

ARMTHORPE ACADEMY

LONG-TERM PLAN AUTUMN 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					
Autumn 1	Jekyll and Hyde A Victorian novel by Robert Louis Stevenson. <i>Genre of the Gothic, the presentation of character (Hyde, Lanyon, Utterson, Jekyll), writer's craft and language connotations, themes of a text (duality, secrecy, reputation, science vs religion, human nature and good vs evil), context of Victorian London, social class, narrative structure, reader response.</i>	Formative Reading Assessment: Chapter 1 extract on duality through the street scene. Formative Reading Assessment: How does Stevenson create an unnatural and unnerving picture of London in Chapter 4? Summative Reading Assessment: How does Stevenson create mystery and atmosphere throughout the novel? Cumulative – The two formative reading assessments build up to the summative assessment which would include the multiple extracts that have been studied. Summative Reading Assessment: How does Stevenson make the transformative vivid and powerful?	The structure and context of the Victorian novel is introduced in Year 7 through A Christmas Carol. In Year 8 pupils study and write their own Gothic narrative to gain an understanding of the genre. In Year 9, pupils will explore the impact of having multiple and unreliable narrators and different narrative perspectives to assist with interpreting Stevenson's choices. Jekyll and Hyde is chosen for its relevance to current societal pressures of fitting in, conformation to idealised standards, reputation, the presentation of self, outward show vs reality. Links to careers: further academic study through extended essay writing, counselling, psychologist, behavioural therapist.	Troglodytic Physiognomy Blackmail Duality Evangelical Edinburgh SoHo Defensive Addictive Psychological Conformation Unnerving	Novella Flashback Plot device Eponymous Focalised Multiple narrators Unreliable narrator Critical theory Theoretical
Autumn 2	Jekyll and Hyde (3 weeks) (See above) Revision: Poetry Anthology (4 weeks)	Mock Examination: Including a Jekyll and Hyde extract and essay question and an individual poem and comparative poetry question. This assessment will bring together pupil knowledge from	Revision of the Poetry Anthology is sequenced at this point to retrieve knowledge before mock exams, following a long unit on Jekyll and Hyde. We have chosen to focus the mock on Jekyll and Hyde and Poetry as traditionally these components are where students struggle.	Likewise Equally Similarly Contrastingly Contrary Moreover	Motif Extended metaphor Message Embedded

		multiple topics as examination practise, where students need to manage their time and stamina to be successful.	Previously pupils have compared poems looking at one particular overt theme, now the focus will be on more nuanced and subtle thematic links. Pupils will come up with their own plans for alternative themes.	Whereas Conversely Additionally	
French					
Autumn 1	Qui suis-je ? (Who am I?) -being able to talk about friends and family relationship, -being able to describe a night out with your friend in present and future tense -being able to use past tense to talk about your life	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> <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>	
Autumn 2	Les temps des loisirs. (Leisure time) -being able to explain what you do during your free time (film, technology, television ...)	Vocabulary test End of unit test reading and speaking Homework	GCSE topic		
Geography					
Autumn 1	Urban processes and environments of the UK 1.2.2 What are the distinctive features of urban areas in the UK? 1.2.1 What changes are taking place in where people live in both urban and rural areas of the UK? 1.2.3 What factors help to drive urban and rural change across the UK? 1.2.4 What is the cause and effect of change in retail provision across the UK?	Low stakes testing as starters and plenaries to check key words and low mark answers Exam questions from Theme 1, that reflect the types of questions, 4, 5, 6 and 8 mark	Start with urban areas as appears later in the specification when linked to LIC's and NIC's	CBD Suburbs Brownfield site Greenfield site Urbanisation Counter urbanisation Infrastructure Re urbanisation Suburbanisation Range Threshold Green belt Honeypot site	

