

ARMTHORPE ACADEMY

LONG-TERM PLAN SPRING TERM



Y10	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary	
English					
Spring 1	An Inspector Calls A modern drama by J.B. Priestley <i>Context of pre- and post- war Britain, the staging of a play, dramatic forms and conventions, presentation of character (Sheila, Eric, Mrs Birling, Mr Birling, Gerald, Inspector), themes of a text (social class, gender, responsibility, age and generations).</i>	Formative Reading Assessment: How is Sheila presented in the extract? Formative Reading Assessment: How is the relationship between Mrs Birling and Eric presented (theme of generations)?	Previous examination trends have shown that students perform better on the AIC question. Therefore, we sequenced the curriculum to give students an additional mock and time to retrieve knowledge on the poetry and pre-19 th century novel. This text broadens pupil understanding through its relevance to the current political situation (e.g. collective responsibility, capitalist and socialist agendas etc.) and helping pupils develop a social conscience and the weight of the comments and decisions that they make. It explores attitudes of different generations, and why it is important to be tolerant and adapt with the times. Links to careers: politician, public speaker, solicitor, police detective.	Socialism Capitalism Mouthpiece Industrial Edwardian Provincial Dandy Portentous Materialistic Misogynistic Conscience	Authorial intent Cyclical structure Unities of time, place and action Well-made play Microcosm Emblem Omniscient
Spring 2	An Inspector Calls (2 weeks) (See above) Unseen Poetry Comparison (3 weeks)	Summative Reading Assessment: How is the character of Mrs Birling presented in the extract and the play as a whole?	After studying the poems from the anthology, students will know have a secure understanding of poetic conventions and will now be able to apply this to unfamiliar texts.	Sympathy Compassion Empathy Understanding	
French					
Spring 1	Jour de fête, jour ordinaire (celebrations and ordinary days) - discover French celebration, - being able to describe your daily routine - being able to describe a celebration	Vocabulary test End of unit test writing and listening Homework	GCSE topic	<i>Tier 2:</i> <i>Definition, identify, similar, categorise, culture, text, justification, justify, gender, adapt, paragraph, analyse, predict, penpal</i>	

Spring 2	Ma region. (My area) - Being able to describe the area where you live - being able to say the weather - being able to describe a community project	Vocabulary test End of unit test writing and speaking Homework	GCSE topic	<i>Tiers 3:</i> <i>Cognate, verbs, nouns, adjectives, agreement, articles, singular, plural, masculine, feminine, present tense, intensifier, conjugate, time phrase, sequencers, past tense, future tense, conditional, infinitive, pronoun, 1st person, 2nd person, 3rd person,</i> <i>French specific vocabulary – see folder</i>
Geography				
Spring 1	Uneven patterns of development 1.3.2 What are the global processes that connect countries at different levels of development including the UK? 1.3.3 What are the causes and consequences of uneven development? 1.3.4 What are the advantages of different types of aid project?	Low stakes testing as starters and plenaries to check key words and low mark answers. END OF THEME EXAM	This follows on from the issues surrounding Global cities and the inequity between HIC and LIC cities and the associated aid and development that is required to support	HDI GNI Imports Exports Raw materials Development aid Multi-lateral aid Emergency aid Bilateral aid
Spring 2	Coastal processes and management 2.1.1 How do people and processes contribute to the development of distinctive coastal landscapes in the UK? 2.1.2 How are coastlines managed? 2.1.3 Why is coastal management often controversial?	Low stakes testing as starters and plenaries to check key words and low mark answers	Themes such as erosion, transportation and deposition, weathering and human impact are very similar between these two topics so they are taught in conjunction with each other	Erosion Transportation Deposition Abrasion Hydraulic action Corrosion Solution Attrition Caves, arches, stacks, stumps Spits, bars, tombolos
History				
Spring 1	Thematic Study: Changes in Health and Medicine: Historical Environment British Depth Study:	Fortnightly assessment questions covering the stems used in the appropriate exam paper.	This is the next unit by chronology. Students should therefore have an idea of the European background (Renaissance) against which Elizabeth's reign plays out.	Tier 2 Historical environment Environment; site; feature.

