

ARMTHORPE ACADEMY

LONG-TERM PLAN SUMMER 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					
Summer 1	Romeo and Juliet: Crafting thematic and character essays <i>Explicit essay writing skills, developing a viewpoint about a character and a theme, audience response.</i>	Summative Reading Assessment: Thematic focus. How is the theme of revenge presented in Romeo and Juliet?	Whereas students have previously focused on extract analysis, this unit focuses on the bigger picture of Romeo and Juliet, and will expect students to track characters and themes through the entire play. They will develop their own interpretations of the characters. It will also focus on teaching explicit essay writing skills. Students will consider how certain moments are pivotal in the text, and how they impact on future events. Links to careers: further academic study through extended essay writing.	Volatile Sanctimonious Melodramatic Inconsolable Fickle Deceived Distraught Charismatic Taunting	Rhyming couplets Bigger picture Cohesive writing <i>Visiting all Tier 3 words for Romeo and Juliet</i>
Summer 2	Jekyll and Hyde re-read (2 weeks) An Inspector Calls re-read (2 weeks) Spoken Language (2 weeks) <i>Oracy focus. Rhetorical devices, non-verbal techniques, voice projection, pronunciation.</i>	Mock Examination: Cumulative assessment including all components of the GCSE Literature exam – Romeo and Juliet, An Inspector Calls, Jekyll and Hyde, Poetry Anthology and Unseen Poetry.	We strongly believe in the importance of students having the opportunity to re-read works to further develop their knowledge and confidence. Of this spoken language course, pupils will have one week to write and prepare a speech and one week to rehearse.	<i>This unit will revisit all Tier 3 vocabulary for Jekyll and Hyde and An Inspector Calls. Most of the Tier 2 vocabulary will also be explicitly retrieved.</i>	
French					
Summer 1	Le grand large – Holidays - being able to use conditional to talk about your ideal holiday, -being able to order food at the restaurant, use French to book and review a hotel/restaurant	Vocabulary test End of unit test writing and speaking Homework	GCSE topic	<i>Tier 2:</i> <i>Definition, identify, similar, categorise, culture, text, justification, justify, gender, adapt, paragraph, analyse, predict, penpal</i>	

	- being able to use 3 tenses to talk about holiday			<i>Tiers 3: 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>
Summer 2	Prepare speaking questions for GCSE exam Revision GCSE mock exam + improvement sessions	GCSE mock exams Reading, writing, listening and speaking	End of first year assessment for predicted target and decide foundation or higher tier	<i>French specific vocabulary – see folder</i>

Geography

Summer 1	River processes, flooding and flood management 2.2.1 How do people and processes contribute to the development of distinctive river landscapes in the UK? 2.2.2 Why do rivers flood and what are the consequences of flooding? 2.2.3 How can rivers be managed to reduce the risk of flooding? 2.2.4 Why is river flood management often controversial?	Low stakes testing as starters and plenaries to check key words and low mark answers Exam questions from Theme 2, that reflect the types of questions, 4, 5, 6 and 8 mark	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	Traction Saltation Suspension Hard engineering Soft engineering Groynes Rip rap Gabions Revetments Hydrograph Lag time Load
Summer 2	Introduction to weather, climate and ecosystems 2.3.1 Why is the UK climate so variable? 2.3.2 How does the global circulation of the atmosphere create distinctive climate zones? 3.1.2 What physical processes and interactions operate within ecosystems? 3.1.3 How are small-scale ecosystems in the UK used and managed? 3.1.1 What is the relationship between climate and biomes at a global scale? 3.2.1 How are ecosystems used by people?	Low stakes testing as starters and plenaries to check key words and low mark answers END OF THEME 2 EXAM	The next three half terms follow a logical pattern of how weather and climate affect ecosystems and the creation of different ecosystems and biomes, which are then used and damaged by people and how they can then become very vulnerable to desertification and the impacts of climate change. This then leads to how we can create more sustainable communities and prevent the impacts of climate change at a variety of levels	Maritime climate Polar climate Anticyclone Coriolis effect Air mass Biome Biodiversity Trophic layer Consumer Producer Re-afforestation Deforestation