	1.2.5 What are the issues associated with leisure use in urban and rural areas across the UK?			
Autumn 2	Global cities 1.3.1 What are global patterns of development? 1.1.1 To what extent is urbanisation a global phenomenon? 1.1.2 What are the ways of life and current challenges created by urbanisation in two global cities? 1.1.3 What strategies can be used to manage the impacts of urbanisation in global cities? 1.1.2 What are the ways of life and current challenges created by urbanisation in two global cities? 1.1.3 What strategies can be used to manage the impacts of urbanisation in global cities?	Low stakes testing as starters and plenaries to check key words and low mark answers Decision making paper, Where to locate new IT business	This gives an insight into cities around the world and their features that gives knowledge and understanding required for Theme 3 when looking at development aid and LIC's and NIC's and their challenges	Global cities Globalisation MNC NIC BRIC Pull factors Push factors Informal sector Formal sector Urbanisation Sustainable cities Rural to urban migration Ragpicker Slums Shanty towns
History				
Autumn 1	Thematic Study: Changes in Health and Medicine Medieval & Early Modern Medicine Medicine in the Industrial period – Causes/Treatments Patient Care	Fortnightly assessment questions covering the stems used in the appropriate exam paper.	This is the unit which covers the longest chronological span. This gives students an outline framework in which to put the other units. The key concept in this unit is change, which prefigures the Development Study. It also introduces basic source evaluation, which provides a basis for the Component 1 papers. It is also the unit which makes up the largest part of the exam, so it makes sense to put it in the longest, least disturbed term.	Tier 2 = language of change, eg change; progress/regression, advance/improve; development, continuity; turning point; also significance. Tier 2 words which organise change: spiritual/irrational/supernatural Natural/rational/scientific Effective /ineffective For Tier 3 see documents in Admin/Humanities/History/GCSE/Edu qas
Autumn 2	Thematic Study: Changes in Health and Medicine Medicine in the Industrial Period - Public Health & Welfare Medicine in the Modern Period	Fortnightly assessment questions covering the stems used in the appropriate exam paper.		
Health & Social Care				

Autumn 1	Introduction to component 1- Human life span and development (learning Aim A content). PIES (physical, intellectual, Emotional, Social) Life stages Life style factors Social and cultural factors Relationships and isolation Economic factors	Intro into how to write an assignment. (practice assignment set for homework) - Start first assignment. Assessment 1.1 learning aim A: Understand human growth and development across life stages and the factors that affect it. - Set as homework and also afterschool club available every Wednesday to ensure students are on task for completion of their assignment.	It is a holistic course where previous components are needed to further understand for the next. Links to understanding the process of how individuals grow and develop and the impact that different life circumstances can have on an individual's growth and development. This is needed to apply how services can meet individual's needs.	
Autumn 2	Start and completion of first assignment. Content carries on from Autumn 1	Assessment 1.1 learning aim A: Understand human growth and development across life stages and the factors that affect it. Set as homework and also afterschool club available every Wednesday to ensure students are on task for completion of their assignment.	Learning aim A to be taught, then assignment to follow to allow for ease of attainment and completion of their assignments.	
Travel and Tourism				
Autumn 1	Introduction to component 1- Travel and Tourism Organisations and destinations - Learning Aim A- Investigate the aims of UK travel and tourism organisations Travel and tourism organisations	Intro into how to write an assignment. (practice assignment set for homework) - Start first assignment. Assessment 1.1 Learning Aim A:	It is a holistic course where previous components are needed to further understand for the next. Links to understanding of the purpose of a tourism organisation and what are the aims of each one for them to function through different ownership.	Package holidays Ground transport Ancillary services Self-catering Concierge Screen tourism Terminal Gateway Gross domestic product

