



## Royal Wootton Bassett Academy

### Year 10 Curriculum Map



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### 3D Design

Year 10		
Term 1	Term 2	Term 3
<p>Students undertake an <b>Architecture</b> project aimed at developing their modelling skills with foamboard and card.</p> <p>They are also introduced to the designer Thomas Heatherwick to help them develop the use of inspiration and replication within their work.</p>	<p>Students continue their architecture project.</p> <p>Later on in the term they move on to a <b>Scrap Heap Challenge</b> project, aimed at developing pace and problem solving within the modelling skills.</p>	<p>Term 3 introduces a <b>Jewellery</b> project, which introduces students to working with metal and casting, alongside acrylic and polymer forming techniques and laser cut MDF.</p> <p>They will be introduced to Melody G Design and Emily Kidson as influences to help them develop and inspire their concepts.</p>
Term 4	Term 5	Term 6
<p>During this term student finish their jewellery project and spend time developing different quick drawing techniques ready to begin their formal coursework task next month.</p> <p>Students are also able to attend a Lighting Workshop at the Design Museum to help inspire their portfolio and as part of their <b>AO3</b> primary research.</p>	<p>This term is the beginning of the formal <b>portfolio task</b>, starting with <b>AO2</b> secondary research, where students choose their designers to be inspired by.</p>	<p>Moving on to <b>AO3</b> of the <b>portfolio</b> where students write up their primary research from their trip inspiration to the Design Museum.</p>
<b>Learning Resources</b>	<ul style="list-style-type: none"> <li>• Student sketchbooks</li> <li>• Various materials for modelling</li> <li>• Computers for CAD</li> <li>• Workshop tools and equipment</li> </ul>	

<b>Curriculum delivery</b>	<ul style="list-style-type: none"><li>• The curriculum is delivered over 5 lessons a fortnight</li><li>• In T3 which is a workshop space with computer access to help them develop their concepts</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Portfolio 60%</li><li>• Externally Assessed Task 40%</li></ul> <p><u>Assessment Objectives</u></p> <ul style="list-style-type: none"><li>• <b>AO1</b> Develop ideas through investigations, demonstrating critical understanding of sources.</li><li>• <b>AO2</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li><li>• <b>AO3</b> Record ideas, observations and insights relevant to intentions as work progresses.</li><li>• <b>AO4</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li></ul>
<b>Independent Study</b>	<ul style="list-style-type: none"><li>• Students use independent study time to prepare and scaffold future lessons or consolidate and review work started in lesson time.</li><li>• Written tasks are usually given due to the amount of materials/ equipment required for design and development.</li></ul>
<b>Enrichment</b>	<ul style="list-style-type: none"><li>• Trip to the Design Museum in Term 4</li></ul>

## Art and Design and Photography

Year 10		
Term 1	Term 2	Term 3
<p><b>Project 1: Portraiture</b> Drawing techniques within portraiture</p> <p><b>AO3</b> Recording ideas, observations and insights.</p> <p><b>Learning and skills developed.</b> Understanding composition as related to portraiture. Line, crosshatching, rubber and pencil drawing, light and shade, graduated tone.</p> <p><b>Looking specifically at Alvin Chong, Colin Davidson, Guy Denning</b></p> <p><b>Photography - Project 1: Portraiture</b> Photoshoots and techniques within portraiture</p> <p><b>AO1</b>-Critical Understanding <b>AO2</b>Creative Making <b>AO3</b>-Reflective Recording</p> <p><b>Learning and skills developed.</b> Understanding composition as related to portraiture. Line, light and shade, photoshop skills, layered hand manipulation.</p>	<p><b>Art: Portraiture</b> Drawing techniques within portraiture</p> <p><b>AO3</b> Recording ideas, observations and insights.</p> <p><b>Learning and skills developed.</b> Understanding composition as related to portraiture. Line, crosshatching, rubber and pencil drawing, light and shade, graduated tone.</p> <p><b>Looking at Florian Nichols and Bayani De Leon</b></p> <p><b>Photography- Project 1: Pop objects</b> Photoshoots and techniques within still life photography</p> <p><b>AO1</b>-Critical Understanding <b>AO2</b>Creative Making <b>AO3</b>-Reflective Recording</p> <p><b>Learning and skills developed.</b> Understanding composition as related to Pop Art imagery Composition, viewings, Colour manipulation, photoshop skills.</p>	<p>Painting techniques within Portraiture</p> <p><b>AO1</b> Developing ideas through investigations <b>AO2</b> Refine work by exploring ideas selecting and experimenting with appropriate media.</p> <p><b>Learning and skills developed.</b> Understanding colour theory in relation to portraiture. Warm and cold hues. Examining technique – flat brush work and palette knife, harmonious colour ways.</p> <p><b>Looking at Elly Smallwood And Francois Neilly</b></p> <p><b>Photography- Project 1: Landscape</b> Photoshoots and techniques within Landscape photography</p> <p><b>AO1</b>-Critical Understanding <b>AO2</b>Creative Making <b>AO3</b>-Reflective Recording</p> <p><b>Learning and skills developed.</b></p>

<p><b>Critical studies top 10 photographers across eras and gender.</b></p>	<p><b>Critical studies personal to imagery and independently researched.</b></p>	<p>Understanding composition as related to Landscape imagery Composition, viewings, Colour manipulation, texture, urban, rural, movement, photoshop skills, hand manipulation.</p> <p><b>Critical studies personal to imagery and independently researched.</b></p>
Term 4	Term 5	Term 6
<p>Development of ideas</p> <p><b>AO1</b> Developing ideas through investigations <b>AO2</b> Refine work by exploring ideas selecting and experimenting with appropriate media.</p> <p><b>Learning and skills developed.</b> Understanding colour theory in relation to portraiture. Warm and cold hues. Examining technique – flat brush work and palette knife, harmonious colour ways.</p> <p><b>Developing an idea for a large self-portrait through investigations into the work of specific artists that students relate to.</b></p>	<p>Final portraiture outcome in response to a chosen artist.</p> <p><b>AO4</b> Present a personal and meaningful response.</p> <p><b>Learning and skills developed.</b> The ability to resolve ideas and present a coherent outcome. Transferring ideas from research into a final painting. Showing all the skills that have been developed over 4 terms</p> <p><b>Producing a final piece in either Acrylic or mixed media on board that reflects an aspect of the student's personality.</b></p> <p><b>Photography- Project 1: Finalisation of three ideas.</b> Personal development of imagery that unites knowledge and skills gained</p>	<p><b>Project 2</b> :Pop Art- Introducing the theme of Pop Art and personal responses</p> <p><b>AO1</b> Developing ideas through investigations, demonstrating critical understanding of sources.</p> <p><b>Learning and skills developed</b> Critical and contextual research work. Reproducing work to understand process of making with a critical eye.</p> <p><b>Initial research and development of the Pop Art project.</b> <b>Students independently choose the theme for their Pop Art response.</b></p> <p><b>Photography- Project 2: Assemblage</b> Photoshoots and techniques with a choice of Landscape, Portrait or Object making.</p> <p><b>AO1-Critical Understanding</b></p>

<p><b>Photography- Project 1: Development of ideas.</b> Personal development of imagery that unites knowledge and skills gained towards a independent and creative final imagery.</p> <p><b>AO1</b>-Critical Understanding <b>AO2</b>Creative Making <b>AO3</b>-Reflective Recording</p> <p><b>Learning and skills developed.</b> Amalgamation of digital imagery skills and hand manipulation to express metaphors and symbolism.</p> <p><b>Developing an idea that engages with photographers studied in critical investigations.</b></p>	<p>towards a independent and creative final imagery.</p> <p><b>AO1</b>-Critical Understanding <b>AO2</b>Creative Making <b>AO3</b>-Reflective Recording <b>AO4</b>- Personal Presentation</p> <p><b>Learning and skills developed.</b> Amalgamation of digital imagery skills and hand manipulation to express metaphors and symbolism.</p> <p><b>Developing an idea that engages with photographers studied in critical investigations</b></p>	<p><b>AO2</b>Creative Making <b>AO3</b>-Reflective Recording</p> <p><b>Learning and skills developed.</b> Understanding composition as related to chosen sub-them and imagery Composition, viewings, Colour manipulation, texture, urban, rural, movement, photoshop skills, hand manipulation.</p>
<b>Learning Resources</b>	Students are expected to create a Pinterest board to ensure they have a range of artist to look at for their investigations. PowerPoints clearly signpost the direction of travel for unit ½.	
<b>Curriculum Delivery</b>	Using the Basett lesson. Students will have their knowledge Activated through recall. Demonstrations will model good practice. Students will then apply new knowledge through practical work to embed their understanding. Peer and other reviews are part of the ongoing process to ensure work can be discussed and good practice disseminated.	
<b>Assessment</b>	Ongoing assessments on individual pieces of work and termly summative reviews. Students will participate in assessments through peer reviews. Staff will feedback during and after the process of making.	
<b>Independent study</b>	Students will be expected to develop and refine their work and ensure its individuality through investigation into style, practice and artist of their choosing.	
<b>Enrichment</b>	London trips to Camden and the Tate Modern, Trips to the RA Summer show , Residentials where organized.	



