



**Longdendale**

H I G H S C H O O L

# Subject Overview

## A Guide to Year 10

### 2020-21

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## Subject Overview 2020-21 – Year 10

Dear Families,

This guide provides you with an overview of the topics that your child will be studying this year, as well as a brief outline of how your child will be assessed in each subject area.

We place great importance on working in partnership with families to support our learners in achieving their full potential. We therefore hope you find this booklet useful in helping you understand what the learners are working on and in encouraging them to plan their independent study at home effectively.

Yours faithfully.

A handwritten signature in black ink, appearing to be 'SA', written in a cursive style.

**Miss Sally Ayre**  
**Deputy Headteacher**

<b>Year 10 – English</b>		
<b>Term One</b>	<b>Term Two</b>	<b>Term Three</b>
<p><b>HT1 – Non-Fiction Reading</b> <i>Preparation for Language Paper 2</i></p> <p>Learners will explore a range of non-fiction and literary non-fiction text types, including speeches, biographies and newspaper articles. They will explore how writers use language and structure to infer meaning, and how texts are crafted to create specific effects. Learners will take part in debates and discussions around topics in the texts they study.</p>	<p><b>HT1 – Transactional/Imaginative Writing</b> <i>Preparation for Language Papers 1 &amp; 2</i></p> <p>During this topic, learners will get the opportunity to explore their written 'voice'. Looking at a range of stimuli, learners will develop their understanding of how to write for a range of purposes, styles and formats. Learners will continue to develop their use of punctuation, spelling and grammar in order to add sophistication to their writing.</p>	<p><b>HT1 – 19<sup>th</sup> Century Fiction</b> <i>Preparation for Language Paper 1</i></p> <p>Across this scheme of learning, learners will engage with a range of extracts from novels written during the nineteenth century. They will explore how literary texts are used to build characterisation, and explore themes and ideas. Learners will also continue to develop their critical and analytical reading skills.</p>
<p><b>HT2 – Shakespeare</b> <i>Preparation for Literature Paper 1</i></p> <p>Learners will study either Shakespeare's <i>Macbeth</i> or <i>Romeo and Juliet</i>. Skills used include exploration of Shakespeare's language through extract analysis as well as understanding of key themes, characters and ideas in the play as a whole. Learners explore how context influenced Shakespeare's writing and his audiences' reactions to the play.</p>	<p><b>HT2 – Conflict Poetry</b> <i>Preparation for Literature Paper 2</i></p> <p>Learners study a selection of poetry from the Conflict anthology. They study the poems' meanings, the writers' language and structure and the historical context in which they were written. Learners will also begin to compare the effects different poets' create and how they do this. They will also study unseen poetry from a variety of writers.</p>	<p><b>HT2 – Post 1914 Prose or Play</b> <i>Preparation for Literature Paper 1</i></p> <p>Learners will study either George Orwell's <i>Animal Farm</i> or Willy Russell's <i>Blood Brothers</i>. They will study the text as a whole to explore key themes, characters and ideas running through it. They will learn about the historical context in which it was written to further develop their understanding of the writer's choices.</p>
<b>Assessment and Exams</b>		
<p>For each topic taught, learners will sit exam papers based on the structure of the English Language and English Literature GCSE exam papers. For these exams, learners will be expected to complete revision independently on top of their classwork. Exams are assessed in line with the Edexcel exam mark schemes and are graded in line with historic grade boundaries.</p>		
<p><b>Autumn 1:</b> 19<sup>th</sup> Century Literature exam <b>Autumn 2:</b> Shakespeare exam</p>	<p><b>Spring 1:</b> Imaginative/ Transactional Writing exam <b>Summer 2:</b> Post-1914 Literature exam</p>	<p><b>Summer 1:</b> Non-Fiction Reading <b>Spring 2:</b> Poetry exam</p>

## Year 10 – Maths – Foundation Tier 2020-2021

Term One	Term Two	Term Three
<p><b>HT1</b> Learners will study:</p> <ul style="list-style-type: none"> <li>➤ Two Way Tables</li> <li>➤ Frequency Trees</li> <li>➤ Venn Diagrams</li> <li>➤ Best Value</li> <li>➤ Exchange Rates</li> <li>➤ Rounding and Error Intervals</li> <li>➤ Percentage of an Amount</li> <li>➤ Interest and Growth</li> <li>➤ Depreciation and Decay</li> <li>➤ Use of a Calculator</li> <li>➤ Reverse Percentages</li> <li>➤ Fractions</li> <li>➤ Ratio</li> </ul>	<p><b>HT1</b> Learners will study:</p> <ul style="list-style-type: none"> <li>➤ Scatter Graphs</li> <li>➤ Time Series</li> <li>➤ Straight Line Graphs</li> <li>➤ Quadratic and Cubic Graphs</li> <li>➤ Coordinate Geometry</li> <li>➤ Speed, Distance, Time</li> <li>➤ Compound Measures</li> </ul>	<p><b>HT1</b> Learners will study:</p> <ul style="list-style-type: none"> <li>➤ Probability</li> <li>➤ Probability Trees</li> <li>➤ Plans and Elevations</li> <li>➤ Constructions</li> <li>➤ Circles</li> <li>➤ Arcs and Sectors</li> <li>➤ Surface Area and Volume</li> <li>➤ Congruence</li> <li>➤ Similar Shapes</li> </ul>
<p><b>HT2</b> Learners will study:</p> <ul style="list-style-type: none"> <li>➤ Proportion - Recipes</li> <li>➤ Standard Index Form</li> <li>➤ Index Laws</li> <li>➤ Expand and Simplify</li> <li>➤ Factorising</li> <li>➤ Solving equations</li> <li>➤ Subject of equations</li> <li>➤ Averages</li> <li>➤ Averages from a Table</li> <li>➤ Averages from Grouped Data</li> <li>➤ Inequalities</li> <li>➤ Frequency Diagrams</li> </ul>	<p><b>HT2</b> Learners will study:</p> <ul style="list-style-type: none"> <li>➤ Real Life Graphs</li> <li>➤ Pythagoras</li> <li>➤ Trig - Non Calculator</li> <li>➤ Trig - Finding Sides</li> <li>➤ Trig - Finding Angles</li> <li>➤ Pythagoras with Trig</li> <li>➤ Bearings</li> <li>➤ Alternate/Corresponding Angles</li> <li>➤ Interior and Exterior Angles</li> <li>➤ Sampling</li> <li>➤ Pie Charts</li> </ul>	<p><b>HT2</b> Learners will study:</p> <ul style="list-style-type: none"> <li>➤ Enlargements</li> <li>➤ Reflections</li> <li>➤ Rotations</li> <li>➤ Reflections with Rotations</li> <li>➤ Translations</li> <li>➤ Vectors</li> <li>➤ Forming and Solving Equations</li> <li>➤ Simultaneous Equations</li> <li>➤ Direct Proportion</li> <li>➤ Inverse Proportion</li> </ul>

### Assessment and Exams

A baseline retrieval assessment is to be completed in September.  
Learners will complete Mock GCSE papers in the Autumn and Winter term.  
Year 10 Mock Week – Learners to complete a full set of GCSE papers (1 non-calculator, 2 calculator)

