



Year 10 Curriculum Overview

Core Subjects	Autumn Term				
Biology	Infection & Response: Pathogens and body defences. The immune system and principles of immunisations.	Human Organisation 2: The vital biological processes of respiration and metabolism.	Plant Organisation: Plant transport systems and photosynthesis.		
Chemistry	Chemical Reactions: The reactivity of metals and common reactions with acids. Electrolysis and the reaction profiles of exothermic and endothermic reactions.				
English Language	Paper 1 Section A- Reading fiction. Students will study how to effectively read, analyse and evaluate the language and structure of an unseen text.		Paper 1 Section B- Creative writing. Students will develop their ability to write effective descriptive and narrative pieces of writing.		
English Literature	19th Century novel study- R.L Stevenson's 'Dr Jekyll and Mr Hyde'.		19th Century novel study- R.L Stevenson's 'Dr Jekyll and Mr Hyde'. A selection of poems from the Eduqas GCSE poetry anthology.		
Maths – Foundation	Transformations	Sequences	Averages 2	Inequalities	
Maths – Higher	Accuracy and bounds	Area and perimeter and circles	Fraction and percentages 2	Volume and Surface area	Transformation, loci and construction
Core PE	Football/ Netball/ Exercise to Music	Rugby/ Handball/ Yoga	Basketball/ Dance/ Mindfull walking	Handball/ Basketball/ Box Fit	
Physics	Energy Applications: Gravitational, elastic and kinetic energy. Energy efficiency.		Nuclear Radiation: Nuclear radiation process', Isotopes and decay, half-life		

Option Subjects	Autumn Term	
Art & Design	Component 1-Portfolio Students will focus predominantly on producing observational studies from both secondary and primary sources, imaginatively exploring the given theme whilst trialling various materials, techniques/processes [AO2].	
Computing	<p>1.1 Systems Architecture The unit begins by looking at the various components of the CPU used in the Von Neumann architecture. The unit concludes by examining the need for secondary storage devices and their practical advantages in given applications.</p> <p>2.1 Algorithms This unit begins by looking at computational thinking, including abstraction and decomposition. Students are also be given practical experience of correcting and completing algorithms.</p>	1.2 Memory and Storage This unit covers the conversion of integers from denary to binary , together with simple binary addition, overflow and shifts. In subsequent lessons, the use of hexadecimal numbers and the binary representation of characters is described. Representation of images and sound, and compression techniques are covered.
Creative iMedia	<p>Unit R093 – Creative iMedia in the media industry.</p> <p>1.1 Media industry sectors and products</p> <ul style="list-style-type: none"> Know the different sectors that form the media industry and how these are evolving 	<p>Unit R093 – Creating iMedia in the media industry.</p> <p>3.1 Work planning & 3.2 Documents used to support ideas generation</p> <ul style="list-style-type: none"> The purpose of work planning Know the components of workplans