## Business

Year 10	
Term 1	Term 2
<b>Topic 1.1 Enterprise and Entrepreneurship</b> The dynamic nature of business How new businesses come about Risk and reward The role of business enterprise The role of entrepreneurship	<b>Topic 1.2 Spotting a Business Opportunity</b> Customer needs Market research Market segmentation Market mapping The competitive environment
Term 3	Term 4
<b>Topic 1.3 Putting a Business Idea into Practice</b> Business aims and objectives Revenues, costs and profits Breakeven Cash and cash flow Sources of business finance	<b>Topic 1.4 Making the Business Effective</b> The options for start-up and small businesses Business location The marketing mix Business plans
Term 5	Term 6
<b>Topic 1.5 Understanding External Influences</b> Business stakeholders Technology and business Legislation and business The economy and business External influences	<b>Topic 2.4</b> Making Financial Decisions Business calculations Understanding business performance
<b>Learning Resources</b>	Edexcel GCSE Course Textbooks (Edexcel GCSE 9-1 Business, Pearson) Edexcel GCSE Business Revision Guide (ISBN: 9781292190716) and Workbook (ISBN: 9781292190709)
<b>Curriculum Delivery</b>	The sequence of information follows the Edexcel GCSE specification which is designed to allow the progression of skills and knowledge throughout the course. The unit begins with the basic skills to start a business and works towards the expansion to becoming a global multinational corporation.
<b>Assessment</b>	At the end of Y11, there are two exams; one on theme 1 (Investigating Small Business) and one on theme 2 (Building a Business). Both exams have the same format: Section A; multiple choice and short answer questions, Section B; short and longer answer questions and Section C; short and longer answer questions. Both answers are equally weighted. There is NO coursework on this course.

<b>Independent Study</b>	Students are encouraged to watch the news to keep up with current developments in business and the economy. Wider independent reading around real life examples of businesses will support students in being able to apply their theoretical knowledge in exam situations. Students are also encouraged to independently carry out spaced learning, revisiting key topics and deepening their understanding of all topics.
<b>Enrichment</b>	Students should try to immerse themselves in the world of business as much as possible.

## Computer Science

Year 10		
Term 1	Term 2	Term 3
1.1 Systems architecture The CPU Embedded systems Characteristics that affect performance Binary and Hexadecimal Conversion 2.1 Algorithms 2.2 Programming Fundamentals Python Programming	1.2 Memory and storage RAM ROM Virtual Memory Cache Secondary Storage Von Neumann Architecture Assembly Language	1.3 Computer networks, connections and protocols 2.1 Algorithms 2.2 Programming Fundamentals Python Programming
Term 4	Term 5	Term 6
1.3 Computer networks, connections and protocols 2.1 Algorithms 2.2 Programming Fundamentals 2.3 Producing Robust Programs Python Programming	1.4 Network Security 2.1 Algorithms 2.2 Programming Fundamentals 2.3 Producing Robust Programs Python Programming	2.1 Algorithms 2.2 Programming Fundamentals 2.3 Producing Robust Programs Python Programming Programming Project Intro
<b>Learning Resources</b>	Computers, Free software : Office software, Python	
<b>Curriculum Delivery</b>	5 per fortnight	
<b>Assessment</b>	Formative on Kahoot, blooket and planetquery. Summative written tests	
<b>Independent Study</b>	Planetquery.rwba.org.uk Class onenote <a href="#">BBC Bitesize</a> <a href="#">Isaac Computer Science</a> <a href="#">Seneca Learning</a>	
<b>Enrichment</b>	Robot Club / "Pixel Pioneers: The Computer Game Club"	

## Drama

Year 10		
Term 1	Term 2	Term 3
<p><b>Topic – Horror and creating suspense. Genre.</b></p> <p>The last 50 years in horror. The creation of mood, atmosphere, tension and suspense. Genre based work. Practice for devising Component 1.</p> <p>Draft portfolio set over the summer (based on the work in Year 9) and the text of Blood Brothers to be read.</p>	<p><b>Topic – Aberfan. Historical Stimulus.</b></p> <p>Using a historical event as a stimulus.</p> <p>Creating group work and using explorative strategies to aid characterization, and style Component 1.</p>	<p><b>Topic – Blood Brothers</b></p> <p>On text and off text work on all elements of Blood Brothers. Component 3. Semiotics of Blood Brothers. Social/cultural/historical/political events.</p>
Term 4	Term 5	Term 6
<p><b>Topic – Practitioners, Playwrights and Drama skills. Live review practice.</b></p> <p>Theory and practical on the key practitioners of Drama.</p> <p>Artaud, Berkoff, Brecht, Stanislavski. Live review (Component 3 exam) practice, note taking and revision.</p> <p>Plays and playwrights of different genres.</p>	<p><b>Topic – Component 2 Practice</b></p> <p>Groups are to learn scripted sections of plays (Blood Brothers) to show contrast in character. Component 2. As well as other texts to explore.</p>	<p><b>Topic – Component 1 Real start</b></p> <p>Creating a devised performance based on a range of stimuli produced from the exam board. Starting the creation of the portfolio, in these three sections: Research and development, Creating developing, Evaluation and Analysis.</p>
<b>Learning Resources</b>	Blood Brothers script. CGP Blood Brothers. Stimulus from the exam board (teacher will provide.) Live review notes and booklet.	
<b>Curriculum Delivery</b>	Five periods over a two-week cycle.	

<b>Assessment</b>	Students will be assessed on each mock component, using the exam criteria. (OCR.) Students will be given verbal and written feedback through-out.
<b>Independent Study</b>	<p>BBC bitesize for skills and techniques. <a href="#">Drama - BBC Bitesize</a></p> <p>To understand how to write a live review. <a href="#">Reviewing drama - Writing about and evaluating theatre - GCSE Drama Revision - WJEC - BBC Bitesize</a></p> <p>Blood Brothers and live review notes and revision.</p>
<b>Enrichment</b>	Theatre trip to London with a workshop on the show seen. Blood Brothers workshop in school – paid for by the department, using actors that have been in Blood Brothers, practical workshop. Interventions and drop-in's offered. Rehearsals after school – this will depend on what time of the year and what students are working towards.

## Engineering

Year 10		
Term 1	Term 2	Term 3
<p><b><u>Job card and Safety</u></b> Following on from term 6 of year 9, students undertake a practice job card to gain feedback before their real coursework. Evidencing taking their own photos for practical. Students also learn specific safety terminology with regard to signage, risk assessments and PPE.</p> <p><b><u>Dyson Disassembly Task</u></b> To help students understand how something fits together, they use the Dyson engineering box to disassemble and reassemble and label what each component is made from.</p> <p><b><u>Whistle Project</u></b> To help students understand how to read an engineering drawing we have designed a whistle project, which introduces the key features and teaches them how to draw their own orthographic projection.</p>	<p><b><u>UNIT 1 – Manufacturing an Engineered Product 40%</u></b></p> <p>Students are given an engineering drawing from the exam board which they firstly have to interpret components from.</p> <p>Justifying materials they will use for each component and planning how it will be manufactured.</p> <p>They then need to carry out the manufacture of the product under observation from the teacher, ensuring to carry out relevant safety procedures.</p>	<p><b><u>UNIT 1 – Manufacturing an Engineered Product 40%</u></b></p> <p>Continuing the practical from term 2, students then need to evaluate how well they have achieved the practical, through a technical evaluation against tolerance and original engineering drawing and personal evaluation.</p>
Term 4	Term 5	Term 6
<p><b><u>Properties, testing and application of properties</u></b></p>	<p><b><u>Pizza Cutter Project</u></b></p>	<p><b><u>UNIT 2 –Designing an Engineered Product</u></b></p>

<p>Firstly students carry out four different tests of property on 3 types of materials.</p> <p>They then learn terminology for different material properties and how they are used and applied to different products. Specifically a play park, phone and house alarm which could be examined in unit 3.</p>	<p>Through carrying out the pizza project, students are practicing the skills needed for the unit 2 design coursework.</p> <p>Learning different hand and CAD drawing techniques, modelling their pizza cutters and learning different how to write a specification using ACCESS FM.</p>	<p>Students are given a design brief from the exam board which is linked to unit 1.</p> <p>Students need to write a specification, research the problem, design and model their solution.</p>
<b>Learning Resources</b>	<ul style="list-style-type: none"> <li>• Students use folders to store coursework, envelopes to store practical work and exercise books for theory and practice coursework.</li> <li>• All PowerPoints have been created in house</li> <li>• Coursework briefs for Unit 1 and 2 are given by the exam board</li> </ul>	
<b>Curriculum Delivery</b>	<ul style="list-style-type: none"> <li>• The curriculum is delivered over 5 lessons a fortnight</li> <li>• In T7 or 9 which are workshop spaces with access to the lathes.</li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Student work is graded from a level 1 pass, merit, distinction to a level 2 pass, merit, distinction</li> <li>• Students accumulate grades over unit 1 and 2 which are marked in school and then moderated by the exam board with grades being awarded on formal exam results days.</li> <li>• Students sit one final written paper in year 11 and practice this in their second PPE window.</li> </ul>	
<b>Independent Study</b>	<ul style="list-style-type: none"> <li>• Students use independent study time to prepare and scaffold future lessons or consolidate and review work started in lesson time.</li> <li>• Written tasks are usually given due to the amount of materials/ equipment required for design and development.</li> <li>• Coursework cannot be given as homework as it needs to be sat within a formal amount of time.</li> </ul>	
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Extra support of given engineering unit 3 topics will be given to in Term 4 and 5 to support students with their final examination unit.</li> </ul>	

## English

Year 10		
Term 1	Term 2	Term 3
<p><b>Macbeth</b> Students will continue with the study of 'Macbeth' that they started in Term 6 of Year 9. They will explore how reading skills can help decode difficult language, and get to grips with the themes and plot of this tragic play.</p> <p><b>Poetry Anthology</b> Students will be studying 'Power and Conflict' poems from the AQA anthology. We will teach these chronologically, enabling students to understand how poetic forms have changed through time. We will focus on poetic methods and explore how poets use these to create meaning. This term, we will mostly focus on poetry of the Romantic Era.</p>	<p><b>Macbeth</b> Students will complete their study of 'Macbeth', practising essay skills, and exploring how context informed the production and reception of the play.</p> <p><b>Poetry Anthology</b> Students will continue to study poetry from the AQA Anthology. This term we will mostly be focusing on war poetry, exploring the attitudes to war of different poets at different time periods. By the end of term, students will have covered over half of the anthology cluster in depth and will return to this topic in Year 11.</p>	<p><b>English Language Paper 1</b> This paper, entitled "Explorations in Creative Reading and Writing" asks students to read an unseen fiction extract in detail, and answer questions which include the skills of retrieval, language and structural analysis and evaluation.</p> <p><b>The Strange Case of Dr Jekyll and Mr. Hyde</b> In studying the 19<sup>th</sup> Century Novel, students will be immersed in the murkier side of Victorian London, exploring how context informed both the production and reception of the novel. We will make our way through the plot of this exciting novella (short novel).</p>



