Year 10

Curriculum Maps

Hartford Church of England High School

Year 10 Long Term Plan English

Principles that underpin your curriculum

		Year 10 Intent / End Point: Year 10 students can write analytically about An Inspector Calls and Macbeth, as well as confidently compare the Power and Conflict poetry through analysis. Students will learn how to structure and compose an analytical essay on Literature, as well as craft both creative and discursive pieces of writing for the Language paper – focusing on the use of explicitly taught higher level vocabulary, linguistic techniques, structural techniques and a range of punctuation. They will also be able to present their viewpoint on a topical issue in the form of a formal presentation.					
		HT1	**HT2**	**HT3**	**HT4**	**HT5**	**HT6**
Literature		**An Inspector Calls**			**Power and Conflict Poetry**		
Language		**Discursive Writing**		**Language Paper 1: Reading**	**Creative Writing**		**Speech Writing and Speaking and Listening**
Reading	**Literature**	Character analysis Theme analysis Language analysis Structural analysis Context Genre analysis			Meaning Language analysis Structural analysis Analysis of form/ genre Contextual analysis		Character Theme Language Structure Genre Context
	Language	Non-fiction article analysis		Identify Language Structure Evaluation Word classes Language techniques Structural techniques	Descriptive/ short story analysis		Viewpoint/ opinion article analysis
Writing	**Literature**	Introductions Analytical paragraphs Creating concepts Essay writing skills			Develop essay writing skills Comparative writing skills Explicit teaching of tier 2 vocabulary		Recap writing effective introductions Analytical paragraphs Explicit teaching of tier 2 vocabulary
	Language	Introductions & conclusions Exploratory paragraphs Use of persuasive writing techniques Use of structural features Personas		Explicit teaching of how to approach and structure each question. Consistent practise of writing each question. Tier 2 vocabulary	Use of descriptive writing techniques Use of structural writing techniques		How to structure an effective speech Writing introductions Writing exploratory paragraphs Writing conclusions Use of persuasive techniques and effective structural features
Speaking and Listening		Opportunities to present viewpoint through discussion Oracy improvement through use of Tier 2 vocabulary		Use of standard English Use of Tier 2 vocabulary	Oracy improvement through use of Tier 2 vocabulary Reading aloud of poetry		Performance of S&L presentations
Middle Stake Testing		**S/TN 1** = article (discursive writing) **S/TN 2** = Birling family unit in Act 1 or The Inspector	**S/TN 1** = AIC Eric	**S/TN 1 = Question 3** **S/TN 2 = Question 4**	**S/TN 1** = poetry comparison **S/TN 2** = description	**S/TN 1** = poetry comparison **S/TN 2** = narrative	**S/TN 1** = End of Year Assessment **S/TN 2** = speech
High Stake Testing			**AIC** – exam style question mark /34 **Language Paper 2** – writing section /40		**Poetry comparison** – exam style question /30 **Language Paper 1** – reading paper		Language Paper 1 Literature Paper 2
Skills development			Students will be confident in crafting Literature essays and they will have honed their skills in writing for the Language paper. Students will complete the Spoken Language component of Language GCSE and will be able to competently discuss ideas in a developed way by thinking conceptually and through the exposure to sophisticated and ambitious vocabulary.				

Long Term Plan Year 10 Foundation Maths

Year 10/F Intent / End Point: A Foundation GCSE student will be able to accurately recall facts, terminology and definitions and carry out routine procedures. They will construct a chain of reasoning to achieve a given result, and interpret and communicate information accurately. They will translate problems in non-mathematical contexts into a series of mathematical processes, and make and use connections between different parts of mathematics.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit Title	Number	Ratio/Proportion Algebra	Data Handling	Algebra Geometry	Geometry	Probability & Statistics
Fluency	Number, powers, roots, decimals, rounding Fractions and Percentages Product of prime factors HCF/LCM Multiples in context Rounding and error intervals Estimation Percentage of an amount Use of a calculator Reverse Percentages Fractions	Ratio - simplify, divide, express a multiplicative relationship Proportion - unitary method Expressions and substitution Expand, simplify and factorise one and two brackets Solving equations Subject of formula Represent and solve Inequalities	Probability - listing outcomes Understand probability as a fraction, decimal or percentage Sample space diagrams Construct Probability trees Construct Two Way Tables and Frequency trees Draw Venn diagrams and work out probabilities Drawing & interpreting tables and charts Frequency diagrams	Sequences - recognise and find nth term Plotting Coordinates Straight line graphs - plot and draw Properties of shapes and angle facts Angles in parallel lines Bearings Interior and exterior angles of polygons - apply formulae	Perimeter and area of 2D shapes Recall Area formulae 3D forms Circles, arcs and sectors Surface area and volume of 3D shapes Convert between metric measures Plans and elevations	Draw scatter graphs Construct Time Series Graphs Pie Charts Draw stem and leaf diagrams Averages from a list Averages From a Table including estimating
Application	HCF/LCM in context Standard Form in real life context including very big and very small numbers Percentage profit/loss Compound Interest Interest, growth and decay	Solve a ratio problem in context Proportion in context e.g. recipes Word problems for best buy and currency conversion Algebra in context - angles, area and perimeter and word problems	Real life Data Comparing data and making inferences Probability in context Use situations of interest and relevance and make appropriate links to other subjects	Generate sequences and find specific terms Coordinate Geometry - identify and interpret straight line graphs Solve locus problems with bearings	Perimeter and area in context - including money problems Problem solve with circles, arcs and sectors Real life context for surface area and volume	Interpret scatter graphs and correlation Interpret graphs and charts in a range of contexts Comparing data and making inferences
Middle Stake Testing	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows
High Stake Testing		**Assessment 1**		**Assessment 2**		**Assessment 3**
Skills Development	A foundation student will continue to build upon the knowledge and skills gained at KS3. They will accurately carry out routine procedures in number by working interchangeably with fractions, decimals and percentages and making links between algebra and arithmetic. They can present an argument and translate problems in non-mathematical contexts into a series of mathematical processes. Students are taught many problem-solving skills to enable them to move fluently between different parts of mathematics, for example, recognising the need to first use Pythagoras's theorem in order to then find the volume of a prism.					

Long Term Plan Year 10 Higher Maths

Year 10/H Intent / End Point: A higher GCSE student can perform procedures, and interpret and communicate complex information accurately. They can construct substantial chains of reasoning, including convincing arguments and formal proofs. They can generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes. Higher tier students can make and use connections, which may not be immediately obvious between different parts of mathematics. They can critically evaluate methods, arguments, results and the assumptions made.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit Title	Number	Algebra		Geometry	Probability & Statistics Algebra	Geometry
Fluency	Recurring Decimals Fractional and Negative Indices Product Rule for combinations Calculations with Bounds Calculating with Surds	Expanding & Factorising Quadratic Equations Rearranging Equations Sequences - Recognising types of sequences and nth term of linear and quadratic sequences Forming and Solving Equations Simultaneous Equations Solving Quadratics including the Formula. completing the square and Iteration Direct & Inverse Proportion - representing and solving problems algebraically		Plotting coordinates in 4 quadrants Finding the midpoint of a line segment Equation of a line (y=mx+c) including that of parallel and perpendicular lines Graphs of linear, quadratic, cubic. and reciprocal functions - recognise, plot and sketch Circle Geometry - recognise and construct graphs of a circle	Frequency Diagrams Scatter Graphs Algebraic Fractions Relative Frequency Probability - Mutually Exclusive, Dependent and Independent Events Conditional Probability Probability Tree Diagrams Venn Diagrams and Set Notation	Describe and perform transformations Plans and Elevations Constructions and Loci Circles, arcs and sectors Surface area and volume of 3D shapes Similarity and congruence in 2D Similarity with Area and Volume
Application	Combinations in real life contexts Linking bounds to other topics Considering bounds in real life and problem solving contexts	Solve problems involving sequences from real life situations Form and solve equations in various contexts e.g. area, probability Relate algebraic solutions to graphical representations Solve simultaneous equations representing real-life situations Interpret solutions in the context of the problem Solve word problems involving direct and inverse proportion Use graphical representations of direct and inverse proportion to solve problems in context Interpret equations that describe direct and inverse proportion		Interpret and analyse information presented in linear graphs Interpret graphs of quadratic functions from real-life problems Solve equations representing a real-life situation graphically, and interpret the solution in the context of the problem	Recognise relationships displayed in frequency diagrams Use scatter graphs to investigate correlation in context Probability in real life Problem solve with probability	Link transformations to similarity and congruence Use constructions to solve real life loci problems Problem solve with circles, arcs and sectors Real life context for surface area and volume
Middle Stake Testing	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows	6 question grids End of Unit Tests Try Nows
High Stake Testing		**Assessment 1**		**Assessment 2**		**Assessment 3**
Skills Development	A higher student will extend the knowledge and skills gained at KS3 to more complexed topics, and an increasing range of problem solving contexts. They will accurately carry out single and multi-step procedures across a wide range of higher topics, making links between number, algebra and geometry. Students will be able to interpret real life problems and possess the skills to model these problems algebraically and geometrically in order to solve. They will also be able to interpret the solutions in the context of the real life situation. Students will have the understanding to recognise relationships displayed in mathematical graphs and diagrams and use their understanding to deduce, infer and draw conclusions in a real life context. Furthermore, students will gain the strategies required to develop formal proofs in order to draw convincing arguments.					

Long Term Plan (Year 10 Combined Biology)

Year 10 Intent / End Point: Pupils will continue to study part of each of the "Big Ideas in Biology" (as outlined on the Learning Journey). Beginning by revisiting inheritance and genetics, students will look in more detail at how DNA provides the blue print for life. They will then go on to study evolution and natural selection, then look at a range of communicable and non-communicable diseases. Finally they will look at plants and how to optimise their growth. Core Practicals will allow students to build confidence in planning and analysing. The topics will be underpinned by purposeful practice, with retrieval focussing on prior topics to help with long term recall.

	Phase 1 - HT1 & HT2		Phase 2 - HT3 & HT4		Phase 3 - HT5 & HT6	
Unit title	**CB3 Genetics**		**CB4 Natural Selection**	**CB5 - Health, Disease and Medicines**		**CB6 - Plant Structures and Their Functions**
Subject Knowledge	This unit introduces you to DNA code that produces our features and the processes that allow features to be passed on from parents to their offspring.		This unit introduces you to how organisms are changed genetically by natural selection and by humans, and its impact on agriculture.	This unit will help you define health, learn about some pathogens and the diseases they cause, medicines and about the immune system.		This unit will help you learn about the process of photosynthesis and its importance, how plant structures are adapted to their functions and how water, mineral ions and sugar are transported through plants.
Working Scientifically	Explain how DNA can be extracted from fruit		Make observations and draw conclusions to explain evidence of evolution	Know how to grow a biological culture using aseptic technique		Investigate the effect of light intensity on the rate of photosynthesis. Demonstrate an understanding of rate calculations for transpiration.
Literacy and Numeracy	Use ratios, fractions and percentages. Construct and interpret frequency tables and diagrams, bar charts and histograms. Understand simple probability. Understand the terms mean, mode and median.		Recognise and use numbers in decimal form. Use ratios, fractions and percentages. Construct and interpret frequency tables and diagrams, bar charts and histograms.	Construct and interpret frequency tables and diagrams, bar charts and histograms. Understand the principles of sampling as applied to scientific data. Use a scatter diagram to identify a correlation between two variables. Translate information between graphical and numeric form. Plot two variables from experimental or other data. Recognise and use expressions in decimal form. Use percentages.		Understand the principles of sampling as applied to scientific data. Understand the terms mean, mode and median. Use a scatter diagram to identify a correlation between two variables. Translate information between graphical and numerical form. Understand that y = mx + c represents a linear relationship. Plot two variables from experimental or other data. Determine the slope and intercept of a linear graph.
Middle Stake Testing	6 Mark Q - DNA	End of Unit Test CB3	6 Mark Q Selective Breeding v Genetic Modification End of Unit Test CB4	6 Mark Q - Testing Antibiotics	End of Unit Test CB5	6 Mark Q - Core Practical Plan End of Unit Test CB6
High Stake Testing			Assessment 1		End of Year Assessment	
Skills development	Students will develop a range of scientific vocabulary linked to the topics studied. They will continue to develop their practical skills, confidently identifying variables, analysing data, using mathematical skills such as probability. Exam questions will be used in all lessons to build confidence in exam technique.					