	Elizabethan Era Government Religion inc Catholics and Puritans		It takes the basic idea of source evaluation introduced in the Thematic Study and develops it. The idea of significance also reoccurs, but in a less straightforward fashion. Interpretation is introduced, foreshadowing the non-British study, and cause (via connections) which foreshadows the Development Study.	Tier 2 = language of power and success Successful/unsuccessful, failure; effective/ineffective; decisive/indecisive Problem/solution; persecution/conciliation Also language of judgement totally/fully; partly
Spring 2	British Depth Study: Elizabethan Era: Spanish Armada Rich and Poor Popular entertainment	Fortnightly assessment questions covering the stems used in the appropriate exam paper.		Language of provenance = accurate/inaccurate; reliable/unreliable; proximity, prejudice, perspective, purpose, pressure. For Tier 3 language see Admin/Humanities/History/GCSE/Eduqas

Health & Social Care

Spring 1	Component 1- Human life span and development (learning Aim B content). Life events (physical, relationship changes, life circumstances) Dealing with life events Adapting to change Types of support (formal, informal, voluntary)	Assessment 1.2 Learning Aim B: investigate how individuals deal with life events. Set as homework and also afterschool club available every Wednesday to ensure students are on task for completion of their assignment.	To understand that everyone is different and individual needs are specific to them. This allows students to understand that even though the same life event has happened to individuals some respond differently and require different support systems to help them. Allows students to understand how services work and how they support individuals through their life event. This links on to component 2.	
Spring 2	Start and completion of second assignment. Content carries on from Spring 1	Assessment 1.2 Learning Aim B: investigate how individuals deal with life events.	Learning aim B to be taught, then assignment to follow to allow for ease of attainment and completion of their assignments.	

		Set as homework and also afterschool club available every Wednesday to ensure students are on task for completion of their assignment.		
Travel and Tourism				
Spring 1	<p>Component 1-Travel and Tourism Organisations and Destinations-</p> <p>Learning Aim B- Travel and Tourism and Tourists Destinations</p> <p>Types of tourism</p> <p>Tourist destinations</p> <p>Reasons for travel</p> <p>Types of holidays</p> <p>Types of accommodation</p>	<p>Assessment 1.2 Learning Aim B: Research a UK tourist destination.</p> <p>Consider the features affecting the appeal of the destination such as the transport links, attractions and types and range of holidays available there.</p> <p>Set as homework and afterschool club available every Tuesday to ensure students are on task for completion of their assignment.</p>	<p>Allows students to understand the different types of tourism such as inbound, outbound and domestic.</p> <p>They will also look at why people travel for different reasons, including leisure, business and to visit friends and relatives and the features of destinations that appeal to visitors such as mountains, hills, oceans etc.</p> <p>They will use research skills to find out the appeal of tourist destinations for tourists such as coastal areas and the attractions and the different types of holidays that are available such as package, holidays parks etc.</p>	
Spring 2	<p>Start and completion of second assignment. Content carries on from Spring 1</p>	<p>Assessment 1.2 Learning Aim B: Research a UK tourist destination. Consider the features affecting the appeal of the destination such as the transport links, attractions and types and range of holidays available there.</p> <p>Set as homework and afterschool club available every Tuesday to ensure</p>	<p>Learning aim B to be taught, then assignment to follow to allow for ease of attainment and completion of their assignments.</p>	

