LONGHILL

HIGH SCHOOL

Year 10
Curriculum Map
2020 - 2021

Contents: Year 10

Curriculum Design

The following times are spent on each subject in year 10 per fortnight

Maths	9 hours
English	9 hours
Science	10 hours
RE	1 hour
PSHE	1 hour
PE	4 hours
Option Subjects	4 x 4 hours

Students are set for English, Maths & Science.

Students are taught in different classes in PE, RE & PSHE.

Target Grades

From the SAT results achieved at primary school, students are set a **target grade** for each subject. These are aspirational grades which every student should aim for. Students are then assessed on the grade they are forecast to achieve. These are called the **forecast grades**.

The school report compares their forecast grades with their target grades.
If students reach their target grade their GCSE results would be above the national average.

The grades for most subjects represent the 9-1 GCSE grades, with 9 being the highest. Below is how other subjects such as BTECs that do not use the 9-1 grading system are scored.

Attainment point values	9 -1 GCSE Grades	Creative iMedia Performing Arts Music Sports Studies	Child Care
9	9		
8.5		D*2	
8	8		
7	7	D2	A*
6.25			A
6	6		
5.5		M2	B
5	5		
4.75			C
4	4	P2	D
3	3		
2	2		
1.25		P1	
1	1		

5. Curriculum Map Year 10 English language

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	2 x exam (paper 1 Explorations in Creative Writing; paper 2 Writers' viewpoints and perspectives)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.			
Autumn Term	Introduction to English language skills Knowledge taught - application of features and terminology using 'exploded' exam papers - extract from Lord of the Flies for paper 1, Guardian article (modern text) and 19th century testimonies from factories (19th C). Explicit breakdown of skills and exam strategies Creative writing and non-fiction writing strategies	- This links to KS3 work because Lord of the Flies was taught in year 8; to work on writers' use of language and structure; to creative writing; to examination of non-fiction texts; to no-fiction writing - This links to careers by offering cultural capital and links to increased vocabulary, knowledge of literature and skill in communication This is then developed in Y11 by revision and work on exam questions	Full exam questions in exam conditions Practice questions – 'hot' tasks
Spring Term	Regular lessons on exam skills - this might take the form of a two week unit covering an exam paper in detail - perhaps (depending on ability of group) a 'hot' or walk and talk through an exam paper, followed by a 'cold; assessment. Specific skills taught: ● reading the work of fiction writers, commenting on use of language and structure (AO2) and evaluation of the writer's craft (AO4) ● reading and comparing the work of non-fiction writers across different time periods (19th C to 21stC) ● developing creative writing, to narrate and to describe ● developing non-fiction writing in a variety of specific forms There are lots of exam papers available for selection by teachers	This links to KS3 work on writers' use of language and structure; to creative writing; to examination of non-fiction texts; to no-fiction writing - This links to careers by offering cultural capital and links to increased vocabulary, knowledge of literature and skill in communication This is then developed in Y11 by revision and work on exam questions	Full exam questions in exam conditions Practice questions – 'hot' tasks

Summer Term	Regular lessons on exam skills - this might take the form of a two week unit covering an exam paper in detail - perhaps (depending on ability of group) a 'hot' or walk and talk through an exam paper, followed by a 'cold; assessment. Specific skills taught: ● reading the work of fiction writers, commenting on use of language and structure (AO2) and evaluation of the writer's craft (AO4) ● reading and comparing the work of non-fiction writers across different time periods (19th C to 21stC) ● developing creative writing, to narrate and to describe ● developing non-fiction writing in a variety of specific forms There are lots of exam papers available for selection by teachers	This links to KS3 work on writers' use of language and structure; to creative writing; to examination of non-fiction texts; to no-fiction writing - This links to careers by offering cultural capital and links to increased vocabulary, knowledge of literature and skill in communication This is then developed in Y11 by revision and work on exam questions	Full exam questions in exam conditions Practice questions – hot tasks year 10 mocks in full exam conditions on papers 1 and 2

6. Curriculum Map Year 10 English literature

Number of hours per fortnight	5
Exam board	AQA
How course is assessed	2 x exam (paper 1 Shakespeare and 19th C Novel; paper 2 Modern text, poetry anthology, unseen poetry)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

- We think it is important for pupils to be exposed to a wide range of authors' work from different historical periods, both from the UK and abroad. It helps pupils to understand the world at the time the authors wrote their pieces, as well as helping them to broaden their vocabulary and analyse the way in which different authors write.

Autumn Term	Reading and analysing the play 'Macbeth' by Shakespeare for ten weeks. Knowledge taught: Social & Historical context of Jacobean Britain; Shakespeare's life & influences; Jacobean tragedy genre; Literary conventions; the setting, plot and characterization of the play. Links to five GCSE assessed poems thematically linked by 'War' Skills: Analysis of language; evaluation of Shakespeare's methods; exploring Shakespeare's intentions in writing his play; how to develop an analytical argument in response to a GCSE reading question; how to retain & retrieve information. Memory Platforms: Macbeth; Language devices; Structural devices.	- This links to KS3 work because the play is studied in year 7. The thematic units in year 8 'Order and Chaos', 'Power and Conflict' and in year 9 'Conventions of Tragedy' deliberately foreground concepts and ideas. - Taught before in year 7 and year 9 because the knowledge needs to be assimilated over several years to be retained. - This links to careers by offering cultural capital and links to increased vocabulary and dramatic devices This is then developed in Y11 by revision and work on exam questions	Full exam question in exam conditions Practice questions – hot tasks
Spring Term	Reading and analysing the play 'A Christmas Carol' by Dickens for ten weeks. Knowledge taught: Social & Historical context of Victorian Britain; Dickens' life & influences; literary conventions; the setting, plot and characterization of the book. Links to five GCSE assessed poems thematically linked by 'Romantics and the Victorians' Skills: Analysis of language; evaluation of Dickens' methods; exploring Dickens' intentions in writing his play; how to develop an analytical argument in response to a GCSE reading question; how to retain & retrieve information.	- This links to KS3 work with the thematic units in year 7 '19th century', and in year 9 'Social Class and Responsibility' which deliberately foreground concepts and ideas. - This links to careers by offering cultural capital and links to increased vocabulary and concepts This is then developed in Y11 by revision and work on exam questions	Full exam question in exam conditions Practice questions – hot tasks

	Memory Platforms: Macbeth; A Christmas Carol, Poetry, Language devices; Structural devices.		
Summer Term	Learning overview: Reading and analysing the play 'An Inspector Calls' by J.B. Priestley for six weeks. Knowledge taught: Social & Historical context of Edwardian & Post-War Britain; Priestley's life & influences; Whodunnit genre; Literary conventions; the setting, plot and characterization of the play. Skills: Analysis of language; evaluation of Priestley's methods; exploring Priestley's intentions in writing his play; how to develop an analytical argument in response to a GCSE reading question; how to retain & retrieve information. Memory Platforms: A Christmas Carol; Macbeth; Language devices; Structural devices.	- This links to KS3 work with the thematic units in year 7 'Voices and Identity', in year 8 'politics and hierarchy' and in year 9 'Social Class and Responsibility' which deliberately foreground concepts and ideas. - This links to careers by offering cultural capital, links to increased vocabulary and concepts and dramatic knowledge This is then developed in Y11 by revision and work on exam questions	Full exam question in exam conditions Practice questions – hot tasks year 10 mocks in full exam conditions on paper 1