	Ownership of travel and tourism organisations Aims of travel and tourism organisations How travel and tourism organisations work together	-Investigate one named travel and tourism organisation, choosing one of the types listed in the content. -Investigate the aims, ownership, type and purpose of the organisation. -Investigate how the organisation works with other organisations and how this may help the organisation in meeting its aims. Set as homework and afterschool club available every Tuesday to ensure students are on task for completion of their assignment.	Allows students to understand the overall purpose of organisations such as tour operators, travel agents and how they contribute to the travel and tourism industry including the economic impact on the UK from indirect and direct contributions from the selling of goods and services as well as the different transport facilities, providers and gateways. They will also understand the different ways in which organisations work together such as partnerships and voluntary and public sector to further develop their knowledge of how an organisation can meet its overall aims.	
Autumn 2	Start and completion of first assignment. Content carries on from Autumn 1	Assessment 1.1 Learning Aim A: -Investigate one named travel and tourism organisation, choosing one of the types listed in the content. -Investigate the aims, ownership, type and purpose of the organisation. -Investigate how the organisation works with other organisations and how this may help the organisation in meeting its aims.	Learning Aim A to be taught, then assignment to follow to allow for ease of attainment and completion of their assignments. Students will use research skills to look at one specific tourism organisation and explain how it works with others to meet its aims.	

		Set as homework and afterschool club available every Tuesday to ensure students are on task for completion of their assignment.		
Business Studies				
Autumn 1 8 Weeks	LO1: Understand entrepreneurship, business organisation and the importance of stakeholders <u>1.1 Entrepreneur</u> Learners will know and understand what it means to be an entrepreneur, their motivations, characteristics and skills. Being an entrepreneur Students should know and understand what it means to be an entrepreneur and what motivates them. Entrepreneurial characteristics and skills Students will know and understand the characteristics and skills of an entrepreneur and their applications in business, including: Confident, Motivated, Determined, Results-focused, Initiative, Decision-making, Analytical ability, Communication.	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.	LO1 Students need to understand the basics of how businesses and business idea start. They need to understand the characteristics and skills needed to run a business.	• Entrepreneur • Invention • Innovation
	<u>1.2 Business aims and objectives</u> Financial aims Students will know and understand the financial aims and objectives that a business might have and be able to apply these in business including:	End of topic assessment which includes multiple choice questions, exam style questions and knowledge questions linking the AO1,	• Knowledge of aims and objectives is needed for the stakeholder topic (1.4).	• Break-even • Contribution • Profitability • Cash flow

	• Break-even point • Profitability • Increasing revenue • Profit maximisation Non-financial aims and objectives Students will know and understand the non-financial aims and objectives that a business might have and be able to apply these in business, including: • Customer satisfaction • Expansion • Employee engagement/satisfaction • Diversification • Ethical/corporate responsibility	AO2 and AO3 assessment bands. Recall starters to assess recall ability throughout the year.		• Revenue • Expansion • Ethical responsibility • Target market • Market segmentation
	<u>1.3 Structures</u> 1.3.1 Legal structures To know and understand the features, liability and sources of finance available to the various legal structures. Learners will know and understand the advantages and disadvantages of each legal structure, including: • Sole Trader • Partnership • Franchise • Private Limited Company (Ltd) • Public Limited Company (PLC) • Cooperative. 1.3.2 Organisational structures Students will know and understand the features of organisational structures, linked to span of control and chain of command.	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.	• Structures is sequenced at the start of the course because many ideas, topics and analytical decisions are based on the legal structures of a business. • Real-life links and discussion about different businesses enhances their knowledge. • Legal structures topic is needed first to understand the different organisational structures and how they work together.	• Sole trader • Partnership • Franchise • Private Limited Company (Ltd) • Public Limited Company (PLC) • Cooperative • Shareholder • Dividends • Limited/unlimited liability • Flat structure • Tall structure • Restructuring • Span of control • Delaying

	To know and understand the advantages and disadvantages of organisational structures, including: • Flat organisational structures • Tall organisational structures 1.3.3 Restructuring How and why a business may restructure its organisation, including: • Delayering • Redundancies			• Redundancies • Chain of command • Hierarchy
	<u>1.4 Stakeholders</u> 1.4.1 Internal stakeholders To know and understand the internal stakeholders of a business and their needs, including: • Employees • Managers • Owners • Workers 1.4.2 External stakeholders To understand the external stakeholders of a business and their aims and objectives, including: • Customers • Suppliers • Shareholders • Local community • Government • Finance providers 1.4.3 Stakeholder engagement To understand the advantages of stakeholder engagement, including:	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.	Understanding of aims and objectives is needed for this topic (1.2) Knowledge from 1.3 is requires to understand shares and share prices.	• Stakeholder •

