



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 10

Curriculum Overview ***Half Term 5***

Dear Parent/Carer,

In the following booklet you should find an overview of what your child will be studying this half term in school. We've included key details on what they will be looking at in each subject, how they'll be assessed and what they might do to further develop their understanding. The aim is for this to make it easier for you to work with the school supporting your child with their work.

All lessons last for one hour. In Year 10, students study the following:

- **English** and **Maths** – **four** lessons per week per subject
- **Science** – **two** lessons per week per Science subject (Biology, Chemistry and Physics)
- **Three 'Options'** – **three** lessons per week per subject
- **Religious Education** – **one** lesson per week
- **'Core' PE** – **one** lesson per week

The information for each subject is categorised as follows:

Topics / tasks: This is the overview of the topics Year 9 students will be covering this half term.

Content and skills: This explains what areas students will be looking at, and the skills they will be developing during the half term.

Assessment: This explains how students will be assessed on their understanding of this topic.

Stretch and challenge: This gives suggestions of how students can explore this area in more detail if they wish.

Exam Boards

This table shows which exam board the school uses for each qualification.

Click on the [exam board](#) to view the specification via their website.

Subject	Awarding Body	Subject	Awarding Body	Subject	Awarding Body
Art	<u>Edexcel</u>	Geography	<u>AQA</u>	Physical Education, Vocational	<u>WJEC</u>
Business	<u>OCR</u>	German	<u>AQA</u>	Religious Education	<u>AQA</u>
Computer Science	<u>OCR</u>	Health & Social Care	<u>Eduqas</u>	Science: Biology	<u>Edexcel</u>
Design Technology	<u>AQA</u>	History	<u>AQA</u>	Science: Chemistry	<u>Edexcel</u>
Drama	<u>AQA</u>	Latin	<u>Eduqas</u>	Science: Physics	<u>Edexcel</u>
English	<u>AQA</u>	Maths	<u>AQA</u>	Spanish	<u>AQA</u>
Engineering	<u>AQA</u>	Music	<u>Edexcel</u>	Vocational Construction	<u>Eduqas</u>
Food Preparation and Nutrition	<u>Eduqas</u>	Photography	<u>Edexcel</u>	Vocational Engineering	<u>Eduqas</u>
French	<u>AQA</u>	Physical Education, GCSE	<u>AQA</u>		

Art

Topics / tasks:	Component One-personal projects
Content and skills:	Students will continue to develop their own personal projects, investigating the work of other artists, experimenting with materials and processes, exploring a wide range of references as part of developing their ideas. Working in sketchbooks and creating live outcomes will demonstrate the student's level of skill and knowledge. The more practice and effort made by the student, the greater the progress. By viewing the development of new sketchbooks pages, it is possible to monitor levels of progress at home.
Assessment:	Pupils work will receive developmental comments to act upon, either in improving an existing piece of work, or areas to develop in the next outcome. This term, pupils will begin to spend more time assessing their own work and work by their peers. Most of the assessment is verbal feedback in lessons.
Stretch and challenge:	Students are encouraged to work very independently and take creative risks. By looking at a wide range of artwork, students can broaden their knowledge, but also their own ideas. Looking at major art museum websites and searching for artists related to their theme/title, will enable students to expand and refine their ideas.

Business

Topics / tasks:	3.3 Communication in business 3.4 Recruitment and selection > 3.5 Motivation and retention > 3.6 Training and development 3.7 Employment law
Content and skills:	<p>GCSE Business – the fundamentals and beyond.</p> <p>Be able to discuss:</p> <ul style="list-style-type: none"> • Ways of communicating in a business context and the importance of business communications and how technology has influenced this. • Why businesses recruit and the different recruitment methods used to meet different business needs, along with the methods of selection (chosen and why). • Financial and non-financial methods of motivation and why this is important to a business. How any why business focus on employee motivation and retention (benefits of). • Why businesses train and develop their workers and the benefits of this to the business. • The impact of current legislation on recruitment and employment. <p>Data:</p> <ul style="list-style-type: none"> • Use and analyse graphical data and statistics. • Analyse information from a given scenario. Use key information when compiling an answer (application) <p>Interpersonal skills:</p> <ul style="list-style-type: none"> • Collaborative working, ideas, business and presenting (team challenges and discussion).
Assessment:	<p>Range of exam questions, classwork, homework.</p> <p>Q&A in lessons.</p> <p>Topic tests (at end of each unit) > Essay style question (at the end of selected units).</p> <p>Use of key terms & application assessed.</p>
Stretch and challenge:	<p>Retention (how to) research: https://uk.indeed.com/hire/c/info/effective-employee-retention-strategies</p> <p>BBC Bitesize - Business GCSE: https://www.bbc.co.uk/bitesize/guides/zhmajhv/revision/1</p> <p>SENECA: www.senecalearning.com/</p> <p>Research - BBC Business: www.bbc.co.uk/news/business - Identifying the “skills gap” for the UK, how can we tackle this (opportunity / threat).</p>