## Year 10 – Maths – Higher Tier 2020-2021

Term One	Term Two	Term Three
<p><b>HT1</b> Learners will study:</p> <ul style="list-style-type: none"> <li>➤ Two Way Tables</li> <li>➤ Frequency Trees</li> <li>➤ Venn Diagrams</li> <li>➤ Best Value/Exchange Rates</li> <li>➤ Rounding and Error Intervals</li> <li>➤ Percentage of an Amount</li> <li>➤ Interest and Growth</li> <li>➤ Reverse Percentages</li> <li>➤ Fractions and Recurring Fractions</li> <li>➤ Ratio</li> <li>➤ Proportion - Recipes</li> <li>➤ Standard Index Form</li> <li>➤ Index Laws</li> <li>➤ Product Rule</li> </ul>	<p><b>HT1</b> Learners will study:</p> <ul style="list-style-type: none"> <li>➤ Coordinate Geometry</li> <li>➤ Speed, Distance, Time</li> <li>➤ Compound Measures</li> <li>➤ Real Life Graphs</li> <li>➤ Pythagoras</li> <li>➤ Trig - Non Calculator</li> <li>➤ Trig - Finding Sides</li> <li>➤ Trig - Finding Angles</li> <li>➤ Pythagoras with Trig</li> </ul>	<p><b>HT1</b> Learners will study:</p> <ul style="list-style-type: none"> <li>➤ Surface Area and Volume</li> <li>➤ Congruence</li> <li>➤ Similarity</li> <li>➤ Reflections</li> <li>➤ Rotations</li> <li>➤ Translations</li> <li>➤ Enlargements - including Fractional and Negative</li> </ul>
<p><b>HT2</b> Learners will study:</p> <ul style="list-style-type: none"> <li>➤ Expand and Simplify</li> <li>➤ Factorising</li> <li>➤ Solving equations</li> <li>➤ Quadratic Equations</li> <li>➤ Subject of equations</li> <li>➤ Averages – including Grouped Data</li> <li>➤ Inequalities</li> <li>➤ Frequency Diagrams</li> <li>➤ Scatter Graphs</li> <li>➤ Time Series</li> <li>➤ Straight Line Graphs</li> <li>➤ Quadratic and Cubic Graphs</li> </ul>	<p><b>HT2</b> Learners will study:</p> <ul style="list-style-type: none"> <li>➤ Bearings</li> <li>➤ Alternate/Corresponding Angles</li> <li>➤ Interior and Exterior Angles</li> <li>➤ Sampling</li> <li>➤ Pie Charts</li> <li>➤ Probability</li> <li>➤ Conditional Probability</li> <li>➤ Plans and Elevations</li> <li>➤ Constructions</li> <li>➤ Circles</li> <li>➤ Arcs and Sectors</li> </ul>	<p><b>HT2</b> Learners will study:</p> <ul style="list-style-type: none"> <li>➤ Vectors</li> <li>➤ Forming and Solving Equations</li> <li>➤ Simultaneous Equations – including Quadratic Equations</li> <li>➤ Direct and Indirect Proportion</li> <li>➤ Cumulative Frequency and Box Plots</li> <li>➤ Functions</li> </ul>

### Assessment and Exams

A baseline retrieval assessment is to be completed in September.  
Learners will complete Mock GCSE papers in the Autumn and Winter term.

Year 10 Mock Week – Learners to complete a full set of GCSE papers (1 non-calculator, 2 calculator)

## Year 10 – Science

Term One	Term Two	Term Three
<p><b>HT1:</b>  <b>Biology Topic 1 cell biology</b>                      Learners will use a range of investigative techniques to explore how structural differences between types of cells enables them to perform specific functions within the organism.</p> <p><b>Chemistry Topic 1 atomic structure and the periodic table</b>                      Learners will use a range of investigative techniques to understand the periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties.</p> <p><b>Physics Topic 1 energy</b>                      Learners will use a range of investigative techniques to learn how physicists and engineers are working hard to identify ways to reduce our energy usage.</p>	<p><b>HT1:</b>  <b>Physics Topic 2 electricity</b>                      Learners will use a range of investigative techniques to understand that electrical power fills the modern world with artificial light and sound, information and entertainment, remote sensing and control.</p> <p><b>Biology Topic 3 infection and response</b>                      Learners will use a range of investigative techniques to explore how we can avoid diseases by reducing contact with them, as well as how the body uses barriers against pathogens.</p>	<p><b>HT1:</b>  <b>Biology Topic 4 Bioenergetics</b>                      Learners will use a range of investigative techniques to explore how plants harness the Sun's energy in photosynthesis in order to make food and all organisms use glucose and oxygen to perform respiration.</p> <p><b>Chemistry Topic 4 chemical changes</b>                      Learners will use a range of investigative techniques to understand chemical changes began when people began experimenting with chemical reactions in a systematic way and organising their results logically.</p>
<p><b>HT2:</b>  <b>Biology Topic 2 organisation</b>                      Learners will use a range of investigative techniques to learn about the human digestive system which provides the body with nutrients and the respiratory system that provides it with oxygen and removes carbon dioxide. They will also learn how the plant's transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon dioxide that they need for photosynthesis.</p> <p><b>Chemistry Topic 2 bonding, structure and the properties of matter</b>                      Learners will use a range of investigative techniques to understand chemists use theories of structure and bonding to explain the physical and chemical properties of materials.</p>	<p><b>HT2:</b>  <b>Chemistry Topic 3 quantitative chemistry</b>                      Learners will use a range of investigative techniques to understand chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions.</p> <p><b>Physics Topic 3 particle model of matter</b>                      Learners will use a range of investigative techniques to understand the particle model is widely used to predict the behaviour of solids, liquids and gases.</p>	<p><b>HT2 Biology:</b>  <b>Chemistry Topic 5 energy changes</b>                      Learners will use a range of investigative techniques to understand the interaction of particles often involves transfers of energy due to the breaking and formation of bonds.</p> <p><b>Physics Topic 4 atomic structure</b>                      Learners will use a range of investigative techniques to understand that ionising radiation is hazardous but can be very useful.</p>

### Assessment and Exams

Formal assessment – learners will complete an end of topic assessment for each exam paper.

## Year 10 – MFL French

Term One	Term Two	Term Three
<p><b>HT1</b>  <b>French: Studio 2</b>  <b>Module 4 : Chez-moi, chez toi</b>                      Learners will begin to use the conditional tense to describe where they would like to live, using 'Je voudrais habiter'. They will confidently use prepositions of place to describe their homes. Learners will develop their confidence when discussing meal and understand when to apply <i>du, de la, des and d'</i> with reference to food and drink. They will also discuss what food to buy to make crêpes. This will lead to a cultural conversation about shared festivals and holidays, such as pancake day. Learners will consider the similarities, but also not the differences in ways that similar customs are celebrated. They will then use the near future to describe an upcoming event.</p>	<p><b>HT1</b>  <b>French: Studio 3</b>  <b>Module 4 : Spécial vacances</b>                      Learners will ask and answer questions about their holidays, reviewing question words and question formation. Learners will use the conditional of Vouloir + infinitive to talk about imaginary holidays. Learners will think of the essential items they would need to take on holidays and review the use of reflexive verbs. Learners will discuss previous problems on holiday including hotel disasters using verbs in the perfect tense. They will consolidate by discussion tourist attractions in the past and giving opinions about prior holidays.</p>	<p><b>HT1</b>  <b>French: Studio 3</b>  <b>Module 5 : Moi dans le monde</b>                      Learners will discuss the rights of young people in society. They will be asked to create language giving their justified opinions about what is important to them as individuals. Learners will discuss their shopping habits, they will examine views about environmentally friendly shopping and give their own opinions on the subject. Learners will consider what makes them happy using the infinitives of verbs to mean –ing.</p>
<p><b>HT2</b>  <b>French: Studio AQA GCSE French</b>  <b>Module 4 : De la ville à la campagne</b>                      Learners will begin by reviewing places in town and be able to describe where they live and what they can do in their free time. They will use the superlative to describe a region, find out tourist information and discuss plans. Learners will talk about what they can do in different types of weather and write about their town using three timeframes; past, present and future. Many learners will also attempt to describe their ideal town using the conditional tense</p>	<p><b>HT2</b>  <b>French: Studio AQA GCSE French</b>  <b>Module 5: Le grand large</b>                      Learners will talk about what they normally do on holiday. They will talk about a hotel stay and discuss transport references using comparative adjectives. They will develop their responses to include what they did in a past holiday and use the perfect and imperfect tenses. Learners will know how to order food in a restaurant and talk about holiday disasters using three timeframes, past, present and future.</p>	<p><b>HT2</b>  <b>French: Studio AQA GCSE French</b>  <b>Module 8 : Un œil sur le monde</b>                      Learners will talk about their beliefs and concerns regarding the planet. Discussing types of weather and natural disasters. They will have opportunities to discuss problems affecting young people including ethical shopping and the environment. They will know how to write and speak about important events and volunteering.</p>

