied Anatomy &amp; Physiology</li> <li>• Handball</li> </ul>	Term 3 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>• Cardio-respiratory system</li> <li>• Aerobic/Anaerobic Exercise</li> <li>• Hockey</li> </ul>
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> <li>• End of topic tests. Homework</li> <li>• Short mark questions</li> <li>• Practical Assessment</li> </ul>	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> <li>• End of topic tests. Homework</li> <li>• Short mark questions. Introduce extended questions.</li> <li>• Practical Assessment</li> </ul>	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> <li>• End of topic tests. Homework</li> <li>• Short mark questions. Introduce extended questions</li> <li>• Practical Assessment</li> </ul>
Term 4 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>• Movement Analysis</li> <li>• Physical Training</li> <li>• Rugby</li> </ul>	Term 5 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>• Commercialisation of sport</li> <li>• Athletics</li> <li>• End of year exam preparation</li> </ul>	Term 6 Key Focus/Topic(s) <ul style="list-style-type: none"> <li>• Socio-cultural influences</li> <li>• Cricket</li> </ul>
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> <li>• End of topic tests. Homework</li> <li>• Short mark questions. Establishing technique for extended questions</li> <li>• Practical Assessment</li> </ul>	Term 5 Assessment Opportunities: <ul style="list-style-type: none"> <li>• End of topic tests. Homework</li> <li>• Short mark questions. Introduce extended questions</li> <li>• Practical Assessment</li> </ul>	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> <li>• End of year exams</li> <li>• End of topic tests. Homework</li> <li>• Short mark questions. Introduce extended questions</li> <li>• Practical Assessment</li> </ul>

#### Rationale:

In Year 10 roughly equal time is given to practical and theory elements. The majority of topics at the start of the year lend themselves to knowledge retrieval rather than analysis and evaluation. These skills are then developed over the course of the year as units are studied that tend to questions linked to them that require lengthier responses. Students spend a good deal of time honing and developing more advanced skills in practical sessions.

#### Evaluation:

Students who take part in sports not assessed in school but still on the specification are encouraged to get video footage of themselves performing. This is also the same for students who play at district level or above in any sport. Games groups in Year 10 are also structured so that all GCSE PE students are in one of two groups where greater focus can be put on developing exam specific language and terminology in practical settings.

Subject: KS4 Physics		Year Group: 10
Term 1 Key Focus/Topic(s) <b>Force and Motion</b> <ul style="list-style-type: none"> <li>• Vector and scalars</li> <li>• Distance/velocity time graphs</li> <li>• Acceleration and velocity</li> <li>• Resultant forces</li> </ul>	Term 2 Key Focus/Topic(s) <b>Force and Motion</b> <ul style="list-style-type: none"> <li>• Newton's laws</li> <li>• Momentum</li> </ul>	Term 3 Key Focus/Topic(s) <b>Radioactivity</b> <ul style="list-style-type: none"> <li>• Atomic Model.</li> <li>• Background Radiation</li> <li>• Half-life</li> </ul>
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on literacy and mathematical skills in Physics.</li> <li>• Mini test.</li> </ul>	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on literacy and mathematical skills in Physics.</li> <li>• Newton 2nd investigation (core practical).</li> <li>• End of unit test.</li> </ul>	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on literacy and mathematical skills in Physics.</li> <li>• Half-life calculations</li> </ul>
Term 4 Key Focus/Topic(s) <b>Radioactivity</b> <ul style="list-style-type: none"> <li>• Dangers of radiation.</li> <li>• Nuclear Fission.</li> <li>• Nuclear Fusion</li> </ul> <p><i>Combine students move on to Electricity (see term 5) spending some time revisiting the Year 9 electricity topics.</i></p>	Term 5 Key Focus/Topic(s) <b>Electricity</b> <ul style="list-style-type: none"> <li>• Electricity Review of the Basics.</li> <li>• Resistance investigations.</li> <li>• Electrical Power</li> <li>• Calculating Electrical Energy</li> <li>• Mains Electricity</li> </ul>	Term 6 Key Focus/Topic(s) <b>Electricity</b> <ul style="list-style-type: none"> <li>• Electrostatics</li> <li>• Electric fields</li> <li>• Magnetic and Electric Fields.</li> </ul> <p><i>Generally there is the scope during Term 6 to review and cover material where gaps have been identified in the Year 10 End-of-Year Exams. Time permitting, we also cover some of the Year 11 electricity work.</i></p>
Term 4 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on literacy and mathematical skills in Physics.</li> <li>• End of unit test.</li> </ul>	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Resistance investigations (core practical investigations).</li> <li>• End of year examination.</li> </ul>	Term 6 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on literacy and mathematical skills in Physics.</li> </ul>