		students are on task for completion of their assignment.		
Business Studies				
Spring 1 6 weeks	2.1.5 Price To know and understand the concept of equilibrium price and various pricing strategies, and the advantages and limitations of each, including: <ul style="list-style-type: none"> • Supply, demand and equilibrium price • Cost plus pricing • Price skimming • Penetration pricing • Psychological pricing • Loss leader • Competitive pricing • Promotional pricing 	End of topic assessment which includes multiple choice questions, exam style questions and knowledge questions linking the AO1, AO2 and AO3 assessment bands. Recall starters to assess recall ability throughout the year.	Pre-requisite knowledge: <ul style="list-style-type: none"> • 2.1.2 pricing strategies used as extension strategies in PLC 	<ul style="list-style-type: none"> • Supply • Demand • Equilibrium price • Cost plus pricing • Price skimming • Penetration pricing • Psychological pricing • Loss leader • Competitive pricing • Promotional pricing
	2.1.6 Promotion Understand the promotion methods available to business and promotional objectives, including: Promotional methods <ul style="list-style-type: none"> o advertising o sales promotion o personal selling o direct marketing Promotional objectives <ul style="list-style-type: none"> o increasing consumer knowledge o increasing market share o communicating with customers o encouraging purchasing o developing customer loyalty. 	End of topic assessment which includes multiple choice questions, exam style questions and knowledge questions linking the AO1, AO2 and AO3 assessment bands. Recall starters to assess recall ability throughout the year.	Pre-requisite knowledge: <ul style="list-style-type: none"> • 1.2 aims and objectives • 1.4 stakeholders • 2.1.5 pricing strategies 	<ul style="list-style-type: none"> • Direct marketing • Target market • Market share
	2.2 Market Research and Markets To understand data types, market research methods, the advantages and	End of topic assessment which includes multiple choice questions, exam style questions and knowledge	Pre-requisite knowledge: <ul style="list-style-type: none"> • 1.1 entrepreneur • 1.2 aims and objectives 	<ul style="list-style-type: none"> • Qualitative data • Quantitative data • Market research

Spring 1 6 weeks	<p>disadvantages of each method and how to apply these in business.</p> <p>2.2.1 Data types To know and understand different types of data, collected from market research activities, and the advantages and disadvantages of each, including:</p> <ul style="list-style-type: none"> • Qualitative data • Quantitative data 	<p>questions linking the AO1, AO2 and AO3 assessment bands.</p> <p>Recall starters to assess recall ability throughout the year.</p>	<ul style="list-style-type: none"> • 1.4 stakeholders 	
	<p>2.2.2 Primary research Students will know and understand the term primary research. They will be able to give examples of primary research methods and their advantages and disadvantages, including:</p> <ul style="list-style-type: none"> • Questionnaires • Observations • Focus groups • Telephones interviews. <p>2.3 Secondary research Students will know and understand the term secondary research. Students will be able to give examples of secondary research methods and their advantages and disadvantages, including:</p> <ul style="list-style-type: none"> • Government reports • News articles • Competitor annual reports • Research papers 	<p>End of topic assessment which includes multiple choice questions, exam style questions and knowledge questions linking the AO1, AO2 and AO3 assessment bands.</p> <p>Recall starters to assess recall ability throughout the year.</p>	<p>Pre-requisite knowledge:</p> <ul style="list-style-type: none"> • 1.1 entrepreneur • 1.2 aims and objectives • 1.4 stakeholders • 2.1 marketing mix 	<ul style="list-style-type: none"> • Primary research • Secondary research • Focus group

Spring 1 6 weeks	<p>2.2.4 Market types Learners will know and understand market types and their characteristics, including:</p> <p>Mass market</p> <ul style="list-style-type: none"> o high number of sales o large number of competitors o wide customer base o profit margins low. <p>Niche market</p> <ul style="list-style-type: none"> o sales volume low o small number of customers o specialised products o high profit margins. <p>2.2.5 Orientation types Students will know and understand orientation types and their characteristics, including:</p> <p>Market</p> <ul style="list-style-type: none"> o customer-led o high levels of market research. <p>Product</p> <ul style="list-style-type: none"> o focus on business strengths o low levels of customer engagement 		<p>Pre-requisite knowledge:</p> <ul style="list-style-type: none"> • 1.2 aims and objectives • 1.4 stakeholders • 2.1 marketing mix 	<ul style="list-style-type: none"> • Mass market • Niche market • Profit margins
	<p>End of Learning objective 2 assessment</p>	<p>End of learning objective 2 assessment based on all topics covered. This is a mixture of MCQ, short exam style questions and extended answers (9 marks). Includes a variety of AO1, AO2 and AO3.</p>		