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	2 x exam (paper 1 Explorations in Creative Writing; paper 2 Writers' viewpoints and perspectives)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.			
Autumn Term	Introduction to English language skills Knowledge taught - application of features and terminology using 'exploded' exam papers - extract from Lord of the Flies for paper 1, Guardian article (modern text) and 19th century testimonies from factories (19th C). Explicit breakdown of skills and exam strategies Creative writing and non-fiction writing strategies	- This links to KS3 work because Lord of the Flies was taught in year 8; to work on writers' use of language and structure; to creative writing; to examination of non-fiction texts; to no-fiction writing - This links to careers by offering cultural capital and links to increased vocabulary, knowledge of literature and skill in communication This is then developed in Y11 by revision and work on exam questions	Full exam questions in exam conditions Practice questions – 'hot' tasks
Spring Term	Regular lessons on exam skills - this might take the form of a two week unit covering an exam paper in detail - perhaps (depending on ability of group) a 'hot' or walk and talk through an exam paper, followed by a 'cold; assessment. Specific skills taught: ● reading the work of fiction writers, commenting on use of language and structure (AO2) and evaluation of the writer's craft (AO4) ● reading and comparing the work of non-fiction writers across different time periods (19th C to 21stC) ● developing creative writing, to narrate and to describe ● developing non-fiction writing in a variety of specific forms There are lots of exam papers available for selection by teachers	This links to KS3 work on writers' use of language and structure; to creative writing; to examination of non-fiction texts; to no-fiction writing - This links to careers by offering cultural capital and links to increased vocabulary, knowledge of literature and skill in communication This is then developed in Y11 by revision and work on exam questions	Full exam questions in exam conditions Practice questions – 'hot' tasks

Summer Term	Regular lessons on exam skills - this might take the form of a two week unit covering an exam paper in detail - perhaps (depending on ability of group) a 'hot' or walk and talk through an exam paper, followed by a 'cold; assessment. Specific skills taught: ● reading the work of fiction writers, commenting on use of language and structure (AO2) and evaluation of the writer's craft (AO4) ● reading and comparing the work of non-fiction writers across different time periods (19th C to 21stC) ● developing creative writing, to narrate and to describe ● developing non-fiction writing in a variety of specific forms There are lots of exam papers available for selection by teachers	This links to KS3 work on writers' use of language and structure; to creative writing; to examination of non-fiction texts; to no-fiction writing - This links to careers by offering cultural capital and links to increased vocabulary, knowledge of literature and skill in communication This is then developed in Y11 by revision and work on exam questions	Full exam questions in exam conditions Practice questions – hot tasks year 10 mocks in full exam conditions on papers 1 and 2

7. Curriculum Map for Mathematics Year 10

Number of hours per fortnight	9
Exam board	Edexcel
How GCSE course is assessed	100% exam 3 papers of 80 Marks, 1 non calculator, 2 calculator. All 90 minutes

Learning overview:
GCSE mathematics should enable students to: Develop fluent knowledge, skills and understanding of mathematical methods and concepts. Acquire, select and apply mathematical techniques to solve problems. Reason mathematically, make deductions and inferences and draw conclusions. Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context. Students should be aware that mathematics can be used to develop models of real situations and that these models may be more or less effective depending on how the situation has been simplified and the assumptions that have been made. Students should also be able to recall, select and apply mathematical formulae. Design of the schemes of learning: Connections Are made between concepts and forms of representing mathematics (for example, number sequences, expressions, equations and graphs). Creativity: Students are encouraged to be creative by asking their own questions, making conjectures and reflecting on processes. Mastery: longer periods of time on one key concept linked to different topics; intervention aimed at students who do not reach minimum level. Inter-leaving: Concepts arise in different contexts at different times; applications and context are not presented in one block.
Aims and content integrated through the pedagogies. Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Statistics and Probability

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Knowledge and Skills taught Foundation Tier:** *Graphs:* Coordinates. Linear graphs. Gradient. y = mx + c. Real-life graphs. Distance-time graphs. More real-life graphs *Transformations:* Translation, Reflection, Rotation, Enlargement. Describing enlargements. Combining transformations *Ratio and proportion:* Writing and using ratios. Comparing ratios. Using proportion. Proportion and graphs. Direct and indirect proportion **Knowledge and Skills taught Higher Tier:** *Equations and inequalities:* Solving quadratic equations. Completing the square. Solving simple simultaneous equations. Solving linear and quadratic simultaneous equations. Solving linear inequalities	***Graphs:*** This links to previously taught graphs, tables and chart, and algebra This is taught now because it links to prior learning in year 9. This is taught before transformations because that requires an understanding of coordinates. This links to careers by supporting those wanting careers in map reading or planning. This is then developed in Y11 by developing a deeper understanding of graphs and other forms of data representation. Being able to represent and interpret data graphically or otherwise is essential to clear and successful mathematical communication. ***Transformations:*** This links to the previous unit on graphs, which allows students to gain fluency in plotting points on a grid, and drawing and interpreting lines on a graph. It also builds on students' knowledge of shape and angle. This is taught now because it follows on from work on coordinates. This is taught before constructions because it provides a secure basis of understanding. This links to careers by supporting those who want a career in digital design or visual design. This is then developed in Y11 by applying these skills to harder problems. This develops students' understanding of relationships between shapes and spaces which is applicable both within mathematics and other fields, such as design, navigation and computing. ***Ratio and proportion*:** This links to previous topics by developing skills gained in proportional reasoning in year 8, solidifying understanding of ratio notation, dividing into a ratio and expressing ratios. This is taught now because multiplicative reasoning underpins many topics. This is taught before similarity because it is a prerequisite. This links to careers by supporting those that want to work in the catering industry. This is then developed in Y11 by developing an understanding of ratio and applying this to problems. Measure is essential for success within more complex topics within Maths and science. ***Equations and inequalities:*** This links to previously taught algebraic manipulation skills, drawing and interpreting graphs, understanding powers and indices, equations and inequalities. This is taught now because it underpins lots of the gcse curriculum. This is taught before probability because students can then	Graded topic assessment after each Chapter