	• Staff motivation/retention • Improved reputation • New ideas • Increased share prices			
	End of LO1 assessment	End of learning objective 1 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.		
Autumn 2 7 weeks	Learning Outcome 2: Understand the marketing mix, market research, market types and orientation types 2.1 Marketing Mix Learners will know and understand the marketing mix covering each of the four elements, including: • Product • Price • Place • Promotion 2.1.1 Product types Students will know and understand that products can be categorised in different ways, including: • Tangible • Intangible	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 required: • 1.2 aims and objectives • 1.3 legal structures	• Tangible • Intangible •
	2.1.2 Product lifecycle Students will know and understand the product lifecycle and its stages. Students will be able to understand the	End of topic assessment which includes multiple choice questions, exam style questions and knowledge	Pre-requisite knowledge: • 1.2 aims and objectives	• Product life cycle •

	characteristics of each stage and be able to apply this in business. This includes: Introduction - o Lack of customer knowledge - o low sales - o advertising high - o profit low or loss being made - o low market share Growth - o increased sales - o increased customer knowledge - o profit may begin/rise - o competitors may enter the market Maturity - o sale at the maximum - o profit is maximised - o competition levels very high - o customer interest peaks o no further room for sales expansion Decline - o sales decrease - o customer interest drops - o customers switch to substitute products - o product becomes unfashionable or undesirable. Product lifecycle-extension strategies The purpose of extension strategies and the range of extension strategies available to businesses, including: • New advertising campaigns • New pricing strategies • New product features	questions linking the AO1, AO2 and AO3 assessment bands. Recall starters to assess recall ability throughout the year.		
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	Product development and innovation Why product development and innovation is important to business, including: • Remaining competitive • Entering new markets • Increasing market share			
	2.1.3 Boston Matrix Understand the Boston Matrix and how it applies to business and enterprise. Know and understand the structure of the Boston Matrix and the characteristics of the four categories, including: • Stars • Question marks • Cash cows • Dogs	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: • 1.2 aims and objectives • 2.1 Product types	• Boston matrix • Star, cash cow, dog and question mark • Market share • Market growth • Product portfolio
	2.1.4 Place Students will know and understand the factors that a business should consider when deciding on a location and be able to apply this to business decisions. Students will know and understand channels of distribution. This includes: Factors affecting place - o customer location - o location of raw materials - o transport and infrastructure links - o availability of staff Channels of distribution	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.		• Raw materials • Channels of distribution • Agent • Wholesaler • Retailer • E-commerce

	Features of distribution channels and why they are selected, including: - o agent - o wholesaler - o retailer - o direct E-commerce Students will know and understand e-commerce, including advantages and disadvantages to businesses and customers			
ICT Computer Science				
Autumn 1	Introduction to GCSE Computing • Expectations • Qualification structure • 2.2 Practical programming (challenges 1 – 34) - o Basics - o Sequence - o Selection - If statements - o Strings - o Maths • 2.1 Algorithms – Flow diagrams/pseudocode • 2.3 Test plans • 2.6 Data Representation - o Recap Binary / Denary / Conversions - o Recap Binary addition - o Introduce binary shifts - o Hexadecimal/binary/denary conversions - o Check digits / parity bits/character sets	Programming challenges (1 – 34) Mini tests – terminology/definitions Gapped handouts End of term test – covering all topics covered during Autumn 1		
Autumn 2	• 2.2 Practical programming (challenges 35-59)	Programming challenges (35 – 59)		

	○ Iteration – For loop (count controlled) ○ Iteration – While loop (condition controlled) ○ Random • 2.4 Computational logic ○ AND, OR, NOT gate ○ Logic circuits ○ Truth tables • 2.6 Data Representation ○ Images ○ Sound ○ Compression	Mini tests – terminology/definitions Gapped handouts End of term test – covering all topics covered during Autumn 1/2		
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Art and Design