Spring 2 6 weeks	3.1 Operations Management 3.1.1 Outsourcing Students will know and understand outsourcing, why businesses adopt this strategy and the advantages and disadvantages of outsourcing, including: <ul style="list-style-type: none"> • Time • Financial • Staffing • Physical resources 			<ul style="list-style-type: none"> • outsourcing
	3.1.2 Lean production To know and understand the methods of lean production, how these methods are applied in business and the benefits of using lean production, including: <ul style="list-style-type: none"> • Just-in-time (JIT) • Cell production • Kaizen 	End of topic assessment which includes multiple choice questions, exam style questions and knowledge questions linking the AO1, AO2 and AO3 assessment bands. Recall starters to assess recall ability throughout the year.	Pre-requisite knowledge: <ul style="list-style-type: none"> • 2.1.1 product types • 	<ul style="list-style-type: none"> • Just-in-time (JIT) • Cell production • Kaizen • Lean production
	3.1.3 Maintaining and improving quality To understand maintaining and improving quality, how these methods are applied in business and the benefits of maintaining and improving quality, including: <ul style="list-style-type: none"> • Quality control • Benchmarking • Quality assurance • Total Quality Management (TQM) 	End of topic assessment which includes multiple choice questions, exam style questions and knowledge questions linking the AO1, AO2 and AO3 assessment bands. Recall starters to assess recall ability throughout the year.	Pre-requisite knowledge: <ul style="list-style-type: none"> • 3.1.2 lean production methods • 2.2 Market research – customer needs • 	<ul style="list-style-type: none"> • Quality control • Benchmarking • Quality assurance • Total Quality Management (TQM)
	3.1.4 Production methods Learners will know and understand the different production methods available to business, their application in business	End of topic assessment which includes multiple choice questions, exam style questions and knowledge	Pre-requisite knowledge:	<ul style="list-style-type: none"> • Job production • Batch production • Flow production • Mass customisation

	and the advantages and disadvantages of each method, including: <ul style="list-style-type: none"> • Job production • Batch production • Flow production • Mass customisation 	questions linking the AO1, AO2 and AO3 assessment bands. Recall starters to assess recall ability throughout the year.		
Spring 2 6 weeks	End of Learning objective 3 assessment	End of learning objective 3 assessment based on all topic covered. This is a mixture of MCQ, short exam style questions and extended answers (9 marks). Includes a variety of AO1, AO2 and AO3.		
ICT Computer Science				
Spring 1	<ul style="list-style-type: none"> • 2.1 Algorithms – Search/sort algorithms <ul style="list-style-type: none"> ○ Linear search ○ Binary search ○ Bubble sort ○ Merge sort ○ Insertion sort • 2.2 Practical programming (challenges 69 – 95) <ul style="list-style-type: none"> ○ Tuples, lists and dictionaries ○ String manipulation ○ Numeric arrays ○ 2D lists and dictionaries 	Programming challenges (69 - 95) Mini tests – terminology/definitions Gapped handouts End of term test – covering all topics covered during Autumn 1/2 & Spring 1		
Spring 2	<ul style="list-style-type: none"> • 2.3 Producing robust programmes <ul style="list-style-type: none"> ○ Defensive design ○ Testing • 2.2 Practical programming (challenges 105 – 123) 	Programming challenges (105 - 123) Mini tests – terminology/definitions		