	Probability: Combined events. Mutually exclusive events. Experimental probability. Independent events and tree diagrams. Conditional probability. Venn diagrams and set notation *Multiplicative reasoning:* Growth and decay. Compound measures. Ratio and proportion **Memory Platforms:** Skills learned last lesson, last week, last term.	work on algebraic probability problems. This links to careers by supporting anyone with a career in Maths or data analysis.. This is then developed in Y11 by graphing more complex equations and inequalities. This knowledge helps students represent, interpret and tackle a range of mathematical problems. ***Probability*:** This links to KS3 by building on the probability unit taught in year 7, and applying the four operations to fractions and decimals. This is taught now because it builds on previous work on numbers. This links to careers by helping those secure a career in risk management or the gambling industry. This is then developed in Y11 by exploring more complex probability problems and combining probability with other topics. This forms the basis for an understanding of statistics, a core module in A level Mathematics and an important concept for understanding the chances of real life events. ***Multiplicative reasoning:*** This links to previously taught percentages and ratios. This is taught now because it leads into the topic on similarity next term. This is taught before similarity and congruence because it is required prior knowledge. This links to careers by supporting those with problem solving skills which most sectors are looking for. This is then developed in Y11 by developing an understanding of proportion and applying this to harder problems. An understanding of multiplicative reasoning and compound measure is essential for success within more complex topics within Maths and science.	
Spring Term	**Knowledge and Skills taught Foundation Tier:** *Right-angled triangles:* Pythagoras' theorem. Trigonometry: the sine, cosine and tangent ratio. Finding lengths and angles using trigonometry *Probability:* Calculating probability. Two events. Experimental probability. Venn diagrams. Tree diagrams *Multiplicative reasoning:* Growth and decay. Compound measures. Distance, speed and time. Direct and inverse proportion **Knowledge and Skills taught Higher Tier:** *Similarity and congruence:* Congruence. Geometric proof and congruence. Similarity. More similarity. Similarity in 3D solids *Further trigonometry:* Accuracy. Graph of the sin, cos and tan function. Calculating areas and the sine rule. The cosine rule and 2D trigonometric problems. Solving problems in 3D. Transforming trigonometric graphs *Further statistics:* Sampling. Cumulative frequency. Box plots.	***Right-angled triangles:*** This links to previously taught properties of shape, as well as deepening students' understanding of angles. This is taught now because it builds on year 9 work on this topic. This is taught before perimeter and area because trigonometry is often used with these questions. This links to careers by supporting those that want to work in construction management. This is then developed in Y11 by exploring more complex trigonometric relationships. This topic allows students to understand more interesting problems in geometry as well as providing a foundation for further study in mathematics and other STEM subjects. ***Probability:*** This links to KS3 by building on the probability unit taught in year 7, and applying the four operations to fractions and decimals. This is taught now because it builds on the number topic. This is taught before multiplicative reasoning because these topics are often linked in questions. This links to careers by helping those that want to work in data analysis or insurance later on. This is then developed in Y11 by exploring more complex probability problems and combining probability with other topics. This forms the basis for an understanding of statistics, a core module in A level Mathematics and an important concept for understanding the chances of real life events. ***Multiplicative reasoning*** This links to previously taught percentages and ratios. This is taught now because it builds on previously learned skills with numbers. This is taught before perimeter, area and volume because the topics can be linked. This links to careers by supporting those with problem solving skills which most sectors are looking for. This is then developed in Y11 by developing an understanding of proportion and applying this to harder problems. An understanding of multiplicative reasoning and compound measure is essential for success within more complex topics within Maths and science ***Similarity and congruence:*** This links to KS3 by developing students' understanding of shape and angles This is taught now because it follows work on shape in previous years. This is taught before trigonometry because these topics can be combined in exam questions. This links to careers by helping those in construction or visual programming. This topic allows students to understand more interesting problems in geometry as well as providing a foundation for further study in mathematics and other STEM subjects. ***Further trigonometry:*** This links to KS3 by Pythagoras and trigonometry studies in year 9, graphs, properties of triangles and algebraic manipulation. This is taught now because secure understanding of trigonometry is necessary. This is taught before similarity and congruence because it builds a better understanding of triangles. This links to careers by helping those in construction planning. This topic allows students to understand more	Graded topic assessment after each Chapter

	Drawing histograms. Interpreting histograms. Comparing and describing populations **Memory Platforms:** Skills learned last lesson, last week, last term.	interesting problems in trigonometry as well as providing a foundation for further study in mathematics and other STEM subjects. ***Further statistics*:** This links to previously taught reasoning with data, working with averages, drawing and interpreting graphs. This is taught now because it builds on Y9 learning on statistics. This is taught before further algebra because algebra can be used to increase the difficulty of this topic. This links to careers by supporting those in data industry. Being able to analyse and interpret data by using averages or otherwise is essential to an understanding of statistics both in day to day mathematical communication and in more complex fields within mathematics, economics and the sciences.	
Summer Term	**Knowledge and Skills taught Foundation Tier:** *Constructions, loci and bearings:* 3D solids. Plans and elevations. Accurate drawings. Scale drawings and maps. Constructions. Loci and regions. Bearings *Quadratic equations and graphs.* Expanding double brackets. Plotting quadratic graphs. Using quadratic graphs Factorising quadratic expressions. Solving quadratic equations algebraically and graphically *Perimeter, area and volume:* Circumference of a circle. Area of a circle. Semicircles and sectors. Composite 2D shapes and cylinders. Pyramids and cones. Spheres and composite solids **Knowledge and Skills taught Higher Tier:** *Equations and graphs.* Solving simultaneous equations graphically. Representing inequalities graphically. Graphs of quadratic functions. Solving quadratic equations graphically and using iteration. Graphs of cubic functions and others (reciprocal and exponential). Transformation of Graphs *Circle theorems:* Radii and chords. Tangents. Angles in circles. Applying circle theorems	***Constructions, loci and bearings:*** This links to previously taught properties of shape and finding the area of shapes, ratio and proportion, right angled triangles and angles. This is taught now because it requires a good understanding of shape. This is taught before perimeter, area and volume because they are closely linked. This links to careers by supporting those seeking a career in logistics and planning. This is then developed in Y11 by applying these skills to harder problems. This develops students' understanding of relationships between shapes and spaces which is applicable both within mathematics and other fields, such as design, navigation and computing. ***Quadratic equations and graphs*:** This links to previously taught algebraic manipulation skills, drawing and interpreting graphs, understanding powers and indices. This is taught now because a secure knowledge of algebra is necessary. This is taught before further algebra in year 11 because it is necessary prior knowledge. This links to careers by supporting those wanting to work in further Maths. This is then developed in Y11 by studying more complex graphs. This knowledge helps students represent and solve a range of mathematical problems. ***Perimeter, area and volume:*** This links to previously taught units on shape, constructions and angles, developing students' understanding of perimeter and area of shapes and applying this knowledge to circles. It also builds on the concept of irrational numbers through the introduction on pi. This is taught now because it builds on many topics studied this year. This is taught before congruence and similarity because it is necessary prior knowledge. This links to careers by supporting those with wanting to work in architecture and planning. This is then developed in Y11 by applying knowledge of shape to more complex problems. This allows students to understand properties of shapes, contributing both to a knowledge of geometry and to attaining practical skills of measurement ***Equations and graphs:*** This links to previously taught algebra and graph topics, pulling together a large number of skills to allow students to master the topic. This is taught now because it builds on prior work on graphs and algebra. This is taught before further algebra because functions require a secure knowledge of equations and graphs. This links to careers by helping those wanting to work in further Maths and data. This is then developed in Y11 by graphing more complex equations and inequalities. This knowledge helps students represent, interpret and tackle a range of mathematical problems. ***Circle theorems*** This links to previously taught algebra, angles, properties of circles, triangles and quadrilaterals, and deepening understanding of the equality sign as an introduction to proof. This is taught now because it requires a secure knowledge of algebra and angles. This is taught before further algebra because the topics are often linked in questions. This links to careers by supporting anyone wanting to be a Maths teacher. This topic allows students to understand more interesting problems in geometry as well as providing a foundation for further study in mathematics and other STEM subjects. ***Further algebra*** This links to previously taught algebraic manipulation and reasoning skills, use of surds, number skills including indices and inverse operations. This is taught now because it builds on previously covered algebra content. This is taught before year 11 because it is prior knowledge for the more challenging parts of the gcse. This links to careers by supporting those wanting to work in engineering.	Graded topic assessment after each Chapter. Graded end of year test.