Term 4	Term 5	Term 6
<p><b>English Language Paper 1</b> Students will complete their study of the skills required for English Language Paper 1. In the second half of the paper, students will need to show off their own language and structural skills, as well as practising their vocabulary and grammar skills, by writing their own piece of narrative or descriptive writing.</p> <p><b>The Strange Case of Dr Jekyll and Mr. Hyde</b> Building on learning from Term 3, students will continue to study this set text, exploring how the writer uses prose techniques to create meaning and affect the reader.</p>	<p><b>Revision of Macbeth</b> Students will return to Shakespeare's 'Macbeth', to practise examination skills in advance of the Term 6 formal Assessments.</p> <p><b>The Strange Case of Dr Jekyll and Mr. Hyde</b> Students will complete their study of this set text in preparation for the Term 6 formal assessments.</p>	<p><b>Spoken Language Endorsement</b> Students will explore what makes an effective speech, looking at written and recorded examples. They will then create their own speeches about a topic that they are passionate about. These speeches will be performed and formally assessed for their Spoken Language Endorsement.</p>

<b>Learning Resources</b>	Students will access set texts throughout the year. The AQA Poetry Anthology will be provided for students to keep. Students need to provide their own copies of other set texts, unless they receive additional funding and therefore receive a copy from the school.
<b>Curriculum Delivery</b>	Students are taught in mixed attainment groups. They will be taught by two teachers, who will be teaching different units, and will have lessons 7 times a fortnight.
<b>Assessment</b>	Students will complete formal Pre Public Examinations in October, where they will be assessed on the Anthology Poetry unit from English Literature Paper 2, and June, when they will be assessed on a full English Language Paper 1 and English Literature Paper 1. Formative assessments in all units will take place regularly throughout each short term. The Spoken Language Endorsement will be formally assessed in term 6.
<b>Independent Study</b>	This will be set weekly. Students can expect a variety of activities, including research, revision activities and more formal written tasks.
<b>Enrichment</b>	We aim to run at least one English trip a year directly related to the GCSE curriculum. The library is easily accessible and stocked with a diverse selection of books to aid students with their reading skills, reading around the subject and a love of reading.

## Food & Nutrition

Year 10		
Term 1	Term 2	Term 3
<p><b>Food, nutrition and health</b></p> <p>Students continue to learn about macro and micronutrients – Fats, proteins, carbohydrates, vitamins, minerals and water.</p> <p>This section requires students to demonstrate their knowledge and understanding of the following subject content diet, nutrition and health</p> <p>Practical skills are ongoing throughout the term linked to key topics and building upon skills are:</p> <ul style="list-style-type: none"> <li>• Quiche (shortcrust pastry and knife skills)</li> <li>• Sweet fruit tart (sweet shortcrust pastry and knife skills)</li> </ul>	<p><b>Food science</b></p> <p>This section requires students to demonstrate their knowledge and understanding of Cooking of food and heat transfer, why food is cooked and how heat is transferred to food, selecting appropriate cooking methods and functional and chemical properties of food.</p> <p>Practical skills ongoing throughout the term linked to key topics and building upon skills are:</p> <ul style="list-style-type: none"> <li>• Nutritious energy bars (focus on energy)</li> <li>• Portion a chicken (handling meat and portioning skills)</li> <li>• Chicken curry &amp; naan bread</li> </ul>	<p><b>Food safety</b></p> <p>This section requires students to demonstrate their knowledge and understanding of food spoilage and contamination, microorganisms and enzymes, signs of food spoilage, microorganisms in food production</p> <p>Bacterial contamination when preparing, cooking and serving food</p> <p>Practical skills ongoing throughout the term linked to key topics and building upon skills:</p> <ul style="list-style-type: none"> <li>• Cakes 1 of 2 (experiment with raising agents)</li> <li>• Cakes 2 of 2 (experiment with raising agents)</li> <li>• Mac &amp; Cheese (Bechamel sauce)</li> <li>• Bolognese (handling raw meat and knife skills)</li> </ul>
Term 4	Term 5	Term 6

<p><b>Food choice</b></p> <p>This section requires students to demonstrate their knowledge and understanding of factors affecting and influencing food choice, food choice related to religion, culture, ethical and moral beliefs and medical conditions, food labelling and marketing influences and British and international cuisines.</p> <p>Practical skills ongoing throughout the term linked to key topics and building upon skills are:</p> <ul style="list-style-type: none"> <li>• Focaccia art (bread making &amp; knife skills)</li> <li>• Marbled meringue nests (aeration and piping skills)</li> <li>• Pasta making (use of a pasta maker)</li> <li>• Pasta dish of choice</li> </ul>	<p><b>Food provenance</b></p> <p>This section requires students to demonstrate their knowledge and understanding of environmental impact and sustainability of food, food sources, food and the environment, sustainability of food, food processing and production and technological developments associated with better health and food production.</p> <p>Practical skills ongoing throughout the term linked to key topics and building upon skills are:</p> <ul style="list-style-type: none"> <li>• Mexican Cuisine</li> <li>• World Cuisine (Free choice)</li> </ul>	<p>Revision Term covering all of the content throughout the academic year and end of year assessment.</p> <p>Practical skills ongoing throughout the term linked to key topics and building upon skills are:</p> <ul style="list-style-type: none"> <li>• Filleting a fish (filleting a fish knife skills)</li> <li>• Free choice practical</li> </ul>
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<b>Learning Resources</b>	<ul style="list-style-type: none"><li>• AQA Textbook for GCSE</li><li>• CGP Revision Guides purchased by students</li><li>• Ingredients required for all practical lessons – FSM provided</li></ul>
<b>Curriculum Delivery</b>	<ul style="list-style-type: none"><li>• Curriculum is delivered over 5 lessons a fortnight.</li><li>• Double lessons are requested to help with practical's but not always possible on the timetable.</li><li>• Practical lessons take place every two weeks.</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Some of the practical lessons are assessed with WWW/EBI and photographs taken where time permits</li><li>• Mock assessment in Term 6 as part of Year 10 PPE weeks – written paper</li></ul>
<b>Independent Study</b>	<ul style="list-style-type: none"><li>• CGP Revision Guides purchased by students</li><li>• Homework tasks ongoing</li><li>• Ingredients preparation</li></ul>
<b>Enrichment</b>	<ul style="list-style-type: none"><li>• Opportunity for entry to Wiltshire Young Chef of the Year in Term 5</li></ul>

## French

Year 10		
Term 1	Term 2	Term 3
<p><b>Unit 2 Healthy living and lifestyle</b></p> <p><b>Contexts</b>            Give preferences for food and drink.            Refer to attitudes to fast food and cooking.            Describe health problems.            Give reasons for staying healthy and consequences of not staying healthy.            Compare present lifestyle choices and future intentions.</p> <p><b>Language</b>            Negative sentences            The position of adverbs            The near future tense            Plural nouns            Two tenses together: present and future  <i>Avant de</i> + infinitive            Imperatives in the <i>tu</i> form            Interrogative adjective: <i>quel</i></p>	<p><b>Unit 2 Healthy living and lifestyle &amp; Unit 3 Education and work</b></p> <p><b>Contexts</b>            Describe recent activities, including sporting activities, ways of keeping fit and food choices.              Express opinions about food choices, smoking, drugs, and alcohol, including consequences              Express opinions about school rules and uniform and school subjects.            Describe personal qualities.              Refer to education post-16: options available, advantages and disadvantages, future intentions and plans.</p> <p><b>Language</b>            The perfect tense of regular verbs with <i>avoir</i>            Indirect object pronouns (singular forms)            Irregular present participles            Impersonal expressions</p>	<p><b>Unit 3 Education and work &amp; Unit 4 Free-time activities</b></p> <p><b>Contexts</b>            Describe your dream school, expressing opinions about school subjects, rules, uniform, and teachers              Give opinions on different jobs, including advantages and disadvantages.              Refer to ideal job / personal ambitions and skills required.              Describe work experience, including recognising opportunities to use language skills.              Refer to past activities, including hobbies and sports.            Describe leisure activities in the past.            Add details regarding when, where, and who with</p> <p><b>Language</b>            The conditional of regular -er verbs            Superlative adjectives  <i>Il faut</i> + infinitive</p>

	<i>Pouvoir</i> and <i>devoir</i> Ordinal numbers Negative constructions Nouns ending in <i>-ation</i>	Feminine person nouns <i>Il y a</i> and <i>il y aura</i> Indefinite adjectives <i>Être en train de</i> and <i>venir de</i> + infinitive The imperfect tense of regular verbs Adverbs ending in <i>-ment</i> Adverbs of quantity The perfect tense with <i>avoir</i> : irregular past participles Emphatic pronouns ( <i>moi, toi</i> )
Term 4	Term 5	Term 6
<b>Unit 4 Free time activities</b>  <b>Contexts</b>  Describe TV, cinema and music preferences. Express positive and negative opinions about own and other people's hobbies. Refer to relationships with family. Refer to events involving famous people, e.g., TV, film, and music. Refer to future plans for leisure activities. leisure activities around the world Give opinions about extreme sports and refer to sporting events, including nationally renowned events such as the Tour de France.  <b>Language</b>	<b>Unit 5 Customs, festivals and celebrations</b>  <b>Contexts</b>  Refer to celebrations with family and friends such as birthdays. Learn about local festivals in a French-speaking community. Describe local / national festivals in the UK. Learn about festivals and traditions / customs in French-speaking countries / communities, e.g., Morocco, Switzerland.  <b>Language</b>  <i>C'est</i> and <i>il y a</i> Question words and subject-verb inversion	<b>Describe a recent festival with family or friends.</b>  <b>Contexts</b>  Learn about national festivals in a French-speaking country.  Refer to nationally-renowned events such as music festivals.  Learn about country traditions and customs such as religious events and local or national festivals. Refer to food on special occasions and at celebration Give opinions of different types of festivals, e.g., music / film festivals. Learn about nationally renowned festivals such as the Cannes film festival.