	<ul style="list-style-type: none"> ○ Reading and writing to a text file ○ Reading and writing to a csv file ○ Sub programs <ul style="list-style-type: none"> ▪ Functions ▪ Procedures 	<p>Gapped handouts</p> <p>End of term test – covering all topics covered during Autumn 1 / 2 & Spring 1 / 2</p>		
Art and Design				
<p>Spring 1</p> <p>Spring 2</p>	<p>AQA GCSE Art and Design: Fine Art Component 1 - Collection of Work</p> <p>MICROSCOPIC</p> <p>Students will engage in a range of experimental and observational work using a wide range of materials, media and processes.</p> <ul style="list-style-type: none"> • Students are to engage in artist research at GCSE standard – Mark Francis and Klari Reis • Students will produce paintings in watercolour and acrylic of cells and microscopic as source. • Lino printing of a chosen cell/microscopic image. • White pencil drawing of microscopic, recording tones in negative, inverted. • Spray paint and mixed media testing pieces – experimenting with the media using a mix of methods. • Inks and brush as tools for background within sketchbooks • Collage of cell imagery. • Scratcherboard study of cell • Design and produce a final outcome utilising the most 	<p>Summative and cumulative assessment that follows AQA assessment criteria:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <ul style="list-style-type: none"> • Students assessed through one to one 	<ul style="list-style-type: none"> • AQA Component requirement. • Great to start a GCSE off with using complex and interesting media not yet used in KS3. • To assess students skills to equip teacher knowledge moving forward within the course. • For students to understand the structure of a GCSE art and Design project. • To refine art making skills that will equip students moving forward. • Students to develop own ideas and develop an artistic style of working. 	<p>Microscopic</p> <p>Media</p> <p>Medium</p> <p>Refinement</p> <p>Inverted</p> <p>Proportion</p> <p>Contour</p> <p>Resin</p> <p>Blurred</p> <p>Dispersed</p> <p>Engrave</p> <p>Negative/Positive space</p> <p>Subject matter</p> <p>Abstract</p> <p>Contrasting</p> <p>Obscured</p>

	successful Medias used throughout the project.	regular tutorial style sessions. <ul style="list-style-type: none"> • Teacher and student waggols. • Peer and group assessment • Questioning – sharing of ideas, understanding and knowledge. 		
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Hospitality & Catering

Spring 1	<ul style="list-style-type: none"> • Cooking methods – roasting, grilling, frying, chilling, cooking, steaming and hot holding. • Understand how to produce a time plan for dishes to include timings, special point. • Presentation techniques. • Recap on theory learnt this half term – interim test. 	<ul style="list-style-type: none"> • Teacher lead demonstrations • Differentiated recipe cards. • Worksheets • PP presentations • Text Books • Student practical's 	This is taught so students have an understanding of the different cooking methods that can be used to produce different dishes. This links to prior learning on nutrition. Completing a time plan will help to understand the sequencing required to complete a successful time plan for their coursework and practical lessons.	Leach, water-soluble vitamins, fat-soluble vitamins, Presentation techniques, decoration and creative techniques.
Spring 2	<ul style="list-style-type: none"> • Recap on the types of food poisoning • Recap on nutrition • Recap on special diets • Recap on the role of EHO when visiting premises • Re-cap ON EHO when opening a new premises • Introduce and explain the structure of the hospitality and catering industry – commercial and non-commercial • Baseline test to see improvement from the beginning of the year 	<ul style="list-style-type: none"> • Teacher lead demonstrations with high- risk foods. • Differentiated recipe cards • Worksheets/booklets • Power point presentations • Mini assessment papers 	This is taught so students understand the importance of cooking with high-risk foods. Mini assessments will link to prior understanding. Practical assessments will emphasise how to ensure food is balanced. This will help with their coursework and practical exam. Baseline assessment to check understanding.	Vegetarian, emphasis, contamination, gluten free, environmental, commercial and non-commercial