	Further algebra. Rearranging formulae. Algebraic fractions. Simplifying algebraic fractions. Surds. Solving algebraic fraction equations. Functions. Proof **Memory Platforms:** Skills learned last lesson, last week, last term.	This is then developed in Y11 by applying these more complex algebraic concepts to problems. This allows students to develop an understanding of forming generalisations which is central to mathematical reasoning and communication.	

8. Curriculum Map for Year 10 Combined Science Trilogy

Number of hours per fortnight	10
Exam board	AQA
How course is assessed	6 x 75 min exam in y11

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Paper 1 Chemistry and Paper 1 Physics. One teacher will teach the Chemistry content while the other will teach the Physics content. **Knowledge taught:** Students develop concepts and skills that they were introduced to in year 9 in the following topics. Each topic is covered in greater depth, prior knowledge is expanded. ● **Chemistry:** Atoms and the Periodic Table, Bonding, Chemical and Energy Changes. ● **Physics:** Energy, Electricity, Matter **Skills:** Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides a more developed knowledge of the skills and topics to be developed further in y11.** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are fundamental to scientific understanding and preparation for the final exams. Understanding the natural world has allowed humans to develop themselves to the point where we can solve problems that have plagued us for millennia. As technology increases its influence over our lives it is important for well-rounded young citizens to have a strong science education. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Double science allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	Regular in class formative assessment by use of green feedback sheets. 2 x 60 min end of term tests in Chemistry and Physics.

Spring Term	**Learning overview:** Paper 1 and 2 Biology. One teacher will teach the paper 1 content while the other will teach paper 2 content. **Knowledge taught:** Students develop concepts and skills that they were introduced to in year 9 in the following topics. Each topic is covered in greater depth, prior knowledge is expanded. ● **Paper 1:** Cells and Cell Function, Human Biology and Health ● **Paper 2:** Bioenergetics and Classification, Relationships in the ecosystem **Skills:** Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides a more developed knowledge of the skills and topics to be developed further in y11.** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are fundamental to scientific understanding and preparation for the final exams. Understanding the natural world has allowed humans to develop themselves to the point where we can solve problems that have plagued us for millennia. As technology increases its influence over our lives it is important for well-rounded young citizens to have a strong science education. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Double science allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	Regular in class formative assessment by use of green feedback sheets. 60 min end of term test in paper 1 and paper 2 Biology

Summer Term	**Learning overview:** Paper 2 Chemistry and Paper 2 Physics **Knowledge taught:** Students develop concepts and skills that they were introduced to in year 9 in the following topics. Each topic is covered in greater depth, prior knowledge is expanded. ● **Chemistry:** Rates of Reaction, Organic Chemistry, Analysis and the Environment ● **Physics:** Forces, Motion, Waves **Skills:** Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides a more developed knowledge of the skills and topics to be developed further in y11.** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are fundamental to scientific understanding and preparation for the final exams. Understanding the natural world has allowed humans to develop themselves to the point where we can solve problems that have plagued us for millennia. As technology increases its influence over our lives it is important for well rounded young citizens to have a strong science education. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Double science allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	Regular in class formative assessment by use of green feedback sheets. 3 x 75 minute mock exams. 1 Physics, 1 Chemistry, 1 Biology.

9. CORE PE Curriculum Map to follow

Number of hours per fortnight	
Exam board	
How course is assessed	

Note:			
	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
	Details to follow…..		

10. PHSE Curriculum Map to follow

Number of hours per fortnight	
Exam board	
How course is assessed	

Note:			
	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
	Details to follow…..		

11. Curriculum Map for Year 10 Core Religion and Ethics

Number of hours per fortnight	2
How the course is assessed	Not assessed

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term 1	**Learning overview:** An introduction to methods of making ethical decisions **Knowledge taught:** The golden rule; the silver rule; utilitarianism; moral duty theory; moral absolutism in religions; religious ethics; situation ethics; natural law; beliefs about the Sanctity of Life; religious and non-religious beliefs about conception and abortion; religious and non-religious beliefs about suicide and euthanasia; religious and non-religious attitudes to genetic engineering. **Skills:** Scriptural and textual studies; ethical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.	Links to ethical teachings in Year 8 (Buddhism, Crime and Punishment) and Year 9 (human rights, prejudice).	
Spring Term 2	**Learning overview:** A study of the religion of Islam **Knowledge taught:** How Islam started; the Five Pillars; Shi'a and Sunni Islam; Islamic teachings on violence, war and terrorism; jihad; radical Islam vs mainstream Islam. **Skills:** Scriptural and textual studies; ethical teachings; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.	Students recap and deepen their understanding of the religion of Islam from studies in Year 8. Links ahead to study of Extremism in Year 11.	

12. Curriculum Map for Fine Art Year 10

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	Students' progress is tracked using AQA Assessment Objectives.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** **Landscape and the Environment** In this project students will be presented with a series of different Landscape/Environment starting points to choose from. At this stage students will be better equipped to develop an independent project, and its structure is very similar to the GCSE exam. **Knowledge taught:** Landscape and environmental Art history, and colour theory. Material properties of painting and sculpture mediums. **Skills:** Observational drawing and painting, collage, working with scale, experimenting with composition, printmaking, modelling and constructive sculpture techniques.	**This is taught now because:** To further explore the genre of Landscape and the environment, a good development from the summer term project in Y9. **This links to careers by** It would be impossible to access any creative Art or Design careers without a basic knowledge of the formal visual elements. **This is then developed in Y11 by:** This is a major coursework project and will form a substantial portion of their portfolio worth 60% of their overall GCSE grade. All the skills and knowledge learnt in this project will be useful for the exam work in Y11. **Why are we teaching these topics?** Landscape is a key genre in art history. To develop students' independent learning skills and develop a personal project. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** As this project is more personal students will have differing experiences of cross curricular learning. Most of them will be working with measurement and precision (Maths, and Tech), working with the Landscape and Environment (Geography, Science), and studying and analysing the work of other artists (English and History).	GCSE assessment criteria will be applied to the following student outcomes: 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 demonstrates understanding of visual language. Self /Peer and teacher marking and feedback