#### Rationale:

The topics covered in Terms 1 and 2 complete the foundation work covered in Year 9. We finalise our Year 10 single and combined science sets at the end of Term 2. Consequently, the forces and motion topic is a common unit to both paths and all students must be taught this material. All of the topics covered in Year 10 (like the Year 11 material) requires higher levels of abstract thinking from students. For example when looking at the atomic model students have got to conceptualise the atom as being made up of a nucleus and electrons orbiting in distinct energy shell this requires students to grapple with the different atomic models suggested by J.J. Thomson, Ernest Rutherford and Niels Bohr.

In Year 10 Physics we place a particular focus on:

- Literacy skills – Students need to be able to write detailed explanations of scientific phenomenon by drawing on theory. This includes the structuring of written responses so that they are clear and detailed.
- Mathematical skills in Physics – applying different concepts and ideas to solve multi-step problems, using data to support their scientific conclusions.
- Practical Skills – Understanding the scientific method, processing and presenting data, forming conclusions.

#### Evaluation:

- Assessment opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their literacy and/or numeracy skills as well as their scientific knowledge.
- Students should demonstrate good mathematical skills in Physics – solving multi-step problems.
- Practical work will be assessed through the two core practical investigations carried out in Year 10 (one at the beginning of the year and one at the end).
- Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Qualitative observations will be made on students during all practical work particularly the two core practical investigations.

<b>Subject: Religious Studies</b>		<b>Year Group: 10</b>
<b>Term 1 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• Beliefs and Teachings</li> <li>• The Ten Commandments</li> <li>• The Nature of God</li> <li>• The Concept of God as a Trinity</li> <li>• The Nicene Creed</li> <li>• Biblical Accounts of Creation</li> <li>• Creation and the Fall</li> </ul>	<b>Term 2 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• Beliefs and Teachings</li> <li>• The Problem of Evil</li> <li>• Jesus Christ</li> <li>• Beatitudes</li> <li>• Sermon on the Mount</li> <li>• Sermon on the Mount – Part II</li> <li>• Incarnation, Crucifixion, Resurrection, Ascension</li> <li>• Eschatological Beliefs and Teachings</li> </ul>	<b>Term 3 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• Beliefs &amp; Teachings &amp; Practices</li> <li>• Exam Skills on Beliefs and Teachings</li> <li>• Worship</li> <li>• Sacraments</li> <li>• Prayer</li> <li>• The Lord's Prayer</li> <li>• Pilgrimage</li> </ul>
<b>Term 1 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Practice Questions, classwork and homework</li> </ul>	<b>Term 2 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Practice Questions, classwork and homework</li> </ul>	<b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Practice Questions, classwork and homework</li> </ul>
<b>Term 4 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• Celebration</li> <li>• Rites of Passage</li> <li>• Funerals</li> <li>• Mission</li> <li>• Ecumenicalism</li> </ul>	<b>Term 5 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• Mission Charity</li> <li>• Barnabas Trust</li> <li>• Christian Persecution</li> </ul>	<b>Term 6 Key Focus/Topic(s)</b> <ul style="list-style-type: none"> <li>• Revision for Internal Exams</li> <li>• Review of Internal Exams</li> <li>• Preparation for Year 11</li> </ul>
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Practice Questions, classwork and homework</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Practice Questions, classwork and homework</li> </ul>	<b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>• Practice Questions, classwork and homework</li> </ul>