<p>Reflexive verbs in the present tense (plural forms)  Reflexive pronouns in the correct position  Reflexive verbs in the present tense (plural forms)  Reflexive pronouns in the correct position  Revising the near future tense  Partitive articles (du, de la, de l', des)  The perfect tense with <i>être</i>  <i>En</i> and <i>à</i> with places  Modal verbs in the perfect tense  Agreement with preceding direct object pronouns</p>	<p>The present tense of some common irregular verbs  Direct object pronouns (<i>me, te, vous, le, la</i>)  The imperfect tense  <i>Y</i> and <i>en</i>  Revising the perfect tense with <i>avoir</i> and <i>être</i>  Forming irregular plural nouns  Two tenses together (past and near future)</p>	<p><b>Language</b></p> <p>Two tenses together (past and near future)  Functions of definite and indefinite articles  Functions of definite and indefinite articles  The future tense of <i>être, avoir, aller</i> and <i>faire</i>  Relative clauses with <i>que, qui, quand</i> and <i>où</i></p>
<b>Learning Resources</b>	<p>OUP AQA GCSE French Course book  Kerboodle</p>	
<b>Curriculum Delivery</b>	<p>The RWBA Languages curriculum is built upon three pillars of learning: grammar, phonics and vocabulary, to build students communication skills and self-efficacy in the language.</p>	
<b>Assessment</b>	<p>They will be assessed in two assessment windows. The first window will include listening, reading and writing. The second window will include all four skills.  Formative assessment: End of unit check points, grammar &amp; vocabulary quizzes.</p>	
<b>Independent Study</b>	<p>Seneca  Verbs booklet  Translation booklet  GCSE booklet  BBC Bitesize</p>	
<b>Enrichment</b>	<p>Trips</p>	



## Geography

Year 10		
Topic 1	Topic 2	Topic 3
<b>The Living World</b> <ul style="list-style-type: none"> <li>• Ecosystems and their components.</li> <li>• The Location and Characteristics of Tropical Rainforests</li> <li>• Plant and Animal Adaptions in Tropical Rainforests</li> <li>• The value of the rainforest</li> <li>• Causes of Deforestation</li> <li>• Impacts of Deforestation</li> <li>• Managing Tropical Rainforests</li> <li>• The Location and Characteristics of Cold Environments</li> <li>• The value of Cold Environments</li> <li>• Opportunities in Alaska</li> <li>• Challenges in Alaska</li> <li>• Managing Cold Environments</li> </ul>	<b>Urban Issues and Challenges</b> <ul style="list-style-type: none"> <li>• Patterns of Urbanisation</li> <li>• Megacities</li> <li>• The location and importance of Lagos</li> <li>• Social Opportunities in Lagos</li> <li>• Economic Opportunities in Lagos</li> <li>• Challenges of Living in Lagos</li> <li>• Urban Planning and Improving Lives in Lagos</li> <li>• Challenges and Solution of Transportation in Lagos</li> <li>• Urbanisation in the UK</li> <li>• The location and importance of London</li> <li>• Growing London</li> <li>• Transport Challenges in London</li> <li>• Sustainable Transport Opportunities in London</li> <li>• Urban Sprawl</li> <li>• Inequalities in London</li> <li>• Regeneration in London</li> <li>• Sustainable Urban Living</li> <li>•</li> </ul>	<b>UK Landscapes</b> <ul style="list-style-type: none"> <li>• Coastal Landscapes and Processes in the UK</li> <li>• Mass Movement and Coastal Erosion</li> <li>• Transportation, Deposition and Landforms</li> <li>• Beaches and Sand Dunes</li> <li>• Coastal Management in the UK</li> <li>• The Holderness Coastline</li> <li>• UK River landscapes</li> <li>• River Processes in the UK</li> <li>• The change shape of rivers</li> <li>• River Landforms in the upper course, middle course and lower course.</li> <li>• River Flooding and Hydrographs</li> <li>• Managing Rivers in the UK</li> </ul>

<b>Learning Resources</b>	Exercise books A4+, worksheets and handouts during lessons, login details to formative assessment platform <i>educake</i> . PowerPoint presentations, use of iPads for research and information gathering.
<b>Curriculum Delivery</b>	Geography lessons are taught as a series of topics that tends to take slightly longer than an academic term. Each topic develops student knowledge and subject specific skills are threaded through the curriculum within each topic.
<b>Assessment</b>	An assessment in Geography will have a variety of tasks that range in complexity and application. There will be multiple-choice questions, match-up exercises, annotating photographs or diagrams, completing and interpreting graphs, analysing maps and varying lengths of written answers.
<b>Independent Study</b>	Students will be expected to complete regular formative assessment quizzes using the online platform <i>educake</i> . Revision in the lead up to assessments will be directed so that students can explore a variety of techniques appropriate for the subject.
<b>Enrichment</b>	Geography club runs fortnightly and engages students with a range of fun activities to celebrate the subject. Projects include creating a terrarium, testing infiltration rates using custom built equipment, creating contour models, designing earthquake proof buildings and climate change adaptations to the school.

**German**

Year 10		
Term 1	Term 2	Term 3
<b>Unit 2 Healthy living and lifestyle</b>  <b>Contexts</b>  Talking about healthy eating Talking about food and a healthy lifestyle Discussing lifestyle choices Talking about health and happiness <i>Discussing lifestyle choices</i>  <b>Language</b>  The perfect tense with <i>haben</i> (regular past participles) The perfect tense with <i>haben</i> (regular and irregular past participles) <i>The present tense with seit (extension work)</i> The perfect tense with <i>sein</i> <i>The imperfect tense of sein</i> Possessive adjectives <i>Using nicht and sondern</i>	<b>Unit 3 Education and work</b>  <b>Contexts</b>  Talking about school life Comparing school experiences Talking about school routine and rules Talking about work and future plans  <b>Language</b>  The imperfect tense of <i>sein</i> and <i>haben</i> The verb as second idea <i>The imperfect tense of strong and weak verbs</i> The perfect and imperfect tenses	<b>Unit 3 Education and work &amp; Unit 4 Free-time activities</b>  <b>Contexts</b>  Talking about jobs Talking about work and future plans Popular culture Talking about sports and extreme sports  <b>Language</b>  The perfect and imperfect tenses Coordinating conjunctions ( <i>und, aber, denn</i> ) Coordinating and subordinating conjunctions Um..... zu clauses Relative clauses The future tense with <i>werden</i>

Term 4		Term 5	Term 6
<b>Unit 4 Free time activities Contexts</b>  Talking about free-time activities <i>Talking about extreme sports</i> Arranging a day out  <b>Language</b> Saying what you would like with <i>ich möchte</i> Using <i>gern</i> and <i>lieber</i> <i>Bei/am + infinitive as a noun</i> Asking questions using inversion		<b>Unit 5 Customs, festivals and celebrations Contexts</b>  Making plans Talking about films Talking about food and festivals Talking about Christmas traditions Describing celebrations  <b>Language</b> <i>mögen</i> and <i>wollen</i> <i>Ich möchte</i> Question words The modal verbs <i>dürfen</i> and <i>können</i> Word order: time, manner, place	<b>Unit 5 Customs, festivals and celebrations Contexts</b>  Talking about traditions Talking about typical festivals  <b>Language</b>  Consolidating modal verbs The modal verbs <i>sollen</i> and <i>müssen</i> Consolidating word order The negatives <i>nicht</i> and <i>nie</i>
<b>Learning Resources</b>	OUP AQA GCSE German Course book Kerboodle		
<b>Curriculum Delivery</b>	The RWBA Languages curriculum is built upon three pillars of learning: grammar, phonics and vocabulary, to build students communication skills and self-efficacy in the language.		
<b>Assessment</b>	They will be assessed in two assessment windows. The first window will include listening, reading and writing. The second window will include all four skills. Formative assessment: End of unit check points, grammar & vocabulary quizzes.		
<b>Independent Study</b>	Seneca Verbs booklet Translation booklet GCSE booklet BBC Bitesize		
<b>Enrichment</b>	Trips		

## Graphic Communication

Year 10		
Term 1	Term 2	Term 3
<p><b>Colour Theory</b></p> <p>Students are introduced to using a sketch book and learn colour theory to help them understand how colour can enhance their designs and the mood it portrays.</p> <p>They are introduced to different terminology to use within the written work and different techniques of applying colour through a sweetie project, which also introduces new digital and hand illustration skills.</p>	<p><b>Typography</b></p> <p>Students learn about different font families, font anatomy, combining different fonts and how to analyse typographic illustrations using specific terminology.</p> <p>The students replicate different fonts, carrying forward the colour theory techniques they have previously learned to create a cafe logo.</p>	<p><b>Mini Cereal Box Project</b> (practice coursework)</p> <p>This practice coursework introduces students to the moral, social and cultural issues surrounding graphic communication, commercial viability, as well as key packaging concepts, branding and net anatomy.</p> <p>Students learn the technique of a children's illustrator through secondary research, and utilise this to inspire the creation of their own cereal box character. Digital skills are developed further, allowing students to utilise 2D Design and Photoshop to design and manufacture their own cereal box net.</p> <p>It builds terminology required for coursework, and takes them through each stage in order for them to gain feedback in preparation for coursework.</p>
Term 4	Term 5	Term 6
<p>Students finish their mini cereal box project and act on feedback to develop and improve for real coursework starting this term.</p>	<p>This term is the beginning of the formal <b>portfolio task</b>, starting with <b>AO1</b> secondary research, where students choose an illustrator and typographer to</p>	<p>Moving on to <b>AO3</b> of the <b>portfolio</b> where students present their primary research from their trip inspiration at the Bristol Zoo</p>