	3.2.2 How are ecosystems damaged by human activity? 3.2.3 Why and how are ecosystems managed in a sustainable way?			
History				
Summer 1	Non-British Depth Study: USA	PPE Component 2 Paper 1; Component 1 Paper 1.	This is the next unit by chronology. Students should therefore have an idea of the European background which is feeding immigration to the US. It further develops source evaluation and interpretation.	Tier 2 language = language of contrast Divided/undivided; united/disunited; included/excluded;
Summer 2	Non-British Depth Study: USA			For Tier 3 language see Admin/Humanities/History/GCSE/Eduqas
Health & Social Care				
Summer 1	Component 2- Health and Social Care Services and Values (learning Aim A content). Care providers (primary, secondary, tertiary, allied health professionals) Services for the young Services for adults and children with specific needs Services for older adults Informal care Barriers to accessing services and how to overcome them (physical, sensory, language, geographical, intellectual, resource, financial, social, cultural and psychological)	Assignment 2.1 Learning aim A: understand the different types of health and social care services and barriers to accessing them. Set as homework and also afterschool club available every Wednesday to ensure students are on task for completion of their assignment.	Demonstrate their understanding of the different types of health and social care services and the barriers that a large number of individuals face whilst trying to access these. Links to previous learning and the life stages and PIES. It teaches students to strategies and the process that some individuals require specific support through their life, depending on their circumstances.	
Summer 2	Start and completion of first assignment for component 2. Content carries on from Summer 1	Assignment 2.1 Learning aim A: understand the different types of health and social care services and barriers to accessing them. Set as homework and also afterschool club available every Wednesday to ensure	Learning aim A to be taught, then assignment to follow to allow for ease of attainment and completion of their assignments.	

		students are on task for completion of their assignment.		
Travel and Tourism				
Summer 1	<p>Component 3- Customer Needs in Travel and Tourism</p> <p>Learning Aim A- How organisations identify travel and tourism trends</p> <p>Types of market research How travel and tourism organisations use research to identify customer needs Travel and tourism trends Customer needs, preferences and considerations</p>	<p>Assignment 2.1 Learning aim A: Investigate how organisations identify travel and tourism trends - Explain how different factors affect travel and tourism organisations- Assess the potential impacts of tourism on destinations</p> <p>Set as homework and afterschool club available every Tuesday to ensure students are on task for completion of their assignment.</p>	<p>Learning Aim A to be taught, then assignment to follow to allow for ease of attainment and completion of their assignments.</p> <p>Students will look at the different types of customers and their needs, such as wanting a holiday at a certain time of year or within a certain budget and individual preferences for holidays such as beach, adventure etc.</p> <p>They will also focus on customers considerations such as safety and security. In this component they will investigate how market research is used by T&T organisations to identify trends such as types of holiday taken, when and where.</p> <p>The basic and specific needs of the customer and the factors that influence them such as dates, types of travel and budgets etc.</p>	
Summer 2	<p>Start and completion of first assignment for component 3. Content carries on from Summer 1</p>	<p>Assignment 2.1 Learning aim A: Investigate how organisations identify travel and tourism trends Explain how different factors affect travel and tourism organisations- Assess the potential impacts of tourism on destinations.</p>	<p>Learning aim A to be taught, then assignment to follow to allow for ease of attainment and completion of their assignments.</p>	

		Set as homework and afterschool club available every Tuesday to ensure students are on task for completion of their assignment.		
Business Studies				
Summer 1 7 weeks	<u>LO1: Understand research, resource planning, growth and development for business and enterprise</u> <u>1.1 Business Research</u> 1..1 Areas of research Students will know and understand the areas for business research, the benefits of knowing this information and be able to apply this to a start-up business enterprise, including: <ul style="list-style-type: none"> • Customer base • Competitors analysis • Current and potential demand • Legal requirements. 	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"> • 1.1 entrepreneur • 1.3 stakeholders • 5.2 external influences 	<ul style="list-style-type: none"> • Competitors • Demand • Risk assessment • Business insurance • Intellectual property law •
	<u>1.2 Resource Planning</u> 1.2.1 Physical resources Learners will know and understand physical resource planning for business and be able to apply this to a new business start-up, including: <ul style="list-style-type: none"> • Premises • Equipment • Raw materials • Transport • Fixtures and fittings 	End of topic assessment which includes multiple choice questions, exam style questions and knowledge questions linking the AO1, AO2 and AO3 assessment bands.	Pre-requisite knowledge:	<ul style="list-style-type: none"> • Fixtures • NFC reader • EPOS • IT infrastructure •