#### **Rationale:**

The specification from OCR is the spine of the Scheme of Work followed at Borden. Students are expected to acquire the relevant course knowledge; and retain it into Year 11 too. A vital feature too is understanding that knowledge must be deeper than KS3, and skills of evaluation, exegesis of Holy texts and understanding that texts can have different interpretations

#### **Evaluation:**

Outcomes and student progress will be monitored through assessment of books/folders. A crucial aspect will be to ensure that students are aware and understand a subtle shift in how exam questions are set out – an emphasis is tilted towards more evaluation.

Teaching feedback will be evident in books/folders and student progress demonstrated through their assessment folders. Lessons and observation will focus on skill development beyond knowledge acquisition.

Subject: <b>KS4 Separate Chemistry</b>		Year Group: <b>10</b>
<u>Term 1</u> Key Focus/Topic(s) <b>Groups in the periodic table (Chapter 17), and start acids and alkalis (Chapter 8)</b> <ul style="list-style-type: none"> <li>• Group 1</li> <li>• Group 7</li> <li>• Halogen Activity</li> <li>• Group 0/8</li> <li>• Acids, alkalis and indicators</li> <li>• Bases and salts</li> </ul>	<u>Term 2</u> Key Focus/Topic(s) <b>Finish acids and alkalis (Chapter 8)</b> <ul style="list-style-type: none"> <li>• Reactions of acids with bases/carbonates.</li> <li>• Two core practicals</li> <li>• Neutralisation</li> <li>• Solubility</li> </ul>	<u>Term 3</u> Key Focus/Topic(s) <b>Electrolysis (Chapter 10), and chemical/fuel cells (Chapter 16). Obtaining and using metals (Chapter 11)</b> <ul style="list-style-type: none"> <li>• Electrolysis, and it's products</li> <li>• Electrolysis core practical</li> <li>• Reactivity</li> <li>• Oxidation and reduction</li> <li>• Life cycle assessment</li> </ul>
Term 1 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on the trends of the properties of these groups.</li> <li>• End of topic test covering groups in the periodic table.</li> </ul>	Term 2 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on the reactions of acids with different reactants.</li> <li>• <u>Core practical</u>: preparing copper sulfate.</li> <li>• <u>Core practical</u>: investigating neutralisation.</li> <li>• End of topic test for acids and alkalis topic.</li> </ul>	Term 3 Assessment Opportunities: <ul style="list-style-type: none"> <li>• Classwork with a particular focus on electrolytic methods and products, reactivity of metals, corrosion and how to prevent it.</li> <li>• <u>Core practical</u>: electrolysis of copper sulfate solution.</li> <li>• End of topic test for electrolysis, and a separate end of topic test for obtaining and using metals.</li> </ul>
Term 4 Key Focus/Topic(s) <b>Transition metals, corrosion and alloys (Chapter 13) - <i>Student project to run alongside to cover Chapter 26 – bulk and surface properties of matter as a homework task</i></b> <b>Calculations involving masses (Chapter 9).</b> <ul style="list-style-type: none"> <li>• Transition metals</li> <li>• Corrosion and electroplating</li> <li>• Alloying</li> <li>• Conservation of mass</li> <li>• Calculation of moles</li> <li>• Empirical formulae</li> </ul>	Term 5 Key Focus/Topic(s) <b>Heat energy changes (Chapter 19) and rates of reaction (Chapter 18)</b> <ul style="list-style-type: none"> <li>• Endothermic and exothermic reactions</li> <li>• Bond energy calculations</li> <li>• Measuring rate of reaction</li> <li>• Factors affecting rate of reaction including catalysts</li> <li>• Rates of reaction core practical</li> </ul>	Term 6 Key Focus/Topic(s) <b>Revision, end of year assessments and core practical consolidation</b>