Computer Science

Topics / tasks:	Python Programming Fundamentals (File Handling, Project Development) Ethics of Computer Science Fundamentals of Networking
Content and skills:	Students will use what they have learnt in Python to write an interface interacting with a movie database Students will analyse, design, implement, and test a designated project in Python Students will evaluate the benefits and drawbacks of open-source and proprietary software Students will consider the factors which affect the type of network used by computers
Assessment:	IMDB File Handling Project (graded by tasks completed) Introduction to the Programming Project (Analysis and Design sections graded) Ethics and Algorithms Test
Stretch and challenge:	Investigate the 3 issues of "Big Data" which occur when mass amounts of data is being collected or processed: https://tinyurl.com/ThreeBigData See what Chat GPT said about itself when asked about Ethical and Legal Issues: https://tinyurl.com/EthicsChatGPT Continue to test your programming ability using Project Euler: projecteuler.net/

Design Technology

Topics / tasks:	Unit 3- Designing and making principles
Content and skills:	<p>Students will learn about:</p> <ul style="list-style-type: none">• Primary and secondary data• Environmental, social and economic challenge• The work of others• Design strategies• Communication of design ideas• Prototype development
Assessment:	<ul style="list-style-type: none">• Verbal feedback given throughout the project• Book marking• Peer and self-assessed past paper exam questions
Stretch and challenge:	<ul style="list-style-type: none">• Targeted questioning• Investigate how other materials could be added to enhance / further improve their design• Consider how design trends / work of others could be incorporated into their design

Drama

Topics / tasks:	Component 2: Devising Drama
Content and skills:	<ul style="list-style-type: none">• Students will rehearse and perform a devised drama performance (students may contribute as performer or designer).• They will continue to log their decisions and activities in a rehearsal log.
Assessment:	<ol style="list-style-type: none">1. Practical performance of their piece as a performer or designer.2. Written elements of the N.E.A coursework.
Stretch and challenge:	Research drama practitioners and their devising tips. Websites include: Devising Theatre - Drama Resource text pages.5 (complicite.org)

English Language

Topics / tasks:	AQA GCSE English Language: Paper 2 Writing Viewpoints and Perspectives and Spoken Language Endorsement
Content and skills:	<ul style="list-style-type: none"> • Revising persuasive language techniques and using these techniques in extended writing. • Learning how to spend time planning an exam response to ensure it meets the criteria of the mark scheme. • Planning and writing responses to exam questions in which students are asked to argue their opinion on an issue. • Utilising vocabulary and gaining confidence to use it in writing. • Revisiting speaking skills and analysing famous speakers' skills.
Assessment:	Producing and delivering a speech that links Paper 2 writing and the spoken language endorsement.
Stretch and challenge:	<ul style="list-style-type: none"> • Following issues in the media that are commonly seen in this exam e.g. environmental issues, school based issues, issues affecting teenagers. Gaining an understanding of such issues and forming viewpoints on them. • Accessing Mr Bruff on YouTube and watching the series of videos on 'English Language Paper 2: writing' whilst making useful revision notes. https://www.youtube.com/user/mrbruff/featured • Watching Ted-ed talks and considering how they are written and also delivered to captivate and persuade the audience.