### Assessment and Exams

Term 1: HT1: Reading assessment – Chez moi, chez toi  
 Term 2: HT1: Writing/speaking – Spécial vacances  
 Term 3: HT1: Listening assessment – Moi dans le monde

HT 2: Listening assessment – De la ville à la campagne  
 HT 2: Reading assessment – Le grand large  
 HT2: Writing/speaking – Un oeil sur le monde

## Year 10 – MFL Spanish

Term One	Term Two	Term Three
<p><b>HT1</b>  <b>Spanish: ¡Viva! 3: Módulo 5 Una aventura en Madrid</b>                      Learners will review the vocabulary for places in town and revise how to meet and greet strangers, using expressions with the verb 'tener'.                      Learners will talk about a treasure hunt and use the superlative.                      Next, they will describe a favourite day trip and use the preterite tense to describe activities in the past.                      Learners will engage in a role play/ dialogue in which they will discuss buying souvenirs and focus on register (tú and usted)                      With a focus on the city of Madrid, learners will use the past tenses to describe the events of an imaginary final day of a visit.</p>	<p><b>HT1</b>  <b>Spanish: ¡Viva! 2: Módulo 5 Operación Verano - Holidays</b>                      Learners will be able to describe a holiday home and say why they prefer certain houses. They will be able to describe location and use the comparative.                      Learners will know how to talk about holiday activities and use the superlative.                      Learners will ask for and give directions and be shown how to use the imperative                      Learners will also discuss summer camps and use three tenses together to describe holidays in the past, present and future.</p>	<p><b>HT1</b>  <b>Spanish: ¡Viva! 3: Módulo 4 Jóvenes en acción – Young people in action</b>                      Learners will discuss other people using a range of adjectives and talk about other people's lives using the he/she/it form of the verb.                      Learners will consider their rights as a child and talk about what they can and can't do, using the verb Poder (to be able)                      Learners will talk about transport and use the comparative to discuss the merits of different types of transport and describe how they will travel about in the future.                      This will lead to discussion about the environment and charity work and what they do or don't do to help.</p>
<p><b>HT2</b>  <b>Spanish: Viva AQA GCSE Spanish</b>  <b>Module 5: Ciudades</b>                      Learners will begin by reviewing places in town learnt in HT1 and be able to describe where they live in detail and what they can do in their free time.                      They will use the superlatives to describe a region, find out tourist information and discuss plans.                      Learners will talk about what they can do in different types of weather and write about their town using three time frames.                      Many learners will be able to describe an ideal town.</p>	<p><b>HT2</b>  <b>Spanish: Viva AQA GCSE Spanish</b>  <b>Module 1: Desconéctate!</b>                      Learners will talk about what they normally do on holiday. They will talk about a hotel stay and discuss transport references using comparative adjectives.                      They will develop their responses to include what they did in a past holiday and use the perfect and imperfect tenses.                      Learners will know how to order food in a restaurant and talk about holiday disasters using three time frames, past, present and future.                      Many learners will be able to discuss an ideal holiday using the conditional tense.</p>	<p><b>HT2</b>  <b>Spanish: Viva AQA GCSE Spanish</b>  <b>Module 8: Hacia un mundo mejor</b>                      Learners will talk in more complex detail about their beliefs and concerns regarding the planet. Discussing types of weather and natural disasters. They will have opportunities to discuss problems affecting young people including ethical shopping and the environment. They will know how to write and speak about important events and volunteering.                      Learners will complete speaking test preparation for Theme 2.</p>
<h3>Assessment and Exams</h3>		
Term 1: HT1: Reading assessment – Una aventura en Madrid Term 2: HT1: Translation/speaking assessment – Operación verano Term 3: HT1: Reading assessment - Jóvenes en acción	HT 2: Listening assessment – Ciudades HT 2: Writing assessment – ¡Desconéctate! HT 2: Listening– Hacia un mundo mejor	



**Year 10 – Geography  
Exam board – OCR-B**

<b>Term One</b>	<b>Term Two</b>	<b>Term Three</b>
<p><b>HT1</b> <b>GCSE Topic 6: Dynamic Development</b></p> <p>This topic asks learners to consider the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development.</p> <p><b>In-depth case study of Ethiopia:</b></p> <ul style="list-style-type: none"> <li>• Ethiopia's History of development</li> <li>• Ethiopia's global connections</li> <li>• Ethiopia's contrasting development strategies</li> </ul>	<p><b>HT1</b> <b>GCSE Topic 7: The UK in the 21<sup>st</sup> century</b></p> <p>Learners investigate the human and physical characteristics of the UK. They then investigate how the UK's population and economy are changing.</p> <p>Subsequently, learners investigate the UK's political role in the world and its changing cultural influence.</p> <p><b>Case Studies:</b></p> <ul style="list-style-type: none"> <li>• <b>An economic hub – Oxford</b></li> <li>• <b>One global conflict – Syria</b></li> </ul>	<p><b>HT1</b> <b>GCSE Topic: Fieldwork Skills</b></p> <p>Learners engage in two geographical enquiry processes where they formulate a hypothesis for their human and physical geography fieldwork. They are introduced to a range of techniques and methods used in fieldwork, including questionnaires, Environmental Quality surveys and other survey techniques. They learn to process, present and analyse the fieldwork data they have gathered.</p>
<p><b>HT2</b> <b>GCSE Topic 1.2 Tectonic Hazards</b></p> <p>Learners will study the structure of the Earth and the processes that take place at constructive, destructive, conservative, and collision plate boundaries as well as hotspots.</p> <p>They will study shield and composite volcanoes and analyse how technological developments can have a positive impact on mitigation.</p> <p><b>Case Study: Nepal Earthquake, 2015</b></p>	<p><b>HT2</b> <b>GCSE Topic 8: Resource Reliance</b></p> <p>Learners investigate emerging patterns of resource consumption, where demand is outstripping supply, before considering the question 'Can we feed nine billion people?'</p> <p>Learners will investigate what it means to be food secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase food security.</p> <p><b>Case Study: Food security in Tanzania</b></p>	<p><b>HT2</b> <b>GCSE Topic: Fieldwork Skills continued</b></p> <p>Learners will then analyse and explain the data collected in the field using knowledge of relevant theories before drawing evidenced conclusions and evaluating their investigation.</p> <p><b>Human Geography Fieldtrip: Salford Quays</b> <b>Physical Geography Fieldtrip: River Etherow</b></p>

**Assessment and Exams**

The classwork and home learning of learners will be regularly assessed to check the level of understanding and use of geographical skills. Time is planned into lessons to allow learners to regularly reflect on previous work and make improvements. Assessment points will be held every half term which will consist of knowledge based tests and extended geographical writing. Formal exams will be held with learners at appropriate points in the academic year to build exam success.