Summer 1 7 weeks	1.2.2 Technological resources Learners will know and understand technological resource planning for business and be able to apply this to a new business start-up, including: <ul style="list-style-type: none"> • Card and NFC readers • Till • EPOS • Digital manufacturing • Digital communications system IT infrastructure	Recall starters to assess recall ability throughout the year.		
	1.3 Business Growth Learners will know and understand options for internal and external growth, the benefits of growth and be able to apply this in business. 1.3.1 Internal growth Learners will know and understand methods of internal growth, including: <ul style="list-style-type: none"> • Diversification • Geographical expansion • Horizontal integration • Vertical integration 1.3.2 External growth Learners will know and understand methods of external growth, including: <ul style="list-style-type: none"> • Mergers • Takeovers • Joint ventures 	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 • 1.3 legal structures 	Internal growth <ul style="list-style-type: none"> • Diversification • Horizontal integration • Vertical integration • External growth • Merger • Takeover • Joint ventures
	2.1 Human Resources Students will know and understand components of human resources and be able to apply them to a business. 2.1.1 Methods of recruitment	End of topic assessment which includes multiple choice questions, exam style questions and knowledge questions linking the AO1,	Pre-requisite knowledge: <ul style="list-style-type: none"> • 2.1.6 promotion • 1.3 legal/ organisational structures • 	<ul style="list-style-type: none"> • Internal/ external recruitment • Recruitment agency • CV •

Summer 1 7 weeks	<p>Learners will know and understand methods of recruitment, including:</p> <p>Internal</p> <ul style="list-style-type: none"> o transfers o notice board o newsletter o website o intranet. <p>External</p> <ul style="list-style-type: none"> o headhunting o newspapers o trade journals o careers fairs o shop windows o recruitment agencies o web-based. 	<p>AO2 and AO3 assessment bands.</p> <p>Recall starters to assess recall ability throughout the year.</p>		
	<p>2.1.2 Stages of recruitment</p> <p>To know and understand the different stages of recruitment, including:</p> <ul style="list-style-type: none"> • Identifying a need • Develop a person specification • Develop a job description • Advertise position • Shortlist candidates • Conduct interview and selection process • Obtain references • Offer position 	<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"> • 2.1.6 promotion • 1.3 legal/ organisational structures • 1.1 Entrepreneur • 	<ul style="list-style-type: none"> • Contract of employment • Person specification • Job description • Reference
	<p>2.1.3 Legal considerations</p> <p>To know and understand the different legal considerations, including:</p> <ul style="list-style-type: none"> • Contracts of employment <ul style="list-style-type: none"> o permanent o temporary o fixed-term o part-time 	<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>Pre-requisite knowledge:</p> <ul style="list-style-type: none"> • 1.3 legal/ organisational structures • 1.1 Entrepreneur 	<ul style="list-style-type: none"> • Redundancies