English Literature

Topics / tasks:	AQA GCSE English Literature: Modern Text (An Inspector Calls or Blood Brothers)
Content and skills:	<ul style="list-style-type: none"> • Studying either 'An Inspector Calls' or 'Blood Brothers'. • Analysing the writer's use of language and structure. • Considering the social and historical contexts of the play and how these influence the text. • Analysing characters and themes across the whole play. • Understanding how to answer an exam question. • Learning key quotations from the play.
Assessment:	Writing exam responses on both characters and themes
Stretch and challenge:	<ul style="list-style-type: none"> • Reading the play more than once. • Watching filmed versions of the play. • Accessing Mr Bruff on YouTube and watching the series of videos on the play whilst making useful revision notes. • https://www.youtube.com/user/mrbruff/featured • Researching more about the writers and their aims. • Researching more about the relevant historical period. • Reading critical articles such as from the British Library e.g. https://www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls or https://literature.britishcouncil.org/writer/willy-russell

Engineering

Topics / tasks:	Exam preparation Sections 3-5
Content and skills:	<u>Students will start or complete the following sections:</u> 3. Systems 4. Testing and investigation 5. The impact of modern technologies
Assessment:	Students receive written Feedback on tasks completed to date in their books. Students will sit an end of section test (section 3) and feedback given.
Stretch and challenge:	Grade 7-9 stretch questions are posted on Teams in Assignments

Food Preparation and Nutrition

Topics / tasks:	Prepare for NEA2 practice- continue to gain knowledge and practical skills
Content and skills:	Students will gain more independence this term and be given the opportunity to plan their own practical work to carry out next term. This is to prepare them for the process of NEA2 in year 11. Students will consider factors that affect food choice. Students will consider cultural cuisine.
Assessment:	NEA2 Mock- planning will be assessed using the criteria used by the exam board for student to become familiar with this process.
Stretch and challenge:	Students will be encouraged to cook 'High skill dishes' Teachers will guide student in how to recognise a high skill dish or how to adapt a recipe to increase its skills level.

French

Topics / tasks:	THEME 2: POPULAR CULTURE Unit 4 FREE TIME ACTIVITIES
Content and skills:	Students will study the past tense with avoir and être and past participle agreement and reflexive verbs. We will continue to work on our four main skills: listening, reading, writing and speaking as well as developing exam techniques for each skill.
Assessment:	There will be weekly vocabulary and grammar tests as well as reading, listening and writing assessment over the course of the half term.
Stretch and challenge:	Students will research the free time activities of students in Francophone countries.

Geography

Topics / tasks:	Physical Landscapes in the UK	Topics / tasks:	Changing Economic World
Content and skills:	Students will continue their study of this topic, building on the work from last half term. Students will study one UK coastline in detail, examining the key landforms and management strategies.	Content and skills:	Students will begin their study of this topic by describing the pattern of global variation in economic development and quality of life and explaining the reasons for this. They will also examine the effectiveness of different measures of development.
Assessment:	Physical landscapes end of unit assessment.	Assessment:	
Stretch and challenge:	Students can explore the topic further by completing the lessons and quizzes available for this topic under year 10 units 7 and 2 at: https://continuityoak.org.uk/lessons	Stretch and challenge:	Students can explore our core case studies for the topic in more depth – Nigeria and the UK, using the resources at the following website under year 10 units 10 (urban growth in Lagos), 8 (the development gap) and 4 (economic future of the UK): https://continuityoak.org.uk/lessons The ability to use a range of geographical skills accurately is important. The skills can be reviewed and practised using the resources on these websites: Year 11 Unit 10 (Geographical Skills) - https://continuityoak.org.uk/lessons Geographical skills - GCSE Geography Revision - BBC Bitesize

German

Topics / tasks:	THEME 2 POPULAR CULTURE Free Time Activities
Content and skills:	Students will continue with the topic of Free Time Activities. By the end of this unit, students will be familiar with the vocabulary and grammar specific to this topic. Students will practise how likes and dislikes are expressed in German and revise modal verbs, revisit the future tense and add to their knowledge of the perfect tense.
Assessment:	Students will regularly complete vocabulary and grammar tests as well as listening, reading, speaking, writing and translation exercises in class. Students will complete a formal Speaking Assessment on all content covered in Year 10.
Stretch and challenge:	Students could research free time activities in German-speaking countries.