Sports Studies				
Spring 1	<p>Sports leadership (R053) unit:</p> <ul style="list-style-type: none"> LO1 - Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership LO2 - Be able to plan sports activity sessions 	<ul style="list-style-type: none"> Assessment via coursework: a written assignment, creation of a session plan and student risk assessment Assessment of LO1 and LO2 is cumulative with LO3 and LO4 covered in 'Spring 2' 	<p>Sports leadership is covered here to equip students with the knowledge and skills needed to confidently and successfully deliver a sports session.</p> <p>They will learn about the key qualities of a sports leader and know how to plan an effective session.</p> <p>The coursework also looks at different leadership roles, with links to careers including teacher, coach, expedition leader and manager.</p> <p><u>Links to later learning:</u></p> <ul style="list-style-type: none"> Sport and the media (R054) – Learners may associate many of the different qualities, styles, roles and responsibilities of sports leaders with positive/negative role models in sport. 	<ul style="list-style-type: none"> Roles Responsibilities Safeguarding Enthusiasm Charisma Qualities Reliability and punctuality Confidence and creativity Democratic Autocratic Laissez-faire Progression Pulse-raiser Objectives Risk assessment
Spring 2	<p>Sports leadership (R053) unit:</p> <ul style="list-style-type: none"> LO3 - Be able to deliver sports activity session LO4 - Be able to evaluate own performance in delivering a sports activity session 	<ul style="list-style-type: none"> Assessment via practical lessons where students deliver their session to their peers. The class teacher will then write a witness statement after observing the students' leadership session. Students will also create a written evaluation of their own performance 	<p>Students will have already covered <i>how</i> to effectively lead a session and planned their own session. This will be the equipment for the delivery in this half-term.</p> <p>Students will also be able to reflect on their own performance and highlight their strengths and areas for improvements.</p> <p><u>Links to later learning:</u></p> <ul style="list-style-type: none"> Developing sport skills (R052) – The role of an official is a type of sports leadership and undertaking 	<ul style="list-style-type: none"> Verbal Non-verbal Language Technical terms Motivation Encouragement Adaptability Progressive

			this role will help learners gain an appreciation of many of the skills involved in sports leadership	
Sports Science				
Spring 1	<p><i>Applying principles of training</i> (R042)</p> <ul style="list-style-type: none"> LO1 - Know the principles of training in a sporting context LO2 - Know how training methods target different fitness components 	<ul style="list-style-type: none"> Assessment via coursework: written assignments Assessment of LO1 and LO2 is cumulative with LO3 and LO4 covered in 'Spring 2' 	<p>This unit is covered here to equip students with the knowledge and skills needed to confidently and successfully evaluate their own fitness.</p> <p>They will learn about the principles of training and training methods that will target specific areas of fitness.</p>	<ul style="list-style-type: none"> Principles of training Progression Adherence Repetitions Specificity Reversibility/Regression Moderation and variance Aerobic and anaerobic exercise Components of fitness Agility Interval Plyometric Acceleration
Spring 2	<p><i>Applying principles of training</i> (R042):</p> <ul style="list-style-type: none"> LO3: Be able to conduct fitness tests LO4: Be able to develop fitness training programme 	<ul style="list-style-type: none"> Assessment via practical lessons where students will undertake different fitness tests and evaluate their results. The class teacher will then write a witness statement after observing the students' ability to undertake and set up tests properly in a session. Students will also create a written evaluation of their own performance Students will also be assessed through their own fitness programme/training log which they have 	<p>Students will have already covered <i>how</i> different methods of training affect different fitness areas; therefore, the practical element to this unit will allow them to test this themselves.</p> <p>Students will also be able to reflect on their own performance and highlight their strengths and areas for improvements.</p> <p>Students will also create a training plan to follow to improve specific areas of fitness. This links to careers such as fitness trainer / personal trainer / gym instructor, who would also need the appropriate skills to create a fitness training programme.</p>	<ul style="list-style-type: none"> Protocol Agility Balance Endurance Maximal and sub-maximal Exhaustion Interpretation Normative data Validity Reliability Realistic Sustainability Adaptability