<p><b>Term 4 Assessment Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Classwork with a particular focus transition metals, and introducing a project for independent learning of Chapter 26.</li> <li>• Focus on calculations of masses showing all stages of working.</li> <li>• End of topic test transition metals and bulk/surface properties of matter, and a separate assessment for calculations from masses.</li> </ul>	<p><b>Term 5 Assessment Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Classwork with a particular focus on heat energy changes in reactions, and how to calculate the rate of a reaction, including factors that affect the rate.</li> <li>• <u>Core practical</u>: Investigating reaction rates</li> <li>• End of topic test for heat energy changes, and a separate one for rates of reaction.</li> </ul>	<p><b>Term 6 Assessment Opportunities:</b></p> <ul style="list-style-type: none"> <li>• End of year assessment.</li> </ul>
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**Rationale:**

Year 10 Chemistry is a step up in terms of difficulty compared to Year 9 as concepts will start to become explained in more detail. The topics aim to build up on skills introduced in Year 9. For example, more complex equations are introduced such as balanced symbol equations, ionic equations and half-equations. These ideas are also revisited throughout the topics in Year 10, with the aim that students will be confident with these types of equations by the end of Year 10. There are more core practical activities in Year 10 which allow students to improve their practical skills, and start to think about other aspects of an investigation such as a risk assessment, and planning a method. The topics of rates of reactions and mass calculations which are introduced later in the year are heavily mathematical based, and so practice is key in understanding and mastering these topics.

In Year 10 Chemistry we place a particular focus on:

- Mathematical skills in Chemistry – Recognising the data displayed and using the appropriate equation(s) to work out the correct answer.
- Practical Skills – Being able to safely and effectively use practical work to accompany their classwork to further their understanding of the content. Mathematical and literacy skills factor heavily in Year 10 practical write-ups. For example, students are expected to support their conclusions with evidence from their data and calculations.

**Evaluation:**

- Assessment opportunities will involve teacher, self and peer assessment. The assessment will focus around work produced in lessons where the students are required to demonstrate their fundamental scientific knowledge and understanding as well as their mathematical skills within chemistry.
- Practical work will be assessed through the core practical investigations linked to acids and bases, electrolysis and rates of reaction, and other experiments carried out in class.
- Book scrutiny, lesson observations and collegial discussions will be used to quality assure teaching and learning. Gap analysis on end of topic tests and mock papers.





Subject: Spanish		Year Group: Year 10
Term 1 Key Focus/Topic(s) <b>KS3/grade 4/5 core skills revision.</b> My town Shopping Set up speaking folder	Term 2 Key Focus/Topic(s) Completion of module 5 (my town, including simple future and conditional structures) Module 6 – Special occasions, including Christmas in Spain	Term 3 Key Focus/Topic(s) Food + in restaurants Module 3 – family/personal descriptions
Term 1 Assessment Opportunities: Introduce speaking exam requirements – peer assess. Progress test 1: writing/reading/listening - in depth assessment piece (writing)	Term 2 Assessment Opportunities: Progress 1 feedback Speaking assessment of questions covered so far - in depth assessment piece.	Term 3 Assessment Opportunities: Full progress exam. In depth assessment of writing
Term 4 Key Focus/Topic(s) Apps/internet Sports and free time activities (Module 4 return)	Term 5 Key Focus/Topic(s) Summer exam preparation and exams Return to Module 1: holidays	Term 6 Key Focus/Topic(s) Module 2 return. Ensure speaking questions referenced on Scheme of Work are complete
Term 4 Assessment Opportunities: Assess relevant speaking questions - in depth assessment piece. RP + PC practice	Term 5 Assessment Opportunities: Summer mock exam – all skills (in depth assessment of writing) Feedback and action plans	Term 6 Assessment Opportunities: Assessment of speaking questions - in depth assessment piece

**Rationale:**

As made clear during the Year 9 course, pupils continue on in the VIVA course into Module 5. It is a great module as it allows students to describe their town (a relatively straight forward topic) but add on tricky layers such as the conditional tense. We move into module 6 in Term 2 as the special occasions topic fits perfectly around Christmas time from a cultural perspective but then we return to earlier modules seen in Year 9 to consolidate them and then add the trickier layer deemed too difficult in the previous year.