Students are also able to attend a trip to the Bristol Zoo Project, to take photos for their <b>AO3</b> primary research.	be inspired by, build a biography profile for each, and begin analysing and replicating their work.	Project, and start to replicate their photos using different media.
<b>Learning Resources</b>	<ul style="list-style-type: none"> <li>• Student sketchbooks</li> <li>• Various materials for modelling</li> <li>• Computers for CAD</li> <li>• Graphic tools and equipment</li> </ul>	
<b>Curriculum Delivery</b>	<ul style="list-style-type: none"> <li>• The curriculum is delivered over 5 lessons a fortnight</li> <li>• In TI which is a computer room with access to specific graphics equipment such as water colours, different grades of fineliner and Indian ink.</li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Portfolio 60%</li> <li>• Externally Assessed Task 40%</li> <li>• <u>Assessment Objectives</u></li> <li>• <b>AO1</b> Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>• <b>AO2</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• <b>AO3</b> Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>• <b>AO4</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul>	
<b>Independent Study</b>	<ul style="list-style-type: none"> <li>• Students use independent study time to prepare and scaffold future lessons or consolidate and review work started in lesson time.</li> <li>• Written tasks are usually given due to the amount of materials/ equipment required for design and development.</li> </ul>	
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Trip to the Bristol Zoo Project during term 5</li> </ul>	

## History

Year 10		
Term 1	Term 2	Term 3
<p><b>Medicine in Britain 1250-present day and the British sector of the Western Front, 1914-18: injuries, treatment and trenches</b></p> <p>A focus on the nature and process of change over this time, moving from medieval to modern medicine in Britain, with a special focus on World War One. Pupils study knowledge, factors of change and case studies.</p>	<p><b>Medicine in Britain 1250-present day and the British sector of the Western Front, 1914-18: injuries, treatment and trenches</b></p> <p>A focus on the nature and process of change over this time, moving from medieval to modern medicine in Britain, with a special focus on World War One. Pupils study knowledge, factors of change and case studies.</p>	<p><b>Medicine in Britain 1250-present day and the British sector of the Western Front, 1914-18: injuries, treatment and trenches</b></p> <p>A focus on the nature and process of change over this time, moving from medieval to modern medicine in Britain, with a special focus on World War One. Pupils study knowledge, factors of change and case studies.</p> <p><b>and Anglo-Saxon and Norman England c1060-88</b></p> <p>A depth study focusing on a short time span in England from Anglo-Saxon rule to Norman control</p>
Term 4	Term 5	Term 6
<p><b>Anglo-Saxon and Norman England c1060-88</b></p> <p>A depth study focusing on a short time span in England from Anglo-Saxon rule to Norman control</p>	<p><b>Anglo-Saxon and Norman England c1060-88</b></p> <p>A depth study focusing on a short time span in England from Anglo-Saxon rule to Norman control</p>	<p><b>Weimar And Nazi Germany 1918-39</b></p> <p>A modern depth study focusing on the Weimar Republic, its collapse and the rise and control of the Nazis.</p>

<b>Learning Resources</b>	Class teacher resources and expertise GCSEPOD <a href="https://members.gcsepod.com/login">https://members.gcsepod.com/login</a> My revision notes revision guide
<b>Curriculum Delivery</b>	5 one hour lessons across the two-week timetable
<b>Assessment</b>	As per the school calendar: end of year 10 formal mock PPE
<b>Independent Study</b>	GCSEPOD <a href="https://members.gcsepod.com/login">https://members.gcsepod.com/login</a> My revision notes revision guide <a href="https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j">https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j</a>
<b>Enrichment</b>	



## Mathematics

Tier 1 - follow the higher course

Tier 2 - follow the accelerated foundation to higher course (foundation in year 10, higher in year 11)

Tiers 3 and 4 - follow the foundation course.