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	<ul style="list-style-type: none">• Know the types of products produced by, and used in, different sectors• Know that the same product can be used by different sectors <p>2.1 How style, content and layout are linked to the purpose</p> <ul style="list-style-type: none">• Know the different purposes of media products• How style, content and layout are adapted to meet each purpose <p>2.2 Client requirements and how they are defined</p> <ul style="list-style-type: none">• How to recognise keywords and information in client briefs• Know the requirements in client briefs that inform planning• Why requirements in client briefs can constrain planning and production• How to interpret requirements in client briefs to generate ideas and plan• Know the different ways that client briefs are communicated <p>2.3 Audience demographics and segmentation</p> <ul style="list-style-type: none">• Know the different categories of audience segmentation• Know examples of the way audiences are grouped for each segmentation type• The reasons for, and benefits of, audience segmentation• How audience characteristics influence the design and production of media products <p>2.5 Media codes used to convey meaning, create impact and/or engage audiences</p> <ul style="list-style-type: none">• Know the different technical, symbolic and written codes used to convey meaning, create impact and/or engage audiences• How codes are used to convey meaning, create impact and/or engage audiences• How the codes used relate to audience, purpose and context• How the combination of content and codes work together to convey meaning, create impact and engagement	<ul style="list-style-type: none">• The role of workplan components in work planning• The advantages of using workplans• How workplans are used to manage time, tasks, activities and resources for individuals and large teams <p>To include:</p> <ul style="list-style-type: none">• Know the purpose of each document• Know the components and conventions of each document• Know the hardware and software used to create each document• Know the users of each document• When each document is appropriate for use• What makes each document effective• How to improve the effectiveness of documents for users in given contexts <p>3.3 Documents used to design and plan media products</p> <p>Know the purpose of each document</p> <ul style="list-style-type: none">• Know the components and conventions of each document• Know the hardware and software used to create each document• Know the users of each document• When each document is appropriate for use• What makes each document effective• How to improve the effectiveness of documents for users in given contexts <p>1.1 Purpose, elements and design of visual identity</p> <p>To include:</p> <ul style="list-style-type: none">• What is meant by visual identity• That visual identity is used to communicate the nature of brands and business' services or products• The component features of visual identity• The elements of visual identity• How visual identity relates to brand identity• How visual identity elements are influenced by business type, brand values and brand positioning• How visual identity elements are combined to shape perception and create emotional response• That visual identity needs to encapsulate brand values and be appropriate/relevant for the
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		<p>audience and type of market</p> <ul style="list-style-type: none"> • That if the perception or impression created by visual identity is not in line with the desired brand identity, then it is not fit for purpose • Using appropriate elements to create visual identity suitable for different target audiences/ consumers
Drama	<p>Practise component 3</p> <p>Students will choose a specialism to develop for exam and will focus on this. Students are putting on a production</p> <p>Actors- learning lines, staging and characterisation</p> <p>Makeup artists/costume designers- designing for the character, making costumes and trial makeup</p> <p>Lighting technicians- designing lighting showing to the group- recording in to the desk.</p>	<p>Exploration of Blood Brothers</p> <p>Students will read the play and start to research the setting, costume, makeup, hairstyles, scenery and lighting for the play and present their findings to the class. They will also perform extracts from the play to put themselves in the position of the character to gain a deeper understanding to support responses to component 1 questions.</p>
Food	<p>Unit 1: Food Nutrition and Health.</p> <ul style="list-style-type: none"> • <i>Macronutrients (Carbohydrates, Protein & Fats)</i> • <i>Micronutrients (Vitamins and Minerals)</i> • <i>Special Dietary Requirements</i> <p>Students produce a wide range of healthy products, developing a repertoire of essential practical skills such as,</p> <ul style="list-style-type: none"> • Preparing, Shaping and Combining foods • Use a range of equipment 	<p>Unit 2: Food Choice</p> <ul style="list-style-type: none"> • <i>Sensory Evaluation</i> • <i>British and International Cuisines</i> • <i>Food Labelling</i> • <i>Factors affecting food choice</i> <p>Students produce a wide range of healthy products, developing a repertoire of essential practical skills such as,</p> <ul style="list-style-type: none"> • Make Sauces (including roux sauce, infused) be able to show how starch is used. • Setting a mixture by removing heat (gelation)
Geography	<p>GCSE Paper 1: The Living World: Tropical Rainforests, adaptations, the Amazon Rainforest case study. Cold environments, adaptations to the cold (plants and animals), Svalbard case study, managing cold environments.</p>	<p>GCSE Paper 2: Urban Issues and Challenges: Rio de Janeiro, favelas, issues and challenges in favelas, managing slums. Liverpool city centre, issues and challenges around waste, education and transport. Exploring sustainable cities.</p>
History	<p><u>EDEXCEL GCSE History</u></p> <p><u>Thematic Study: Medicine in Britain c.1250-Present Day</u></p> <ul style="list-style-type: none"> • Medieval 	<p><u>EDEXCEL GCSE History</u></p> <p><u>Thematic Study: Medicine in Britain c.1250-Present Day</u></p> <ul style="list-style-type: none"> • Industrial