		followed and created themselves.	Links to later learning: <ul style="list-style-type: none"> • The body's response to physical activity (R043) – Understanding how the body reacts to certain types of fitness, how to warm-up appropriately before exercise and prevent DOMS. 	
Performing Arts				
Spring 1	<u>Component 1: Exploring the Performing Arts</u> Learning Aim A – Examine professional practitioners' performance work Learning Aim A1 (current focus on Grease, change TBC) Learning Aim A2 (current focus on Grease, change TBC) Learning Aim B – Processes used in development, rehearsal and performance Learning Aim B1 (current focus on Grease, change TBC)	Assessment via written coursework. A1: A written assignment showing students understanding and appreciation of a professional performance. A2: A written assignment outlining relevant professional practitioners' roles, responsibilities and skills. (Currently with reference to Grease, change TBC) Assessment via written coursework. B1: A written assignment outlining the processes used in development, rehearsal and performance.	This is the first component of the three students must complete. <u>Links to careers:</u> A1, Understanding and appreciating different professional works could develop skills relevant to careers in reviewing performances or arts journalism. A2, Understanding the different professional roles could <u>lead to careers</u> such as; <ul style="list-style-type: none"> • Performer (actor/dancer/singer) • Choreographer • Director • Writer • Designer (costume/set/lighting) • Theatre manager • Community Arts worker • Drama therapist 	Theme Style Genre Production Structure Stimulus Contextual influences Collaboration Practitioners Role Responsibility Contribution Rehearsal Performance Developmental Processes Stimulus Production Technical rehearsal Dress rehearsal Post-performance

	Learning Aim B2 (current focus on Grease, change TBC)	B2: A written assignment outlining techniques and approaches used in performance. (Currently with reference to Grease, change TBC)		
Spring 2	<u>Component 1: Exploring the Performing Arts</u> <u>Component 2: Developing Skills and Techniques in the Performing Arts</u> Learning Aim A – Develop skills and techniques for performance Learning Aim A1	During this half term some lessons would be dedicated to finishing and improving component 1. A1: Students to take part in workshops and classes to develop performance skills and techniques. Assessment is a written log of the skills and techniques that have been learnt and developed.	After completing the written coursework students will submit and then have the opportunity to re-submit. Time will be given to improve written work before the re-submission date. This is the second component of the three students must complete. Students must first develop their performance skills to then be able to apply them.	Performance Design Interpretive Combine Responding Developmental Application Review
PSHE				
Spring 1	<u>Society</u> Families <ol style="list-style-type: none"> 1. Structure of families – religious views 2. Debate – is a nuclear family the best way to bring up children? Animal testing <ol style="list-style-type: none"> 3. Arguments for and against with religious and moral views 	<i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i>	Students should be able to take part in a healthy debate, learning how to construct arguments for and against a variety of issues they may come across in life. Ethical issues and different religious views are essential for students to know about. Students have previously been taught about some issues relating to religion and ethics and the world but should be built upon using real life examples that students will find	Contraception Concieved Animal testing Moral Religious Peaceful protests War

	<p>4. If we knew it could cure cancer, animal testing is essential</p> <p>War</p> <p>5. Religious views on war and peace</p> <p>6. There is no point in a 'peaceful protests</p>		<p>interesting and thought provoking. This is especially important in our community where majority of students do not meet many people who are different from themselves. Therefore, they need to be educated on this for if they attend college and university where the demographic is different to Armthorpe.</p>	
Spring 2	<p>Preparing for work experience</p> <p>1. Eye contact and body language</p> <p>2. Interview skills</p> <p>3. Dressing for work and first impressions</p> <p>4. Expectations for work experience</p> <p>5. Professional skills audit</p> <p>6. Professional, practical and vocational jobs</p>	<p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p>	<p>Due to work experience happening in June/July, students will be taught the essential aspects they will need to be successful in the working world.</p>	<p>Professional Interview Expectations</p>
Science				
Maths – see below				

Y10 Foundation Maths

Half Term 3 Content - Foundation			
Topic	Standard	Underlined	Bold
Probability	Apply systematic listing strategies	Unbiased samples and effects of increasing sample size	
	Describe probability using the probability scale, tables and frequency trees	Probability tree diagrams for independent and dependent events	
	Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments	Calculate the probability of independent and dependent combined events	
	Calculate expected outcomes	Sets and combinations of sets using Venn diagrams	
	Mutually exclusive events sum to one		
	Experimental and theoretical probability		
	Venn diagrams and appropriate notation		
	Possibility spaces/sample spaces		
	Find a missing probability from a list or table including algebraic terms		
Standard Form	Convert large and small numbers into standard form and vice versa		
	Add and subtract numbers in standard form		