	<p>o full-time o zero hour.</p> <ul style="list-style-type: none"> Equality in recruitment Redundancies Disciplinary 	Recall starters to assess recall ability throughout the year.		
	<p>2.1.4 Staff development Students will know and understand the components of staff development, including:</p> <ul style="list-style-type: none"> Internal training External training Induction Staff appraisals 	<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"> 1.3 legal/ organisational structures 1.1 Entrepreneur 1.2 aims and objectives 	<ul style="list-style-type: none"> Internal training External training Induction Staff appraisals
	<p>2.1.5 Pay and remuneration Learners will know and understand aspects of pay and remuneration, including:</p> <ul style="list-style-type: none"> Wages Salaries Piece rate Performance-related pay Bonuses Commission Profit sharing 	<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"> 1.3 legal/ organisational structures 1.1 Entrepreneur 1.2 aims and objectives 	<ul style="list-style-type: none"> Piece rate Performance-related pay Bonuses Commission Profit sharing
	End of Learning objective 2 assessment	End of learning objective 2 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.		
Summer 2	<p><u>3.1 Business and Enterprise Funding</u></p> <p>3.1.1 Funding types Students will know and understand funding types for business and enterprise. They will be able to evaluate the suitability of funding types when applied to business, including:</p> <ul style="list-style-type: none"> • Personal savings • Bank loan • Credit card • Loan from friends or family • Prince's Trust loan • Grants • Credit agreements • Business Angels • Overdraft • Crowdfunding • Trade credit 	<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"> • 1.2 aims and objectives • 1.3 legal structures • 1.4 stakeholders • 	<ul style="list-style-type: none"> • Bank loan • Credit card • Prince's Trust loan • Grants • Credit agreements • Business Angels • Overdraft • Crowdfunding • Trade credit
	<p><u>3.2 Business and Enterprise Finance</u></p> <p>3.2.1 Financial concepts and calculations Students will know and understand financial concepts, how to calculate them and the impact they have on business and enterprise, including:</p> <ul style="list-style-type: none"> • Sales revenue • Gross and net profit <p>3.2.2 Costs, liabilities and assets Students will know and understand costs, liabilities and assets. Understand</p>	<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"> • 1.3 aims and objectives • 2.2 PLC 	<ul style="list-style-type: none"> • Sales revenue • Gross and net profit • Start-up costs • Running costs • Fixed costs • Variable costs • Current liabilities and non-current (long-term) liabilities • Current and non-current (fixed) assets

	<p>how these affect business and enterprise, including:</p> <ul style="list-style-type: none"> • Start-up costs • Running costs • Fixed costs • Variable costs • Current liabilities and non-current (long-term) liabilities • Current and non-current (fixed) assets 			
	<p>3.2.3 Financial documents</p> <p>Students will know and understand financial documents, their structure and the information they contain, including:</p> <ul style="list-style-type: none"> • Break-even chart • Cash flow forecast • Income statement (profit and loss account) • Statement of financial position (balance sheet) 	<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"> • 1.3 aims and objectives 	<ul style="list-style-type: none"> • Break-even chart • Cash flow forecast • Income statement (profit and loss account) • Statement of financial position (balance sheet)
	<p>3.2.4 Ratio analysis</p> <p>Students will know and understand ratio analysis, how to undertake ratio analysis calculations and how to interpret results. This includes:</p> <p>Profitability</p> <ul style="list-style-type: none"> o net profit percentage o gross profit percentage o return on capital employed. <p>Liquidity</p> <ul style="list-style-type: none"> o current ratio o acid-test ratio. 	<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> <p>Understanding of profit, sales revenue</p>	<ul style="list-style-type: none"> • Net profit • Gross profit • Profit • Sales revenue • Ratio •
	<p>3.2.5 Cash flow management</p> <p>Students will know and understand the importance of cash flow management</p>	<p>End of topic assessment which includes multiple</p>	<p>Pre-requisite knowledge:</p> <p>Understanding of profit, sales revenue</p>	<ul style="list-style-type: none"> • Cash flow • Cash inflow

	and how businesses can improve their cash flow position.	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.	1.2 aims and objectives	<ul style="list-style-type: none"> Cash out flow Net cash flow
	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

Summer 1	<ul style="list-style-type: none"> 2.5 Transistors and facilities of language <ul style="list-style-type: none"> Transistors Integrated development environments 2.2 Practical programming (independent challenge) 	Programming Project Mini tests – terminology/definitions Gapped handouts End of term test – covering all topics covered during Autumn 1 / 2 & Spring 1 / 2		
Summer 2	<ul style="list-style-type: none"> Mock exam – Exam 2 – Computational thinking, algorithms and programming 1.1 Systems Architecture <ul style="list-style-type: none"> Computer Systems CPU 			