Long Term Plan (Year 10 Separate Biology)

Year 10 Intent / End Point: Pupils will continue to study part of each of the "Big Ideas in Biology" (as outlined on the Learning Journey). Beginning by revisiting inheritance and genetics, students will look in more detail at how DNA provides the blue print for life. They will then go on to study evolution and natural selection, then look at a range of communicable and non-communicable diseases. Finally they will look at plants and how to optimise their growth. Core Practicals will allow students to build confidence in planning and analysing. The topics will be underpinned by purposeful practice, with retrieval focussing on prior topics to help with long term recall.

	Phase 1 - HT1 & HT2		Phase 2 - HT3 & HT4		Phase 3 - HT5 & HT6	
Unit title	**SB3 Genetics**		**SB4 Natural Selection**	**SB5 - Health, Disease and Medicines**		**SB6 - Plant Structures and Their Functions**
Subject Knowledge	This unit introduces you to DNA code that produces our features and the processes that allow features to be passed on from parents to their offspring. In addition they will study the process of protein synthesis and the of Gregor Mendel.		This unit introduces you to how organisms are changed genetically by natural selection and by humans, and its impact on agriculture. They will also look at the evidence for divergent evolution	This unit will help students to define health, learn about some pathogens and the diseases they cause, medicines and about the immune system. They will also look at the lifecycles of viruses, the impact of diseases in plants and investigate the uses of monoclonal antibodies		This unit will help you learn about the process of photosynthesis and its importance, how plant structures are adapted to their functions and how water, mineral ions and sugar are transported through plants. They will also investigate extremophiles and look at the effects of plant hormones.
Working Scientifically	Explain how DNA can be extracted from fruit		Make observations and draw conclusions to explain evidence of evolution	Know how to grow a biological culture using aseptic technique		Investigate the effect of light intensity on the rate of photosynthesis. Demonstrate an understanding of rate calculations for transpiration.
Literacy and Numeracy	Use ratios, fractions and percentages. Construct and interpret frequency tables and diagrams, bar charts and histograms. Understand simple probability. Understand the terms mean, mode and median.		Recognise and use numbers in decimal form. Use ratios, fractions and percentages. Construct and interpret frequency tables and diagrams, bar charts and histograms.	Construct and interpret frequency tables and diagrams, bar charts and histograms. Understand the principles of sampling as applied to scientific data. Use a scatter diagram to identify a correlation between two variables. Translate information between graphical and numeric form. Plot two variables from experimental or other data. Recognise and use expressions in decimal form. Use percentages.		Understand the principles of sampling as applied to scientific data. Understand the terms mean, mode and median. Use a scatter diagram to identify a correlation between two variables. Translate information between graphical and numerical form. Understand that y = mx + c represents a linear relationship. Plot two variables from experimental or other data. Determine the slope and intercept of a linear graph.
Middle Stake Testing	6 Mark Q - DNA	End of Unit Test SB3	6 Mark Q Selective Breeding v Genetic Modification End of Unit Test SB4	6 Mark Q - Testing Antibiotics	End of Unit Test SB5	6 Mark Q - Core Practical Plan End of Unit Test SB6
High Stake Testing			Assessment 1		End of Year Assessment	
Skills development	Students will develop a range of scientific vocabulary linked to the topics studied. They will continue to develop their practical skills, confidently identifying variables, analysing data, using mathematical skills such as probability. Exam questions will be used in all lessons to build confidence in exam technique.					

Yr 10 Long Term Plan (Separate Chemistry)

Year 10 Intent / End Point: Students will study part of each of the "Big Ideas" in Chemistry (as outlined on the Learning Journey). They will be able to describe the different types of chemical bonding and structure and how this affects the properties of materials. They will extend their knowledge of acids and alkalis and be able to write balanced symbol equations for chemical reactions. They will carry out extraction methods of metals and be able to explain these processes. They will be able to perform quantitative calculations for chemical reactions. They will be able to describe the effects of changing reaction conditions on the position of an equilibrium reaction. They will be able to describe the main properties of transition metals and be able to relate these to their uses.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit title	**SC5-7 Structure and Bonding SC8 - Acids and Alkalis**		**SC9 Calculations Involving Masses/SC 10 Electrolytic Processes/SC 11 Obtaining Metals/ Sc 12 Reversible Reactions**		**SC13 Transition Metals/ Sc14 Quantitative Analysis / Sc15 Dynamic Equilibria and calculations involving gases / SC16 Chemical Cells and Fuel Cells**	
Subject Knowledge	Explain how ionic bonds are formed. Describe the properties of ionic compounds. Explain the formation of simple molecular, covalent substances Explain the properties of typical covalent, simple molecular compounds Describe the structures of diamond, graphite, fullerenes and graphene. Explain the properties of metals, including malleability and the ability to conduct electricity Recall that acids in solution are sources of hydrogen ions and alkalis in solution are sources of hydroxide ions. Explain the terms weak and strong acids, with respect to the degree of dissociation into ions. Explain the general reactions of aqueous solutions of acids with metal oxides to produce salts. Write balanced chemical equations, including the use of the state symbols (s), (l), (g) and (aq). Explain an acid–alkali neutralisation as a reaction in which hydrogen ions (H^+) from the acid react with hydroxide ions (OH^-) Explain the general reaction between an acid and a metal carbonate to produce a salt, water and carbon dioxide. Recall the general rules which describe the solubility of common types of substances in water.		Calculate the formulae of simple compounds from reacting masses and understand that these are empirical formulae. Explain the law of conservation of mass. Calculate the number of: moles of particles of a substance in a given mass of that substance and vice versa. Describe electrolysis as a process in which electrical energy, from a direct current supply, decomposes electrolytes. Explain the formation of the products in the electrolysis, using inert electrodes, of some electrolytes. Explain the formation of the products in the electrolysis of copper sulfate solution. Deduce the relative reactivity of some metals, by their reactions with water, acids and salt solutions. Explain why the method used to extract a metal from its ore is related to its position in the reactivity series and the cost of the extraction process. Explain displacement reactions as redox reactions, in terms of gain or loss of electrons. Recall that chemical reactions are reversible, the use of the symbol ⇌ in equations and that the direction of some reversible reactions be altered by changing the reaction conditions.		Recall that most metals are transition metals and that their typical properties include: a high melting point, b high density, c the formation of coloured compounds, d catalytic activity of the metals and their compounds as exemplified by iron. Describe some general physical properties of transition metals. Explain how rusting can be prevented by excluding oxygen and/or water. Explain how electroplating can be used to improve the appearance and/or the resistance to corrosion of metal objects. Explain, using models, why converting pure metals into alloys often increases the strength of the product. Explain how the uses of metals are related to their properties (and vice versa), Calculate the percentage yield of a reaction from the actual yield and the theoretical yield. Calculate the atom economy of a reaction forming a desired product. Calculate the concentrations of solutions Carry out an accurate acid-alkali titration. Use the molar volume and balanced equations in calculations involving the masses of solids and volumes of gases. Evaluate the strengths and weaknesses of fuel cells for given uses.	
Working Scientifically	Core Practical - Preparing Copper Sulfate crystals. Core Practical - Investigating Neutralisation.		Core Practical - Electrolysis of copper sulfate solution.		Core Practical- Acid Alkali Titration	
Literacy and Numeracy	Visualise and represent 2D and 3D forms including two dimensional representations of 3D objects.	Use ratios, fractions and percentages.	Use an appropriate number of significant figures.	Change the subject of an equation Recognise and use expressions in standard form		
Middle Stake Testing	6 Mark Q - Structure Strip	EOU Test - SP6 Core Practical	6 Mark Q - Structure Strip	EOU Test - SP6 Core Practical Supplement	6 Mark Q - Structure Strip	EOU Test - SP6
High Stake Testing		Assessment 1				End of Year Assessment
Skills development	Students will plan and conduct full investigations, and write balanced symbol equations or ionic half equations to help explain their observations of chemical reactions. They will learn how to calculate the yield in a reaction and the concentration of solutions.					

Yr 10 Long Term Plan (Combined Chemistry)

Year 10 Intent / End Point: : Students will study part of each of the "Big Ideas" in Chemistry (as outlined on the Learning Journey). They will be able to describe the different types of chemical bonding and structure and how this affects the properties of materials. They will extend their knowledge of acids and alkalis and be able to write balanced symbol equations for chemical reactions. They will carry out extraction methods of metals and be able to explain these processes. They will be able to perform quantitative calculations for chemical reactions. They will be able to describe the effects of changing reaction conditions on the position of an equilibrium reaction.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit title	**CC5-7 Structure and Bonding CC8 - Acids and Alkalis**		**CC9 Calculations Involving Masses/CC 10 Electrolytic Processes/**		**CC 11 Obtaining Metals/ CC 12 Reversible Reactions**	
Subject Knowledge	Explain how ionic bonds are formed. Describe the properties of ionic compounds. Explain the formation of simple molecular, covalent substances Explain the properties of typical covalent, simple molecular compounds Describe the structures of diamond, graphite, fullerenes and graphene. Explain the properties of metals, including malleability and the ability to conduct electricity Recall that acids in solution are sources of hydrogen ions and alkalis in solution are sources of hydroxide ions. Explain the terms weak and strong acids, with respect to the degree of dissociation into ions. Explain the general reactions of aqueous solutions of acids with metal oxides to produce salts. Write balanced chemical equations, including the use of the state symbols (s), (l), (g) and (aq). Explain an acid–alkali neutralisation as a reaction in which hydrogen ions (H+) from the acid react with hydroxide ions (OH–) Explain the general reaction between an acid and a metal carbonate to produce a salt, water and carbon dioxide. Recall the general rules that describe the solubility of common types of substances in water.		Calculate the formulae of simple compounds from reacting masses and understand that these are empirical formulae. Explain the law of conservation of mass. Calculate the number of moles of particles of a substance in a given mass of that substance and vice versa. Describe electrolysis as a process in which electrical energy, from a direct current supply, decomposes electrolytes. Explain the formation of the products in the electrolysis, using inert electrodes, of some electrolytes. Explain the formation of the products in the electrolysis of copper sulfate solution.		Deduce the relative reactivity of some metals, by their reactions with water, acids and salt solutions. Explain why the method used to extract a metal from its ore is related to its position in the reactivity series and the cost of the extraction process. Explain displacement reactions as redox reactions, in terms of gain or loss of electrons. Recall that chemical reactions are reversible, the use of the symbol ⇌ in equations and that the direction of some reversible reactions be altered by changing the reaction conditions.	
Working Scientifically	Core Practical - Preparing copper sulfate crystals. Core Practical - Investigating Neutralisation.		Core Practical - Electrolysis of copper sulfate solution.			
Literacy and Numeracy	Visualise and represent 2D and 3D forms including two dimensional representations of 3D objects.	Use ratios, fractions and percentages.	Use an appropriate number of significant figures.	Change the subject of an equation Recognise and use expressions in standard form		
Middle Stake Testing	6 Mark Q - Structure Strip	EOU Test - SP6 Core Practical Supplement	6 Mark Q - Structure Strip	EOU Test - SP6 Core Practical Supplement	6 Mark Q - Structure Strip	EOU Test - SP6
High Stake Testing		Assessment 1				End of Year Assessment
Skills development	Students will plan and conduct full investigations, and write balanced symbol equations or ionic half equations to help explain their observations of chemical reactions. They will learn how to calculate the yield in a reaction and the concentration of solutions.					