**Year 10 – History September 2020**  
**Exam board – EDEXCEL GCSE History 9-1**

<b>Term One</b>	<b>Term Two</b>	<b>Term Three</b>
<p><b>HT1</b>  <u><b>GCSE Germany 1918-1939</b></u>  <b>Problems of the Weimar Republic 1918-1923</b>                      Learners will investigate the situation in Germany after the First World War and the problems that the Weimar Republic had to overcome.</p> <p><b>Weimar recovery 1924-1929</b>                      Learners will investigate the role of Stresemann in improving Germany and the problems this caused for the Nazi Party.</p>	<p><b>HT1</b>  <u><b>GCSE Germany 1918-1939</b></u>  <b>Control of Germany: Terror and Propaganda</b>                      Learners will investigate the methods used by the Nazis to control the German population.</p>	<p><b>HT1</b>  <u><b>GCSE Cold War 1941-1991</b></u>  <b>Ideology and origins of the Cold War</b>                      Learners will investigate the situation in Europe after the Second World War and how rivalry of the Cold War first began</p> <p><b>Significant events 1941-1958</b>                      Learners will study the key events of the early stages of the Cold War – Berlin, NATO and the Hungarian Uprising.</p>
<p><b>HT2</b>  <u><b>GCSE Germany 1918-1939</b></u>  <b>Early years of the Nazi Party</b>                      Learners will investigate the early years of Hitler and the new Nazi Party.</p> <p><b>Rise of the Nazis 1929-1934</b>                      Learners will investigate the reasons for the rapid growth in the popularity of Hitler and the Nazis after 1929. They will learn how Hitler was able to become the dictator of Germany in 1934.</p>	<p><b>HT2</b>  <u><b>GCSE Germany 1918-1939</b></u>  <b>Living in Nazi Germany 1933-1939</b>                      Learners will study the impact Nazi Germany had on different groups of people in the country – the youth, women, minority groups and workers.</p>	<p><b>HT2</b>  <u><b>GCSE Cold War 1941-1991</b></u>  <b>Increased tension between East and West 1958-1970</b>                      Learners will investigate the reasons for the further growth in tension as the Cold War continues.</p>

**Assessment and Exams**

The classwork and homework of learners will be regularly assessed to check the level of understanding and use of historical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements. Assessment points will be held every half term which will consist of knowledge based tests and extended historical writing. Formal exams will be held with learners at appropriate points in the academic year to build exam success.

## Year 10 – Art

Term One	Term Two	Term Three
<p><b>HT1</b> Learners will study a natural forms theme and be introduced to the GCSE structure. Learners will begin using ICT resources and looking at stimuli linked with natural forms such as; plants, shells, leaves, bones and other forms.</p> <p>A bank of images, including the work of artists will be made available to use as starting points.</p> <p>Learners will gather source materials such as secondary images to create a visual mood board, create a mind map of ideas and inspirations and research the works of three chosen artists. Learners will produce artist's studies and take primary photographs to inform their studies. These photographs should link and be inspired by their selected artists.</p> <p>Observational drawings will form an important part of the long-term project, learners will experiment with a range of drawing techniques such as ink, fine liner pen and pencil.</p>	<p><b>HT3</b> Learners will continue with their project and begin to explore a range of print making techniques such as; mono printing and cyanotype.</p> <p>Learners will create artworks such as rubbings and look closely into the textures within the natural form.</p>	<p><b>HT5</b> Learners will prepare two or three final outcome ideas showing clearly their thought processes and include annotations to support their final idea. From these outcomes learners must select the most successful idea and prepare for their 5 hour mock exam.</p> <p>During the exam, which has an allocation of 5 hours, learners will produce a personal response to natural forms and a response linking to their selected artists in this time period. This will conclude their natural forms project.</p> <p>The response will be in the form of a large drawing, a painting, a print, silk-painting or 3D piece.</p>
<p><b>HT2</b> Learners will have flexibility with the media used dependent upon their artist selected. A range of media and processes are to be used to develop ideas. Ink, oil pastels and painting techniques will be introduced and explored this half term.</p>	<p><b>HT4</b> Learners will be introduced to silk painting technique and create a skilful response using inks.</p> <p>Some learners may create a 3D response in the form of a sculpture or a decorative relief based on natural forms.</p> <p>Learners will continue with their project and also continue to complete work at home, but it must be brought in each lesson for staff guidance and areas for review and improvements to be given.</p>	<p><b>HT6</b> Learners will be introduced to three previous exam questions from the exam board paper.</p> <p>Learners will begin to apply research methods, study the work of artists and develop design-ideas answering the exam question and using some of the artists' methods and ideas in preparation for their return to year 11.</p>

### Assessment and Exams

On-going progress is recorded based on sketchbook work and other supportive drawings, designs and models. Learners have four lessons of art a fortnight. They are formally assessed according to the exam board assessment objectives: 'Developing Ideas', 'Using resources media and materials', 'Recording Ideas and observations' and 'Making a personal Response'.

A mock assessment will take place in HT6, 5 hours over the period of one day to create a personal response to their project. This will prepare learners for their 10 hour exam that takes place over two days in year 11.

<b>Year 10 Business</b>		
<b>Term One</b>	<b>Term Two</b>	<b>Term Three</b>
<p><b>HT1 (Topic 1.1 and Topic 1.2)</b></p> <p>Learners will revisit the topic of Enterprise and Entrepreneurship previously taught during their ICT lessons in Yr 9, paying particular attention to case study context questions. The topic covers how ideas come about, risk and reward, added value and the role on entrepreneurship. They will then move on to the topic of Market research covering both primary and secondary research and qualitative and quantitative data. Learners will also practice calculating profit and loss.</p>	<p><b>HT1 (Topic 1.4 &amp; 2.2)</b></p> <p>Learners will learn about the importance of the marketing mix and how this can be used to make business decisions focusing on the 4 P's:</p> <ul style="list-style-type: none"> <li>• Product</li> <li>• Place</li> <li>• Price</li> <li>• Promotion</li> </ul> <p>Learners will then move on to answering 9mark questions in context</p> <p>Learners will continue their maths focus with changes in percentage calculations.</p>	<p><b>HT1 9(Topic 1.5)</b></p> <p>Learners will discover external influences that need to be considered when running a business such as:</p> <ul style="list-style-type: none"> <li>• Stakeholders</li> <li>• Technology and Business</li> <li>• Consumer Law</li> <li>• Employment Law</li> <li>• Economy</li> </ul> <p>Learners will practice the maths focus from the previous half term with breakeven and cashflow calculations.</p>
<p><b>HT2 (Topic 1.2 &amp; 1.4)</b></p> <p>Learners will continue their study looking at how businesses can spot an opportunity. They will look at Market segmentation, Market Maps and the competitive environment. Focus will be on ensuring all learners have grasped the requirements of answering 3 mark and 6 mark questions in a business context. Learners will move onto looking at the different ownership available to the business and the importance of business location. Learners will continue to practice calculation questions focusing now specifically on Gross and Net Profit Margin Calculations.</p>	<p><b>HT2 (Topic 1.3)</b></p> <p>Learners will look at how a business puts their idea into practice and will look at the aims and objectives of a business as well as how then can calculate breakeven and cash flow as well as learning the importance and limitations of these concepts.</p>	<p><b>HT2 (Topic 1.5 &amp; Exam Technique - 12marks)</b></p> <p>Learners will continue their study on the external environment looking at interest rates and exchange rates. They will begin looking at 12mark questions and will focus on case studies covering the entire Yr. 10 curriculum</p>
<b>Assessment and Exams</b>		
<p>All assessments will be GCSE style exams and will take place after a topic has been taught towards the end of a half term. These are based on Theme 1 exam papers. A full exam paper will be given at the end of Yr 10.</p>		