Spring Term	**Learning overview:** **Landscape and the Environment** Continued from Autumn term, this allows students to record, analyse, experiment, develop and realise a project which matches the GCSE exam structure. **Knowledge taught:** Landscape and environmental Art history, and colour theory. Material properties of painting and sculpture mediums. **Skills:** Observational drawing and painting, collage, working with scale, experimenting with composition, printmaking, modelling and constructive sculpture techniques.	**This is taught now because** To allow students to develop, refine and realise a personal project. **This links to careers by** It would be impossible to access any creative Art or Design careers without a basic knowledge of the formal visual elements **This is then developed in Y11 by** The structure of this project matches the GCSE exam and forms a substantial portion of their overall GCSE grade. **Why are we teaching these topics?** Landscape is a key genre in art history. To develop students' independent learning skills and develop a personal project. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** As this project is more personal students will have differing experiences of cross curricular learning. Most of them will be working with measurement and precision (Maths, and Tech), working with the Landscape and Environment (Geography, Science), and studying and analysing the work of other artists (English and History).	GCSE assessment criteria will be applied to the following student outcomes: Self / Peer Assessment Teachers marking and feedback
Summer Term	**Learning overview:** **Mock Exam Project:** Students are presented with last year's exam paper which contains a variety of starting points across genres. Students choose one starting point and have to develop an idea using the creative processes and strategies that they have been taught. The idea is realised and executed in the 10 hour exam. **Knowledge taught:** Will be adapted to students chosen pathway, students will be applying previous learning to different contexts. **Skills:** Adapted to students chosen pathways.	**This is taught now because** By this point students will be able to work with greater independence. It is a good way to introduce them to the exam and its structure. It will also form a substantial part of their overall coursework grade. **This is then developed in Y11 by** preparing them for the real GCSE exam. **Why are we teaching these topics?** This project relies on students' independent working skills and is designed to encourage individual and personal responses and exploration. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** The personal and individual nature of the Mock Exam means that students' experience of cross curricular learning will be varied and appropriate to the chosen pathway.	GCSE assessment criteria will be applied to the following student outcomes: Teachers marking and feedback

13. Curriculum Map for 3D Art Year 10

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	Students' progress is tracked using AQA Assessment Objectives.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview: Architecture and Space** In this project students will be presented with a series of different Architectural starting points to choose from. At this stage students will be better equipped to develop an independent project, and its structure is very similar to the GCSE exam. **Knowledge taught:** Artist research and analysis- Rachel Whiteread, Do Ho Suh and Richard Wilson. **Skills:** Observational drawing collage, working with scale, experimenting with composition, modelling and constructive sculpture techniques.	**This is taught now because** It links well with the previous project and allows students to explore the built environment in a more personal way. **This links to careers by** It would be impossible to access any creative Art or Design careers without a basic knowledge of the formal visual elements. **This is then developed in Y11 by:** This is a major coursework project and will form a substantial portion of their portfolio worth 60% of their overall GCSE grade. All the skills and knowledge learnt in this project will be useful for the exam work in Y11. **Why are we teaching these topics?** The built environment is a key genre in sculptural art history. To develop students' independent learning skills and develop a personal project. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** As this project is more personal students will have differing experiences of cross curricular learning. Most of them will be working with measurement and precision (Maths, and Tech), working with the built environment (Geography), and studying and analysing the work of other artists (English and History).	**GCSE assessment criteria will be applied to the following student outcomes:** Architectural Observational work. Mixed Media and bas-relief studies. Maquettes. Sculptures. Art history research and analysis. Self / Peer Assessment.Teachers marking and feedback

Spring Term	**Learning overview: Architecture and Space** Continued from the previous term. This allows students to record, analyse, experiment, develop and realise a project which matches the GCSE exam structure. **Knowledge taught:** Architectural Art history. Material properties of sculpture mediums. **Skills:** Observational drawing, mixed media collage, working with scale, experimenting modelling and constructive sculpture techniques.	**his is taught now because** To allow students to develop, refine and realise a personal project. **This links to careers by** It would be impossible to access any creative Art or Design careers without a basic knowledge of the formal visual elements **This is then developed in Y11 by** The structure of this project matches the GCSE exam and forms a substantial portion of their overall GCSE grade. **Why are we teaching these topics?** The built environment is a key genre in sculptural art history. To develop students' independent learning skills and develop a personal project. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** As this project is more personal students will have differing experiences of cross curricular learning. Most of them will be working with measurement and precision (Maths, and Tech), working with the Landscape and Environment (Geography, Science), and studying and analysing the work of other artists (English and History).	**GCSE assessment criteria will be applied to the following student outcomes:** Architectural Observational work. Mixed Media and bas-relief studies. Maquettes. Sculptures. Art history research and analysis. Self / Peer Assessment.Teachers marking and feedback
Summer Term	**Learning overview:** **Mock Exam Project:** Students are presented with last year's exam paper which contains a variety of starting points across genres. Students choose one starting point and have to develop an idea using the creative processes and strategies that they have been taught. The idea is realised and executed in the 10 hour exam. **Knowledge taught:** Will be adapted to students chosen pathway, students will be applying previous learning to different contexts. **Skills:** Adapted to students chosen pathways.	**This is taught now because** By this point students will be able to work with greater independence. It is a good way to introduce them to the exam and its structure. It will also form a substantial part of their overall coursework grade. **This is then developed in Y11 by** preparing them for the real GCSE exam. **Why are we teaching these topics?** This project relies on students' independent working skills and is designed to encourage individual and personal responses and exploration. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** The personal and individual nature of the Mock Exam means that students' experience of cross curricular learning will be varied and appropriate to the chosen pathway.	GCSE assessment criteria will be applied to the following student outcomes: 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 demonstrates understanding of visual language. Teachers marking and feedback

14. Curriculum Map for Year 10 Child care

Number of hours per fortnight	4
How the course is assessed	Coursework

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term 1	**Learning overview:** Learning researching skills **Knowledge taught:** Child development; plagiarism; designing an activity book; influential people related to Child Care; data protection act. **Skills:** finding information from the internet; creating a bibliography; referencing.	Essential skills required for Tech Award Level 2 Unit 1 and 2. Links to L1 Unit 14 and 15.	Research projects. Extended writing.
	Learning overview: Developing the skills of extended writing **Knowledge taught:** UNICEF; rights and responsibilities; brain development from conception. **Skills:** finding information from the internet; creating a bibliography; referencing; extended writing.	Essential skills required for Tech Award Level 2 Unit 1 and 2. Links to L1 Unit 14 and 15.	Extended research and writing projects.