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	<ul style="list-style-type: none"> Renaissance 	<ul style="list-style-type: none"> Modern
GCSE PE	Components of fitness	Sports Psychology/ Principles of Training (AEP Course work Core Skills section 1 and section 2 components of fitness)
Music	<p>Performing, Composing and Appraising</p> <p>Students will develop their knowledge and understanding of the Elements of Music, through a wide range of Composition, Performance and Appraising activities. They will complete two solo performance assessments in preparation for the final performance assessment in Year 11..</p>	
RE	<p>Component 2</p> <p>Christianity: Beliefs and Teachings</p> <p>This is the study of what Christians believe and why they believe it. There is a focus on what Christians believe about God, where they get this view from (Apostle's Creed/Nicene Creed) and beliefs about life after death.</p>	<p>Continuation of Component 2</p> <p>Christianity: Beliefs and Teachings</p> <p>The beginning of Component 3</p> <p>Islam: Beliefs and Teachings</p> <p>This is the study of what Muslims believe and why they believe it. There is a focus on what Muslims believe about God, where they get this view from (The Qur'an, Hadith and Muslim history) and beliefs about life after death. This topic is very challenging as there are many Arabic words to be learnt.</p>
Spanish	<p>Las vacaciones - talking about present, past and future holidays and summertime activities.</p> <p>Las vacaciones desastrosas - booking accommodation and dealing with problems whilst abroad.</p>	Mi vida en el insti - Describing school, rules, points of view and problems, activities and achievements in school. Planning a school exchange.
Design Technology	<p>Theory</p> <p>New and emerging technologies</p> <p>Energy generation & storage</p> <p>Systems – mechanical and electrical</p>	<p>Design & Make activity</p> <p>Skills Assessment: Picture frame</p> <p>Sustainable flat packed toy</p>

Core Subjects	Spring Term	
Biology	Inheritance: Cell division by meiosis to form gametes. Mendelian genetics including inheritance of genetic disorders eg cystic fibrosis. Biotechnological techniques such as genetic engineering and cloning.	
Chemistry	The Rate and Extent of Chemical changes: Factors that affect rate of reaction such as concentration, temperature, surface area and the effect of catalysts.	Organic Chemistry: The basics of hydrocarbons and how we separate crude oil into fractions. The cracking of alkanes to form alkenes.
English Language	Paper 2 Section A- students will develop their ability to summarise, analyse and compare unseen non-fiction extracts.	Paper 2 Section B- students will study how to write effective non-fiction pieces such as formal letters, essays, articles and speeches.
English Literature	Modern play study- J.B Priestley's 'An Inspector Calls'.	Modern play study- J.B Priestley's 'An Inspector Calls'.



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	A selection of poems from the Eduqas GCSE anthology.		A selection of poems from the Eduqas GCSE anthology.	
Maths – Foundation	Volume and surface area	Fractions and percentages calculations	Construction, loci, bearings, plans and elevations	Proportion
Maths – Higher	Surds	Pythagoras and Trigonometry 2	Proportion 2	Quadratics and graphs Functions
Core PE	Futsal/ Volleyball/ Orienteering	Flag football/ Fitness/Table Tennis	Fitness/Invasion games/Dodgeball	Athletics/ Danish longball/Ultimate Frisbee
Physics	<i>Forces:</i> resultant forces, speed and acceleration, distance/time and velocity/time graphs, Newton’s laws of motion, weight and mass.			

Option Subjects	Spring Term	
Art & Design	<p>Component 2 –Exam</p> <p>Students will be introduced to various themes and suggested artists whilst now choosing their own materials and techniques and recording their explorations through constructing cohesive contextual study pages within their sketchbooks.</p>	<p>Component 2 –Exam</p> <p>Students will continue being introduced to various theme-based artists [AO1], materials and techniques [AO2] whilst learning to record [AO3] their explorations through constructing cohesive contextual study pages within their sketchbooks.</p>
Computing	<p>1.3 Computer networks, connections and protocols</p> <p>The unit explain the Internet and IP addressing, with practical exercises to help students understand the role of packet switching and DNS services. The lessons look at star and mesh LAN network topologies and Ethernet. Wireless networking and encryption are covered in subsequent lessons.</p> <p>1.4 Network security</p> <p>This unit examines the threats and vulnerabilities of computer systems and programs, including social engineering and the concept of SQL injection. Encryption and penetration testing are covered as examples of various methods of preventing vulnerabilities.</p>	<p>2.4 Boolean logic</p> <p>This unit examines Boolean logic diagrams and truth tables. Testing and error handling is covered using practical examples, including the use of the common tools and functions of an IDE.</p>
Creative iMedia	<p>R094 – Mandatory Controlled Assessment Skills</p> <p>2.3 Techniques to plan visual identity and digital graphics</p> <p>To include:</p> <ul style="list-style-type: none"> • Creating mood boards with relevant content using physical materials - pictures, text, colours placed on large sheet/board • Creating digital mood boards using digital images 	<p>R094 – Mandatory Controlled Assessment Skills</p> <p>3.3 Techniques to save and export visual identity and digital graphics</p> <p>To include:</p> <ul style="list-style-type: none"> • Saving of files for visual identity and digital graphics as high resolution, proprietary format, master files as an archive for further edits • Repurposing and exporting of visual identity