## Year 10 - Computer Science

Term One	Term Two	Term Three
<p><b>HT1</b></p> <p>This half term learners will cover algorithms and programming concepts. They will use this knowledge to practise their programming skills and complete a programming challenge.</p>	<p><b>HT1</b></p> <p>Learners will recap algorithms and trace tables and complete revision for exam paper 1. Paper 1 focuses on Computational thinking, problem solving, code tracing and applied computing.</p>	<p><b>HT1</b></p> <p>Learners will begin their non-examined assessment (NEA) programming project, planning to finish it this term or at the start of the next academic year.</p> <p>More details about the NEA will follow as it is yet to be released.</p>
<p><b>HT2</b></p> <p>Building on last half term learners will cover how trace tables are used and then learn how to program them, including what they could be used for. They will also continue creating algorithms in written or coded format.</p>	<p><b>HT2</b></p> <p>This half term learners will revise for paper one and begin some preparation for the non-examined assessment (NEA) which will include practising programming techniques.</p>	<p><b>HT2</b></p> <p>Learners will continue completing their NEA. They will then use the remaining time to revise for their mock exams. Focusing on Paper 2.</p>

### Assessment and Exams

- Exam questions based on trace tables and algorithms
- Programming challenges
- Exam paper 1 - Computational thinking, problem solving, code tracing and applied computing
- Exam paper 2 – Data representation, computer systems, hardware, software, networks, cyber security. This paper also includes the legal, ethical and environmental impact of digital technology

## Year 10 Cambridge National IT

Term One	Term Two	Term Three
<p><b>HT1</b></p> <p>To begin the year learners will discover the project lifecycle. Learners will have to take into account each phase of the life cycle, the inputs and outputs of each phase and how to create SMART targets. They will use this and apply it to real project management scenarios while practising the use of planning tools such as Gantt charts.</p>	<p><b>HT1</b></p> <p>Learners will begin to use planning tools to help them plan a project. They will then do testing and review what they have done looking for ways to improve it.</p>	<p><b>HT1</b></p> <p>This half term learners will add to their computer literacy knowledge, skills and understanding by practising and upskilling their spreadsheet and database skills.</p>
<p><b>HT2</b></p> <p>This half term learners will investigate how to mitigate risks for a project and the IT legislation that would come under it.</p>	<p><b>HT2</b></p> <p>The focus this half term is data. Including data types such as text, numeric and Boolean. They will learn how to add, edit and delete data as well as how to turn it in to information using software such as spreadsheets and databases.</p>	<p><b>HT2</b></p> <p>Learners will begin to make a start on their non-examined assessment (NEA) and begin the planning and preparation section. The assignment has yet to be released, but it is usually based around creating an IT system for a company.</p>

### Assessment and Exams

- End of unit assessments based on the topics they have just learned such as project lifecycle, data etc.
- Mock exams – June/July 2020
- Non examined assessment (NEA) – not yet released.

## Year 10 BTEC Dance

Term One	Term Two	Term Three
<p><b>HT1</b>  <b>Component 2: Developing Skills and Techniques in the Performing Arts (Dance)</b>                      Learners will develop skills and techniques for performance from an existing dance work and will apply skills and techniques in rehearsal and performance in dance styles such as :-</p> <ul style="list-style-type: none"> <li>• Bob Fosse- Chicago/ All that Jazz/ Cell Block Tango.</li> <li>• Hairspray live- you can't stop the beat</li> </ul> <p>They will actively engage with all rehearsals and workshops, making effort to improve their own performance by using skills appropriate to the style and discipline they are exploring.                      In theory they will examine professional practitioners' performance of the iconic Jazz choreographer Bob Fosse.</p>	<p><b>HT1</b>  <b>Component 2: Developing Skills and Techniques in the Performing Arts (Dance)</b>                      Learners will apply skills and techniques in rehearsal and performance skills in Contemporary Dance, studying Shadows by Christopher Bruce.                      They are to actively engage with all rehearsals and workshops, making effort to improve their own performance by using skills appropriate to the style and discipline they are exploring.                      They will take part in dance production preparation and focus on mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, and capacity to improve their performance.                      In theory they will continue to study professional practitioners' performance work and study ~Christopher Bruce's Shadows.</p>	<p><b>HT1</b>  <b>Component 2: Developing Skills and Techniques in the Performing Arts (Dance)</b>                      Learners will apply skills and techniques in rehearsal and performance skills in Contemporary Dance, studying choreography technique and group work.                      They are to actively engage with all rehearsals and workshops, making effort to improve their own performance by using skills appropriate to the style and discipline they are exploring.                       They will also start to explore musical theatre and study You can't stop the beat from Hairspray live.                      In theory they will evaluate their performance in the dance production</p>
<p><b>HT2</b>  <b>Component 2: Developing Skills and Techniques in the Performing Arts (Dance)</b>                      Learners will review their own development and performance and use their log books to help you effectively develop their own skills and techniques.                      They will also explore a more modern version of the fosse style, Black and Gold.                      In theory they will continue to study professional practitioners' performance work-Bob Fosse and also research Chicago the Musical.</p>	<p><b>HT2</b>  <b>Component 2: Developing Skills and Techniques in the Performing Arts (Dance)</b>                      Learners will actively engage with all rehearsals and workshops, making effort to improve their own performance by using skills appropriate to the style and discipline they are exploring, in this case urban dance and the Royal Family Urban Dance Crew.                      They will use their Log Book to help them effectively develop their own skills and techniques.                      In theory lessons learners will research production roles and job roles in the professional industry, such as</p> <ul style="list-style-type: none"> <li>• Choreographer</li> <li>• Director/ producer</li> <li>• Lighting technician</li> <li>• Rehearsal schedule</li> </ul>	<p><b>HT2</b>  <b>Component 2: Developing Skills and Techniques in the Performing Arts (Dance)</b>                      Learners will apply skills and techniques in rehearsal and performance skills in Contemporary Dance, studying choreography technique and group work.                      They are to actively engage with all rehearsals and workshops, making effort to improve their own performance by using skills appropriate to the style and discipline they are exploring.                       They will also start to explore musical theatre and study You can't stop the beat from Hairspray live.                      In theory they will evaluate their performance in the dance production                       In theory they will continue to study professional practitioners' performance work and research Hairspray the musical.</p>

## Assessment and Exams

Autumn Term

End Oct – Practical assessment 1

Dec Component 2 assessment

End Feb – Practical assessment 2

Summer term 2 Year 10 mock exam week Component 2 assessment

Lesson by lesson Internal self and peer assessment and ongoing review/ logbook

1st Week in April – Dance production- filmed live performance solo/ duo/ choreography