Autumn 1 Autumn 2	AQA GCSE Art and Design: Fine Art Component 1 - Collection of Work MICROSCOPIC Students will engage in a range of experimental and observational work using a wide range of materials, media and processes. • 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.	Summative and cumulative assessment that follows AQA assessment criteria: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and	• 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.	Microscopic Media Medium Refinement Inverted Proportion Contour Resin Blurred Dispersed Engrave Negative/Positive space Subject matter Abstract Contrasting Obscured
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	• 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 successful Medias used throughout the project.	demonstrates understanding of visual language. • Students assessed through one to one regular tutorial style sessions. • Teacher and student waggles. • Peer and group assessment • Questioning – sharing of ideas, understanding and knowledge.		
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Hospitality & Catering

Autumn 1	Unit 1 • Introduction to the course, content and examples. • Food safety, roles and responsibilities of EHO. • Food safety legislation, common types of food poisoning. • Relevant practical lessons.	• Baseline test to check current knowledge. Marks scheme. • Practical lessons to check understanding on the emphasis of food safety. • PP on food safety, recipe cards, worksheets, PP on food legislation.	This is taught so students understand food safety and how the risk of food poisoning can be reduced. This links to prior learning in KS3 and helps to develop their understanding and knowledge for student wishing to pursue a career in the H&C industry.	Introduction to the names of food poisonings such as salmonella, E Coli, campylobacter, Listeria, and legislation.
Autumn 2	• The function of nutrients in body, what they do and why we need them. • Comparing the nutritional needs of specific groups and the effect on medical conditions.	• Teacher demonstration on low fat dishes. • Menu planning to understand balanced nutrition. • Worksheet, PP presentations,	This is taught so students understand why nutritionally balanced dishes are important for good health. To understand how different cooking methods, impact on the nutritional value. This information links to prior learning and will be needed to complete coursework	Emphasis, protein, carbohydrates, high biological value, amino acids, low biological value, haemoglobin cholesterol, osteoporosis, scurvy, rickets and anaemia.

	• Explain the characteristics of unsatisfactory nutritional intake. • Cooking methods and the nutritional impact. • How dishes meet customer needs	recipe cards, equipment and utensils		
Sports Studies				
Autumn 1	All content covered will be in preparation for the <i>Contemporary issues in sport (R051)</i> exam: • LO1 – Understand the issues which affect participation in sport • LO2 – Know about the role of sport in promoting values	• End of topic tests (a mixture of multiple choice, short and long (8 mark) answer questions. • Use of past exam questions embedded in each lesson.	The exam unit is placed here to allow students to gain a secured mark (out of 60) for this unit of the qualification. All units are cumulative. This also allows staff to understand students' capabilities and develop these.	• User groups • Barriers and solutions • Provision, promotion and access • Emerging sports • Values (team spirit, fair play, citizenship, tolerance, respect, inclusion, national pride, excellence) • Initiatives • Sportsmanship, gamesmanship and etiquette • Anti-doping
Autumn 2	All content covered will be in preparation for the <i>Contemporary issues in sport (R051)</i> exam: • LO3 – Understand the importance of hosting major sporting events • LO4 – Know about the role of national governing bodies in sport	• End of topic tests (a mixture of multiple choice, short and long (8 mark) answer questions. • Use of past exam questions embedded in each lesson. • <i>Contemporary issues in sport (R051)</i> exam is the <u>first week in January</u>	All content will be new to students as this is the start of a new course.	• Features of majors sporting events • Legacy • Benefits and drawbacks • Investment • Infrastructure • Status/Shop window effect • National governing bodies • Elite and grass-roots • Policies • Disciplinary procedures