Health and Social Care (Vocational)

Topics / tasks:	Unit 2- Outcome – focused and person centred- practice in Health and Social Care
Content and skills:	Chapter 6- The range of individual needs across the life span Chapter 7 – Types of care provision and how professionals, family and friends collaborate to support individuals
Assessment:	Student will receive verbal and written feedback from their teachers on exam practice tasks
Stretch and challenge:	Stretch tasks will be placed on teams for students to access independently

History

Topics / tasks:	Germany, 1933-1945
Content and skills:	Students will be continuing to study how the Nazis seized power in Germany and how they established a dictatorship. They will then be looking at a wide range of aspects of life in Nazi Germany, covering the impact of Nazi rule upon different areas of public life in Germany, as well as different groups within German society.
Assessment:	Students will be regularly assessed using practice examination questions that assess key skills of explanatory writing, analysing interpretations and building arguments.
Stretch and challenge:	<p>For those wishing to understand the experience of life in Nazi Germany, <i>Alone in Berlin</i> by Hans Fallada is a gripping novel of the experiences of civilians living under Nazi rule and a horrifying glimpse into the fear and paranoia that pervaded people's lives under the Nazis. An acclaimed 1977 German documentary, <i>Hitler: A Career</i>, is available on Netflix and discusses how and why Hitler achieved his rapid rise to power in the 1930s. <i>The Third Reich: A New History</i> by Michael Burleigh has chapters dedicated to understanding Nazi policies on eugenics and race, the working classes and those who resisted Nazi rule for those wishing to further their studies of these areas.</p> <p>For those wishing to understand the Holocaust in greater depth, the series <i>Auschwitz: The Nazis and 'The Final Solution'</i> is available on Netflix. The series is an extraordinary, unflinching study of the Holocaust and how it came about. It should be considered essential viewing for those with access to Netflix.</p>

Latin

Topics / tasks:	Freedmen & life in the country; more passive verbs and indirect statement.
Content and skills:	Students will cover the last remaining elements of the GCSE Language requirements and begin revising the Defined Vocabulary List. We will move into the final book of the Cambridge Latin Course, learn more about life in Italy in the late First Century CE and look at Roman politics.
Assessment:	There will be a grammar assessment as well as regular vocabulary tests.
Stretch and challenge:	Students should read about any aspect of Roman history that interests them.

Maths (Foundation)

Topics / tasks:	<p>Area of 2D shapes (rectangles, triangles, parallelogram, trapezium, circles and compound shapes)</p> <p>Surface area of prisms and cylinders*</p> <p>Calculating averages from a list and from a table (and grouped tables*)</p> <p>Calculating probability</p>	<p>Listing outcomes and sample space diagrams</p> <p>Two-way tables and frequency trees</p> <p>Venn Diagrams</p> <p>Relative frequency and expectation</p> <p>Probability tree diagrams*</p> <p>* Topics for 10X3 only</p>
Content and skills:	<ul style="list-style-type: none"> • Revision and consolidation of previously learned skills • Extension of skills to unfamiliar contexts • Reasoning and problem-solving skills 	
Assessment:	Half term 5 assessment	
Stretch and challenge:	<ul style="list-style-type: none"> • Complete extra work using www.sparxmaths.com and www.corbettmaths.com • Completing enrichment tasks on www.nrich.maths.org 	

Maths (Higher)

Topics / tasks:	<ul style="list-style-type: none"> • Circle Theorems • Averages (including from a table) • Calculating probabilities • Two – way tables • Frequency trees • Tree diagrams • Relative frequency and expected outcomes • Venn diagrams • Surds • Constructions • Histograms • Cumulative Frequency 	
Content and skills:	<ul style="list-style-type: none"> • Revision and consolidation of previously learned skills • Extension of skills to unfamiliar contexts • Reasoning and problem-solving skills 	
Assessment:	Half term 5 assessment	
Stretch and challenge:	<ul style="list-style-type: none"> • Complete extra work using www.sparxmaths.com and www.corbettmaths.com • Completing enrichment tasks on www.nrich.maths.org 	

Music

	10A	10K
Topics / tasks:	Composition – Minimalism AOS2: Queen AOS4: Spalding	AOS3: Wicked AOS4: Spalding. Performance
Content and skills:	Developing listening skills in analysis of set works – ‘Killer Queen’ and ‘Samba Em Preludio’ Developing skills of rhythmic, melodic and harmonic composition within the context of Minimalism.	Developing listening skills in analysis of set works – ‘Defying Gravity’ and ‘Samba Em Preludio’ Preparing a sample solo performance and test recording
Assessment:	Performance Recordings. Practical composition assessment and sample exam questions in lessons.	Performance recording Exam-style listening questions
Stretch and challenge:	Listening to related works and comparing and contrasting them with the set works Developing initial minimalist ostinatos into longer sections working towards a full song composition	Listening to related works and comparing and contrasting them with the set works Exploring ensemble repertoire as the next step in performance