Spring Term 2	**Learning overview:** A study of types of childcare settings and provision for children (Level 2 Unit 1) **Knowledge taught:** Types of setting and local provision for children; how to prepare for a placement; responsibilities and limits of the early years worker in placements; responding to individual needs; fairness and inclusive practice; learning styles; expectations of an early years worker relating to dress code, behavior, timekeeping and positive attitude. **Skills:** finding information from the internet; creating a bibliography; referencing; extended writing; study skills.	PSHE, L1 Unit 26.	Coursework
Summer Term 3	**Learning overview:** A study of types of childcare settings and provision for children (Level 2 Unit 1) **Knowledge taught:** Types of setting and local provision for children; how to prepare for a placement; responsibilities and limits of the early years worker in placements; responding to individual needs; fairness and inclusive practice; learning styles; expectations of an early years worker relating to dress code, behavior, timekeeping and positive attitude. **Skills:** finding information from the internet; creating a bibliography; referencing; extended writing; study skills.	PSHE, L1 Unit 26.	Coursework Mock test.

15. Curriculum Map for Computer Science (Year 10)

Number of hours per fortnight	4
Exam board	OCR
How course is assessed	100% Exam in two 90 Minute papers: Paper 1: Computer Systems (50%) Paper2: Computational thinking, algorithms and programming

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Be able to understand the processes of Computational Thinking; Creating Algorithms; Recognizing **Programming Techniques.** **Knowledge taught:** Searching and Sorting Techniques; Developing Algorithms using Flowcharts and Pseudocode; Decomposition of a problem. **Skills:** Analysis of a scenario to be computerized. Design of a computer program solution. **Memory Platforms:** Key words; Analysis and Design scenarios.	**This links to KS3 topics:** Computational Thinking. **This is taught now because** it prepares the Student for writing a solution to a scenario given by the exam board. **This is taught before** programming **because** it enables the Students to create a solution in the most efficient way. **This links to careers** in computing **by** developing industry standard methods of programming. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** The life skills learnt can be adapted to everyday actions by planning and developing solutions of many activities.	Fortnightly homework / self-study will monitor Students progress. There will be regular assessments throughout the term as the Student completes a relevant sub topic. Formative assessment will be made at the end of Year 10 and in the final examination Paper 2.

Spring Term	**Learning overview: B**e able to create Algorithms; Recognize Programming Techniques. **Knowledge taught: R**ecognize basic coding structures; Application of Python Functions and Procedures. **Skills:** Design of a computer program solution. Python programming language. **Memory Platforms:** Key words; Analysis and Design scenarios.	**This links to KS3 topics: Computational Thinking; Python Programming.** **This is taught now because it prepares the Student for writing a solution to a scenario given by the exam board.** **This is taught before programming because it enables the Students to create a solution in the most efficient way.** **This links to careers in computing by developing industry standard methods of programming.** **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** **The skills learnt can be adapted to planning and developing solutions to many activities.**	Fortnightly homework / self-study will monitor Students progress. There will be regular assessments throughout the term as the Student completes a relevant sub topic. Formative assessment will be made later in the course when the Student writes the final program.
Summer Term	**Learning overview:** Be able to test and evaluate a solution to a given scenario written as computer code.. **Knowledge taught:** Testing methodologies, Use of Interpreters and Compilers: Recognition of Client Requirements. **Skills:** Testing of a computer program solution. Python programming language. **Memory Platforms:** Key words; Testing Methodologies; Syntax and Semantic Errors.	**This links to KS3 topics: Computational Thinking; Python Programming.** **This is taught now because it prepares the Student for writing a solution to a scenario given by the exam board.** **This is taught before programming because it enables the Students to create a solution in the most efficient way.** **This links to careers in computing by developing industry standard methods of programming.** **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** **The skills learnt can be adapted to planning and developing solutions to many activities.**	Fortnightly homework / self-study will monitor Students progress. There will be regular assessments throughout the term as the Student completes a relevant sub topic. Formative assessment will be made later in the course when the Student writes the final program.

16. Curriculum Map for Creative IMedia Year 10

Number of hours per fortnight	4
Exam board	OCR
How course is assessed	25% exam, 25% for each coursework module (x3) One written paper – 90 minutes

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Unit R086 Creating Digital Animations **Knowledge taught:** In this unit students learn about the basics of animation. They will plan and create a digital animation, store, export and review the final product. **Skills:** understand how to create/source a wide range of assets; test that an animation is functional and fully addresses the client brief; successfully uses tools and techniques to enhance the animation. **Memory Platforms:** quizzes and retrieval practice on purpose and uses of animation, animation types, tools and techniques and file formats.	**This links to KS3 by using animation skills taught during Year 8** **This is taught now because it is the second of three mandatory theory units needed to complete this qualification in addition to the exam** **This links to careers by developing core skills needed roles in the computer animation and gaming industries.** **This is then developed in Y11 by covering the theory as part of Unit R081 *(see Curriculum Map for Year 11 Creative IMedia for more information)*** **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding: Understanding how to manipulate multimedia software across different platforms has become increasingly important in our digitally driven economy. It allows students to communicate ideas effectively, and these skills can be put to use across the curriculum.**	Continuous coursework assessment

Spring Term	**Learning overview:** Unit R084 Storytelling with a Comic Strip **Knowledge taught:** In this unit students learn about the history of comic strips and their characters. **Skills:** understand how to use their knowledge gained in this unit to plan, develop and create their own multi page comic strip to fit a client brief. They will build on their own reflective skills to review their work. **Memory Platforms:** quizzes and retrieval practice on their understanding of comic strips and their creation; how to plan multi page comic Strip.	**This links to KS3 by using graphics skills taught during Year 8.** **This is taught now because it is the third of three mandatory theory units needed to complete this qualification in addition to the exam** **This links to careers by developing core skills needed roles in the computer animation and gaming industries.** **This is then developed in Y11 by covering the theory as part of Unit R081** ***(see Curriculum Map for Year 11 Creative IMedia for more information)*** **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding: Understanding how to manipulate multimedia software across different platforms has become increasingly important in our digitally driven economy. It allows students to communicate ideas effectively, and these skills can be put to use across the curriculum.**	Continuous coursework assessment .
Summer Term	**Learning overview:** Unit R084 Storytelling with a Comic Strip **Knowledge taught:** In this unit students learn about the history of comic strips and their characters. **Skills:** understand how to use their knowledge gained in this unit to plan, develop and create their own multipage comic strip to fit a client brief. They will build on their own reflective skills to review their work.**Memory Platforms:** quizzes and retrieval practice on their understanding key elements of learning.	**This links to KS3 by using graphics skills taught during Year 8.** **This is taught now because it is the third of three mandatory theory units needed to complete this qualification in addition to the exam** **This links to careers by developing core skills needed roles in the computer animation and gaming industries.** **This is then developed in Y11 by covering the theory as part of Unit R081** ***(see Curriculum Map for Year 11 Creative IMedia for more information)*** **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding: Understanding how to manipulate multimedia software across different platforms has become increasingly important in our digitally driven economy. It allows students to communicate ideas effectively, and these skills can be put to use across the curriculum.**	Continuous coursework assessment