Yr10 Long Term Plan (Combined Physics)

Year 10 Intent / End Point: Students will continue to study part of each of the "Big Ideas" in Physics. Beginning with the study of Waves, they will study the properties & behaviours of both light & sound waves before using this knowledge to describe & explain the properties, uses & dangers of EM Waves. Students then learn the nature of atomic structure before extending this work to form the basis for an understanding of radioactivity & its dangers. Finally, students will use prior knowledge to help extend their understanding of Energy in the sense of energy transfers and work done.

	HT1	HT2	HT3	HT4	HT5	HT5 & HT6
Unit title	**CP4 - Waves**	**CP5 - Light & the Electromagnetic Spectrum**		**CP6 - Radioactivity**		**CP7&8 - Energy - Forces Doing Work & Forces & Their Effect**
Subject Knowledge	This unit introduces waves' characteristics and how they transfer energy and information.	This unit will help students learn about the electromagnetic spectrum, harmful effects of waves from this spectrum and that light is part of this family of waves, which all have some properties in common.		This unit looks at the structure of atoms, types of radiation and their effect on atoms, and the dangers of radioactive substances and sources.		This unit introduces the ways in which energy can be changed in a system, and how to calculate power and work done. CP8 covers objects affecting each other and vector diagrams.
Working Scientifically	CORE Practical - Investigate the suitability of equipment to measure the speed, frequency & wavelength of a wave in a solid & fluid.	CORE Practical - Investigate refraction in rectangular glass blocks in terms of the interaction of electromagnetic waves with matter.		Explain how the dangers of ionising radiation depend on half-life and relate these to the precautions needed		Investigate the factors which affect Work Done & Power. Use multi-step calculations to determine the power of an individual from practical data.
Literacy and Numeracy	Recognise and use expressions in decimal form. Recognise and use expressions in standard form. Use an appropriate number of significant figures. Find arithmetic means. Understand and use the symbols: =, <, <<, >>, >, ∝, ~.Change the subject of an equation. Substitute numerical values into algebraic equations using appropriate units for physical quantities. Solve simple algebraic equations. Find arithmetic means. Recognise and use expressions in standard form.					Visualise and represent 2D and 3D forms including two dimensional representations of 3D objects. Find arithmetic means. Translate information between graphical and numeric form. Plot two variables from experimental or other data. Draw and use the slope of a tangent to a curve as a measure of rate of change.
Middle Stake Testing	6 Mark Q - Structure Strip CORE Practical Wave Speed	6 Mark Q - Structure Strip Core Practical EOU Test - CP4 & CP5	6 Mark question CORE Practical Refraction	6 Mark Q - Structure Strip EOU Test – CP6	6 Mark Question Structure Strip - Contamination v Irradiation	6 Mark Q - Structure Strip Determining Power Output EOU Test – CP7/8
High Stake Testing			Assessment 1			End of Year Assessment
Skills development	Students will plan and carry out investigations that allow them to discover how wave speed, frequency & the wavelength of a wave may be determined. They will take accurate and precise measurements, analyse the data and identify anomalous results. They will then evaluate their method and suggest improvements. They will be able to judge if their results are repeatable, reproducible and accurate.					

Yr10 Long Term Plan (Separate Physics)

Year 10 Intent / End Point: Students will study part of each of the "Big Ideas" in Physics. Beginning with the study of Waves, pupils will study the properties & behaviours of both light & sound waves before using this knowledge to describe & explain the properties, uses & dangers of EM Waves. Students then learn the nature of atomic structure before extending this work to form the basis for an understanding of the uses & dangers of radioactivity. Finally, students will use prior knowledge to help extend their understanding of Energy in the sense of energy transfers and work done.

	HT1	HT2	HT3	HT4	HT5	HT5/6
Unit title	**SP4 - Waves**	**SP5 - Light & the Electromagnetic Spectrum**	**SP6 - Radioactivity**		**SP7 - Astronomy (separates only)**	**SP8&9/CP7&8 - Energy - Forces Doing Work & Forces & Their Effect**
Subject Knowledge	This unit introduces you to waves' characteristics and how they transfer energy and information.	This unit will help students learn about the electromagnetic spectrum, harmful effects of waves from this spectrum and that light is part of this family of waves, which all have some properties in common.	This unit looks at the structure of atoms, types of radiation and their effect on atoms, and the dangers of radioactive substances and sources.		In this unit, students will learn about the Solar System, origin of the Universe, and the life cycles of stars.	This unit introduces the ways in which energy can be changed in a system, and how to calculate power and work done. CP8 covers objects affecting each other and vector diagrams.
Working Scientifically	CORE Practical - Investigate the suitability of equipment to measure the speed, frequency & wavelength of a wave in a solid & fluid.	CORE Practical - Investigate refraction in rectangular glass blocks in terms of the interaction of electromagnetic waves with matter.	Explain how the dangers of ionising radiation depend on half-life and relate these to the precautions needed.		Students will learn how theories can be developed and changed due to improving technology.	Investigate the factors which affect Work Done & Power. Use multi-step calculations to determine the power of an individual from practical data.
Literacy and Numeracy	Recognise and use expressions in decimal form. Recognise and use expressions in standard form. Use an appropriate number of significant figures. Find arithmetic means. Understand and use the symbols: =, <, <<, >>, >, ∝, ~.Change the subject of an equation. Substitute numerical values into algebraic equations using appropriate units for physical quantities. Solve simple algebraic equations. Find arithmetic means. Recognise and use expressions in standard form.					Visualise and represent 2D and 3D forms including two dimensional representations of 3D objects. Find arithmetic means. Translate information between graphical and numeric form. Plot two variables from experimental or other data. Draw and use the slope of a tangent to a curve as a measure of rate of change.
Middle Stake Testing	6 Mark Q - Structure Strip CORE Practical Wave Speed EOU Test - SP4	6 Mark Q - Structure Strip Core Practical EOU Test - SP4	6 Mark Q CORE Practical Refraction	6 Mark Q - Structure Strip EOU Test - SP6 Core Practical	6 Mark Q - Structure Strip – Life Cycle of a Star EOU Test SP7	6 Mark Q - Structure Strip Determining Power Output EOU Test - SP8/9
High Stake Testing		Assessment 1				End of Year Assessment
Skills development	Students will plan and carry out investigations that allow them to discover how wave speed, frequency & the wavelength of a wave may be determined. They will take accurate and precise measurements, analyse the data and identify anomalous results. They will then evaluate their method and suggest improvements. They will be able to judge if their results are repeatable, reproducible and accurate.					

Year 10 Long Term Plan Geography

Year 10 Intent / End Point: In Year 10 students are following the AQA syllabus for their GCSE. They will cover a mix of human and physical topics and will continue to examine human impact on the environment. The solutions to some global issue will further develop students ability to evaluate the effectiveness and sustainability of many of these issues.

		HT1	HT2	HT3	HT4	HT5	HT6
	Unit title	**Tropical Rainforests**	**Urban Change in the UK**	**Resource Management**	**Energy Management**	**Natural and Tectonic Hazards**	**Coastal Landscapes**
Principles that underpin your curriculum	Physical and Human	**P** 1: What are the environmental characteristics of rainforests? **P and H** 2. What are the causes of deforestation in Malaysia? **P and H** 3. What are the impacts of deforestation in Malaysia? **P and H** 4. How do you manage tropical rainforests? **P and H** 5. Can rainforests be sustainably managed?	**P and H** 1: Where do people live in the UK? **H** 2. Why is Bristol important? **H** 3. How can urban change create social opportunity? **H** 4. How can urban change create economic opportunity? **P and H** 5. How can urban change affect the environment? **P and H** 6. What are the environmental challenges in Bristol? **H** 7. How can we create a clean environment in Bristol? **H** 8. Is there social inequality in Bristol? **H** 9. Where should new houses be built in Bristol? **H** 10. Case study: The Temple Quarter	**P and H** 1. What is the global distribution of resources? **P and H** 2. What are the opportunities and challenges for food in the UK? **P and H** 3. What are the opportunities and challenges for water in the UK? **P and H** 4. What are the opportunities and challenges of energy in the UK?	**P and H** 1. What is the pattern of global energy supply and demand? **P and H** 2. What are the impacts of energy insecurity? **P and H** 3. What are the strategies to increase energy supply? **P and H** 4. Case study: Gas – A non-renewable resource **H** 5. How can we make energy use more sustainable? **P and H** 6. Case Study: The Chambamontera micro-hydro scheme	**P** 1. What are natural hazards? **P** 2. What is the distribution of earthquakes and volcanoes? **P** 3. What are the physical processes at plate margins? **P and H** 4. What are the effects of earthquakes? **P and H** 5. How can we respond to earthquakes? **P and H** 6. How do people live with the risk from tectonic hazards? **P and H** 7. How can we reduce the risk from tectonic hazards?	**P** 1. What is the relief and landscape of the UK like? **P** 2. What are the different types of waves? **P** 3. What are the processes of weathering and mass movement? **P** 4. What are the coastal erosion processes? **P** 5. How are coastal landforms created by erosion? **P** 6. What are the coastal landforms at Swanage? **P and H** 7. How do we manage the coast? Hard engineering, soft engineering and managed retreat **P and H** 8. How are they managing the coast at Lyme Regis?
	Skills	Maps, longitude and latitude, climate graphs, GIS Describe, explain, evaluate	Line graphs, GIS, divided bars, OS maps, desire lines Describe, explain, evaluate	Maps, of different scales, pie charts, flow lines, Describe, explain, evaluate	Maps showing data, pie charts, line graphs, flow diagrams, Describe, explain, evaluate	Maps, diagrams, GIS, Describe, explain, evaluate	Maps, sequencing, OS maps, Describe, explain, evaluate
	Middle Stake Testing	1: ***Outline*** the key causes of deforestation in the TRF 2: ***Evaluate*** the effectiveness of strategies to manage the TRF	1: ***Explain*** how a city in the UK can create both social and economic opportunities 2: ***Assess*** the impact of a named regeneration scheme in a UK city	1: ***Describe*** the pattern of global undernourishment 2: ***Evaluate*** the issue of large scale water transfers in the UK	1: ***Explain*** why many countries are experiencing energy insecurity. 2: 'The advantages of exploiting natural gas outweigh the disadvantages.' Do you agree with this statement? ***Justify*** your decision	1: ***Explain*** why earthquakes and volcanoes are found at destructive plate margins 2: ***Explain*** how different levels of wealth and development affected the impact of the earthquakes in Chile and Nepal	1: Use one distinctive coastal landform to ***illustrate*** the erosive power of the sea 2: ***To what extent*** can the coastal management at Lyme Regis be considered a success
	High Stake Testing	**Assessment 1 – Tropical Rainforests**		**Assessment 2 – Tropical Rainforests and urban change in the UK**		**Assessment 3 – resource management, energy and tectonic hazards**	
	Skills development	Students will have had increased exposure to a range of more complex skills and data presentation methods. They will have experienced a range of exam command words with practice at numerous points, lessons modelled answers, mid stakes and homework as well as high stakes formal assessments					