Sports Science

Autumn 1	All content covered will be in preparation for the <i>Reducing the risk of injuries (R041)</i> exam: • LO1 – Understand different factors which influence the risk of injury • LO2 – Understand how appropriate warm up and cool down routines can help to prevent injury	• End of topic tests (a mixture of multiple choice, short and long (8 mark) answer questions. • Use of past exam questions embedded in each lesson.	The exam unit is placed here to allow students to gain a secured mark (out of 60) for this unit of the qualification. All units are cumulative. This also allows staff to understand students' capabilities and develop these.	• Extrinsic and intrinsic • Individual variables • Nutrition • Psychological • Motivation • Aggression • Arousal/anxiety • Posture • Fatigue • Pelvic tilt • Lordosis • Kyphosis • Round shoulder • Scoliosis • Flexibility • Pliability • Mental rehearsal • Mobility • Dynamic movements • Circulation • Lactic acid
Autumn 2	All content covered will be in preparation for the <i>Reducing the risk of injuries (R041)</i> exam: • LO3 – Know how to respond to injuries within a sporting context • LO4 – Know how to respond to common medical conditions	• End of topic tests (a mixture of multiple choice, short and long (8 mark) answer questions. • Use of past exam questions embedded in each lesson. • <i>Reducing the risk of injuries (R041)</i> exam is the <u>first week in January</u>	All content will be new to students as this is the start of a new course.	• Acute and chronic injuries • Trauma • Soft tissue • Overuse • Concussion • Fractures • Abrasions and contusions • Personnel • Asthma • Diabetes • Epilepsy and seizures

Performing Arts				
Autumn 1	<u>Component 1: Exploring the Performing Arts</u> Learning Aim A – Examine professional practitioners’ performance work Learning Aim A1 (current focus on Blood Brothers, change TBC) Learning Aim A2 (current focus on Blood Brothers, change TBC) Learning Aim B – Processes used in development, rehearsal and performance Learning Aim B1 (current focus on Blood Brothers, change TBC) Learning Aim B2 (current focus on Blood Brothers, 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 Blood Brothers, change TBC) Assessment via written coursework. B1: A written assignment outlining the processes used in development, rehearsal and performance. B2: A written assignment outlining techniques and approaches used in performance. (Currently with reference to Blood Brothers, change TBC)	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 lead to careers such as; • Performer (actor/dancer/singer) • Choreographer • Director • Writer • Designer (costume/set/lighting) • Theatre manager	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

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	Learning Aim B – Processes used in development, rehearsal and performance Learning Aim B1 (current focus on Blood Brothers, change TBC) Learning Aim B2 (current focus on Blood Brothers, change TBC)	Assessment via written coursework. B1: A written assignment outlining the processes used in development, rehearsal and performance. B2: A written assignment outlining techniques and approaches used in performance. (Currently with reference to Blood Brothers, change TBC)		Rehearsal Performance Developmental Processes Stimulus Production Technical rehearsal Dress rehearsal Post-performance

Autumn 2	<u>Component 1: Exploring the Performing Arts</u> Learning Aim A – Examine professional practitioners’ performance work Learning Aim A1 (current focus on Bouncers, change TBC) Learning Aim A2 (current focus on Bouncers, change TBC) Learning Aim B – Processes used in development, rehearsal and performance Learning Aim B1 (current focus on Bouncers, change TBC) Learning Aim B2 (current focus on Bouncers, 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 Bouncers, change TBC) Assessment via written coursework. B1: A written assignment outlining the processes used in development, rehearsal and performance. B2: A written assignment outlining techniques and approaches used in performance. (Currently with reference to Bouncers, change TBC)	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 lead to careers such as; • Performer (actor/dancer/singer) • Choreographer • Director • Writer • Designer (costume/set/lighting) Theatre manager	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
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PSHE				
Autumn 1	Mental Health: (H2) How self-confidence, self-esteem and mental health are affected positively and negatively by internal and external influence and ways of managing this (H5) The characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect mental health (H6) About change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences (H9) The importance and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders (R1) The characteristics and benefits of strong, healthy relationships, including mutual support and trust (H10) How to recognise when they or others need help with their mental health and wellbeing (H10) To explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help	<i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i>	During this year students become more likely to develop stress and anxiety issues due to starting their GCSE's. Although some aspects of this has already been taught in previous years, it should be taught again now in more detail to try and avoid students developing symptoms that may inhibit them from achieving their full potential. It is essential they know how change can affect their mental health and how to overcome them without resorting to unhealthy coping strategies such as self-harm and eating disorders and where they can access help should they need it.	Self harm Coping strategies Emotional health Self-esteem Triggers Bulima Anorexia Self harm
Autumn 2	Physical Health: (H11) To make informed lifestyle choices regarding sleep, diet and exercise	<i>Exit pass at the end of each lesson – these must be stored by class teacher as evidence.</i>	At the age of 14/15 students should be able to look after themselves to a certain degree, sleep, diet and exercise are all essential for a healthy lifestyle,	Cancer screening Breast cancer Testicular cancer Prevention Unplanned pregnancy