	<ul style="list-style-type: none"> • 1.2 Memory <ul style="list-style-type: none"> ○ CPU and system performance • Revision 2.1 Algorithms • Revision 2.4 Programming 			
Art and Design				
Summer 1 Summer 2	<p>AQA GCSE Art and Design Fine Art Component 1: Sustained Project</p> <p>Students are to choose their own theme to create a body of work. Themes taken from AQA past exam papers. Teacher to support and guide choice of themes.</p> <p>Students will succeed in evidencing the following assessment objectives by:</p> <p>AO1 – Develop:</p> <ul style="list-style-type: none"> • Produce key information of the artists practice – the media they use, describe their work and articulate your thoughts and opinions about it. • Produce an accurate artist copy, working in the same media as your chosen artist. • Collect and present relevant imagery associated with theme Use keywords to describe and express your theme. • Mind map of your chosen theme. <p>AO2 - Refine</p> <ul style="list-style-type: none"> • Students to engage in a variety of media: pencil drawings, paintings, collages, printing, 	<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 regular tutorial style sessions. 	<ul style="list-style-type: none"> • AQA Component requirement. • Revisiting and building upon the skills learnt in previous GCSE project. Students are to refine skills and develop further in this project. • Students need to understand the assessment objective of AQA. • Students are ready to develop own ideas at this. • Students are capable of making own choices and in choosing a theme of their choice they can build their own artistic style. 	<p>Colour</p> <p>Natural</p> <p>Lively</p> <p>Subtle</p> <p>Clashing</p> <p>Depressing</p> <p>Bright</p> <p>Deep</p> <p>Earthy</p> <p>Harmonious</p> <p>Intense</p> <p>Saturated</p> <p>Vibrant</p> <p>Dull</p> <p>Flat</p> <p>Pale</p> <p>Mellow</p> <p>Muted</p> <p>Subdued</p> <p>Cold</p> <p>Warm</p> <p>Light</p> <p>Dark</p> <p>Blended</p> <p>Broken</p> <p>Mixed</p> <p>Complementary</p> <p>Contrasting</p> <p>Composition</p> <p>Arrangement</p> <p>Structure</p> <p>Position</p>

	<p>editing of photographs, ink or 3D approaches.</p> <ul style="list-style-type: none"> Students to produce realised intentions responding to their theme. <p>AO3 - Record</p> <ul style="list-style-type: none"> Students to take thoughtful and purposeful photographs, exploring their theme. Student to be taught and respond to composition, light, texture and emotion within their photography. Students to produce observational drawings of/inspired by their photographs and ideas. Students to formulate ideas and produce a final piece plan, ensuring it is influenced by their research and exploration of materials and processes. <p>AO4 – Present</p> <ul style="list-style-type: none"> Students to produce confident and resolved final piece/s that respond to their chosen theme. 	<ul style="list-style-type: none"> Teacher and student waggles. Peer and group assessment Questioning – sharing of ideas, understanding and knowledge. 		<p>Format</p> <p>Portrait</p> <p>Horizontal</p> <p>Vertical</p> <p>Foreground</p> <p>Background</p> <p>Middle Ground</p> <p>Chaotic</p> <p>Fragmented</p> <p>Texture</p> <p>Scratched</p> <p>Uneven</p> <p>Reflective</p> <p>Satin</p> <p>Silk</p> <p>Matte</p> <p>Mark making</p> <p>Hatching</p> <p>Sketchy</p> <p>Tranquil</p> <p>Romantic</p> <p>Depressed</p> <p>Energetic</p> <p>Thought-Provoking</p> <p>2D</p> <p>Stylized</p> <p>3D</p> <p>Geometric</p> <p>Linear</p> <p>Urban</p> <p>Industrial</p> <p>Fantasy</p> <p>Imaginary</p> <p>Invented Mythological</p> <p>Figurative</p> <p>Portrait</p> <p>Interiors</p> <p>Landscape</p>
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Hospitality & Catering				
Summer 1	Unit 2 <ul style="list-style-type: none"> Environmental issues – reduce, recycle, reuse Reduce waste when preparing food Reuse Recycle – ways to recycle food within the industry ensuring safety Mini test – environmental issues relating to food production Understanding menu planning. 	<ul style="list-style-type: none"> Teacher demonstration – whole chicken portioning. Student practical with the emphasis on reducing waste and cooking time. Power point presentations Worksheets/booklet Recipe cards 	<p>This is taught so students have an understanding how to consider environmental issues such as reducing, reusing and recycling and how this can impact on the hospitality and catering industry.</p> <p>This will help with coursework and practical exam</p>	Recycle, reuse, reduce, portions, expectations, food production.
Summer 2	Unit 1 <ul style="list-style-type: none"> Understanding the environment in which H&C providers operate. Describe the structure of the H&C industry – recap. Analyse job requirements within the H&C industry. Describe working conditions of different job roles with the H&C industry. Explain factors affecting the success of H&C providers. Understanding how providers operate, describe the operation of the kitchen and front of house. Understanding how providers meet customer needs. 	<ul style="list-style-type: none"> Power point presentations. Assessments. Worksheets. Recipe cards. Teacher demonstrations. Student practical's. Recipe cards. Worksheets. 	<p>This is taught so students have an understanding of the different job roles and structure of the H&C industry. Also what factors can affect the success of the H&C industry and the needs of customers.</p> <p>This will help with revision and coursework.</p>	New vocabulary and subject terminology which will be required to understand exam questions and to gain higher marks in their coursework.