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<p>collected from web and other sources, placed on documents/slides in software applications</p> <ul style="list-style-type: none">• Using mind maps drawn out on paper or using software applications to expand ideas and identify details• Using concept sketches to develop ideas• Using visualisation diagrams to show design ideas and possible layouts, sketched with annotations or concept art created in software applications <p>3.1 Tools and techniques of imaging editing software used to create digital graphics</p> <p>Examples of tools and techniques used to create digital graphics may include:</p> <ul style="list-style-type: none">• Setting the canvas size - expanding or modifying• Using layout tools to help the placement of assets e.g. grids, guides and rulers• Using drawing tools e.g. shapes, colour fill, gradients• Using brightness and contrast, levels, colour balance, hue, saturation• Using selections based on shape, colour or edge contrast• Using layers to structure a graphic, create, merge, rename, change opacity• Using layer styles to enhance the visual impact e.g. drop shadows, effects, textures• Using retouching techniques to remove unwanted elements e.g. cloning, healing, blur, colour swatches, colour picker, pencil, brush. <p>3.2 Technical skills to source, create and prepare assets for use within digital graphics</p> <p>To include:</p> <ul style="list-style-type: none">• Using internet, stock libraries or client library to search for suitable image assets• Downloading/obtaining images and graphics, copying from download folder to working asset	<p>and digital graphics in file formats and image properties which meet client requirements</p> <p>R094 – NEA</p> <p>Controlled assessment set by exam board. Worth 30% of final grade.</p> <p>R094 is split up into 3 assessment areas:</p> <p>Topic Area 1 – Develop visual identity</p> <p>Topic Area 2 – Plan digital graphics for products</p> <p>Topic Area 3 – Create visual identity and digital graphics</p>
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Drama	<p>Understanding different genres</p> <p>Explore different genres through practical performance. To help students find a preferred/ most successful genre.</p> <p>Students will also learn about juxtaposition and the different ways it can be used in performance. Students will create performances from a mixture of genres ensuring to use some of the key features.</p>	<p>Monologues and duologues</p> <p>Students will be devising their own monologues and duologues based on a given theme/stimulus. They will look at examples performed professionally and read examples from plays. They will look at structuring their own and develop background information to support the spoken monologue and give depth to the character.</p>
Food	<p>Unit 3: Food Provenance</p> <ul style="list-style-type: none"> • Food and the environment • Food production • Sustainability • Food processing <p>Students produce a selection of products with a focus on food styling and presentation, food hygiene and food choice.</p> <ul style="list-style-type: none"> • Making a dough (shortening, gluten formation, fermentation) • Shaping and finishing a dough (rolling out dough/pasta) • Glazing and finishing dough (Piping choux buns) 	<p>Unit 4: Food Science</p> <ul style="list-style-type: none"> • Cooking of food • Proteins and Enzymic Browning • Carbohydrates • Fats and Oils • Raising Agents
Geography	<p>GCSE Paper 1: Coasts: waves, weathering and erosional processes, transportation and depositional features. How geology is influenced and formations of coastal landforms. Hard and Soft engineering in the UK – Holderness coastline.</p>	<p>GCSE Paper 1: Rivers: fluvial processes, erosional, transport and depositional features of a river, fluvial landforms and their processes. The River Severn, human and physical factors that put our rivers at risk, hydrographs and the cost of engineering our rivers for protection against flooding (Cockermouth floods).</p>
History	<p><u>EDEXCEL GCSE History</u></p> <p><u>Thematic Study: Medicine in Britain c.1250-Present Day</u></p> <p>Historic Environment component – Medicine and the Western Front 1914-18</p> <p>Injuries, treatment and the trenches.</p>	<p><u>EDEXCEL GCSE History</u></p> <p>Medicine in Britain Practise examination.</p> <p><u>Modern Depth Study: Weimar and Nazi Germany 1918-39</u></p> <p>Key Topic 1: The Weimar Republic 1918-29</p> <p>Key Topic 2: Hitler’s Rise to Power 1919-33</p>
GCSE PE	Prevention of Injury/ Applied Anatomy	Skeletal System/ Muscular System
Music	<p>Performing, Composing and Appraising</p> <p>The focus will be the development of the necessary skills to perform and compose an original composition, as their first piece of coursework. Students will also study the set work, ‘Africa’ by Toto. They will further develop appraising skills with a focus on the Area of Study: Film Music. Students will complete one solo performance assessment</p>	