Year 10		
Term 1	Term 2	Term 3
<p><b>Tier 1:</b></p> <ul style="list-style-type: none"> <li>• Graphs <ul style="list-style-type: none"> <li>◦ Linear graphs</li> <li>◦ Equations of straight-line graphs</li> <li>◦ Real-life graphs and distance/velocity time graphs</li> <li>◦ Quadratic graphs</li> </ul> </li> <li>• Fractions, ratio and percentages <ul style="list-style-type: none"> <li>◦ Comparing fractions, ratio and percentages</li> <li>◦ Writing ratio and problem solving</li> <li>◦ Percentage increase and decrease</li> <li>◦ Recurring decimals</li> </ul> </li> <li>• Equations and inequalities <ul style="list-style-type: none"> <li>◦ Solving linear equations and inequalities</li> <li>◦ Solving quadratic equations</li> </ul> </li> </ul> <p><b>Tier 2 –</b></p> <ul style="list-style-type: none"> <li>• Fractions and percentages <ul style="list-style-type: none"> <li>◦ Comparing fractions, decimals and percentages</li> <li>◦ Operations with fractions</li> <li>◦ Fractions and percentages of amounts</li> </ul> </li> </ul>	<p><b>Tier 1:</b></p> <ul style="list-style-type: none"> <li>• Graphs <ul style="list-style-type: none"> <li>◦ Cubic and reciprocal graphs</li> <li>◦ Equation of a circle</li> </ul> </li> <li>• Equations and inequalities <ul style="list-style-type: none"> <li>◦ Quadratic formula</li> <li>◦ Completing the square</li> <li>◦ Solving linear and quadratic simultaneous equations</li> </ul> </li> <li>• Area and Volume <ul style="list-style-type: none"> <li>◦ Perimeter and area of 2D shapes</li> <li>◦ Accuracy and bounds</li> <li>◦ Volume of prisms</li> <li>◦ Area of circles and sectors</li> <li>◦ Circumference of circles and arc lengths</li> </ul> </li> <li>• Multiplicative Reasoning <ul style="list-style-type: none"> <li>◦ Growth and decay</li> </ul> </li> </ul> <p><b>Tier 2 –</b></p> <ul style="list-style-type: none"> <li>• Graphs <ul style="list-style-type: none"> <li>◦ Linear graphs</li> </ul> </li> </ul>	<p><b>Tier 1 –</b></p> <ul style="list-style-type: none"> <li>• Area and volume <ul style="list-style-type: none"> <li>◦ Volume of cylinders, spheres, cones and pyramids</li> </ul> </li> <li>• Transformations and constructions <ul style="list-style-type: none"> <li>◦ Reflection, rotation, translation and enlargement</li> <li>◦ Scale drawings and bearings</li> </ul> </li> <li>• Multiplicative Reasoning <ul style="list-style-type: none"> <li>◦ Compound measures and interest</li> <li>◦ Ratio and proportion</li> </ul> </li> <li>• Similarity and congruence <ul style="list-style-type: none"> <li>◦ Congruence and geometric proof</li> <li>◦ Similarity</li> <li>◦ Similarity in 2D and 3D shapes</li> </ul> </li> </ul> <p><b>Tier 2 –</b></p> <ul style="list-style-type: none"> <li>• Perimeter, area and volume <ul style="list-style-type: none"> <li>◦ Surface area of 3D solids</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Percentage increase and decrease</li> <li>○ Recurring decimals</li> <li>• Equations, inequalities and sequences <ul style="list-style-type: none"> <li>○ Solving linear equations and inequalities</li> <li>○ Using formulae</li> <li>○ Linear sequences</li> </ul> </li> </ul> <p><b>Tiers 3 and 4 -.</b></p> <ul style="list-style-type: none"> <li>• Fractions and percentages <ul style="list-style-type: none"> <li>○ Comparing fractions, decimals and percentages</li> <li>○ Operations with fractions</li> <li>○ Fractions and percentages of amounts</li> <li>○ Percentage increase and decrease</li> </ul> </li> <li>• Angles <ul style="list-style-type: none"> <li>○ Angles in triangles and quadrilaterals</li> <li>○ Angles in parallel lines</li> <li>○ Angles in polygons</li> </ul> </li> <li>• Equations, inequalities and sequences <ul style="list-style-type: none"> <li>○ Solving linear equations and inequalities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Equations of straight-line graphs</li> <li>○ Real-life graphs and distance time graphs</li> <li>• Ratio and proportion <ul style="list-style-type: none"> <li>○ Writing ratio</li> <li>○ Problem solving using ratio</li> <li>○ Problem solving using proportion</li> </ul> </li> <li>• Perimeter, area and volume <ul style="list-style-type: none"> <li>○ Area of 2D shapes</li> </ul> </li> <li>• Right-angled triangles <ul style="list-style-type: none"> <li>○ Pythagoras Theorem</li> </ul> </li> </ul> <p><b>Tiers 3 and 4 -.</b></p> <ul style="list-style-type: none"> <li>• Graphs <ul style="list-style-type: none"> <li>○ Linear graphs</li> <li>○ Equations of straight-line graphs</li> <li>○ Real-life graphs and distance time graphs</li> </ul> </li> <li>• Equations, inequalities and sequences <ul style="list-style-type: none"> <li>○ Using formulae</li> <li>○ Linear sequences</li> </ul> </li> <li>• Ratio and proportion <ul style="list-style-type: none"> <li>○ Writing ratio</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Volume of prisms</li> <li>• Right-angled triangles <ul style="list-style-type: none"> <li>○ Right-angled trigonometry</li> </ul> </li> <li>• Probability <ul style="list-style-type: none"> <li>○ Calculating probabilities of one or two events</li> <li>○ Experimental probability</li> </ul> </li> <li>• Transformations <ul style="list-style-type: none"> <li>○ Reflection and rotation</li> </ul> </li> </ul> <p><b>Tiers 3 and 4 -.</b></p> <ul style="list-style-type: none"> <li>• Perimeter, area and volume <ul style="list-style-type: none"> <li>○ Area of 2D shapes</li> <li>○ Surface area of 3D solids</li> <li>○ Volume of prisms</li> </ul> </li> <li>• Ratio and proportion <ul style="list-style-type: none"> <li>○ Problem solving using ratio</li> <li>○ Problem solving using proportion</li> </ul> </li> <li>• Right-angled triangles <ul style="list-style-type: none"> <li>○ Pythagoras Theorem</li> </ul> </li> </ul>
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Term 4	Term 5	Term 6
<p><b>Tier 1 –</b></p> <ul style="list-style-type: none"> <li>• Transformations and constructions <ul style="list-style-type: none"> <li>◦ Constructions and loci</li> </ul> </li> <li>• Probability <ul style="list-style-type: none"> <li>◦ Calculating probabilities of one or two events</li> <li>◦ Experimental probability</li> <li>◦ Independent events and tree diagrams</li> <li>◦ Conditional probability</li> </ul> </li> <li>• More trigonometry <ul style="list-style-type: none"> <li>◦ Graphs of sine, cosine and tangent functions</li> <li>◦ Area rule, sine rule and cosine rule</li> <li>◦ Problem solving in 2D and 3D</li> </ul> </li> </ul> <p><b>Tier 2 –</b></p> <ul style="list-style-type: none"> <li>• Probability <ul style="list-style-type: none"> <li>◦ Independent events and tree diagrams</li> <li>◦ Venn diagrams</li> </ul> </li> <li>• Multiplicative Reasoning <ul style="list-style-type: none"> <li>◦ Percentages with decimal multipliers</li> <li>◦ Growth and decay</li> </ul> </li> <li>• Transformations <ul style="list-style-type: none"> <li>◦ Translation and enlargement</li> <li>◦ Combined transformations</li> </ul> </li> <li>• Constructions, loci and bearings <ul style="list-style-type: none"> <li>◦ Plans and elevations</li> <li>◦ Accurate drawings</li> </ul> </li> </ul>	<p><b>Tier 1 –</b></p> <ul style="list-style-type: none"> <li>• Probability <ul style="list-style-type: none"> <li>◦ Venn diagrams and set notation</li> </ul> </li> <li>• More trigonometry <ul style="list-style-type: none"> <li>◦ Transformations of trigonometric graphs</li> </ul> </li> </ul> <p><b>Tier 2 –</b></p> <ul style="list-style-type: none"> <li>• Multiplicative reasoning <ul style="list-style-type: none"> <li>◦ Compound interest</li> <li>◦ Speed, density and pressure</li> <li>◦ Direct and inverse proportion</li> </ul> </li> <li>• Constructions, loci and bearings <ul style="list-style-type: none"> <li>◦ Constructions and loci</li> <li>◦ Bearings</li> </ul> </li> </ul> <p><b>Tiers 3 and 4 –</b></p> <ul style="list-style-type: none"> <li>• Transformations <ul style="list-style-type: none"> <li>◦ Translation and enlargement</li> <li>◦ Combined transformations</li> </ul> </li> </ul>	<p><b>Tier 1 –</b></p> <ul style="list-style-type: none"> <li>• Further statistics <ul style="list-style-type: none"> <li>◦ Sampling</li> <li>◦ Cumulative frequency and box plots</li> <li>◦ Histograms</li> </ul> </li> <li>• Circle theorems <ul style="list-style-type: none"> <li>◦ Radii, chords and tangents</li> <li>◦ Angles in circles</li> <li>◦ Applying circle theorems</li> </ul> </li> </ul> <p><b>Tier 2 –</b></p> <ul style="list-style-type: none"> <li>• Quadratic equations and graphs <ul style="list-style-type: none"> <li>◦ Expanding double brackets</li> <li>◦ Factorising quadratics to solve</li> <li>◦ Plotting quadratic graphs</li> <li>◦ Understanding quadratic graphs</li> </ul> </li> <li>• Perimeter, area and volume <ul style="list-style-type: none"> <li>◦ Area and circumference of circles</li> <li>◦ Area of sectors</li> <li>◦ Arc length of sectors</li> <li>◦ Surface area and volume of cylinders, cones, spheres and pyramids</li> </ul> </li> </ul> <p><b>Tiers 3 and 4 –</b></p> <ul style="list-style-type: none"> <li>• Multiplicative Reasoning <ul style="list-style-type: none"> <li>◦ Percentages with decimal multipliers</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Scale drawings and maps</li> </ul> <p><b>Tiers 3 and 4 -</b></p> <ul style="list-style-type: none"> <li>• Probability <ul style="list-style-type: none"> <li>○ Calculating probabilities of one or two events</li> <li>○ Experimental probability</li> <li>○ Independent events and tree diagrams</li> <li>○ Venn diagrams</li> </ul> </li> <li>• Right-angled triangles <ul style="list-style-type: none"> <li>○ Right-angled trigonometry</li> </ul> </li> <li>• Transformations <ul style="list-style-type: none"> <li>○ Reflection and rotation</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>○ Growth and decay</li> <li>○ Compound interest</li> <li>○ Speed, density and pressure</li> <li>○ Direct and inverse proportion</li> <li>• Consolidation of prior learning</li> </ul>
<b>Learning Resources</b>	Students are preparing for the Edexcel GCSE in mathematics. As a result, students use the Edexcel GCSE textbook (higher and foundation, as appropriate) and the GCSE scheme of learning. Other GCSE resources (for example, Corbett Maths, Dr Austin and Maths Genie) are used to supplement the textbooks.	
<b>Curriculum Delivery</b>	Tiered teaching groups with tier 1 preparing for the Higher tier of entry, tier 2 preparing for the Higher tier of entry by embedding Foundations skills in year 10 and tiers 3 and 4 preparing for Foundation tier of entry. Eight lessons per fortnight in classrooms taught by specialist maths teachers.	
<b>Assessment</b>	50-mark chapter tests at the end of each chapter from the textbook. Three 45-minute summative tests (one calculator, two non-calculator) covering all content covered from the start of the GCSE course, taken during the main year 10 assessment window in May.	
<b>Independent Study</b>	Weekly Sparx Maths is set based up recently taught content from the scheme of learning to consolidate and review understanding. Sparx Maths is an online platform with personalised questions which are instantly marked. Each question contains a video to support students if they are finding it challenging. The platform adapts the difficulty of the generated questions based on the students' previous task completion rate and accuracy.	
<b>Enrichment</b>	The school offers the UKMT Intermediate maths challenge for those students seeking to participate in some logical, extended mathematical thinking and problem-solving.	

## Music

Year 10	
Term 1	Term 2
Year 9 Term 6 and Year 10 Term 1 What is GCSE Music? How is GCSE Music assessed? My Instrument project Music Theory Musical Elements Performance	Concerto Through Time Rhythms of the World Performance Composition skills
Term 3	Term 4
Concerto Through Time Rhythms of the World Performance Composition skills	Film Music Computer Game Music Conventions of Pop Pop Ballads Solo Artists Groups Performance and Composition
Term 5	Term 6
Film Music Computer Game Music Conventions of Pop Pop Ballads Solo Artists Groups Performance and Composition	Film Music Computer Game Music Conventions of Pop Pop Ballads Solo Artists Groups Performance and Composition
<b>Learning Resources</b>	Each of the three music classrooms are equipped with 15 keyboards with headphones. There is one suite of 15 PCs running music technology. The music department is equipped with 60 ukuleles, multiple pitched and unpitched percussion instruments and five upright pianos, three electric pianos and one Yamaha C3 Grand Piano.
<b>Curriculum Delivery</b>	GCSE Music lessons take place five times per fortnight. All students will supplement these lessons with clubs and or learning a music instrument via music tuition with peripatetic music teachers. The curriculum is taught via student booklets with regular opportunities to reflect on learning and complete listening exercises and exam style questioning. Each student has equal access to sheet music and learning resources.

<b>Assessment</b>	Final GCSE is assessed with 30% performance (solo and ensemble), 30% composition (free and brief) and 40% listening paper. Formative assessment takes place throughout music lessons, independent study and NEA. End of topic key word quizzes. Formal mock listening exam summative assessment twice per year.
<b>Independent Study</b>	Independent study is set once per fortnight. Individual practice on instrument. Learning key words and definitions. Revision for end of topic quizzes and mock listening exams.
<b>Enrichment</b>	Extra-curricular opportunities include Senior Choir, Wind Band, String Ensemble, Brass Ensemble, Flute Ensemble, Recorder Club, Keyboard Club and Creative Music Technology Club. Performance opportunities include Bi-annual Whole School Production, two KS4 Recitals, one Piano Recital, Autumn Music Concert, Carol Concert, Spring/Summer Concert and Bassett's Got Talent. Each year group will have the opportunity to attend at least one Musical Theatre trip and one orchestral trip each year.