	2. (H16) How to take increased responsibility for maintaining physical health including cancer screening and prevention 3. (H33) The choices and support available in the event of an unplanned pregnancy 4. (H27) Specific STIs, their treatment and how to reduce risk of transmission 5. (H28) How to respond if someone has, or might have, an STI including how to access services 6. (H19) The consequences of substance use and misuse for mental and physical health and wellbeing of individuals and their families and the wider consequences for communities		especially during the approach of student's exams. Students also need to be made aware of how to protect themselves from cancer in the future and should be able to screen themselves and take action from prevention in the future. Year 10 students are becoming more sexually active and therefore need to be aware of the risks and how to control them, this is taught in year 9 and built upon in year 10 to ensure students are aware/ are reminded of how to have safe sex and consequences of having unprotected sex	Sexually transmitted diseases Herpes Chlamydia Gonerrea
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Science

Maths – see below

Y10 Foundation Maths

Half Term 1 Content - Foundation			
Topic	Standard	Underlined	Bold
Rearrange Formulae	Rearrange formulae to change the subject in a geometrical context	Calculate the radius or diameter when Sector area or Arc length is given	Rearrangement complex formulae involving fractions, roots and powers and where the subject appears on both sides of the formula
	Change the subject of a formula involving the use of square roots and squares		
Linear Graphs	Plot and read Coordinates in all four quadrants	Recognise and interpret graphs that illustrate direct and inverse proportion	
	Draw, label and scale axes	Plot and draw graphs of straight lines in the form $ax + by = c$	
	Plot straight line graphs		
	Recognise, sketch and interpret straight line graphs		
	Find approximate solutions using a graph		
	Find the coordinates of the midpoint of a line segment		
	Real life graphs: ready reckoner graphs, conversion graphs, fuel bills graphs, fixed charge and cost per unit		
$y = mx + c$	Identify and interpret gradients and intercepts of straight line graphs	Find the equation of a straight line from a graph	Use $y = mx + c$ to identify perpendicular lines
	Identify and interpret gradient from an equation $y = mx + c$	Use $y = mx + c$ to identify parallel lines	Generate equations of lines perpendicular to the given line
		Find the equation of a line through two given points or through one point with a given gradient	
		Know that the gradient of a straight line is interpreted as a rate of change	

		Identify and interpret the gradient from an equation $ax + by = c$	
Compound Measures	Interpret distance–time graphs, and calculate: the speed of individual sections, total distance and total time	Change between standard units and compound units e.g. density and pressure	
	Change between standard units e.g. time, mass, length, money, volume, area		
	Change between compound units e.g. speed, rates of pay, prices		
	Work out time intervals for graph scales		
Quadratic graphs, turning points and roots	Recognise, sketch and interpret graphs of ... quadratic functions	Identify roots, intercepts and turning points of a quadratic function	
		Find roots of a quadratic algebraically by factorisation	Find roots of a quadratic algebraically by factorisation - with rearrangement needed
		Find approximate solutions using a graph	
		Identify the line of symmetry of a quadratic graph	
Half Term 2 Content - Foundation			
Topic	Standard	Underlined	Bold
Quadratic graphs, turning points and roots	Recognise, sketch and interpret graphs of ... quadratic functions	Identify roots, intercepts and turning points of a quadratic function	
		Find roots of a quadratic algebraically by factorisation	
		Find approximate solutions using a graph	
		Identify the line of symmetry of a quadratic graph	