## Year 10 - Design and Technology

Term One	Term Two	Term Three
<p><b>HT1 And HT2</b></p> <p><b>Art Deco Mirror holder</b> With a focus on design styles learners will produce a range of design ideas using Art Deco as their design inspiration. Learners will go on to produce their chosen design idea in timber based materials.</p> <p><b>Practical outcomes:</b> Art Deco Mirror</p> <p><b>Communication Skills:</b> 2D sketching and 3D modelling.</p>	<p><b>HT1 &amp; HT2</b></p> <p><b>CAD/CAM</b> Learners further develop their knowledge of computer design software and hardware. Learners will be working towards designing and manufacturing a storage device which could be batch produced.</p> <p><b>Practical outcomes:</b> CAD/CAM produced storage unit. Practical outcomes are dependent on the direction the learner takes through the design process.</p> <p><b>Introduction to the GCSE coursework research section</b></p> <ul style="list-style-type: none"> <li>• Task analysis</li> <li>• Consumer profile</li> <li>• Anthropometric data</li> <li>• Product analysis</li> <li>• Design criteria</li> </ul>	<p><b>HT1 &amp; HT2</b></p> <p><b>Design challenge</b> To improve design and manufacturing skills a design challenge is set. Learners are involved in the research, design, production planning and manufacture of a product. Learners will use skills and knowledge developed earlier in the course and will be required to select appropriate materials and processes in order to realise their outcome.</p> <p><b>Practical outcomes:</b> Practical outcome dependent on the direction the Learner takes.</p> <p><b>Communication Skills</b> Learners will be expected to use a range of presentation skills in order to effectively communicate their ideas.</p>

### Assessment and Exams

- On-going end of project tests.
- Assessment of all practical outcomes.
- GCSE mock exam.



## Year 10 – Drama

Term One	Term Two	Term Three
<p><b>HT1</b>  <b>Six week block of Practitioners (carried over from Y9 due to COVID).</b>  <b>Devising Drama Mock</b>                      Learners complete their mock devised C1 performance. This needs to be developed to performance standard. They have devised this from key set stimuli. They are heavily influenced by practitioners of Brecht, Artaud, Berkoff or the genre physical theatre.</p> <p><b>Reading opportunities: Brecht on Theatre, Artaud Theatre of Cruelty, Frantic Assembly Devising.</b></p> <p><b>Websites and youtube clips to watch:                      DVD, Push physical theatre, exemplar performances using the practitioners.</b></p>	<p><b>HT2</b>  <b>Devising Drama Exploration</b>                      Learners begin their actual devised C1 performance. They begin by planning and exploring from the new set stimuli from the exam board to develop their ideas before assigning a practitioner and solid idea.</p> <p><b>Reading opportunities: Brecht on Theatre, Artaud Theatre of Cruelty, Frantic Assembly Devising.</b></p> <p><b>Secondary stimuli of imagery, poems, news reports, stories need to be gathered.</b></p>	<p><b>HT1</b>  <b>Devising Drama Final Rehearsals</b>                      Learners complete the final technical rehearsals for their performances. They must perform in front of practice audiences and ensure their performance falls under the strict time guidelines for the number in their group. Technical learners produce their portfolio of evidence.</p> <p><b>Reading and writing opportunities: Lines of the script must be written and learnt.</b></p>
<p><b>HT2</b>  <b>Portfolio of evidence and Evaluation                      Mock C2 and Live Review</b>                      Learners complete their evaluation under controlled conditions. They also complete a mock of their 3 part portfolio on ideas development, practitioner/genre and refinements and amendments.</p> <p>After they complete this they block one extract from a selected play as a mock for their scripted unit.</p> <p><b>Theatre Trip to be arranged if COVID allows</b></p> <p><b>Reading opportunities: Brecht on Theatre, Artaud Theatre of Cruelty, Frantic Assembly Devising.</b></p> <p><b>Written skills</b>                      Learners understand how to analyse costume, staging, lighting design and acting skills creatively through exploration of their practical skills.</p>	<p><b>HT2</b>  <b>Devising Drama Development</b>                      Learners develop their devised performance and make decisions about staging, lighting, narrative and costume. They must attend one rehearsal after school each week to develop their plays.</p> <p><b>Reading and writing opportunities: Lines of the script must be written and learnt.</b></p>	<p><b>HT2</b>  <b>Final Performance – June 2021                      Hard to Swallow mock exam</b>                      Learners perform their final piece of devising drama on the first week back in June for parents and an examiner. They are introduced to the set text Hard to Swallow by Mark Wheeler. They explore the opening scenes.</p> <p><b>Reading opportunities: Hard to Swallow by Mark Wheeler.</b></p>

### Assessment and Exams

Assessment follows the units explored.  
 Learners have a mock live review and a full mock of C3 exam unit at the end of the year.  
 C1 devising exam is completed as a mock in Autumn and completed in June.  
 Scripted C2 mock takes place in Dec/Jan.

## Year 10 - Food and Nutrition

Term One	Term Two	Term Three
<p><b>HT1</b> <b>Food, nutrition and health</b> During this half term learners will focus on the following through a mixture of practical and theory learning experiences -</p> <ul style="list-style-type: none"> <li>• Low and high biological value proteins</li> <li>• Protein complementation</li> <li>• Protein alternatives eg textured vegetable protein (TVP), soya, mycoprotein and tofu.</li> <li>• Saturated fats</li> <li>• Unsaturated fats (monounsaturated and polyunsaturated)</li> <li>• Starch (polysaccharides)</li> <li>• Sugars (monosaccharides/disaccharides)</li> <li>• Dietary fibre</li> </ul>	<p><b>HT1</b> <b>Food choice</b> During this half term learners will focus on the following through a mixture of practical and theory learning experiences -</p> <ul style="list-style-type: none"> <li>• Factors which influence food choice</li> <li>• Food choices</li> <li>• Food labelling and marketing influences</li> <li>• British and international cuisines</li> <li>• Sensory evaluation</li> </ul>	<p><b>HT1</b> <b>Food science</b> During this half term learners will focus on the following through a mixture of practical and theory learning experiences -</p> <ul style="list-style-type: none"> <li>• Fruit and Vegetables - enzymic browning and oxidation</li> <li>• Raising Agents – chemical, mechanical and biological</li> </ul>
<p><b>HT2</b> <b>Food safety</b> During this half term learners will focus on the following through a mixture of practical and theory learning experiences -</p> <ul style="list-style-type: none"> <li>• Food spoilage and contamination</li> <li>• Microorganisms and enzymes</li> <li>• The signs of food spoilage</li> <li>• Microorganisms in food production</li> <li>• Bacterial contamination Bacterial contamination</li> <li>• Buying and storing food</li> <li>• Preparing, cooking and serving food</li> </ul>	<p><b>HT2</b> <b>Food provenance</b> During this half term learners will focus on the following through a mixture of practical and theory learning experiences -</p> <ul style="list-style-type: none"> <li>• Food Sources</li> <li>• Food and the environment</li> <li>• Sustainability of food</li> <li>• Food production</li> <li>• Technological developments associated with better health and food production</li> </ul>	<p><b>HT2</b> <b>Micronutrients</b> During this half term learners will focus on the following through a mixture of practical and theory learning experiences -</p> <ul style="list-style-type: none"> <li>• Vitamins – fat soluble and water soluble.</li> <li>• Antioxidant functions of vitamins</li> <li>• Minerals</li> <li>• The functions of water in the diet.</li> <li>• Energy needs</li> <li>• How to plan and modify recipes.</li> <li>• The relationship between diet, nutrition and health</li> <li>• The major diet related health risks.</li> </ul>

### Assessment and Exams

- Learners practical skills are assessed throughout to ensure learners work safely and know how to use a range of tools and equipment.
- End of unit written assessments are given to assess learners' knowledge and understanding of the written examination.