## Physical Education Core

Year 10	
Term 1	Term 2
-Options activities -Pathway 1 choice (1 <sup>st</sup> activity) <ul style="list-style-type: none"> <li>• Rugby/football</li> <li>• Dance/trampolining</li> <li>• Leadership</li> <li>• Fitness/table tennis</li> <li>• Netball &amp; basketball/Badminton</li> </ul>	-House sport competitions (Netball & Rugby) -Pathway 1 choice (1 <sup>st</sup> activity) <ul style="list-style-type: none"> <li>• Rugby/football</li> <li>• Dance/trampolining</li> <li>• Leadership</li> <li>• Fitness/table tennis</li> <li>• Netball &amp; basketball/Badminton</li> </ul>
Term 4	Term 5
-House sport competitions (Basketball & Football) -Pathway 2 choice (1 <sup>st</sup> activity) <ul style="list-style-type: none"> <li>• Football/Softball</li> <li>• Badminton/Tennis &amp; Pickleball</li> <li>• Basketball/Softball</li> <li>• Fitness/Badminton</li> <li>• Trampolining/Rounders</li> </ul>	-OAA lesson rotation -Pathway 2 choice (1 <sup>st</sup> & 2 <sup>nd</sup> activity) <ul style="list-style-type: none"> <li>• Football/Softball</li> <li>• Badminton/Tennis &amp; Pickleball</li> <li>• Basketball/Softball</li> <li>• Fitness/Badminton</li> <li>• Trampolining/Rounders</li> </ul>
Term 3	Term 6
-Pathway 1 choice (2 <sup>nd</sup> activity) <ul style="list-style-type: none"> <li>• Rugby/football</li> <li>• Dance/trampolining</li> <li>• Leadership</li> <li>• Fitness/table tennis</li> <li>• Netball &amp; basketball/Badminton</li> </ul>	-Pathway 2 choice (2 <sup>nd</sup> activity) <ul style="list-style-type: none"> <li>• Football/Softball</li> <li>• Badminton/Tennis &amp; Pickleball</li> <li>• Basketball/Softball</li> <li>• Fitness/Badminton</li> <li>• Trampolining/Rounders</li> </ul>
<b>Learning Resources</b>	The school and PE department have an array of facilities and equipment for use in delivery of physical activity, physical education and school sport. These include; <ul style="list-style-type: none"> <li>-Indoor gym, sports hall and fitness room (including cardio &amp; weight equipment, TRX straps, gymnastics, trampolining, badminton, cricket nets, volleyball, short tennis, table tennis and dance).</li> <li>-Extensive school fields (including rugby, football, cricket, athletics, frisbee golf, softball and rounders markings).</li> <li>-All weather astro pitch and extensive school courts (including football, 5 a side football, hockey, basketball, handball, tennis and pickleball)</li> </ul>

<p><b>Curriculum Delivery</b></p>	<p>It is our intent to fulfil the requirements of the national curriculum, develop a provision in line with AfPE's definition of physical activity, physical education and school sport. Creating an ethos that allows pupils to explore physical performance development, knowledge and understanding and a mindset (P,K,M) that develops an interest in physical activity for lifelong learning.</p> <p>Pupils are the why to everything our curriculum and extra-curricular activities offer. It is our aim to provide learning opportunities and experiences that embed an interest in physical activity for life.</p> <p>A pupils' PE journey will support and develop their understanding of their own and others physical literacy, whilst encouraging movement, performance and a knowledge and understanding of life skills.</p> <p>In year 10 &amp; 11 pupils are given an opportunity to choose two activity pathways for their core PE lessons. Pupils select their pathways in term 1 and term 4.</p> <p>Term 1 –3 example pathways</p> <ul style="list-style-type: none"> <li>• Rugby/football</li> <li>• Dance/trampolining</li> <li>• Leadership</li> <li>• Fitness/table tennis</li> <li>• Netball &amp; basketball/Badminton</li> </ul> <p>Term 4 –6 example pathways</p> <ul style="list-style-type: none"> <li>• Football/Softball</li> <li>• Badminton/Tennis &amp; Pickleball</li> <li>• Basketball/Softball</li> <li>• Fitness/Badminton</li> <li>• Trampolining/Rounders</li> </ul>
<p><b>Assessment</b></p>	<p>Pupils are assessed in each chosen pathway that they cover across the year. This adds to their PE profile which is used to identify their P,K,M strengths and weaknesses. Helping staff and pupils reflect on PE development areas and targets as they move through KS4.</p>



	Over KS4 pupils continue to build on the P,K,M foundations of KS3 adding to their core PE profiles. In summary of KS3 and KS4 pupils receive their PE profile certificate at the end of year 11 along with their other GCSE certificates.
<b>Independent Study</b>	<p>We encourage all pupils to be active away from school. Exploring the learning from lessons through physical performance, knowledge and understanding and a mindset in all activities and sports. Pupils can access local clubs for sports whilst also being active in the setting of their own homes.</p> <p>Pupils can also access home learning by selecting and following online PE lessons from the Oak National Academy.  <a href="#">Year listing   Oak National Academy (thenational.academy)</a> – Simply click, select your year, select PE and follow the lessons to develop your PKM at home.</p>
<b>Enrichment</b>	<p>Our vision is to provide a variety of opportunities for all pupils across a plethora of sports and activities. Utilising the local community to maximise what we can offer. We pride ourselves on the balance of alternative vs traditional sports, with our teams' achieving results in the local area, across the county and nationally. Our club provisions and fixtures run throughout the week during both lunch time and after school.</p> <p>We are part of the Swindon and North Wiltshire school groups and follow a clear map of inter school opportunities. These are complemented by our own intra schoolhouse events that run throughout the year.</p> <p>We are proud of our enrichment and club offer with clubs running most days throughout the year, with all sports accessible to all genders.</p>

## Physical Education - Cambridge Nationals Sports Studies

Year 10		
Term 1	Term 2	Term 3
<p>R185- Performance and leadership in sport.</p> <p>TA2- applying practice methods to support improvement in sporting activity.</p> <p>Reviewing your own strengths and weaknesses and creating a training plan to improve your weaknesses.</p>	<p>R186 – sport and the media.</p> <p>TA1- The different sources of the media that cover sport.</p> <p>Learn about different media sources that cover sport and apply this knowledge to your chosen local sports club.</p>	<p>R186 – sport and the media.</p> <p>TA2- positive effects of the media in sport.</p> <p>Learn about the positive effects the media can have on sport and apply this knowledge to your chosen local sports club.</p>
Term 4	Term 5	Term 6
<p>R186 – sport and the media.</p> <p>TA3- negative effects of the media in sport.</p> <p>Learn about the negative effects the media can have on sport and apply this knowledge to your chosen local sports club.</p>	<p>R185- Performance and leadership in sport.</p> <p>TA3- Organising and planning a sports activity session.</p> <p>Create a session plan and risk assessment to deliver a 30-minute session to a group of year 7 pupils.</p>	<p>R185- Performance and leadership in sport.</p> <p>TA3- Organising and planning a sports activity session.</p> <p>Create a session plan and risk assessment to deliver a 30-minute session to a group of year 7 pupils.</p> <p>R184- Contemporary issues in sport.</p> <p>TA1- issues which affect participation in sport.</p> <p>Understand the different user groups in sport, barriers and solutions to their participation/ Issues which affect popularity of sport.</p>

<b>Learning Resources</b>	Pupil booklets to support learning. Coursework Pupil guides. Pupil friendly PowerPoints. Teams utilised for pupil feedback and work submission.
<b>Curriculum Delivery</b>	Students will have 5 lessons of CNAT Sports Studies across 2 weeks. 4 of these lessons will be theory based and 1 lesson will be on practical sports. The main sports developed will be Badminton, Athletics and Table Tennis.
<b>Assessment</b>	R186 Sport and the media- Assessed through written coursework NEA- 40 UMS available equating to 20% of the final grade. Submitted to the exam board in May of year 10.  R185 Performance and leadership in sport- Assessed through written coursework and practical delivery of sessions. Session plan and risk assessment equates to 7% of final grade/
<b>Independent Study</b>	Regular study set via Microsoft teams to help with completion of work to work towards deadlines. Revision should be a regular occurrence to ensure a high level of recall during assessment windows and summer exam series. Students should be competing in at least one sport outside of school.
<b>Enrichment</b>	Students should utilise the plethora of PE club opportunities on offer to the whole school to further develop their skills and techniques in sports they plan to be assessed in.

## Physical Education – Examination Course (GCSE PE)

Year 10		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>- Health, Fitness and Well Being Unit</li> <li>- Anatomy and Physiology Unit (part 1)</li> <li>- Practical Sport - Badminton</li> </ul>	<ul style="list-style-type: none"> <li>- Anatomy and Physiology Unit (part 2)</li> <li>- Practical Sport - Badminton</li> </ul>	<ul style="list-style-type: none"> <li>- Movement Analysis Unit</li> <li>- Practical Sport - Badminton</li> </ul>
Term 4	Term 5	Term 6
<ul style="list-style-type: none"> <li>- Sport Psychology Unit</li> <li>- Practical Sport - Badminton</li> </ul>	<ul style="list-style-type: none"> <li>- Sociocultural Influences Unit</li> <li>- Physical Training Unit (part 1)</li> <li>- Practical Sport - Athletics</li> </ul>	<ul style="list-style-type: none"> <li>- Physical Training Unit (part 2 - leading into coursework preparation).</li> <li>- Practical Sport - Athletics</li> </ul>
<b>Learning Resources</b>	Graphic Organisers and folders. Presentations The EverLearner Online. Revision guides. Exam board specific practice papers book. Flashcards.	
<b>Curriculum Delivery</b>	Students will have 5 lessons of GCSE PE across 2 weeks. 4 of these lessons will be theory based and 1 lesson will be on practical sports. The main sports developed will be Badminton, Athletics and Table Tennis.	
<b>Assessment</b>	The course is broken down into 4 components. Component 1 – Fitness and Body Systems. 1 hour 30-minute assessment. 80 marks total, worth 36% of the course. Component 2 – Health and Performance. 1 hour 15-minute assessment. 60 marks total, worth 24% of the course. Component 3 – Practical Sports Assessment. 3 sports to be assessed in total (1 must be a team sport and 1 must be an individual sport). Each sport is marked out of 35 and worth 10% of the course. Total = 105 marks and worth 30% of the course. Component 4 – Personal Exercise Programme. Coursework element of the course, 20 marks total. Worth 10% of the course.	

<b>Independent Study</b>	Regular study set weekly via Microsoft teams using a range of learning resources. Revision should be a regular occurrence to ensure a high level of recall during assessment windows and summer exam series. Students should be developing skills and competing in at least one sport outside of school.
<b>Enrichment</b>	Students should utilise the plethora of PE club opportunities on offer to the whole school to further develop their skills and techniques in sports they plan to be assessed in. Additional bespoke GCSE PE Rock Climbing Course.