Long Term Plan Year 10 History

Year 10 Intent / End Point: The Year 10 curriculum is designed to **extend and build** on the knowledge students have gained at KS3. Further developing their skills of **analysis** and **evaluation**, helping them to produce **sophisticated** and **complex** responses to **challenging**, yet engaging topics.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit Title: AQA GCSE	**Conflict and Tension: Origins of WWI, 1897-1918**	**Conflict and Tension: Origins of WWI, 1897-1918**	**Elizabethan England, c1568-1603**	**Elizabethan England, c1568-1603**	**Elizabethan England, c1568-1603**	**Power and the People, c1170-Present Day**
Key Questions	Q1: What was the Triple Alliance? Q2: What was the Triple Entente? Q3: Why was there naval rivalry between GB and Germany? Q4: Why was there an arms race between the Great Powers? Q5: What were the Moroccan Crises of 1905 and 19111? Q6: What was the Bosnian Crisis and how did it lead to the assassination of Franz Ferdinand Q7: Why did the Schlieffen Plan and the miracle of the Marne?	Q8: Was Germany responsible for starting WWI? Q9: What were conditions like in the trenches? Q10: What new technologies and weapons were created to break the stalemate of WWI? Q11: What were the key battles on the Western Front? Q12: Why was the Gallipoli Campaign a disaster? Q13: What happened at sea during WWI? Q14: Why did the USA join WWI? Q15: Why was the Spring Offensive a disaster for the Germans? Q16: Why did Germany lose the war? Q17: How important were Foch and Haig in the final victory?	Q1: Elizabeth I and her court: Who had power? Q2: Relations with parliament: What were the problems faced as a female ruler? Q3: Marriage and succession: Why did she not get married? Q4: Why did the Earl of Essex rebel? Q5: What was Elizabeth's religious settlement? Q6: How did Elizabeth deal with threats and rebellions? E.g. Northern Rebellion, Throckmorton, Jesuits etc.	Q7: Why was Mary, Queen of Scots a threat to Elizabeth? Q8: Why were the Puritans a threat to Elizabeth? Q9: How did Elizabeth Deal with the Puritans? Q10: Was Elizabethan England a Golden Age? Q11: What was the Great Chain of Being? Q12: What were the improvements in Architecture, Theatre, fashions and Music Q13: What was Gloriana?	Q14: why was poverty so bad in Elizabethan England? Q15: How did attitudes towards the poor begin to change? Q16: How was foreign exploration possible? Q17: Who were the most important explorers of the age? Q18: Why were the voyages of exploration important? Q19: Environmental Historical Study Question (Decided by Exam Board)	Q1: What was society like in Medieval Britain? Q2: What was great about the Great Charter? Q3: What was the significance of the Magna Carta? Q4: Simon de Montfort: Sinner, saint or champion of democracy? Q5: Why did the peasants revolt? Q5: What can the Paston's tell us about power and the people in the Medieval Period?
Skills	• Source analysis • Source Comparison and Utility • Explain the importance • Cause and Consequence • Supported judgements and Evaluation (Balanced essay responses)	• Source analysis • Source Comparison and Utility • Explain the importance • Cause and Consequence • Supported judgements and Evaluation (Balanced essay responses)	• Interpretative analysis • Explain the important/significance • Cause and consequence • Supported judgements and evaluation (Balanced essay responses)	• Interpretative analysis • Explain the important/significance • Cause and consequence • Supported judgements and evaluation (Balanced essay responses)	• Interpretative analysis • Explain the important/significance • Cause and consequence • Supported judgements and evaluation (Balanced essay responses)	• Source Utility • Explaining significance • Supported Judgements • Comparison: Similarity and difference
Middle Stake Testing	1- Write an account of the Moroccan Crises and why they contributed to the start of WWI 2-Write an account of the Bosnian Crisis	1-How useful are Sources A and B about the Battle of the Somme? 2-'The USA joining war was the main reason why Germany lost WWI'. How far do you agree?	1-How convincing is Interpretation A about the Earl of Essex? 2- Write an account of how Elizabeth dealt with threats to her throne	1-Explain the importance of the Puritans 2-Write an account of how government policies towards the poor changed in Elizabethan England	1-Explain what was important about the Elizabethan voyages of discovery 2-Historic Environment Question: How far do you agree?	1-Explain the significance of the Magna Carta 2- Was Simon de Montfort a champion of democracy?
High Stake Testing	Assessment 1 – Conflict and Tension (HT2)		Assessment 2– Conflict and Tension and Elizabethan England (HT3)		Assessment 3 – Conflict and Tension and Elizabethan England (HT6)	
Skills development	Students will build on their knowledge and skills from KS3. Students will develop the essential skill of being able to give a supported judgement, backed up by convincing and relevant evidence. Students will also be able to experience a historic environment study site, allowing them to analyse primary sources from the Elizabethan Period, helping them to evaluate critical information from the period in order to produce a multi-causal response.					

Year 10 French Long Term Plan

Year 10 Intent / End Point: The Year 10 French curriculum is designed to **extend the knowledge** students have acquired from the main themes in Key Stage 3. Students engage with both familiar and new topic areas **in greater conceptual depth and with increased linguistic complexity**. Students continue **to describe, narrate and evaluate situations** in more complex and varied ways, so they can communicate effectively with increasing ease in real-life contexts and present their views in a logical structure. They explore international topics of interest as well as gaining a deeper understanding of Francophone culture. Students will build on grammatical knowledge by learning **a wider range of grammatical structures within each tense** (present, perfect, imperfect, near future, simple future and conditional).

Linguistic Competence/ Cultural Appreciation: Each half term begins with an 'unlocking lesson' to develop linguistic competency and cultural appreciation. Knowledge of cultural appreciation is also expanded through enrichment tasks

Principles that underpin the curriculum

	HT1	HT2	HT3	HT4	HT5	HT6
Unit title	Ma Famille et Moi	Mes Passe-Temps, les Fêtes et les Traditions	Les Vacances	Ma Ville et Ma Région	La Technologie	La Santé et Les Problèmes Sociaux
Vocabulary	1. Family members and civil status [1, 2] (a c, d, h) 2. Descriptions (Now and previously) [1, 2, 4, 5, 7] (c,f). 3. Relationships. (3, 4, 9) (c, l , p) 4. Role models [2, 3,] (k) 6. Future family plans (9, 10, 11) (c, d) 7. Celebrations and family events [3, 6] (a, f) 8. Free time activities (3, 5, 6] (a, b, d, e) 9. Festivals and traditions [3, 6, 9] (a, j). 10. Live events (Music, sport)) [3, 4, 5, 6, 9,] (a, j, k) 11. Special meals and typical foods [3, 6,12] (j)		1. Holiday activities and preferences [1] (b, i) 2. Reserving accommodations/facilities [5] (a, d, f) 3. Past holidays/trips [3] (a, d) 4. Holiday problems [2, 3] (a, c) 5. Future holidays (1, 4, 5) 6. House and descriptions [7] (h) 7. Daily routine [9] (h) 8. Places town/region [7,8] (l) 9. Shopping (2) (m) 10. Pros and cons (city v town) (6, 8) (d, h) 11. Past and future outings (shopping/restaurants) (3, 4) (c, g)		1. Technology [1,5] (l) 2. Computers (use and applications) [1,5,8] (m) 3. Advantages and disadvantages (technology) [3,8] (c) 4. Reading preferences (9) (k) 5. TV and film ,5, 6, 7] (h) 6. Mealtimes and diet [1] (j, c) 7. Illnesses and pharmacy [4] (a) 8. Healthy and unhealthy lifestyle choices [1] (i) 9. Social issues (2) 10. Giving advice [2] (a) 11. Advantages and disadvantages (sport, diet) [3,8] (a)	
Grammar	1. Adjectival agreement (including possessive) 2. Avoir & Être 3 Present tense of regular and irregular verbs 4. Comparisons 5. Imperfect tense 6. Perfect past tense of regular and irregular verbs 7. Negatives 8. Present tense of reflexive verbs 9. Simple and near future tense 10. Quand + future tense 11. Si clauses 12. Direct object pronouns		1. Aller and Avoir 2. Present tense of regular and irregular verbs 3. Perfect past tense of regular and irregular verbs 4. Near and future simple tenses 5. Conditional tense 6. Modal verbs e.g On peut + infinitive 7. Adjectival agreements 8. Comparisons 9. Reflexive verbs		1. Present tense of regular and irregular verbs 2 Present and conditional of DEVOIR (On doit/devrait) 3. Comparisons 4. Present and past of AVOIR MAL 5. Past tense of regular and irregular verbs 6. Conditional tense 7. Near and simple future tense 8. Modal verbs + infinitive 9. Opinion phrases	
Phonics	a. [ai] b. [au] c. [è] d. [é] e. [er] f. [eu] g. [o] h. [ille] i. [ion] j. [ou] k. [qu] l. [en] M. (ê) N. (ette) N. (u) O (ui) P. (Silent s, t, x)		a. [ai] b. [au] c. [ç] d. [é] (Silent s, t, x) e. [en] f. [er] g. [eu] h. [è] i. [on] j. [ou] k. [u] l. [y] m. (è) n. (Silent s, t, x)		a. [ai] b. [au] c. [é] d. [en] (Silent s, t, x) e. [er] f. [ê] g. [oi] h. [ion] i. [u] j. [on] k. (è) L. (ie) m. (eur)	
Middle Stake Testing	1. Writing Milestone 2. Translation En→Fr	1- Writing Milestone	1. Writing Milestone 2. Translation -Sp→Fr	1- Writing Milestone	1. Writing Milestone 2. Translation En→Fr	**High Stakes Assessment 3 L,S,R,W (Mock GCSE Speaking)**
High Stake Testing		**High Stakes Assessment 1**		**High Stakes Assessment 2**		**High Stakes Assessment 3 L,S,R,W (Mock GCSE Speaking)**
Skills development	Students **speak** with increased **confidence, fluency and spontaneity** on a greater range of topics, finding ways to communicate their views and **participate in conversations**. They **listen**, with an increased knowledge of French phonics **to a variety of forms of spoken language** and **read a greater range of sources,** authentic or adapted, with a variety of lengths, register and audiences. Students can **write** at length in three different tenses, they can also compare and evaluate before offering their own personal views.					

Year 10 Spanish Long Term Plan

Year 10 Intent / End Point: The Year 10 Spanish curriculum is designed to **extend the knowledge** students have acquired from the main themes in Key Stage 3. Student engage with both familiar and new topic areas **in greater conceptual depth and with increased linguistic complexity.** Students continue **to describe, narrate and evaluate situations** in more complex and varied ways, so they can communicate effectively with increasing ease in real-life contexts and present their views in a logical structure. They explore international topics of interest as well as gaining a deeper understanding of Hispanic culture. Students will build on grammatical knowledge by learning **a wider range of grammatical structures within each tense** (present, perfect, imperfect, near future, simple future and conditional).