<b>Year 10 - Music BTEC</b>		
<b>Term One</b>	<b>Term Two</b>	<b>Term Three</b>
<p><b>HT1</b></p> <p><b>Unit 1</b> Learners understand organisations in the Music Industry. They trail a selection of main study instruments. Learners complete examination preparation for The Music Industry Test. They complete mini bands and solo performances.</p>	<p><b>HT1</b></p> <p><b>Unit 5</b> Introducing Solo Performance. Learners develop rehearsal techniques used to develop performance skills. Learners will lead their groups or bands and develop their own performances. Learners to prepare an audition piece. This will require rehearsal and daily practise expected throughout the course. Performance Log Book –on-going for evidence of individual’s progress.</p>	<p><b>HT1</b></p> <p><b>Unit 3</b> Introducing Live Sound. This unit is designed for sound engineers and technicians. Learners complete mini-bands rehearsals and arrangements in the preparation of the year 11 Gig. They trial performances for the class and in the community should the bands be at industry standard.</p>
<p><b>HT2</b></p> <p><b>Unit 1</b> Rehearsal / health and safety. Learners complete performance log entries on going throughout the course. Video evidence of ensemble and solo performance work.</p>	<p><b>HT2</b></p> <p><b>Unit 7/3</b> Learners will have the option of studying music composition on Garage band. Unit 3 Live Sound work to prepare for assignments.</p>	<p><b>HT2</b></p> <p><b>Unit 5</b> Learners complete final improved performances of audition solos, filmed in front of live audiences. This will provide evidence of progress and support the log book completed by each music students.</p>
<b>Assessment and Exams</b>		
<p>Each unit is assessed as per the BTEC assessment plan. Log books will be on-going and continually assessed by music staff and instrumental teachers. The more depth and reflection provided in the log book will result in the possibility of higher grades such as Distinction (A) and Distinction Star (A*).</p>		

<b>Year 10 – Music GCSE</b>		
<b>Term One</b>	<b>Term Two</b>	<b>Term Three</b>
<p><b>HT1</b> <b>Composition</b> Learners will begin their free composition and to help with that learners will listen to previous compositions and have lessons in compositional technique.</p> <p><b>Music listening exam</b> All four areas of study will be introduced to learners in this half term (concerto through time, popular music in context, film music, rhythms of the world).</p>	<p><b>HT1</b> <b>Composition</b> Learners will continue with their free composition and to help with that learners will listen to previous compositions and have lessons in compositional technique.</p> <p><b>Music listening exam</b> Learners have a more in depth focus on an area of study.</p> <p><b>Performance</b> Learners start to perform to each other and appraise each other.</p>	<p><b>HT1</b> <b>Composition</b> Learners will continue with their free composition and to help with that learners will listen to previous compositions and have lessons in compositional technique.</p> <p><b>Music listening exam</b> Learners have a more in depth focus on an area of study.</p> <p><b>Performance</b> Learners start to perform to each other and appraise each other.</p>
<p><b>HT2</b> <b>Composition</b> Learners will continue with their free composition and to help with that learners listen will to previous compositions and have lessons in compositional technique.</p> <p><b>Music listening exam</b> All four areas of study will be studied by learners (concerto through time, popular music in context, film music, rhythms of the world).</p> <p><b>Performance</b> Learners start to perform to each other and appraise each other.</p>	<p><b>HT2</b> <b>Composition</b> Learners continue with their free composition and to help with that learners will listen to previous compositions and have lessons in compositional technique.</p> <p><b>Music listening exam</b> Learners have a more in depth focus on an area of study.</p> <p><b>Performance</b> Learners start to perform to each other and appraise each other.</p>	<p><b>HT2</b> <b>Composition</b> Learners complete their free composition.</p> <p><b>Music listening exam</b> Learners have a more in depth focus on an area of study.</p> <p><b>Performance</b> Learners start to perform to each other and appraise each other.</p>
<b>Assessment and Exams</b>		
<p>Learners are given verbal feedback on their compositions leading to a more detailed assessment at the end of year 10. GCSE exam questions will be completed in the later part of the year be learners in exam conditions. A Year 10 GCSE mock exam will be completed by learners. Learners will be given verbal feedback on an ongoing basis for both the composition and performance elements of their course.</p>		

## Year 10 – PE – September 2020

Term One	Term Two	Term Three
<p><b>HT1</b>  <b>Subject: Sports Psychology</b>  <b>Unit Title: Character</b>                      Learners will experience difficult decision making opportunities, strategic scenarios and problems solving activities that will need teamwork, leadership and skills to overcome. They will understand the notion of sportsmanship and through independent learning tasks will support others during difficult situations. Learners will be more confident when performing in all situations. They will become key players and leaders showing resilience and will not give up on a task or activity.  <b>Covid Safe Sports-</b> Cooper Run Fitness Baseline, Singles Badminton, Track Athletics, Fitness</p>	<p><b>HT1</b>  <b>Subject: Leadership</b>  <b>Unit Title: Communication</b>                      Learners will understand the primary rules, fundamental skills, and tactical problems associated with each sporting category and will become literate in a variety of games, activities and sports and develop an understanding and competency of the skills and tactics associated with playing traditional sports.                      They will also develop my communication and leadership skills throughout this activity block linking in with the core competency of communication.  <b>Covid Safe Sports</b> - Basketball, Handball, Football (drills, skills, 5 a side only)</p>	<p><b>HT1</b>  <b>Subject: Decision Making</b>  <b>Unit Title: Critical Thinking</b>                      Learners will develop a range of cricket skills in isolation, which also have transferable qualities to other striking and fielding sports such as rounders and softball. All learners will understand the rules and regulations of all track and field events and be able to coach and support one another. Learners will take an active role within lessons to be independent learners to help improve further.  <b>Covid Safe Sports-</b> Striking and Fielding, Track and Field Athletics</p>
<p><b>HT2</b>  <b>Subject: Health and Fitness</b>  <b>Unit Title: Citizenship</b>                      Learners will gain an understanding of different methods of training and how they relate to different sports. Learners will complete a different fitness activity each lesson and be able to link to methods of training. They will be able to plan and deliver fitness activities to a group of students/the full class. Learners will see an improvement in their own physical fitness ability as this cycle of work develops.  <b>Covid Safe Sports-</b> Futsal, High jump, Basketball,, Trampolining (drills, skills, 5 a side only)</p>	<p><b>HT2</b>  <b>Subject: Coaching</b>  <b>Unit Title: Collaboration</b>                      Learners will develop a range of skills required in Volleyball, such as the different shots and understand how and when best to perform them. Learners will be able to apply these shots into a competitive situation, through also recognises the rules and regulations of Sport. Learners will take an active role within lessons to be independent learners to help improve further  <b>Covid Safe Sports-</b> Rugby (drills, skills, 5 a side only), Sports Ed ,Volleyball</p>	<p><b>HT2</b>  <b>Subject: Performance</b>  <b>Unit Title: Creativity</b>                      Learners will take an active role within lessons to be independent learners to help improve further.                      They will evaluate tactics and strategies and analyse decisions that influence gameplay and will be able to demonstrate my performance and show a range of skills in a competitive situation.  <b>Covid Safe Sports-</b> Striking and Fielding, Track and Field Athletics</p>

### Assessment and Exams

The practical classwork of learners will be regularly assessed to check the level of understanding and use of practical skills. Time is planned into lessons to allow students to regularly reflect on previous work and make improvements. Assessment points will be held at the end of each 6 lesson block before the rotation of activities.