Linear Simultaneous		Solve two simultaneous equations in two variables (linear/linear) algebraically	
		Find approximate solutions using a graph	
		Derive two simultaneous equations, solve the equation and interpret the solution	
Further Graphs		Recognise and sketch cubic graphs and the reciprocal graph	
		Plot and interpret ... reciprocal graphs	
		Recognise and interpret graphs that illustrate direct and inverse proportion	

Y10 Higher Maths

Half Term 1 Content - Higher			
Topic	Standard	Underlined	Bold
Rearrange Formulae	Rearrange formulae to change the subject in a geometrical context	Calculate the radius or diameter when Sector area or Arc length is given	Rearrangement complex formulae involving fractions, roots and powers and where the subject appears on both sides of the formula
	Change the subject of a formula involving the use of square roots and squares		
Linear Graphs	Plot and read Coordinates in all four quadrants	Recognise and interpret graphs that illustrate direct and inverse proportion	
	Draw, label and scale axes	Plot and draw graphs of straight lines in the form $ax + by = c$	
	Plot straight line graphs		
	Recognise, sketch and interpret straight line graphs		
	Find approximate solutions using a graph		

	Find the coordinates of the midpoint of a line segment		
	Real life graphs: ready reckoner graphs, conversion graphs, fuel bills graphs, fixed charge and cost per unit		
y=mx + c	Identify and interpret gradients and intercepts of straight line graphs	Find the equation of a straight line from a graph	Use $y = mx + c$ to identify perpendicular lines
	Identify and interpret gradient from an equation $y = mx + c$	Use $y = mx + c$ to identify parallel lines	Generate equations of lines perpendicular to the given line
		Find the equation of a line through two given points or through one point with a given gradient	
		Know that the gradient of a straight line is interpreted as a rate of change	
		Identify and interpret the gradient from an equation $ax + by = c$	
Compound Measures	Interpret distance–time graphs, and calculate: the speed of individual sections, total distance and total time	Change between standard units and compound units e.g. density and pressure	
	Change between standard units e.g. time, mass, length, money, volume, area		
	Change between compound units e.g. speed, rates of pay, prices		
	Work out time intervals for graph scales		
Quadratic graphs, turning points and roots	Recognise, sketch and interpret graphs of ... quadratic functions	Identify roots, intercepts and turning points of a quadratic function	
		Find roots of a quadratic algebraically by factorisation	Find roots of a quadratic algebraically by factorisation - with rearrangement needed
		Find approximate solutions using a graph	
		Identify the line of symmetry of a quadratic graph	

Half Term 2 Content – Higher

Topic	Standard	Underlined	Bold
Quadratic graphs, turning points and roots	Recognise, sketch and interpret graphs of ... quadratic functions	Identify roots, intercepts and turning points of a quadratic function	
		Find roots of a quadratic algebraically by factorisation	Find roots of a quadratic algebraically by factorisation - with rearrangement needed
		Find approximate solutions using a graph	
		Identify the line of symmetry of a quadratic graph	
Further Expanding, Factorising & Algebraic Fractions			Expanding more than two brackets
			Factorising quadratic expressions of the form $ax^2 + bx + c$
			Deduce turning points by completing the square
			Simplify algebraic fractions
			Multiply, divide, add and subtract algebraic fractions
Linear Simultaneous Equations		Solve two simultaneous equations in two variables (linear/linear) algebraically	
		Find approximate solutions using a graph	
		Derive two simultaneous equations, solve the equation and interpret the solution	
Further Graphs		Recognise and sketch cubic graphs and the reciprocal graph	Sketch and interpret graphs of exponential functions $y = kx$ for positive values of k and integer values of x
		Plot and interpret ... reciprocal graphs	Draw circles, centre the origin, equation $x^2 + y^2 = r^2$
		Recognise and interpret graphs that illustrate direct and inverse proportion	Sketch graphs of simple cubic functions, given as three linear expressions