17. Curriculum Map for Year 10 AQA GCSE Dance

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	40% Written Exam (90 Minute Exam) 30% Performance Skills 30% Choreography (Solo or Group)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning Overview** Appreciation: To analyse two professional dance works. Choreography: Use of action, space, dynamics and relationship content from a professional work. Teacher led collaborative choreography. Performance: Developing technical and physical skills. **Knowledge taught:** Detailed analysis and facts of 'Emancipation of Expressionism' by Kendrick H20 Sandy and 'Artificial Things' by Lucy Bennett. A two minute choreography that links to a professional work. How to execute accurate movement including technical, physical and expressive skills in the set exam dance Shift. **Skills:** Analysis of how to compare the different production features and movement content. Use of a stimulus and motif development. Technical, physical, and expressive skills utilised. **Memory Platforms:** Listing the production features from professional works, defining key words - stimulus, motif, action, space, dynamics and relationships. Understanding the different skills - physical, expressive, technical.	**This links to Year 9 by:** Students build on knowledge learnt in Year 9. Developing key words and choreographic skills. **This is taught now because:** Aiming to develop analytical skills and expand movement vocabulary. **This links to careers by:** By giving students knowledge and technical experience which are useful for careers in choreography, performance, movement therapy and teaching.	**Check point Assessments:** Students will be assessed either on a half term or termly basis on A01, A02, AO3 and AO4. These are through checkpoint assessments, on all topics throughout the course. **End of Unit Assessments:** Students will be assessed at the end of every unit through the summative GCSE Dance process. **Practical Assessments:** Students are assessed on their performance and choreographic skills during a controlled rehearsal/performance in line with the exam board criteria. **AO1**: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. **AO2:** Create dance, including movement material and aural setting, to communicate choreographic intention. **AO3:** Demonstrate knowledge and understanding of choreographic processes and performing skills. **AO4:** Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements.

Spring Term	**Learning Overview** Appreciation: To analyse two professional dance works. Choreography: Understanding the process of researching and improvising. Performance: Improving technique. **Knowledge taught:** Detailed analysis and facts of 'Shadows' by Christopher Bruce and 'A Linha Curva' by Itzik Galili. Exam style questions on understanding of features of production. Workshops of using props and exploring stimuli and starting points. Small group choreography from a choice of stimuli. Perform to an audience. A focus on technical and physical abilities. **Skills:** Analysis of how to compare the different production features and movement content. Working collaboratively. Choreographic devices such as manipulation of number and repetition, unison and canon. **Memory Platforms:** Defining key words - technique and improvisation. Understanding the different skills - physical, expressive, technical.	**This is then developed in Y11 by:** Using the same knowledge in more depth and detail through challenging exam situations and topics. This knowledge is the foundation and is assessed through the entire course. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** The key skills of GCSE Dance are developed and progress over time. The cultural topics which we cover give students an understanding of cultures other than our own.	**Check point Assessments** **End of Unit Assessments** **Practical Assessments** **AO1/AO2/A03/AO4**
Summer Term	**Learning Overview** Appreciation: To analyse two professional dance works. Choreography: Solo choreography task and group choreography task. Performance: Developing technical and physical skills. Developing mental skills. **Knowledge taught:** Detailed analysis and facts of 'Infra' by Wayne McGregor and 'Within her Eyes' by James Cousins. Teacher led phrase, which is developed into a 1- 1.30 minute solo. A group dance that is students' own choice of stimulus. Execution of accurate movement including technical, physical and expressive skills in the set exam dance Breathe. Developing mental skills, including movement memory, concentration and confidence. **Skills:** Analysis of how to compare the different production features and movement content. Action, space and dynamics in a solo context. Relationships and timing in a group context. Technical, physical, and expressive skills utilised. **Memory Platforms:** Understanding the different skills - physical, expressive, technical.		**Check point Assessments** **End of Unit Assessments** **Practical Assessments** **AO1/AO2/A03/AO4**

18. Curriculum Map for Design Technology Y10

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	50% exam, 50% coursework, 1 exam papers (2 hours) etc

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** GCSE Design and Technology specification sets out the knowledge, understanding and skills required to undertake the iterative design process of exploring, creating and evaluating. **Knowledge taught:** In this term the following areas are covered: ● NEA CC MOCK- Desktop lighting- a multi-material design project with LED illumination. NOTE- This project covers the Autumn term (terms 1 & 2) and the majority of term 3 (Spring Term). ● Working in plastics- design and construction of a small acrylic phone holder. **Skills:** Students need to demonstrate skills in manufacturing a product for the home. **Memory Platforms:** Related to the topic of material properties.	**This links to KS3** by building upon knowledge gained during the Technology KS3 rotations, **This links to previously** taught subject theory and practical skills. **This links to y7 topics** taught in the DT 12 week rotation. **This is taught now because** students need to get the opportunity to work creatively when designing and making and apply technical and practical expertise **This links to careers by** giving students an awareness of modern design and relevant materials theory knowledge. **This is then developed in Y11** by students completing coursework that demonstrates theory knowledge gained in Y9 & 10. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** The DT GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. This will allow them the opportunity to study specialist technical principles in greater depth.	Desk based design work as well as Google Classroom student workbooks annotated with feedback. This work will be used as a MOCK NEA CC. One workbook is assessed covering the following subjects: 4. Desktop LED lighting project.
Spring Term			
Summer Term	**Knowledge taught:** In this term the following areas are covered: ● Pewter casting adornment- short design project involving pattern making and pewter casting. ● Second NEA CC MOCK- subject to be announced. **Skills:** Students will again need to manufacture a small quality product for the home. **Memory Platforms:** Related to the topic of material properties.		One workbook is assessed covering the following subjects: 5. Second NEA CC MOCK

19. Curriculum Map for Food Preparation and Nutrition- Y10

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	50 exam, 50% coursework, Mock paper in Y10