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RE	Continuation of Component 3 Islam: Beliefs and Teachings Component 1 Philosophy and Ethics: Relationships This is the study of modern-day issues within relationships. Students will be able to link their belief and teachings knowledge from both Islam and Christianity to this topic and be able to explain certain religious views on topics such as marriage, adultery, same sex relationships and the role of men and women.	Continuation of Component 1 Philosophy and Ethics: Relationships Component 2 Christianity: Practices Within this topic, we revisit key Christian beliefs but now we also learn about Christian practices. This will include the study of baptism, pilgrimage and Christian festivals.
Design	Theory Materials and properties (wood, metal, Polymers, new and smart materials) manufacturing techniques (for all material groups, industrial and school based)	Design & Make activity Skills assessment: Childs push along toy (mechanisms and a wide range of tools and processes). Mini Practice NEA: Lighting based on a design style.
Spanish	“Mi gente” - debating use of social media and books. Using the continuous present tense. “Relaciones” - talking in detail about relationships and using idioms to describe others.	“Intereses e influencias” - discussing interests and influences using contrasts and a variety of tenses.

Core Subjects						
Biology	Homeostasis & Response: The structure of the nervous system and how we respond to stimuli. The organs involved in the endocrine system and its role in the balance of the body's internal environment.					
Chemistry	Chemical Analysis: During this topic students will learn how chemists analyze substances. This will include chromatography and common gas tests.			Using Resources: Finite and renewable resources. Water treatment, carrying out life cycle assessments and how we can reduce, reuse and recycle.		
English Language	NEA: Spoken Language. Students will research, plan, write and deliver a presentation on a topic of their choice to achieve an NEA grade of either: Pass, Merit or Distinction.			Revision and preparation of topics for mock examinations.		
English Literature	Students will complete their study of the Eduqas GCSE poetry anthology.			Students will complete their study of the Eduqas GCSE poetry anthology. Revision and preparation of topics for mock examinations.		
Maths – Foundation	Pythagoras and Trigonometry	Quadratics		Circles and Cylinders	Revision and prep for Year 10 mock examinations	
Maths – Higher	Sequences and iteration	Simultaneous equations	Inequalities	Cumulative frequency and histograms	Probability 2	Revision and prep for Year 10 mock examinations
Core PE	Softball/ Athletics/ Tennis		Tennis/ Rounders/ Volleyball		Cricket/ Tennis/ Rounders	
Physics	Magnets and Electromagnets: Magnetic fields and interactions, Earth's magnetic field, electromagnets, the motor effect, Flemings Left Hand Rule.					



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Option Subjects	Summer Term	
Art & Design	<p>Component 1 -Portfolio</p> <p>Students will learn to develop their ideas, producing self-directed/ explorative photoshoots enabling them to derive their own personalised responses to the given theme [AO4]. This will lead towards and inform their end of year Art exam piece.</p>	<p>Component 1 -Portfolio</p> <p>Students will continue learning to develop their ideas, producing self-directed/ explorative photoshoots enabling them to derive their own personalised responses to the given theme [AO4]. This will lead towards and inform their end of year Art Summer exam piece.</p>
Computing	<p>1.5 Systems software</p> <p>The unit continues to focus on operating systems software, their function and typical utility software programs including defragmentation and compression programs.</p>	<p>2.2 Programming Fundamentals and 2.3 Producing robust programs</p> <p>These programming units cover the theoretical aspects of programming of the GCSE Computer Science specification. The basic programming constructs are covered as well as string manipulation and file handling. Iteration and arrays are subsequently covered, before examining the use of procedures and functions to structure code.</p> <p>Practical Programming with Python</p> <p>Students are given the opportunity to undertake programming task in order to solve a problem (or problems)</p>
Creative I Media	<p>R094 - NEA</p> <p>Controlled assessment set by exam board. Worth 30% of final grade. R094 is split up into 3 assessment areas:</p> <p>Topic Area 1 – Develop visual identity</p> <p>Topic Area 2 – Plan digital graphics for products</p> <p>Topic Area 3 – Create visual identity and digital graphics</p>	<p>R097 – Creating interactive digital media.</p> <p>R097 is all about creating a piece of interactive digital media that satisfies a client brief. The client brief will be given to you at the beginning of the project by your teacher and you will work through this brief and create the interactive digital media that is requested by the client.</p> <p>In the module you will develop and plan your interactive digital media and then create the digital media that you have developed.</p> <p>In the module you will rely on the knowledge that you will have already studied as part of modules R093 and R094.</p>
Drama	<p>Devising log (section 1) and devising from a stimulus</p> <p>Students will be given the stimulus for their final component 2 GCSE. They will use computers to research the stimulus and develop a final idea to share when they are put in to groups.</p> <p>They will learn how to write about this process and complete section 1 of their devising log.</p>	<p>Devising Log and Component 2 GCSE stimulus</p> <p>Students will choose their groups for their final component 2 performance. Students will start to devise a performance from the given stimulus following their developed specialism- acting singing dancing lighting or costume and makeup.</p> <p>Students will share, discuss and create new ideas from their original independent research.</p>