## Religious Studies (EP)

Year 10		
Term 1	Term 2	Term 3
Christianity: Beliefs and Teachings	Christianity: Practices	Religion Crime and Punishment
Term 4	Term 5	Term 6
Hinduism: Beliefs and Teachings	Hinduism: Practices	Hinduism - Revision
<b>Learning Resources</b>	GCSE AQA Religious Studies A (9-1) Christianity and Hinduism, BBC Bitesize	
<b>Curriculum Delivery</b>	PowerPoint, articles, book chapters, statistics, scripture and sources of authority, videos, news	
<b>Assessment</b>	Mini-milestone and Summative Assessments (mocks).	
<b>Independent Study</b>	Homework set via Teams, exam practice, forms quizzes, crosswords.	
<b>Enrichment</b>	The Bible, The Vedas, The Bhagavad Gita	

## Science

Year 10		
Term 1	Term 2	Term 3
<p><b>Biology: Homeostasis 1:</b> Students explore how control systems including receptors and effectors bring about changes in our body. They will explore the structure and function of the hormonal system.</p> <p><b>Biology: Inheritance:</b> Students learn how variation due to mutations and reproduction are the basis for natural selection and how species evolve.</p> <p><b>Chemistry: Energy Changes:</b> Students explore how energy changes are an important part of chemical reactions and the differences between endothermic and exothermic reactions.</p> <p><b>Chemistry: Bonding 2:</b> Students learn to apply their knowledge of bonding to different structures.</p> <p><b>Physics: Forces 2:</b> Students apply their knowledge of forces to the motion of objects.</p> <p><b>Physics: Particle model of matter:</b> students use the particle model to predict the behaviour of solids, liquids and gases.</p>		<p><b>Biology: Cellular transport and organisation 2:</b> Students learn to describe the importance of the circulatory system in the body and how damage to this system can be debilitating.</p> <p><b>Chemistry: Quantitative chemistry 1:</b> Students use quantitative analysis to determine the formulae of compounds and the equations for reactions.</p> <p><b>Physics: Radiation:</b> Students learn about the hazards and uses of ionizing radiation.</p>
Term 4	Term 5	Term 6
<p><b>Biology: Cellular transport and organisation 2:</b> Students learn to describe the importance of the circulatory system in the body and how damage to this system can be debilitating.</p> <p><b>Chemistry: Chemical changes 2:</b> Students learn about the process of electrolysis and its uses.</p>	<p><b>Physics: Further electricity:</b> Students apply their previous knowledge to mains electricity.</p> <p><b>Exam skills and revision:</b> students prepare for their internal exams using a range of revision skills.</p>	<p><b>Biology: Infection and response:</b> Students explore how we can avoid disease as well as how the body protects itself from, and responds to, pathogens.</p> <p><b>Chemistry: Organic chemistry 1:</b> Students learn about the chemistry of carbon compounds.</p>
<b>Learning Resources</b>	<p>CGP KS4 revision guides (available on Parent-pay at the beginning of year 9)</p> <p><a href="#">GCSE Science - BBC Bitesize</a></p> <p><a href="#">AQA GCSE Biology 2018   Save My Exams</a></p> <p><a href="#">AQA GCSE Chemistry 2018   Save My Exams</a></p>	

	<a href="#">AQA GCSE Physics 2018   Save My Exams</a> <a href="#">Our Pods - GCSEPod</a>
<b>Curriculum Delivery</b>	Students have science lessons nine times every two weeks. Topics are taught in rotation throughout the term(s) by two teachers. Classes within the same band cover these topics in different orders to ensure there is sufficient equipment available for all practical experiments.
<b>Assessment</b>	Students are assessed on their scientific skills within each topic, with marks recorded and monitored by the class teacher to track progress. Additionally, they take a content-based summative assessment once a year, covering all previously learned material.
<b>Independent Study</b>	Independent study to be set weekly to extend or develop in class learning.
<b>Enrichment</b>	STEM club, Wellcome Genome Project trip



## Sociology

Year 10	
Term 1	Term 2
<p>Introduction to sociology. Key concepts. Families- types of family and the function of families Education-types of education and the education system Research methods in context</p>	<p>Education- Functions of education Families- functions of the family- Functionalism and Marxism</p>
Term 3	Term 4
<p>Education- Educational policy Family-Functions of the family- Feminism Roles within the family- traditional roles vs shared roles and distribution of power.</p>	<p>Education- Gender and educational achievement Ethnicity and educational achievement Family- Changing patterns and family. Family diversity</p>
Term 5	Term 6
<p>Education- Gender and educational achievement, gender and subject choice. Family- Wider relationships and the family, contemporary issues and the family</p>	<p>Completion of topic areas Revision</p>
<b>Learning Resources</b>	<p>Students will be given resources needed in lessons. Students are encouraged to purchase a textbook to support them with independent study and revision. These can be purchased through the school at the start of Year 10.</p> <p>Students also have access to electronic copies of all resources either via Teams or their class OneNote. They will be given additional booklets. Recommended websites are listed on OneNote. Additionally there are also video's and links to support with learning and revision.</p> <p>Students will complete their classwork in exercise books, one exercise book per topic/teacher.</p>
<b>Curriculum Delivery</b>	<p>Classes are shared between two teachers. One teacher will teach the Education topic and the other teacher will teach the families topic. Students will have separate books for each topic/teacher. Both these topics include research methods in context. Students who choose Sociology will have completed the introduction to sociology in Term 6 of Year 10. This introduces the subject, core themes and concepts as well as the different sociological perspectives. These will be revisited and developed throughout Year 10. For example,</p>

	students will apply Functionalism to the study of education and the study of the family after having learnt the key principles of Functionalism at the end of year 9. Exam questions are integral to the lessons and enable students to apply and rehearse their subject knowledge.
<b>Assessment</b>	Students will be assessed formally using past papers. This happens in accordance with the school's assessment calendar. Students are assessed informally throughout the course, this includes key word quizzes at the start of each lesson, through discussions and feedback. Students also complete exam style questions in lessons and for independent study. These will be marked, and students respond to the feedback.
<b>Independent Study</b>	Students will be expected to complete a booklet which focuses on the 12-mark exam question which makes up nearly 50% of their final grade. Tasks will be given each week that develops the skills needed and helps scaffold the structure and skills being assessed. Over the course of the Year students will practice writing elements of the questions, building up to being able to write full answers. Students will also have plenty of opportunities to practice this in class.
<b>Enrichment</b>	Sociology students are encouraged to actively engage with society and the world around them in as many ways as possible. This includes reading/listening to news and current affairs, watching documentaries/films that are relevant to the topics being studied. Reading books (fiction or non-fiction) that relate to topics being studied. (A full list of these can be found on OneNote) Installing News apps on their phones to be alerted to breaking news/relevant current affairs in relation to the topics being studied but also Government, Crime, Inequalities, Mass media. Students are encouraged to apply what they have learnt to their everyday lives and interactions.

## Spanish

Year 10		
Term 1	Term 2	Term 3
<p><b>Unit 2 Healthy living and lifestyle</b></p> <p><b>Contexts</b> Talking about healthy lifestyle, ways of keeping fit and food choices.</p> <p>Express opinions about healthy living and lifestyle</p> <p>Talking about keeping fit, routine and sports activities</p> <p>Looking after your health</p> <p>Eating out, including practicing ordering food in a restaurant</p> <p><b>Language</b> Expressions using tener Question words Radical-changing verbs 'Al' and 'del' Tener que and deber</p>	<p><b>Unit 2 Healthy living and lifestyle &amp; Unit 3 Education and work</b></p> <p><b>Contexts</b> Discussing the positives and negative aspects of different types of diet</p> <p>Learning about Spanish lifestyle and foods</p> <p>Express opinions about food choices, smoking, drugs, and alcohol, including consequences</p> <p>Discussing the school day and talking about routine at school</p> <p>Describing schools, including talking about school facilities</p> <p>Giving opinions on school rules</p> <p>Positive and negative aspects of school</p> <p><b>Language</b> Adjectives of nationality The immediate future tense Using gustar Revising colours and adjectives Making sentences negative Comparative adjectives</p>	<p><b>Unit 3 Education and work &amp; Unit 4 Free-time activities</b></p> <p><b>Contexts</b> Discussing post-16 choices</p> <p>Learning about different types of jobs</p> <p>Looking for work, including applying for jobs and talking about attributes you need for different jobs</p> <p>Culture – exploring aspects of Hispanic life</p> <p>Talking about popular sports in Spanish-speaking countries</p> <p><b>Language</b> The future tense Nouns ending in -ista Infinitives Lo + adjective The future tense Verbs for giving advice Revisit present tense</p>

Term 4		Term 5	Term 6
<b>Unit 4 Free-time activities &amp; Unit 5 Customs, festivals and celebrations</b>  Discussing favourite sports and giving opinions on extreme sports  Free time and hobbies  Music and the performing arts, television and film  Giving opinions on unusual hobbies  Talking about family celebrations  Religious celebrations and celebrations in Spanish-speaking countries  <b>Language</b>  Past, present and future tenses revision Demonstrative adjectives Present continuous Verbs with prepositions		<b>Unit 5 Customs, festivals and celebrations</b>  <b>Contexts</b> Unique family traditions in Spanish-speaking countries  Carnivals across Spain  Latin American festivals  Traditional Hispanic music and dance  <b>Language</b>  Past, present and future tenses – revision Prepositions Irregular verbs in the preterite tense Past-tense time phrases Preterite tense stems changes Prepositional pronouns Indefinite adjectives Antes de, después de + infinitive	<b>Contexts</b> Consolidation of contexts studied, including applying them to speaking skills  Translation skills and exam skills  Year 11 preparation  <b>Language</b> Consolidation of key tenses Use of high-level phrases in speech and writing
<b>Learning Resources</b>	OUP AQA GCSE Spanish Course book Kerboodle		
<b>Curriculum Delivery</b>	The RWBA Languages curriculum is built upon three pillars of learning: grammar, phonics and vocabulary, to build students communication skills and self-efficacy in the language.		

<b>Assessment</b>	They will be assessed in two assessment windows. The first window will include listening, reading and writing. The second window will include all four skills. Formative assessment: End of unit check points, grammar & vocabulary quizzes.
<b>Independent Study</b>	Seneca Verbs booklet Translation booklet GCSE booklet BBC Bitesize
<b>Enrichment</b>	Trips