Linguistic Competence/ Cultural Appreciation: Each half term begins with an 'unlocking lesson' to develop linguistic competency and cultural appreciation. Knowledge of culturel is also expanded through enrichment tasks

Principles that underpin the curriculum

	HT1	HT2	HT3	HT4	HT5	HT6
Unit title	Mi Familia y Las Tradiciones	Mi Tiempo Libre	Las Vacaciones	Mi Pueblo y Mi Región	La Tecnologia	La Vida Sana
Vocabulary	1. Family Members and civil status [1,2] (b,i) 2. Descriptions [1,3] (a,b) 3. Relationships [3,4,8] (d) 4. future family plans [3,4,8] (d) 5. Role models [5] (j) 6. Future family plans [3,4,8] (d) 7. Celebrations and family events [3,6,8,9] (a,b) 8. Festivals and traditions [3,5]] (i,) 9. Free time [3,6,7,9] (i,h) 10. Live events (music, sports) [3,4,6,8] (a)		1.Holiday activities and preferences [2] (c,f) 2. Weather [1] (e) 3. Reservations and holiday preparations [9] (g,f) 4. Past holidays / trip [3] , [4] (c) 5. Holiday problems [2,3] (b) 6. Future holidays [5] (c,g) 7. House and descriptions [1,8] (e,f) 8. Daily routine [2] (f) 9.. Places (town/region) [1,7,8] (e,f) 10. Shopping 11. Pros and Cons (city/town) [7,9] (d,h) 12. Past and future outings [3,5] (c,g)		1. Technology [1,5] (b,c,d) 2. Computers (use and applications) [1,5,7] (g) 3. Advantages and disadvantages (technology)[3,8] (a,d,f) 4. Reading preferences 5. TV and film [1,5,7] (c,d) 6. Mealtimes and diet [1] (c,d,i) 7. Illnesses and pharmacy [4] (e,g) 8. Healthy and unhealthy lifestyle choices [1] (d) 9. Giving advice [2] (a) 10. Advantages and disadvantages (sport, diet) [3,8] (a,d,f)	
Grammar	1. Adjectival agreement (including possessive) 2. SER, ESTAR & HABER 3. Present tense of regular and irregular verbs (inc 'se' verbs.) 4. Comparatives 5. Structures + infinitive 6. Past tenses (pret and imperf) of regular and irregular verbs 7. Perfect tense of regular and irregular verbs 8. Near and Simple future tense 9. Conditional tense		1.SER/TENER/HABER (PR/PT) 2.Present tense of regular and irregular verbs (inc. 'se') 3.Past tense (pret) of regular and irregular verbs 4. Perfect tense of regular and irregular verbs 5. Near and simple future Tense 6. Conditional tense 7. Opinions/se puede + infinitive 8. Adjectival agreement 9. Comparatives		1.Present tense of regular and irregular verbs 2.Present and conditional of DEBER 3.Comparatives 4.Present and Past of DOLERSE 5.Past tenses (pret and imperf) of regular and irregular verbs 6. Perfect tense of regular and irregular verbs 7. Conditional tense & near and simple future 8. Structures + infinitive verbs 9. Comparatives	
Phonics	a. [a], [o], [u] b. [e], [i] c. [ñ] g. [y] i. [v] d. [ll] e. Soft/hard [g] f. [h] h. [qu,gu] j. [j]		a. Soft/hard [g] b. Soft/hard [c] c. [v] g. [qu, gu] d. [ue] e. [h] f. [e], [i] h. [que]		a. [j] b. Soft/hard [g] c. Soft/hard [c] d. [v] e. [ue] f. [que] g. [u], [e]	
Middle Stake Testing	1. Writing Milestone 2. Translation En→Sp	1- Writing Milestone	1. Writing Milestone 2. Translation -Sp→En	1- Writing Milestone	1. Writing Milestone 2. Translation En→Sp	High Stakes Assessment 3 L,S,R,W (Mock GCSE Speaking)
High Stake Testing		High Stakes Assessment 1		High Stakes Assessment 2		High Stakes Assessment 3 L,S,R,W (Mock GCSE Speaking)
Skills development	Students **speak** with increased **confidence, fluency and spontaneity** on a greater range of topics, finding ways to communicate their views and **participate in conversations.** They **listen,** with an increased knowledge of Spanish phonics **to a variety of forms of spoken language** and **read a greater range of sources,** authentic or adapted, with a variety of lengths, register and audiences. Students can **write** at length in three different tenses, they can also compare and evaluate before offering their own personal views.					

Year 10 – Religious Studies

Year 10 intent / End Point: Students will begin the year with a continuation with questions about contemporary philosophical and ethical situations. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of British culture. They will develop analytical and critical thinking skills and the ability to work with abstract ideas. All these skills will help prepare them for further study. Students will be challenged to investigate Christianity in greater depth with questions about belief, values, meaning, purpose and truth. Pupils will be encouraged to personally reflect and respond upon this information with a focus on personal spirituality and appreciation of the link to British values in contemporary Britain

	HT1 and 2	HT3	HT4	HT5	HT6
Unit title	**Religion and Life**	**Christianity Belief and Teaching**	**Christianity Belief and Teaching/Practices**	**Christianity Practices**	**Christianity Practices**
Learning About Religion (Knowledge)	• Origins Of The Universe • Origins Of Humanity • Looking After The World • Unlock The Labs • Christian Views • Cloning • Intro To Abortion • When Does Life Begin? • Abortion Views • Christian Views • Intro To Euthanasia • Reg Crewe • Christian Views • Hospices • Suicide &Samaritans • After Death	• Nature of God and Trinity • Creation and the trinity • Evil and Suffering • Jesus	• Sermon on the Mount. • Salvation • Heaven and Hell • Worship	• Sacraments • Prayer • The Lords Prayer • Pilgrimages	• Church in the community • Spreading the message • Church in the world
Learning From Religion (Reflection)	• Who has the most believable answers- religion or science? • Can religion and science work together? • Is animal testing acceptable in today's society? • Is abortion actually murder? • Should we be allowed to die on our own terms? • Are suicide cases an indicator of a failing in society?	• How can the characteristics of God be questioned? • Why would God allow suffering? • Was Jesus really the son of God or a prophet?	• Can the teachings of Jesus be relevant in today's society? • If we don't believe in Jesus can we be saved? • Are heaven and hell actual places or a metaphor?	• Are the sacraments actually needed to be a good Christian? • What is more powerful a spontaneous prayer or a set prayer? • Is anywhere more important than Jerusalem in Christianity?	• Do we all have a responsibility to work in the community, regardless of faith? • Is it wrong to evangelise? It should be optional to hear the message of God?
Middle Stake Testing **Purposeful practice questions**	• Science has made the creation story unbelievable • Explain how Christians believe stewardship contributes to their responsibility in the world • Explain 2 contrasting beliefs in contemporary British society about animal experimentation • The law on abortion should be changed • Active euthanasia should never be allowed • Explain 2 beliefs about life after death in Christianity	• Christians know nothing about the nature of God • Explain the events of Genesis 1 and 2	• Why would God allow suffering' Discuss • Describe 2 Christian beliefs about Jesus	• Explain 2 reasons why sacraments are important to Christians • Explain 2 reasons why a pilgrimage might benefit a Christian spiritually	• Prayer is the most important act for Christians • All Christians should help the poor
High Stake	Assessment 1		Assessment 2		Assessment 3
Skills development	Students will apply knowledge and understanding of Christianity and modern day ethical situations, apply knowledge and understanding of key sources of wisdom, understand the influence of religion on individuals, and understand significant common and divergent views between and/or within religions and beliefs. This will empower students to apply knowledge and understanding in order to analyse questions related to religious beliefs and values, as well as construct well-informed and balanced arguments on matters concerned with religious beliefs and values set out in the subject content				

Principles that underpin your curriculum

Year 10 Long Term Plan ART

Year 10 Intent / End Point:

Students will be able to recall visual elements, Colour, Tone, Form, Line, Pattern, shape, composition and texture in order to **progress** their work and ideas to a **higher level of skill and mastery**. Students follow the design and making process to **demonstrate understanding** of the GCSE **assessment objectives** enabling them to produce high quality independent pieces of art **employing a range of media and techniques with success**. Students will be able to **plan and present** their own themes and begin to **assemble** a **portfolio of evidence** in their sketchbook and on design sheets. **Annotations will demonstrate knowledge of process, progress and artist influence.**

	HT1	HT2	HT3	HT4	HT5	HT6
Unit title	**Intro to GCSE/Natural Forms**	**Natural Forms**	**Natural Forms**	**Personal Project**	**Personal Project**	**Personal Project**
Principles that underpin your curriculum **AO1** -Develop ideas through investigations, demonstrating critical understanding of sources.	Students **explore** a range of Art work inspired by Nature. Students **respond** using written **annotations** and media **experiments.**	**Investigate** **Analyse** **Evaluate** **Reference**	**Make links** **Evidence in sketchbooks** **Portfolio**	Students **select** own artist links. **Investigate** artists' work/**historical context**	**Investigate** **Analyse Evaluate** **Make links**	**Evidence in sketchbooks and design sheets** **Portfolio**
AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	**Drawing** using a **range** of **media and techniques** Charcoal/Sgraffito/Continuous line/Tonal/Pen/Pencil Pencil crayon	**Explore** **Refine** **Experiment** **Annotate**	**Plan and Prepare** **Apply knowledge** **Evidence in sketchbooks** **Portfolio**	**Drawing** using a **range** of media and techniques **appropriate** to the theme.	**Explore** **Refine** **Experiment** **Annotate**	Explore media and processes relevant to the theme, make links with artists' work.
AO3 -Record ideas, observations and insights relevant to intentions as work progresses.	**Record** ideas **linked** to the theme through, **Photography, Drawing and Annotations.** **Creative mind map**	**Develop skills/techniques** **Record** **Explore/Experiment** **Analyse and Evaluate**	**Evidence in sketchbooks** **Portfolio**	**Students plan and prepare response** **Creative mind map** Drawing Photography Secondary sources	**Record ideas** **Make links** **Articulate responses through written and verbal communication.**	**Drawing for design purposes**
AO4 -Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.			**Produce a final response.** **Progression/ mastery** of skills /techniques. **(10 hours)**			**Produce a final response.** **Progression/ mastery** of skills /techniques. **(10 hours)**
Middle Stake Testing	Drawings Photography Mind Map	Artist research Written analysis Links/ Creative presentation	Design ideas Composition Media experiments annotations	Drawings Creative presentation Mind map	Artist research Written analysis Links/creative presentation	Design ideas Composition Media experiments annotations
High Stake Testing	**Assessment 1** Research and Record – initial response to theme. Quality of drawing and presentation.		**Assessment 2** **Whole project assessment**			**Assessment 3** **Whole project assessment**
Skills development	**Students should become familiar with the assessment objectives and be able to apply them to different themes to produce a portfolio of independent and creative work.**					

Year 10 *Child Development Long Term Plan*

Year 10 Intent / End Point: Students will be able to fully respond to these key questions: What is growth and development and how can these be measured in a child age 0-5 years? How can different areas of PIES have an impact on each other? How can the individual circumstances of a child impact their learning and development?