	<ul style="list-style-type: none"> Baseline assessment to check learning form this half term 			
Sports Studies				
Summer 1	<p>Finalising 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 <p>Introduction to developing sports skills (R052) unit:</p> <ul style="list-style-type: none"> Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer (LO1) and/or as a team performer (LO2) in a sporting activity LO3 - Be able to <u>officiate</u> in a sporting activity 	<ul style="list-style-type: none"> Assessment via practical lessons where students perform in a number of different team and individual activities. Students will also undertake the role of an official in these lessons. The class teacher will then write a witness statement after observing the students' in lessons. 	<ul style="list-style-type: none"> Students will have already covered what makes an <i>effective leader</i>; this will coincide with the role of an official as students will need to have good knowledge of the rules, activity and show confidence and communication skills whilst officiating. Covering the sports leadership (R053) unit prior to this topic will have developed students' understanding and confidence levels. 	<ul style="list-style-type: none"> Creativity Tactics Strategy Awareness Contribution to team Dominate Presence Accuracy
Summer 2	<p>Developing sports skills (R052) unit:</p> <ul style="list-style-type: none"> Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer (LO1) and/or as a team performer (LO2) in a sporting activity LO3 - Be able to <u>officiate</u> in a sporting activity 	<ul style="list-style-type: none"> Assessment via practical lessons where students perform in a number of different team and individual activities. Students will also undertake the role of an official in these lessons. The class teacher will then write a witness statement after observing the students' in lessons. 	<ul style="list-style-type: none"> Officiating roles can be linked to careers in sport, such as refereeing, time keeping, line judges and linesman. 	

Sports Science

<p>Summer 1</p>	<p>Finalising <i>applying principles of training</i> (R042):</p> <ul style="list-style-type: none"> 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 followed and created themselves. 	<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> <p><u>Links to later learning:</u></p> <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. 	<ul style="list-style-type: none"> Protocol Agility Balance Endurance Maximal and sub-maximal Exhaustion Interpretation Normative data Validity Reliability Realistic Sustainability Adaptability
<p>Summer 2</p>	<p>Introduction to <i>sports nutrition</i> (R045) unit:</p> <ul style="list-style-type: none"> LO1 - Know about the nutrients needed for a healthy, balanced diet LO2 - Understand the importance of nutrition in sport 	<ul style="list-style-type: none"> Assessment via coursework: written assignments Assessment of LO1 is cumulative with LO2 covered in 'Autumn 1' 	<p><u>Links to previous learning:</u></p> <ul style="list-style-type: none"> Reducing the risk of sports injuries (R041) – Nutrition is one of the individual variables which are intrinsic factors that can influence the risk of injury as well as fitness levels, fatigue and posture. 	<ul style="list-style-type: none"> Hydrate Replenish Recovery Carbohydrate loading Dietary supplements Creatine Characteristics Nutrition Allergies