Photography

Topics / tasks:	Photoshop and Digital Photography
Content and skills:	Students will be introduced to various techniques using Photoshop to produce a range of tasks. The projects will introduce the students to Photoshop and enable them to have a creative approach to digital photography. Students will be given set briefs which will introduce them to more complex techniques. This will involve students photographing the natural world, looking at nature and developing work that takes the work onto an abstracted level using new skills in Photoshop. With each new task students will be introduction to new process, new artists and ways of working, helping them build a portfolio of work in response to the AQA assessment objectives. Students will be expected to cover all the AQA Assessment objectives and work to a deadline.
Assessment:	After each completed task pupils will receive a marked grade on AO1 AO2 AO3 and AO4. Macro Photography. Their practical work will be regularly reviewed, and feedback given with advice and guidance on how the student can improve and work more independently and effectively. Technical skills using a camera, Photoshop and other photography-assisted programs will be assessed. The assessment objectives (AQA exam board) will be referred to throughout the process. Regular verbal feedback by the class teacher and a program of written self-assessment as part of creating the portfolio.
Stretch and challenge:	Extend their work through a greater exploration of materials and processes. Being creative in approached to how they can use their skills and imagination to refine and explore various techniques. Further reading by exploring creative websites and identifying artists the student finds interesting and inspirational. To then create outcomes and annotation based on investigations and present a personal and expressive response that shows self-confidence and conviction.

Physical Education (GCSE)

Topics / tasks:	In theory lessons: complete Chapter 5 – Socio-cultural influences. In practical lessons: tennis and cricket.
Content and skills:	Understand the engagement patterns of different social groups and the factors affecting participation. Understand commercialisation of sport and the impact of the media and technology. Understand the conduct of performers can vary. Understand the issues around performance enhancing drugs in sport and the role of spectators.
Assessment:	Regular exam style questions and a Kerboodle on-line end of chapter assessment.
Stretch and challenge:	Become involved in school teams (as they become available) and also train and compete regularly outside of school. Read articles and journals to widen knowledge around sporting issues.

Physical Education (Vocational)

Topics / tasks:	To complete Design of personal fitness training program (Unit 3). Unit 2 Practical Sports Performance. Assessment: Stretch and challenge:
Content and skills:	Students will complete a series of fitness tests to be able to review personal fitness and establish if the training program was successful. Students will continue to examine a variety of sports in both practical and theoretical setting, looking at rules, regulations, scoring systems and roles of officials.
Assessment:	Unit 2 –complete learning aim D assignment. Unit 3 –begin learning aim A assignment.
Stretch and challenge:	Make use of past on-line assignments and text books to enhance knowledge.

Religious Education

Topics / tasks:	GCSE: Focused study of Jewish belief, teachings and practices.
Content and skills:	<p>Students should study the beliefs, teachings and practices of Judaism specified below and their basis in Jewish sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Students should study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Judaism in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Jewish perspectives in their answers, for example, Orthodox, Reform and Liberal Judaism.</p> <p>Jewish Practices that will be explored:</p> <ul style="list-style-type: none"> • The synagogue and its importance. • Public acts of worship including: synagogue services in both Orthodox and Reform synagogues and the significance of prayer, including the Amidah, the standing prayer. • Shabbat in the home and synagogue and its significance. • Worship in the home and private prayer. • Tenakh (the written law) and Talmud (the oral law), and their study, use and significance in daily life. • Rituals of brit milah, bar/bat mitzvah, marriage and mourning. • Dietary laws. • Festivals: Rosh Hashanah, Yom Kippur and Pesach
Assessment:	Pupils will have a range of GCSE type assessments to complete. These concentrate on accurate understanding of key vocabulary, the ability to link the influence of belief to action, an ability to make detailed comparisons between the two Religions studied and to evaluate a point of view and relate their religious knowledge to enrich the answer they make.
Stretch and challenge:	Visit online reference sites, Wikipedia, Britannica. BBC Bite Size website. Additional resources shared on Teams.