Principles that underpin your curriculum

	HT1	HT2	HT3	HT4	HT5	HT6
Unit title	**Component 1**	**Component 1**	**Component 1**	**Component 3**	**Component 3**	**Component 2**
Year 10	**Children's growth and development age 0-5 years LAA**	**Children's growth and development age 0-5 years LAB**	**Children's growth and development age 0-5 years**	**Supporting children to play, learn and develop LAA LAB**	**Supporting children to play, learn and develop LAB LAC**	**Learning through play LAA**
EXPLORE	Growth and development from 0-18 months (PIES) LA1 Growth and development from 18 months – 3 years (PIES) LA1 Growth and development from 3-5 years (PIES) LA1 The different areas of PIES that affect a child's development age 0-18 months, 18 months- 3 years and 3-5 years LA2 Understand holistic development and that development rarely occurs in one area alone. LA2 Areas of PIES have an impact on other areas of PIES. LA2 To evaluate how aspects of PIES impact positively and negatively upon each other LA2	Understand the different factors that can influence a child's rate of growth and development B1 -Physical factors Prenatal Health Status Diet and Exercise -Environmental factors -Socio economic factors B1 Identify factors from each physical, environmental and socio-economic category that affects a child's growth and development. B2 Respond to case studies by applying knowledge on the impact of factors. B2	Revision of component 1 February – Assessment of C1 released Feb- April – Students complete assessment for C1	Investigate individual circumstances that may impact learning and development LAA Physical needs Intellectual needs Communication and language needs Social and emotional needs Friendships Disruptive behaviour A child experiencing transition Create safe environments to support play, learning and development in children age from 0-5 years LAB Managing risks and hazards of environments and activities Positive risk taking and the role of the adult Supporting children's play Teaching children how to use internet enabled technology Health and safety considerations for inside and outside environments	Adapt play to promote inclusive learning and development LAC Recognition that every child has the right to learn the role of the adult Responding to children Benefits to other children of adapting activities Adapting activities and resources to support a child with a physical or sensory need Adapting activities to support a child with intellectual or communication needs Adapting activities to support individual needs Adapting activities to support a child with communication needs Adapting activities to support a child with social and emotional needs Supporting children in activities	Understand how children play Stages of children's play 0-2 years: Unoccupied play / Solitary play Stages of children's play 2-3 years: Spectator play / Parallel play Stages of play 3-5 years: Associative play / Co-operative play How play can be organised to promote learning Adult-led play / Adult initiated play/ Child initiated play
Middle Stake Testing	Internally/externally moderated MS Essay: how and why is Children's development measured? Describe development from 18 months – 3 years MS Essay: Comparison of different areas of PIES and how they impact each other (positively and negatively)	Internally/externally moderated MS Physical Factors/ Environmental Factors/ Socio economic factors that affect a child's development age 0-5 years/ Case study assessment practice	Internally/externally moderated 10 students moderated by Pearson May 1st – Moderation to Pearson	External exam MS Parental support leaflet MS Practice external exam paper questions	External exam MS Parental support leaflet MS Practice external exam paper questions	MS Assessment Types of play (short answered questions) Adult led play/ Adult initiated play/ Child initiated play (short answered questions)
High Stake Testing		HS Learning Aim B Case Study assessment task				HS Assessment - Assessment practice for Learning Aim A – Different types of play and the role of the adult
Skills development	Over this course, students will develop the skills of: summarising research, primary research, comparisons, discussions and debates.					

Year 10 Long Term Plan (IT)

"Computers are incredibly fast, accurate, and stupid: humans are incredibly slow, inaccurate and brilliant; together they are powerful beyond imagination." Albert Einstein

Year 10 Intent / End Point:

Year 10 students develop their knowledge and understanding of different hardware and software applications and the tools and techniques used to select, store, manipulate and present data. They also explore the various risks associated with the collection, storage and use of data, including legal, moral, ethical and security issues, and how such risks can be mitigated.

Principles that underpin your curriculum

	HT1-HT4				HT5	HT6
Unit title	**TA1: Planning and designing the spreadsheet solution**	**TA2: Creating the spreadsheet solution**	**TA3: Testing a spreadsheet solution**	**TA4: Evaluating a spreadsheet solution**	**TA1: Introducing Augmented Reality**	**TA2: Designing an AR model prototype**
Topics	• Design tools • HCI • Design principles	• Functions • Identifying errors • Sorting and filtering • Validation • Formatting techniques • Security	• Testing and re-testing • Documenting	• Reviewing against criteria • Considering the client	• Purpose of AR and uses • Use in business • Types	• Considering audience and purpose • Triggers • Assets • Interaction and animation
Key terms		Function, field, range, filter, record, integrated, validation, verification	Documentation, expected results, Iteration	Review, Assessment, judgement	Augmented reality, interaction, sector, persuasion, marketing	Trigger, asset, static, interactive, prototype
Progression	Coursework completed in year 10, exam in year 11					
Middle Stake Testing (Purposeful practice)	Short tests on sub topics in LO1	Skills checks	Short tests on sub topics in LO3	Short tests on sub topics in LO4	Short tests on LO6	
High Stake Testing		Assessment 1 on TA1/2			Assessment on AR	
Skills development	• Selecting a design tool for the requirements, Identifying user requirements, Choosing the correct function for the problem, Importing and exporting data between programs, Creating graphs that are fit for purpose and correctly labelled, Applying security to systems, Using spreadsheet functions and techniques effectively • What exactly is AR? Why are businesses using it? Why do users find it helpful? What are the different elements in AR? How can they be designed and created? What devices can display AR?					

Year 10 Long Term Plan (Business GCSE)

"I never dreamed about success, I worked for it" Estée Lauder

Year 10 Intent / End Point: Students will understand the dynamic nature of business and how entrepreneurs successfully start up a business through the generation of ideas using market research. They will then identify the different legal structures available to businesses, relative to the risk and reward of business start-up. From this, they will gauge how to successfully manage finance and manage business activity, considering external economic factors. Towards the end of the year they will then identify how to further the growth of the business to a national/international scale.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit title	**Enterprise & Entrepreneurship**	**Spotting a Business Opportunity**	**Putting an Idea into practice**	**Making the start-up effective**	**External Influences in Business**	**Business Growth**
Knowledge	Understand enterprise and Entrepreneurship Know how to add value to products/services Understand the Risks and rewards Understand the Dynamic Nature of Business	Understanding customers' needs Know the purpose and methods of Primary & Secondary research Understand Market Segmentation Identify competition and conduct competitor analysis	Be able to calculate costs, revenue & profit Understand Break-even and Margin of safety Be able to calculate and interpret Cash-flow forecasts Identify the main internal and external sources of finance	Understand the different types of business ownership. Develop an understanding of liability Identify the importance of location Look at the role and purpose of business plans	Understand the importance of Stakeholders Know the impact of the economy on and to business Understand key legislation relevant to business The usefulness of technology	Understand the different methods of growth Methods of raising finance for growth Globalisation in business The understanding of business ethics Impact of businesses on the environment
Skills	Define, State, Discuss.	Explain	Calculate	Analyse, Justify	Evaluate	Evaluate
Middle Stake Testing (Purposeful Practice)	State business purpose Understand wants and needs	Understand business and market research Interpret market data	Calculate costs, revenue and profit. Calculate Break even, Margin of Safety	Investigate business ownership Assess different start up options	Stakeholder impact & debate Assess economic factors and impacts	Identify methods of growth in PPQs Assess barriers to global trade
High Stake Testing		**Assessment 1**		**Assessment 2**		**Assessment 3**
Skills development	Students will concentrate on the key business concepts, issues and skills involved in starting and running a small business. This will provide a framework for students to explore existing local businesses from an entrepreneurial perspective, which they will build upon in theme 2.					

Principles that underpin your curriculum

Year 10 Long Term Plan CS

"Computers are incredibly fast, accurate, and stupid: humans are incredibly slow, inaccurate and brilliant; together they are powerful beyond imagination." Albert Einstein

Year 10 Intent/End Point: By the end of Year 10 learners will have developed a solid understanding of programing, important algorithms and the fundamentals for how a computer works and represents different digital items. They will also have a solid understanding of how to approach a problem and the stages they should work through to design a solution. A good Computer Science student in Year 10 will have developed problem solving skills and resilience to try and try again when they are faced with tough challenges. They will have a solid understanding of algorithm design and will know examples of common, yet efficient search and sorting algorithms.

Principles that underpin your curriculum		HT1	HT2	HT3	HT4	HT5	HT6
	Unit Title	**Re-introduction to Python.**	**Unit 5 Algorithms**	**Unit 7 Logic and Languages**	**Unit 8 Data Representation**	**Unit 6 Programming**	**Practical Programming**
	Knowledge	1. Input/output 2. String manipulation 3. Functions 4. Selection 5. Iteration 6. Lists 7. File Handling	1. Computational Thinking 2. Searching algorithms 3. Sorting algorithms 4. Flow diagrams 5. Pseudocode 6. Trace tables	1. Logic diagrams 2. Truth tables 3. Defensive design 4. Errors and testing 5. Translators	1. Units 2. Numbers 3. Characters 4. Images 5. Sound 6. Compression	1. Programming concepts 2. Sequence and selection 3. Iteration 4. Arrays 5. Sub routines 6. File Handling	1. Analysing a problem 2. Designing a solution 3. Implementing a solution 4. Reviewing the success
	Key Terms	1. data types (int, string, Boolean, float/real), Variable, Errors (syntax, runtime, logic), Debug, 2. concatenation, slicing 3. Function/procedure, Parameter 4. Selection (If, elif, else), 5. For/while/repeat until, condition, count controlled. 6. Array, 2d arrays, list 7. Open, write, read, close	1. abstraction, decomposition, algorithm, 2. binary search, linear search 3. bubble sort, merge sort, insertion sort 4. pseudocode 5. flow diagram 6. trace table, output	1. Binary, logic gate, NOT, AND, OR, 2. truth table, logic circuit, logic statement, 3. validation, sanitisation, authentication, 4. maintenance, testing syntax error 5. compiler, interpreter, assembler, source code, object code, machine code	1. Bit, nibble, byte, kilobyte, megabyte, gigabyte, terabyte, 2. denary, overflow, hexadecimal, 3. character set, ASCII, Unicode, 4. metadata, pixel, colour depth, resolution, 5. sound sampling, playback 6. lossy, lossless, compression	1. data type, integer, real, float, Boolean, character, string, variable, constant, concatenation, assignment, 2. selection, comparison operators 3. iteration, arithmetic operators, Boolean operators, 4. data structure, array, record 5. Subroutine, procedure, function, parameter 6. File, open, write, read, close	1. criteria, analyse, abstraction, decomposition. 2. Pseudocode, flow diagram, ocr reference language 3. data types, Variable, errors debug, concatenation, selection, for/while/repeat until, array, 2d arrays, function/procedure, parameter 4. success criteria, review, brief
	Mid Stake Testing (Purposeful practice)	Small problem solving tasks.	Small assessment sheets.	Small assessment sheets.	Small assessment sheets.	Small assessment sheets.	Small assessment sheets.
	High Stake Testing		Assessment 1		Assessment 2		Assessment 3
	Skills Development	Students will have a solid understanding of programming and will have learnt the development process that can be followed when presented with a problem to solve. They will also have covered common, important algorithms and should be able to apply these to perform tasks and solve problems from memory. They will also have a good fundamental knowledge of how computers represent digital items with the use of binary and should be able to use and understand different number systems such as hexadecimal and denary.					

Year 10 Long Term Plan (IT)

"Computers are incredibly fast, accurate, and stupid: humans are incredibly slow, inaccurate and brilliant; together they are powerful beyond imagination." Albert Einstein

Year 10 Intent / End Point:

Year 10 students develop their knowledge and understanding of different hardware and software applications and the tools and techniques used to select, store, manipulate and present data. They also explore the various risks associated with the collection, storage and use of data, including legal, moral, ethical and security issues, and how such risks can be mitigated.