The skill difficulty is a step up from Year 9 but we still reserve the final two more demanding modules for Year 11. This leaves adequate time for course completion and consolidation of all units seen so far next year.

**Evaluation:**

Speaking and listening must be a regular part of classroom time, demonstrating both what regular revision of speaking material can achieve and also how it is possible to gain marks from producing spontaneous language. Outside of this, three major progress exams allow Head of Department to analyse progress and put appropriate interventions in place, as well as discussing tiering decisions towards the end of the Year, ready for Year 11 interventions. A residential trip for this year group helps students to understand that language learning was not just meant for the classroom and students usually return with a renewed excitement for the study of Spanish, having used it in real life situations!

<b>Subject: GCSE Statistics</b>		<b>Year Group: 10</b>
<b>Term 1 Topics</b> <ul style="list-style-type: none"> <li>The Collection of Data</li> </ul>	<b>Term 2 Topics</b> <ul style="list-style-type: none"> <li>Processing and Representing Data</li> </ul>	<b>Term 3 Topics</b> <ul style="list-style-type: none"> <li>Summarising Data</li> <li>Scatter Diagrams and Correlation</li> </ul>
<b>Term 1 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>End of Topic Tests</li> <li>Textbook Exercises</li> <li>Teacher's own questioning, worksheets and starters</li> </ul>	<b>Term 2 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>End of Chapter Tests</li> <li>Textbook Exercises</li> <li>Teacher's own questioning, worksheets and starters</li> </ul>	<b>Term 3 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>End of Topic Tests</li> <li>Textbook Exercises</li> <li>Teacher's own questioning, worksheets and starters</li> </ul>
<b>Term 4 Key Topics</b> <ul style="list-style-type: none"> <li>Time Series</li> <li>Probability</li> </ul>	<b>Term 5 Topics</b> <ul style="list-style-type: none"> <li>Index Numbers</li> <li>Probability Distributions</li> </ul>	<b>Term 6 Key Topics</b> <ul style="list-style-type: none"> <li>Revision</li> </ul>
<b>Term 4 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>End of Topic Tests</li> <li>Textbook Exercises</li> <li>Teacher's own questioning, worksheets and starters</li> </ul>	<b>Term 5 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>End of Topic Test</li> <li>Textbook Exercises</li> <li>Teacher's own questioning, worksheets and starters</li> </ul>	<b>Term 6 Assessment Opportunities:</b> <ul style="list-style-type: none"> <li>End of Topic Tests</li> <li>Textbook Exercises</li> <li>Teacher's own questioning, worksheets and starters</li> </ul> <b>GCSE External Examination in this term</b>

#### **Rationale:**

This course will give pupils a deeper insight into the branches of Mathematics which they are most likely to encounter in day to day life; Probability and Statistics. It is hoped that this will give them the tools needed to question claims presented through data and criticise the sources of that data. This can apply to data which they encounter in school topics i.e. in Science or Geography or even in later life when making decisions based on probability and data. It is hoped this will promote critical thinking in these areas. In the short-term, developing a deeper understanding and competence with GCSE Statistics will have a positive effect on their understanding similar content in the GCSE Mathematics course.

#### **Evaluation:**

In class, assessment of pupil progress will be measured through a process of questioning and feedback, both written and verbal. Feedback to pupils will include self, peer and teacher led activities. Homework will be marked through the same processes. End of topic assessments will be marked by the teacher and feedback given as part of classroom activity. All test scores will be recorded on the shared spreadsheet in Google docs. The class teacher will include comments on the front of each test for WWW and EBI with opportunity for pupils to add MRI.

Department time will be used for class teachers to feedback on issues and successes within the Scheme of Work. It is anticipated that this will create a forum for teachers to report on each class and their response to the work, the timing of topics within the scheme and the sharing of resources and good practice. Work will continue on building additional teaching resources into a shared bank of material on the school VLE.