Summer 2	<p><u>Component 2: Developing Skills and Techniques in the Performing Arts</u></p> <p>Learning Aim A – Develop skills and techniques for performance</p> <p>Learning Aim A2</p>	<p>A2: Students to take part in workshops and classes to develop techniques needed for a rehearsal process.</p> <p>Assessment is a written log of the skills and techniques that have been learnt and developed.</p>	<p>Students must first develop their rehearsal skills and techniques to then be able to apply them.</p>	<p>Performance Design Interpretive Combine Responding Developmental Application Review</p>
PSHE				
Summer 1	<p>Strength of character:</p> <ol style="list-style-type: none"> 1. (H3) How different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this 2. (H4) Strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing 3. (H25) To understand and build resilience to thinking errors associated with gambling, the range of gambling-related harms and how to access support 4. (R3) To respond appropriately to indicators of unhealthy relationships, seeking advice when needed (R7) strategies to access reliable, accurate and 	<p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p>	<p>Social media and e-safety is taught in year 7 and will be built upon during this half term. Body image and photo shopping is a huge issue in all schools around the UK therefore students should be able to critically appraise what they see and manage their feelings about it.</p> <p>Resilience should be built against this, along with harms and errors made related to gambling as this is becoming more prevalent within schools and young adults.</p> <p>Students are also at an age where they will come across new social gatherings such as house parties, online communities such as facetime, workplaces etc and how they should identify risks and manage their own personal safety.</p>	<p>Body satisfaction Artificial shapes Photo shopping Assertiveness Relisence Gambling</p>

	<p>appropriate advice and support with relationships</p> <p>5. (H22) Ways to identify risk and manage personal safety in new social settings, workplaces and environments, including online</p> <p>6. (H12) The benefits of having a balanced approach to spending time online (H23) strategies for identifying risky and emergency situations, including online. Ways to manage these and find appropriate help</p>			
Summer 2	<p>Sexual relationships:</p> <p>1. (R6) About diversity in romantic and sexual attraction and developing sexuality including sources of support and reassurance and how to access them</p> <p>2. (R10) To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these play in relationship values</p> <p>3. (H26) The different types of intimacy – including online – and their potential emotional and physical consequences</p> <p>4. (R14) The opportunities and potential risks of establishing and conducting relationships online</p> <p>5. (R21) The skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple (R20) to recognise the impact of drugs and alcohol on choices and sexual behaviour</p>	<p><i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i></p>	<p>Sexual relationships has been taught in previous years but now needs to be taught in more detail due to students growing in maturity. Students have also been learning about different religions but now need to learn the differing views about sex and relationships and respect these views. They also need to be taught about potential online relationships and where they stand legally, this again has been taught in the lower years and should develop their knowledge further for when students leave school.</p>	<p>Intimacy</p> <p>Online relationships</p> <p>Readiness for sex</p> <p>Sexual behaviour</p> <p>Legal and ethical responsibilities</p>

	6. (R15) The legal and ethical responsibilities people have in relation to online aspects of relationships (R22) To evaluate different motivations and contexts in which sexual images are shared and possible legal, emotional and social consequences			
Science				
Maths – see below				

Y10 Foundation Maths

Half Term 5 Content - Foundation			
Topic	Standard	Underlined	Bold
Statistics	Draw and Interpret Frequency tables, bar charts, composite bar charts, pie charts, pictograms, vertical line charts, stem and leaf (including back-to-back)	Sampling - infer properties of populations or distributions from a sample, while knowing the limitations of sampling	
	Mean, mode, median, modal class	Interpret and construct tables and line graphs for time series data	
	Range and outliers	Scatter graphs - draw estimated lines of best fit; make predictions; interpolate and extrapolate apparent trends while knowing the dangers of so doing	
	Compare the mean, median, mode and range (as appropriate) of two distributions using bar charts, dual bar charts, pictograms and back-to-back stem and leaf		
	Recognise the advantages and disadvantages between measures of average		
	Scatter graphs - recognise correlation		
	Recognise types of data: primary secondary, quantitative and qualitative		
	Understand sample and population		
	Listing combinations		