		HT1-HT4				HT5	HT6
	Unit title	**TA1: Planning and designing the spreadsheet solution**	**TA2: Creating the spreadsheet solution**	**TA3: Testing a spreadsheet solution**	**TA4: Evaluating a spreadsheet solution**	**TA1: Introducing Augmented Reality**	**TA2: Designing an AR model prototype**
Principles that underpin your curriculum	Topics	• Design tools • HCI • Design principles	• Functions • Identifying errors • Sorting and filtering • Validation • Formatting techniques • Security	• Testing and re-testing • Documenting	• Reviewing against criteria • Considering the client	• Purpose of AR and uses • Use in business • Types	• Considering audience and purpose • Triggers • Assets • Interaction and animation
	Key terms		Function, field, range, filter, record, integrated, validation, verification	Documentation, expected results, Iteration	Review, Assessment, judgement	Augmented reality, interaction, sector, persuasion, marketing	Trigger, asset, static, interactive, prototype
	Progression	Coursework completed in year 10, exam in year 11					
	Middle Stake Testing (Purposeful practice)	Short tests on sub topics in LO1	Skills checks	Short tests on sub topics in LO3	Short tests on sub topics in LO4	Short tests on LO6	
	High Stake Testing		Assessment 1 on TA1/2			Assessment on AR	
	Skills development	• Selecting a design tool for the requirements, Identifying user requirements, Choosing the correct function for the problem, Importing and exporting data between programs, Creating graphs that are fit for purpose and correctly labelled, Applying security to systems, Using spreadsheet functions and techniques effectively • What exactly is AR? Why are businesses using it? Why do users find it helpful? What are the different elements in AR? How can they be designed and created? What devices can display AR?					

Dance Year 10 Long Term Plan

Year 10 Intent / End Point: Students develop key skills that prove their aptitude in the performing arts such as reproducing repertoire (component 2) Students will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance (component 1)

	HT1	HT2	HT3	HT4	HT5	HT6
Unit title	**Component 1**	**Component 2**	**Component 1**	**Component 2**	**Component 2**	**Component 2**
	Lion King	Contemporary Dance	Ghost Dances	Commercial Dance	Jazz Dance	"Revelations"
Knowledge	Main features of a performance in a musical Jazz • Examine professional practitioners' work • Practitioners' roles, responsibilities and skills • Interrelationships between constituent features	• Physical and interpretive skills • Respond to direction • Attitude when working with others. • Develop skills and techniques during the rehearsal process	Main features of a contemporary performance • Examine professional practitioners' work • Practitioners' roles, responsibilities and skills • Interrelationships between constituent features	• Physical and interpretive skills • Respond to direction • Attitude when working with others. • Develop skills and techniques during the rehearsal process	• Physical and interpretive skills • Respond to direction • Attitude when working with others. • Develop skills and techniques during the rehearsal process	• Physical and interpretive skills • Background knowledge of "Revelations" • Develop skills and techniques during the rehearsal process
Skills (Perform & Evaluate)	• The purpose and outcome of practitioners' work • Roles and responsibilities of practitioners • Processes used in performance • Techniques and approaches used in performance	• Explore the style • Apply skills and techniques during rehearsal • Teamwork, cooperation and negotiation. • Reflect on development	• The purpose and outcome of practitioners' work • Roles and responsibilities of practitioners • Processes used in performance Techniques and approaches used in performance	• Explore the style • Apply skills and techniques during rehearsal • Teamwork, cooperation and negotiation. • Reflect on development	• Explore the style • Apply skills and techniques during rehearsal • Teamwork, cooperation and negotiation. • Reflect on development	• Research and memorise exact phrases from repertoire • Apply skills and techniques during rehearsal and performance • Review own development of skills and techniques for performance
Middle Stake Testing	• 3 mini repertoire performances • Portfolio check	• 2 mini contemporary performances • 1 contemporary warm up phrase • Peer and self-Analysis review	• 3 mini repertoire performances	• 1 mini commercial performance • 1 commercial phrase • Peer and Self-Analysis review	• 1 mini jazz performance • 1 jazz phrase • Peer and Self-Analysis review	• Dance skills audit and targets • Revelations booklet • Photos comparison
High Stake Testing		Assessment 1 Contemporary dance performance and written record – milestone 1				Assessment 2 Revelations performance and written record.
Skills development	For Component 2 students will participate in practical workshops to develop physical and interpretative skills within three styles of dance. This will lead to focusing on a set repertoire piece in one chosen style where students apply their skills and techniques for a performance, which will lead to a detailed review of their own development. For Component 1 students will participate in practical and theoretical workshops where they will develop their understanding on three professional productions. Students will develop their knowledge about the requirements needed to be a dancer, including the skills and techniques. Students will broaden their knowledge through observing professional repertoire such as the Lion King musical, and by learning about the approaches of choreographers, and how they create and influence performance material. Evidence will include teacher observations, written log books and recordings of workshops.					

Long Term Plan Y10 Design & Technology

Year 10 Intent / End Point: In Year 10 students will learn about new and emerging technologies, designing, manufacturing processes, material properties and working with timber. They will build on the foundations gained in Year 9 and will become more confident and independent product designers, making their own decisions about how the product will be made and what materials they will use. This knowledge will help them successfully complete their NEA (coursework component) and final exam.

Principles that underpin the curriculum

	HT1	HT2	HT3	HT4	HT5	HT6
Unit title	**Timber – Encouraging Wildlife into the garden**		**More about materials**	**New & Emerging technology**	**Designing**	**NEA**
Knowledge	• Sources & Origins • Working with Timber • Commercial Manufacturing • Understanding user needs	• Market research • Design briefs and Specifications • Wood Joints • Wood finishes	• Selecting materials • Forces & Stresses • Quality Control • Mechanisms	• Products in society • Product sustainability & social issues • Production Systems & CAD/CAM	• Product Analysis. • Looking at the work of others • More drawing techniques	• Generating & Storing energy
Application (Design and Make)	• Freehand sketching • Isometric drawing • Exploded Drawing • Cutting Lists	• Working with wood • Line Bending • Selecting suitable finishes	Modelling mechanisms from card.	• 3D design using ONSHAPE • Additive manufacture using 3D printer. • Egg holder on Laser Cutter • Line Bending	• 2 point perspective drawing • Orthographic Drawing	• Analysing the Context • Research • Research Analysis • Design Brief • Specification • Initial Ideas
Evaluate	• Evaluate their final product against the design specification • User Feedback		• Compare the process of manufacturing using CAD/CAM with traditional methods		• Analyse survey results • Research Analysis	
Middle Stake Testing	• Theory Test • Design Assessment	• Theory Test • Practical Assessment	• Theory Test	• Theory Test • CAD drawing assessment	• Design skills Task • Theory Assessment	
High Stake Testing		**Assessment 1 Mid year point**				**Assessment 2 End of Year**
Skills development	Pupils will gain a thorough knowledge of the theoretical principles behind D&T. They will also have used several design strategies such collaborative, iterative and user centred, and drawing techniques such as two point perspective, isometric and orthographic, to enable them to develop two successful products using a wide range of practical skills based on subtractive manufacturing.					

Long Term Plan Y10 Engineering Design

Intent / End Point: Engineering Design is a process used to identify market opportunities and solve problems which contribute to the development of new products and systems. Through research and practical activities, students will understand how market requirements and opportunities inform client briefs and will use practical skills such as drawing, computer modelling and model making to communicate design ideas.
Students will be encouraged to communicate and consult with a client to develop a viable and innovative product. They will also apply practical skills to produce a prototype in the form of a model and test design ideas to inform further product development. Through reflection learners evaluate the prototype, making a comparable outcome against specification points, and assess possible, practical solutions and improvements to their prototype design.

Principles that underpin your curriculum		HT1	HT2	HT3	HT4	HT5	HT6
	Unit title	R039 Communicating Designs	R039 Communicating Designs	R039 Communicating Designs	R039 Communicating Designs	R039 Communicating Designs	R040 Design, Evaluation & Modelling
	Knowledge	Topic 1 : Manual Production of Freehand sketches	Topic 2 : Manual Production of Engineering Drawings	Topic 3 : Use of CAD	Topic 3: Use of CAD	Complete Assessed Task	Product Evaluation
	Design Communication			Labelling & annotation Creating a step by step guide	Analysing exiting products		
	Design Realisation						
	Middle Stake Testing	Drawing Test 1	Drawing Test 2	Drawing Test 3	CAD TEST	R039 pre-hand in assessment	Theory Test 1
	High Stake Testing		Assessment 1		Assessment 2	R038 Assessed Task	
	Skills development	To enable students to develop the skills required to influence solutions to design challenges through the production of appropriate design briefs and specifications. To develop skills that will enable them to undertake effective research of existing products, including undertaking product disassembly to enhance the product analysis.					

Long Term Plan: DRAMA – Year 10

Year 10 Intent / End Point: Students will have completed Component One of three BTEC Components, and will be beginning to explore Component Two. They will have a secure knowledge of three different theatre styles and theorists, in addition to an understanding of theatre roles. Students will be able to articulate the effects of a performance on an audience, and apply effective techniques to their own work.

	HT1	HT2	HT3	HT4	HT5	HT6
Unit title	**Component 1: Exploring the Performing Arts** (Internal 30%)				**Component 2: Developing Skills and Techniques in the Performing Arts** (Internal 30%)	
Exploring	Study of three set plays: Things I Know to be True by Andrew Bovell - Frantic Assembly & Physical Theatre. Too Much Punch For Judy by Mark Wheeler - Verbatim & Theatre in Education The Crucible by Arthur Miller - Stanislavsky & Naturalism. Study of Theatre Roles – Director, Actor, Stage Manager, Costume, Lighting, Sound Designers, Front of House				Responding to direction in skills workshops. Rehearsal practices – warming up, cooling down, health and safety procedures. Exploring style, genre, themes, and skills: Vocal – pace, pitch tone, annunciation, accent, projection. Physical – control, body language, gesture, rhythm (internal and external)	
Devising	Students will participate in workshops for each of the Theatre styles: Naturalism, Verbatim and Physical Theatre, using extracts and themes from the three set plays. Students will experiment with different theatre styles, and will write up their experiences of lessons and workshops. Students will create a presentation and production log as part of their coursework, analysing all elements of the set plays.				Students will participate in skills workshops, where we will develop and improve both physical and vocal Drama skills. Students will work with script extracts; they will devise the **staging**/ movement of characters using their understanding of **blocking** and **proxemics**. They will demonstrate their understanding of the text through their delivery of lines including **pace, pitch and tone.**	
Performing	Students will be expected to perform their work each lesson, in addition to giving and receiving constructive feedback				Students will be expected to perform their work each lesson, in addition to giving and receiving constructive feedback	
Middle Stake Testing	Written Assessments to check on knowledge and understanding of the three set plays, and student's knowledge of Theatre Roles.				Written Assessments to check on knowledge and understanding of Drama terminology and skills.	
High Stake Testing	Students will submit two pieces of written coursework, based on their knowledge and understanding and evaluation of the set texts, key drama practitioners and theatre roles.				Mock component 2 performance of a scripted extract	
Skills development	Students will enhance their acting skills each lesson, as they build upon their existing knowledge of Theatre styles and practitioners. Students will understand how to analyse and evaluate performance work, and be able to look at their own work with a critical eye. Students become resilient as they conduct their own independent research, and work to improve their performance work.					

Principles that underpin your curriculum

Music Long Term Plan Year 10 (DRAFT)

Year 10 Intent / End Point: By the end of Year 10 students will work through Component 1, Exploring Music Products and Styles, in preparation for the release of the Authorised Assignment Brief which is issued in February for submission by the end of April. From May to April the teaching of Component 2 will commence, the authorised submission will be October of Year 11. Component three, Responding to a Commercial Brief, will be taught once a fortnight.