Science: Biology

Topics / tasks:	Finish Topic 8 -Animal exchange and transport Topic 9 –Ecosystems
Content and skills:	The heart and circulatory system Aerobic and anaerobic respiration Biotic and abiotic factors in ecosystems Parasitism and mutualism Sampling investigations Energy transfer through food chains (triple only) Biodiversity
Assessment:	Continued assessment throughout using past examination questions.
Stretch and challenge:	Research different examples of parasitic relationships and mutualistic relationships or find an example of a project somewhere in the world that aims to help maintain biodiversity.

Science: Chemistry

Topics / tasks:	Combined – Quantitative Chemistry	Separates – Quantitative analysis and the Periodic Table
Content and skills:	<ul style="list-style-type: none"> Relative Formula Mass Percentage by Mass Empirical Formula Reacting Masses "What will I make if" Concentration 	<ul style="list-style-type: none"> Concentration Percentage Yield Atom economy Volumes of gases Mendeleev's Periodic Table Group 1
Assessment:	Miniquiz assessments at the end of each topic and a longer assessment test.	
Stretch and challenge:	Research the factors which affect the Haber process and link to collision theory, energy changes and yield.	

Science: Physics

Topics / tasks:	Combined: Energy – forces doing work; Forces and their effects	Separates: Radioactivity; Energy – forces doing work
Content and skills:	<ul style="list-style-type: none"> • Work and power • Kinetic and gravitational potential energy calculations • Objects affecting each other – fields and non-contact forces • Vector diagrams (higher only) 	<ul style="list-style-type: none"> • Radioactive decay • Half-life • Using radioactivity • Dangers of radioactivity • Radioactivity in medicine • Nuclear energy • Nuclear fission • Nuclear fusion • Work and power
Assessment:	End of topic tests	
Stretch and challenge:	Isaac Physics website: https://isaacphysics.org/	

Spanish

Topics / tasks:	Unit 5: Customs, festivals and celebrations 5.1F- Talking about religious celebrations 5.1H- Talking about family traditions 5.2F- Talking about Latin American festivals 5.2H- Talking about Hispanic music and dance	Unit 6: Celebrity Culture 6.1F Talking about female icons 6.1H Talking about celebrity culture 6.2F Talking about celebrities as role models 6.2H The pros and cons of fame
Content and skills:	<p>Irregular verbs in the preterite tense; Past- tense time phrases; Stem changes in the preterite tense; Prepositional pronouns; using time expressions + infinitive; using the verbs <i>seguir</i> and <i>continuar</i> with the present participle, interrogatives with prepositions.</p> <p>The imperfect tense, suffixes <i>ísimo</i> and <i>ito</i>, the preterite and imperfect tenses, adjectives with <i>ser</i> and <i>estar</i>, using three time frames, possession with <i>de</i>, <i>soler</i> + infinitive.</p>	
Assessment:	There is no formal assessment this half term but all content is related to a speaking assessment in the final half term.	
Stretch and challenge:	<p>Using the interactive online exercises accessible to all students via Kerboodle.</p> <p>Continual revision of grammar points</p> <p>Developing an interest in current affairs in Spanish speaking countries</p> <p>Listening to Spanish radio and TV online.</p>	

Vocational Construction

Topics / tasks:	Exam preparation Sections 1.1- 1.3
Content and skills:	1.1 The Sector 1.2 The built environment 1.3 Types of Building and structure Practical activity in workshop - introduction to Carpentry
Assessment:	Students will sit mini tests at the end of each unit with feedback given Verbal feedback is given for practical tasks
Stretch and challenge:	Stretch questions/ assignments are set on teams for students to complete independently

Vocational Engineering

Topics / tasks:	Exam preparation Section 3.1
Content and skills:	3.1 Understanding the effects of engineering achievements: 3.1.1 describing engineering developments 3.1.2 explaining the effects of engineering achievements 3.1.3 explaining how environmental issues affect engineering applications.
Assessment:	Students will sit mini tests at the end of each unit with feedback given Practical unit (Manufacturing Engineering products) has been graded and sent to exam board for moderation.
Stretch and challenge:	Stretch activities are set on Teams for students to access independently