## Year 10 GCSE PE

Term One	Term Two	Term Three
<p><b>HT1</b> Learners will undertake written theory based lessons to prepare for their theory Examination. Units covered include the physical factors affecting performance such as</p> <ol style="list-style-type: none"> <li>1. Functions of the skeleton</li> <li>2. Joint structure, types of joints</li> <li>3. Movement at a joint</li> <li>4. Muscle groups, locations and functions</li> </ol> <p>Learners will complete practical lessons in individual Badminton, Track Athletics, Trampolining to establish learner's three strongest sports for assessment adapted due to Covid sports safety policy.</p>	<p><b>HT1</b> Learners will undertake written theory based lessons to prepare for their theory mock exam examination. Units covered include the physical factors affecting performance.</p> <ol style="list-style-type: none"> <li>1. Components of fitness definitions</li> <li>2. Assessing the components of fitness/data collection</li> <li>3. Components of fitness definitions and practical examples</li> <li>4. Assessing the components of fitness/data collection (practical)</li> </ol> <p>Learners will complete a Log book to evidence their practical participation in competitive sports that they compete in outside of school and also provide video evidence of these sports. Learners expected to attend all additional after school revision sessions.</p>	<p><b>HT1</b> Learners will undertake written theory based lessons to prepare for their theory mock exam examination and will begin to study unit 2. Unit 2 looks at socio-cultural issues and sports psychology</p> <ol style="list-style-type: none"> <li>1. Mental preparation</li> <li>2. Types of guidance</li> <li>3. Feedback</li> <li>4. Components of a balanced diet</li> <li>5. Dietary analysis</li> <li>6. Effects of diet and hydration including</li> </ol> <p>Learners will complete practical lessons in Striking and Fielding to further establish learner's three strongest sports for assessment adapted due to Covid sports safety policy</p>
<p><b>HT2</b> Learners will continue to undertake written theory based lessons to prepare for their theory examination. Units covered include physical factors affecting performance.</p> <ol style="list-style-type: none"> <li>1. Structure and function of the heart</li> <li>2. Blood around the circulatory system</li> <li>3. Role of red blood cells, key definitions</li> <li>4. Structure of the respiratory system</li> <li>5. Key definitions and gas exchange</li> <li>6. Aerobic and anaerobic exercise</li> </ol> <p>Learners will also use the competitive pathway of core PE lessons to gain more log book evidence.</p> <p>Learners will complete practical lessons in individual High jump, Trampolining, Table Tennis to establish learner's three strongest sports for assessment adapted due to Covid sports safety policy.</p>	<p><b>HT2</b> Learners will continue to undertake written theory based lessons to prepare for their theory examination. Units covered include the physical factors affecting performance.</p> <ol style="list-style-type: none"> <li>1. Warming up and cooling down</li> <li>2. Methods of training</li> <li>3. Methods of training (practical)</li> <li>4. Methods of training (practical)</li> <li>5. Principles of training (SPOR &amp; FITT)</li> <li>6. Principles of training (SPOR &amp; FITT)</li> </ol> <p>Learners will complete a <b>practical assessment</b> in at least 3 individual Covid safe sports.</p>	<p><b>HT2</b> Learners will undertake research and collate evidence for their AEP controlled coursework. This includes research on</p> <ol style="list-style-type: none"> <li>1. Mental preparation</li> <li>2. Types of guidance</li> <li>3. Feedback</li> <li>4. Components of a balanced diet</li> <li>5. Dietary analysis</li> <li>6. Effects of diet and hydration including</li> </ol> <p>Learners will complete practical lessons in individual , Track Athletics, Field Athletics to further establish learner's three strongest sports for assessment adapted due to Covid sports safety policy.</p>

### Assessment and Exams

Every half term

Revision lesson

Progress Test- Written

Practical Assessment

6 written exams

6 practical sport scores – summer term mock practical moderation and written Exam

Year 10 BTEC Sport		
Term One	Term Two	Term Three
<p>In this unit learners will understand the rules and regulations of at least two sports and provide evidence for the following criteria.</p> <p><b><u>Practical performance in Sport Unit 2</u></b></p> <p>In this unit Learners will:</p> <ol style="list-style-type: none"> <li>understand the rules, regulations and scoring systems for selected sports</li> <li>practically demonstrate skills, techniques and tactics in selected sports</li> <li>be able to review sports performance.</li> </ol> <p>This links in with the following assignment <b><u>Assignment 1 Unit 2 Sports Rules, Regulations and Scoring Systems</u></b></p>	<p><b>HT1</b></p> <p>In this unit learners will have been asked to review their own performance using self-designed observation checklists, recommending activities to improve their performance in a chosen sports and justify why they have chosen the activities.</p> <p>They will also study, <b><u>Unit 2 Practical Sports Performance</u></b> Assignment 3 Sports Performance Review.</p> <p>In this learners will also start to look at the role of a sports leader and this links in with Assignment 1 -What Makes a Successful Sports Leader?</p>	<p><b>HT1</b></p> <p>In this unit learners will have been asked to demonstrate their ability to plan and lead a sports activity session to a group of younger children from the club, this links in with Learning Aim B: To undertake a leadership Lessons will also start to prepare learners for the external exam</p> <p><b><u>Unit 1 Fitness for sports and exercise External exam Prep</u></b></p>
<p><b>HT2</b></p> <p>In this unit learners will understand, research and partake in the components of fitness and provide evidence for the following criteria.</p> <p><b><u>Practical performance in Sport Unit 2</u></b></p> <p>Learners will undertake <b><u>Assignment 2 unit 2 Sports Coaching Company</u></b></p> <p>Learners must describe the components of fitness, technical and tactical demands for the selected sports. the skills, techniques and tactics that you are applying throughout the video.</p>	<p><b>HT2</b></p> <p>In this unit learners will have been asked to work towards Learning aim A: Know the attributes associated with successful sports leadership Theory lessons will carry out research into successful sports leaders using textbooks, the internet and journals. You may also consider sports leaders who have led sporting events that you have taken part in and/or sports leaders who coach professional or national sports teams.</p> <p><b><u>Lessons will also start to prepare learners for the external exam</u></b> <b><u>Unit 1 Fitness for sports and exercise External exam Prep</u></b></p>	<p><b>HT2</b></p> <p>Learners will be given one chance to resubmit work following the assessment and internal verification of the completed units <b><u>Unit 2 Assignment 1,2,3</u></b> <b><u>Unit 6 Assignments 1,2,3</u></b> <b><u>Re submissions</u></b></p> <p>Learners will complete their first attempt on the external online exam linked to the components of fitness for the following unit, <b><u>Unit 1 Fitness for sports and exercise</u></b> External exam attempt 1</p>
<b>Assessment and Exams</b>		
<p>Unit 2 final re submission 10th July 2021 Unit 1 External – term 3- HT6 TBC Unit 5 Leading sports 23rd July 2021</p>		