Principles that underpin your curriculum

	HT1	HT2	HT3	HT4	HT5	HT6
Unit title	Music Theory Component 1 Part 1	Component 1 part 2	Component 1 till February	Component 1 – component 2	Component 2	Component 2
Performing	Through composing, listening and performing tasks the pupils will learn about the following. Pupils will build a greater knowledge of music theory through the following topics: RHYTHM Samba CONSTRUCTING CHORDS AND RIFFS Reggae using Three Little Birds How it was constructed using chords 1, 4 and 5 MELODIC WRITING Film music by John Williams and Hans Zimmer	Through composing, listening and performing tasks the pupils will learn about the following. GROWTH OF ORCHESTRA Western Classical Music Baroque to Classical music THROUGH THE DECADES 1960s & 70s - British Invasion and revision of Reggae 1980s – 90s Stadium Rock and Britpop 00s – EDM and grime	World music and fusion – Indian Music and Bangra	CONTROLLED ASSESSMENT This is dependent on the exam board	Rehearsal techniques and rehearsal diary Through focussing on the learning a scale go through a variety of rehearsal techniques. Chunking Slow down Repetition Teacher led Pupil led How to review a video and monitor progress	How to prepare a skills audit How to prepare for a performance ready for the summer concert as a small group. All leading towards a performance at the summer concert
Composing			CONTROLLED ASSESSMENT This is dependent on the board			
Listening and Evaluating				**Component 2** Define the difference between a strong performance and a weak performance.		
Middle Stake Testing	SAMBA piece – create a 30-60 second samba piece with a written commentary	REGGAE – create a 30-60 second reggae performance with a written commentary	INDIAN MUSIC – create a 30-60 piece of indian fusion with a written commentary	Stage one performance with written commentary	• Stage two performance with written commentary	• Stage three performance with written commentary
High Stake Testing	A written assessment on various styles of music	A written assessment on various styles		A written assessment on performance skills		
Skills development	Making use of FOCUS ON SOUND for homework and a greater depth of understanding Using more advanced terminology when writing about various musical styles. Justifying decisions made for composition and performance activities Developing performance skills					

Please note we are in the process of updating this LTP. We are awaiting for Pearson to release the new guidance and resources

Year 10 - Long Term Plan (BTEC Sport Physical Education)

Year 10 Intent / End Point: BY the end of Year 10 students will have gained a knowledge and understanding of the key concepts relating to sport and how these can link to sporting performance. Through Component 2 students will be able to explain the rules and regulations of two sports, present competency of practical performance and understand and deliver an analysis of performance.

Principles that underpin your curriculum	Year 10 BTec Sport	HT1 WEEKS 1-8	HT2 9 – 15	HT3 16 – 21	HT4 22 - 27	HT5 26 –32	HT6 33 - 39
	Btec Groups	**Component 1: Preparing Participants to Take Part in Sport and Physical Activity**	**Component 1: Preparing Participants to Take Part in Sport and Physical Activity**	**Component 1: Preparing Participants to Take Part in Sport and Physical Activity**	**Component 2: Taking Part and Improving Other Participants Sporting Performance**	**Component 2: Taking Part and Improving Other Participants Sporting Performance**	**Component 2: Taking Part and Improving Other Participants Sporting Performance**
	Knowledge	Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. A. Explore types and provision of sport and physical activity for different types of participant. B. Examine equipment and technology required for participants to use when taking part in sport and physical activity. C. Be able to prepare participants to take part in sport and physical activity			This component focuses on learning about sport through participation as a player, understanding the roles of an official and learning about practical ways to improve other participants' sporting performance. A. Understand how different components of fitness are used in different physical activities. B. Be able to participate in sport and understand the roles and responsibilities of officials. C. Demonstrate ways to improve participants sporting techniques.		
	Skill acquisition / development of technique	Oral communication, teamwork, evaluate, assess, practical sport demonstration. Exam techniques for multiple, short and long answer questions.	Oral communication, teamwork, evaluate, assess, practical sport demonstration. Exam techniques for multiple, short and long answer questions.	Oral communication, teamwork, evaluate, assess, practical sport demonstration. Exam techniques for multiple, short and long answer questions.	Oral communication (Presentations), teamwork, evaluate, assess, practical sport demonstration, outwitting opponents, accurate replication of movement, develop technique through analysis of performance. Demonstrating understanding of skills, techniques and tactics within performance.	Oral communication (Presentations), teamwork, evaluate, assess, practical sport demonstration, outwitting opponents, accurate replication of movement, develop technique through analysis of performance.	Oral communication (Presentations), teamwork, evaluate, assess, practical sport demonstration, outwitting opponents, accurate replication of movement, develop technique through analysis of performance. Demonstrating understanding of skills, techniques and tactics within performance.
	Ability to evaluate and opportunities to develop leadership	Students will be able to plan their own warm-up that will be delivered to their peers. They will take the experiences of their KS3 PE lessons to plan, deliver and evaluate their session.	Practical Sport Assessment, peer assessment, Q&A, warm ups and cool downs, group discussions, practical assessment of skills.	Practical and written Assessment, peer assessment, Q&A, warm ups and cool downs, group discussions, practical assessment of skills.	Students will acquire knowledge of skill and health-related fitness. Students will plan conditioned practices to deliver to their fellow peers within the lesson.	Practical Sport Assessment, peer assessment, Q&A, warm ups and cool downs, group discussions, practical assessment of skills in a game situation.	Practical Sport Assessment, peer assessment, Q&A, warm ups and cool downs, group discussions, practical assessment of skills.
	Personal well-being/ healthy life choices	Students will have the opportunity to take part in additional practical physical activity sessions, which will be focusing around the elements of fitness linking to Component 1. This will provide students with the information to plan structured fitness sessions and focuses on a healthy active lifestyle.	Students will have the opportunity to take part in additional practical physical activity sessions, which will be focusing around the elements of fitness linking to Component 1. This will provide students with the information to plan structured fitness sessions and focuses on a healthy active lifestyle..	Students will have the opportunity to take part in additional practical physical activity sessions, which will be focusing around the elements of fitness linking to Component 1. This will provide students with the information to plan structured fitness sessions and focuses on a healthy active lifestyle.	Students will be able to develop knowledge and understanding of their chosen sports, improving overall confidence when participating. This unit also promotes further opportunities within sport that students may not have considered e.g. analysis for future roles. This unit looks to combine elements of a healthy active lifestyle with performance and what barriers can effect performance. Looking at how they can be counteracted.	Students will be able to develop knowledge and understanding of their chosen sports, improving overall confidence when participating. This unit also promotes further opportunities within sport that students may not have considered e.g. analysis for future roles. This unit looks to combine elements of a healthy active lifestyle with performance and what barriers can effect performance. Looking at how they can be counteracted.	Students will be able to develop knowledge and understanding of their chosen sports, improving overall confidence when participating. This unit also promotes further opportunities within sport that students may not have considered e.g. analysis for future roles. This unit looks to combine elements of a healthy active lifestyle with performance and what barriers can effect performance. Looking at how they can be counteracted.
	Middle Stake Testing	Students will be presented with various challenges both verbally and non-verbally. These will include Do Now, try now tasks, team presentations and short and long answer questions. Additionally there will be group work and student based feedback from knowledge and understanding.	During lessons students will be presented with various challenges both verbally and non-verbally. These will include Do Now, try now tasks, team presentations and short and long answer questions. These will be marked by both teacher and also students through peer marking.	During lessons students will be presented with various challenges both verbally and non-verbally. These will include Do Now, try now tasks, team presentations and short and long answer questions. These will be marked by both teacher and also students through peer marking.	During lessons students will be presented with various challenges both verbally and non-verbally. These will include Do Now, try now tasks, team presentations and short and long answer questions. These will be marked by both teacher and also students through peer marking.	During lessons students will be presented with various challenges both verbally and non-verbally. These will include Do Now, try now tasks, team presentations and short and long answer questions. These will be marked by both teacher and also students through peer marking.	During lessons students will be presented with various challenges both verbally and non-verbally. These will include Do Now, try now tasks, team presentations and short and long answer questions. These will be marked by both teacher and also students through peer marking
	High Stake Testing	Assignment Brief Learning Aim A-C	Assignment Brief Learning Aim A-C	Assignment Brief Learning Aim A-C	Assignment Brief Learning Aim A-C	Assignment Brief Learning Aim A-C	Assignment Brief Learning Aim A-C
	Skills development	Students will develop their exam skills through a range of activities. They will develop their knowledge and understanding of key concepts in sport and fitness, be able to apply these to specific sports and sporting examples. Students will then be able to break down short and extended questioning, identifying what the question is highlighting; using their knowledge and understanding students will provide structured answers to meet the grading criteria.					

Year 10 Long Term Plan iMedia

"Whoever controls the media, controls the mind" – Jim Morrison

Year 10 Intent/End Point: By the end of Year 10, learners will have completed two units out of the four units they must complete and started a third. Learners will have the foundation knowledge to be able to interpret a client brief and design a solution. They will also be able to analyse their own work and look for improvements. They will make a start on the third unit of Creating a Multipage Website, but this will be completed in the Autumn term of Year 11 and then the set assignment will be completed.

		HT1	HT2	HT3	HT4	HT5	HT6
Principles that underpin the curriculum	**Unit Title**	**RO81 Pre Production**		**R082 Creating Digital Graphic**		**RO81 Exam Revision**	**RO85 Creating a multipage website**
	Knowledge	1. Mood boards 2. Mind maps/ spider diagrams 3. Visualisation diagrams 4. Story boards 5. Scripts 6. Work plans 7. Legislation		1. Why digital graphics are used 2. How digital graphics are used 3. Types of digital graphic 4. File formats 5. Image properties 6. Cross unit RO81 content (planning documents) 7. Using Photoshop to create a product.		1. RO81 content 2. Mock papers	1. The purpose of multipage websites 2. Devices which can access websites 3. Method of internet connection 4. Cross unit RO81 content (planning documents) 5. Creating a site map 6. Suitable folder structure 7. Tools to create a multipage website
	Key Terms	1. Purpose, audience, layout, colour scheme, content 2. Idea generation, mind map, tool, relevance, structure 3. Graphic, logo, images, font, annotations 4. Scene, timings, camera shots, camera movement, lighting, visual effects, location 5. Location, mood, direction, sounds, dialogue, sound effects, narrative 6. Tasks, work flow, timescales, milestones, contingencies 7. Copyright, trademarks, intellectual property, defamation		1. Entertain, inform, advertise, promote, educate 2. Poster, magazine, CD/DVD cover, adverts, games 3. Bitmap, raster, vector 4. tiff, jpg, png, bmp, gif, pdf 5. Pixel dimensions, dpi resolution, compression 6. Workflow, timescale, milestones, contingencies, visualisation diagrams, asset table, legislation 7. Cropping, rotating, brightness, contrast, colour adjustment		As per RO81 Pre Production unit.	1. Entertain, promote, communicate, educate, sell, help, advertise, inform 2. Phone, tablet, PC, laptop, games console, digital TV's 3. Ethernet, Wi-Fi, mobile broadband (4G,5G) 4. As per RO81 5. Structure, hyperlinks, index, masterpage 6. Naming conventions, organisation 7. Html, css, template, JavaScript, consistency, logo
	Mid Stake Testing (Strength and try now tasks)	Short assessment tasks for each sub topic.	Short assessment tasks for each sub topic.	Short assessment tasks for each sub topic.	Short assessment tasks for each sub topic.	Exam questions	Short assessment tasks for each sub topic.
	High Stake Testing	Practice Exam 1		Coursework			Exam
	Skills Development	Students will have a solid understanding of pre-production techniques that they will use across all units to allow them to design solutions to the problems they are set. They will be confident working in different design software such as Adobe Photoshop and Adobe Dreamweaver. Students will be independent workers and problem solvers and will also be able to analyse their solutions for improvements.					