	Multiply and divide numbers in standard form		
	Use of a calculator in standard form calculations		
Half Term 4 Content - Foundation			
Topic	Standard	Underlined	Bold
Simple Interest	Use percentages in real-life situations e.g. price after VAT, value of profit or loss, simple interest, income tax		
Ratio (Further)	Simplify ratios	Solve ratio problems involving the change of a ratio within a question	
	Divide a quantity into a given ratio	Relate ratios to fractions and to linear functions	
	Write ratios as fractions		
	Compare lengths, areas and volumes using ratio notation and scale factors		
Growth & Decay		Set up, solve and interpret the answers in growth and decay problems, including compound interest	
		Identify the interest rate in compound interest questions	
		Set up, solve and interpret the answers in growth and decay problems	

Y10 Higher Maths

Half Term 3 Content - Higher

Half Term 3 Content - Higher			
Topic	Standard	Underlined	Bold
Probability	Apply systematic listing strategies	Unbiased samples and effects of increasing sample size	Calculate and interpret conditional probabilities: <ul style="list-style-type: none"> • Use a two-way table to calculate conditional probability • Use a tree diagram to calculate conditional probability • Use a Venn diagram to calculate conditional probability
	Describe probability using the probability scale, tables and frequency trees	Probability tree diagrams for independent and dependent events	
	Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments	Calculate the probability of independent and dependent combined events	
	Calculate expected outcomes	Sets and combinations of sets using Venn diagrams	
	Mutually exclusive events sum to one		
	Experimental and theoretical probability		
	Venn diagrams and appropriate notation		
	Possibility spaces/sample spaces		
	Find a missing probability from a list or table including algebraic terms		
Capture & Recapture			Capture & recapture
Standard Form	Convert large and small numbers into standard form and vice versa		
	Add and subtract numbers in standard form		
	Multiply and divide numbers in standard form		
	Use of a calculator in standard form calculations		

Proportion (further)		Interpret equations and graphs that describe direct and inverse proportion	Identify direct proportion from a table of values, by comparing ratios of values, for x squared and x cubed relationships
			Write statements of proportionality for quantities proportional to the square, cube or other power of another quantity
			Set up and use equations to solve word and other problems involving direct proportion or inverse proportion
			Use $y = kx$ to solve direct proportion problems, including questions where students find k, and then use k to find another value
			Solve problems involving inverse proportionality

Half Term 4 Content – Higher			
Topic	Standard	Underlined	Bold
Surds		Simplify and manipulate algebraic expressions involving surds	Simplify surd expressions involving squares (e.g. $\sqrt{12} = \sqrt{4 \times 3} = \sqrt{4} \times \sqrt{3} = 2\sqrt{3}$)
			Understand surd notation, e.g. calculator gives answer to sq. rt 8 as 4 rt 2
			Expand and simplify single and double brackets involving surd manipulation
			Rationalise denominators
Recurring decimals			Change recurring decimals into their corresponding fractions
			By writing the denominator in terms of its prime factors, decide whether fractions can be converted to recurring or terminating decimals (Recognise that every terminating decimal has its fraction with a 2 and/or 5 as a common factor in the denominator)

Bounds		Use inequality notation to specify an error interval due to truncation or rounding.	Calculate the upper and lower bounds of numbers given to varying degrees of accuracy
			Calculate the upper and lower bounds of an expression involving the four operations
			Find the upper and lower bounds in real-life situations using measurements given to appropriate degrees of accuracy
			Find the upper and lower bounds of calculations involving perimeters, areas and volumes of 2D and 3D shapes
			Calculate the upper and lower bounds of calculations, particularly when working with measurements
Growth & Decay		Set up, solve and interpret the answers in growth and decay problems, including compound interest	
		Identify the interest rate in compound interest questions	
		Set up, solve and interpret the answers in growth and decay problems	