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		Students will self and peer assess as well as make improvements from staff feedback.
Food	<p>Unit 5: Food Safety</p> <ul style="list-style-type: none"> Enzymes and Food Spoilage Microorganisms Bacterial contamination Storage of food Food preparation <p>Practical skills Knife Skills (including portioning a chicken/filleting a fish) Setting a mixture by heating (coagulation) Using Raising Agents</p>	<p>Mini Mock NEA 2</p> <p>Food Practical Assessment: Students are required to complete a food practical non-examination assessment where elements of food preparation skills will be assessed alongside food and nutrition knowledge. Students will be assessed on their knowledge of:</p> <ul style="list-style-type: none"> Sensory Analysis Nutrition Food choice Seasonality Special dietary requirements <p>Students will produce a portfolio of evidence to support the rationale behind their practical assessment.</p>
Geography	<p><u>Urban Issues and Challenges</u></p> <p>Global Urban change, migration, megacities, Rio de Janeiro, opportunities and challenges.</p>	<p><u>Fieldwork</u></p> <p>Human, Liverpool: Explore the impact that migration has had on the culture of Liverpool city centre. Physical, Formby: Investigate the impact that vegetation has on the sand dunes.</p>
History	<p><u>EDEXCEL GCSE History</u></p> <p><u>Modern Depth Study: Weimar and Nazi Germany 1918-39</u></p> <p>Key Topic 2: Hitler's Rise to Power 1919-33 (continued) Key Topic 3: Nazi Control and Dictatorship 1933-39</p>	<p><u>EDEXCEL GCSE History</u></p> <p><u>Modern Depth Study: Weimar and Nazi Germany 1918-39</u></p> <p>Key Topic 4: Life in Nazi Germany, 1933-39</p> <p>Weimar and Nazi Germany review and practice examination</p>
GCSE PE	Movement Analysis/ Respiratory and cardiovascular system	Effects of exercise/ Section 3 coursework AEP: Movement analysis and classification of skill
RE	<p>Continuation of Component 2</p> <p>Christianity: Practices</p> <p>Component 1</p> <p>Islam: Practices</p> <p>This topic of study allows students to reflect on their Islamic beliefs and teaching topic and link them with how Muslims show their faith through their actions. We will be studying festivals, the 5 Pillars, Shi'a and Sunni traditions and Jihad.</p>	<p>Continuation of Component 1</p> <p>Islam: Practices</p> <p>Exam Practice</p>



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Spanish	“Cuidades” - Places in town, souvenir shopping, directions and case studies of Hispanic towns.	Recaps, revision and end of year assessments
Music	Performing, Composing and Appraising Students will complete their first piece of Composition coursework and prepare practical pieces for their solo practical coursework recording, in the first term of Y11. They will focus on the appraising skills associated with the Area of Study: Music for Ensemble and Popular Music and study the set work ‘Badinerie’ by J.S. Bach.	
Design Technology	Theory Responsible design and approaches to designing Revision / year 10 examination & Feedback Preparation for and begin NEA	Design & Make activity Skills assessment: Digital SLR Camera scale model. Begin NEA (June 1 st) Cover Research and Brief / Specification sections.