Half Term 6 Content - Foundation

Topic	Standard	Underlined	Bold
Plans & Elevations	Identify properties of the faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres	Construct plans and elevations of 3D shapes	
	Draw sketches of 3D solids	Given the front and side elevations and the plan of a solid, draw a sketch of the 3D solid	
	Interpret Plans and elevations of 3D shapes		
Constructions & Loci	Draw circles and arcs to a given radius or given the diameter	Use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle)	
	Measure and draw lines, to the nearest mm	Construct angles of 90° , 45°	
	Measure and draw angles, to the nearest degree	Use constructions to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line	
		Construct: <ul style="list-style-type: none"> A region bounded by a circle and an intersecting line A given distance from a point and a given distance from a line Equal distances from two points or two line segments Regions which may be defined by 'nearer to' or 'greater than' 	

Y10 Higher Maths

Half Term 5 Content - Higher			
Topic	Standard	Underlined	Bold
Statistics	Draw and Interpret Frequency tables, bar charts, composite bar charts, pie charts, pictograms, vertical line charts, stem and leaf (including back-to-back)	Sampling	Use the Product rule for counting i.e. if there are m ways of doing one task and for each of these, there are n ways of doing another task, then the total number of ways the two tasks can be done is $m \times n$ ways
	Mean, mode, median, modal class	Interpret and construct tables and line graphs for time series data	
	Range and outliers	Scatter graphs - draw estimated lines of best fit; make predictions; interpolate and extrapolate apparent trends while knowing the dangers of so doing	
	Compare the mean, median, mode and range (as appropriate) of two distributions using bar charts, dual bar charts, pictograms and back-to-back stem and leaf		
	Recognise the advantages and disadvantages between measures of average		
	Scatter graphs - recognise correlation		
	Recognise types of data: primary secondary, quantitative and qualitative		
	Understand sample and population		
	Listing combinations		
Simple Interest	Use percentages in real-life situations e.g. price after VAT, value of profit or loss, simple interest, income tax		Capture & recapture

Ratios (Further)	Simplify ratios	Solve ratio problems involving the change of a ratio within a question	Solve complex multi-step problems involving fractions and probability
	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		
Half Term 6 Content – Higher			
Topic	Standard	Underlined	Bold
Surds		Trigonometry in right angled triangles	
		Know the exact values of $\sin\theta$ and $\cos\theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ and 90° . Know the exact value of $\tan\theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ$ and 60°	
Plans & Elevations	Identify properties of the faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres	Construct plans and elevations of 3D shapes	
	Draw sketches of 3D solids	Given the front and side elevations and the plan of a solid, draw a sketch of the 3D solid	
	Interpret Plans and elevations of 3D shapes		
Constructions & Loci	Draw circles and arcs to a given radius or given the diameter	Use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle)	
	Measure and draw lines, to the nearest mm	Construct angles of $90^\circ, 45^\circ$	
	Measure and draw angles, to the nearest degree	Know that the perpendicular distance from a point to a line is the shortest distance to the line	
		Loci: construct:	

		<ul style="list-style-type: none"> • A region bounded by a circle and an intersecting line • A given distance from a point and a given distance from a line • Equal distances from two points or two line segments • Regions which may be defined by 'nearer to' or 'greater than' 	
Similar Shapes		Use formal geometric proof for the similarity of two given triangles	Relationships between areas and volumes in similar figures
		Identify the scale factor of an enlargement of a similar shape as the ratio of the lengths of two corresponding sides, using integer or fraction scale factors	Understand the effect of enlargement on angles, perimeter, area and volume of shapes and solids
		Find missing lengths in similar 3D solids	Write the lengths, areas and volumes of two shapes as ratios in their simplest form
			Find missing areas and volumes in similar 3D solids
			Know the relationships between linear, area and volume scale factors of mathematically similar shapes and solids
			Use the relationship between enlargement and areas and volumes of simple shapes and solids
			Solve problems involving frustums of cones where you have to find missing lengths first using similar triangles