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	Links, Context & Progression	Assessments
Autumn Term	**Learning overview:** Food Preparation and Nutrition focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. **Knowledge taught:** Food preparation skills are integrated into five core topics: In Y10 the following areas are covered: •• Food safety •• Food choice •• Food provenance. **Skills:** *Handling high risk foods, Bun- bread making, Chicken butchery, Forming a pastry into a pasty* **Memory Platforms:**	**This links to KS3** by building upon knowledge gained during the Technology KS3 rotations, **This links to previously** taught subject theory and practical skills. **This links to y7 topics** taught in the F&N 12 week rotation. **This is taught now because** the new F&N course is designed to teach students food practical skills as well as nutrition and food science. **This links to careers by** giving students the nutrition and food science skills needed to deal with current dietary issues **This is then developed in Y11** by students completing coursework that demonstrates theory knowledge gained in Y9 & 10. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.	Google Classroom student workbooks annotated with feedback throughout the term. Two workbooks are assessed covering the following subjects: 6. Principles of food safety 7. Factors affecting food choice
Spring Term	**Knowledge taught:** In this term the following areas are covered: •• Food choice •• Food provenance. **Skills:** *Pasta making, Tortellini (with filling)* **Memory Platforms:**		One workbook is assessed covering the following subjects: 8. British & international cuisines 9. Environmental impact & sustainability
Summer Term	**Knowledge taught:** In this term the following areas are covered: MOCK NEA1 **Skills:** Electronic report including photographic evidence. Students will individually record their practical investigation and draw conclusions. The report will include various communication methods including: charts, graphs and diagrams. Specialist terminology will be used to clearly communicate the research and investigation findings. MOCK NEA2 **Skills:** Twelve skill groups have been integrated throughout the specification to show how the content can be taught through practical activities. These skills are not intended to be taught separately from the main content, but integrated into schemes of work. **Memory Platforms:**		NEA1 & 2 Short version of the food investigation task is assessed against the AQA marking criteria in order to familiarise students with the assessment objectives.

20. Curriculum Map for Foundation Studies

Number of hours per fortnight	4
Exam board	n/a
How course is assessed	% exam, coursework, number of papers etc

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

Yr 10	Overview, Knowledge, Skills & Memory Platforms:	Links, Context & Progression	Assessments
Autumn Term	**Learning Overview:** Finance and budgeting. Students will:- • Explore the concept of essential and non essential spending • Understand the difference between credit and debit cards • Understand the need to budget • Explore the result of financial choices in short, medium and long term • Investigate the living wage, salary gaps, benefits and taxation **Knowledge Taught:** • Why economic wellbeing is important • Managing and controlling your own money • The risks of debt • Different types of debt such as credit cards, bank loans, payday loans and loan sharks • Credit ratings • Maslow's Hierarchy • How to make a budget • How to save • Where to seek financial advice **Skills Taught:** The concept of deferred gratification Planning for the future Opening a bank account **Memory Platforms**: key words quizzes (guess the terminology). Rank the spend (essential/non-essential continuum game) Tax calculator	**This links to KS3 by** extending the learning from 'The Holiday Project' where students had won a voucher to spend on a dream vacation, as a vehicle to introduce comparison-based research skills. **This links to previously taught skills of** choices, negotiation and compromise **This links to y7 topic taught** 'The Little Matchgirl' about poverty and child labour **This is taught before** independent living because the concepts of renting or buying a property and living away from home need an inherent understanding of budget and financial planning for the students to move forward. **This links to careers by** cementing the value of qualifications, skills and employment in achieving a secure lifestyle. It introduces the concepts of 'poverty lines', 'living wages' and 'gender pay gaps' and builds on the issues of the previous topic with regard to financial independence as part of a healthy lifestyle. **Why are we teaching these topics?** Students with SEN/D are overrepresented in financial hardship statistics as adults. Some students struggle with the concept of deferred gratification and some seek to buy friendships, quite literally, leaving themselves impoverished. It is important to teach the underlying skills that contribute to financial awareness.	Furnishing a bedroom (independent research skills, in competition with peers to save the most money) Planning a celebratory event (making decisions to compromise between differing points of view)

Spring Term	**Learning Overview**: Independent living **Students will:-** • Learn key terms around the housing market • Extend their understanding of simple budgets to begin thinking about running a household • Start thinking about the responsibilities of living alone • Begin to understand the importance of fact-checking and comparison shopping • Develop understanding of renting, tenancy responsibilities • Revisit the ideas about healthy relationships, coercive control and financial management in regard to increased freedoms of living away from home. • Develop an understanding of learning to drive, including the theory test and pre-driving skills; the concept of insurance and becoming a learner driver. • Begin to link the realism of an aspirational lifestyle and the means to achieve this **Knowledge Taught:** • How price and quality link • The rights of the tenant • The responsibilities of living alone • What bills are essential and non-essential • Being safe when living away from family • The process of becoming a learner driver • Basic highway code • Study skills for the driving theory test • How to secure special concessions for your driving theory test **Skills Taught:** • The ability to identify realistic compromise ie the relationship between time for a commute/availability of amenities and price of property • Managing chores and how to keep a house clean • basic attributes of car maintenance **Memory Platforms:** Guess the road sign- how many can you get? Show me/tell me driving questions? Find a Fib; Key Word quiz or hangman	**This links to KS3 by** developing the 'Foundation Studies Enrichment Week project' on learning to drive. **This links to previously taught skills of** budgeting, saving and safe relationships **This links to y7 topic taught '**Island Adventure' where students make choices to survive on a hostile island. **This is taught before** workers' rights and vocational experience because the world of college and work becomes beckoning real at this point in time and it secures the ideas around personal responsibility and why money is required for safety. It is also taught before we heavily revisit study skills as students are generally fascinated by learning to drive and are significantly more receptive to 'learning how to learn' for this purpose, meaning we can teach revision techniques that can later be readily applied to GCSE revision in a fun way. **This links to careers by** developing aspirational thinking around the benefits of employment on lifestyle **Why are we teaching these topics?** Students with SEN/D are overrepresented in financial hardship statistics and in fragile housing situations. It is important they understand their rights and their responsibilities and are prepared to live safely and securely, as far as possible..	Independent project- identifying property for different needs and budgets (research, presentation and comparison) Mock Driving Theory Test (revision skills and assessment practice through self-review and response to feedback)
Summer Term	**Learning Overview:** Worker's rights (prep for Voc Ex), hazards & risks at work. Being a good employee. Wellbeing and self-efficacy. The changing world of work. **Knowledge Taught:** • What is work? What is leisure? • Work life balance and how to achieve this • Signs of stress and how to manage stress at work and home. Where to go for help with stress • The role of work in economic wellbeing and self-fulfillment and self-esteem • Workplace pressures and how to manage them • Being a team and leading a team • Working with management, understanding hierarchy and accepting responsibility	**This links to KS3 by** developing and considerably extending the themes in the Child Labour Project of safe working practices and worker's rights, as well as health and safety law. **This links to previously taught skills of** self-awareness and emotional management in special studies and 121 interventions for AM, ASC, SEAL and SALT **This links to y7 topic taught** on Child Labour and Titanic	'Brassed off 'Film Study (assessment through comprehension, complex debate on the role of industry in Britain, how political

	• The role of the Union • What is a hazard? What is a risk? How can we mitigate both? • Safe working practices/health & safety in the work place- everyone's responsibility • Health and safety and equality law, including as relates to those with a recognized disability or protected characteristic eg BAME • Unemployment and benefits, including migrating DLA to PIP for SEN **Skills Taught:** • Respectful communication • Self-awareness of emotional vulnerability and strengths. • Being assertive vrs being aggressive • Keeping yourself/others safe in the workplace • Negotiating • Where to get support as a worker or if unemployed • Developing teamwork skills • Developing leadership skills • The political continuum and developing your own political values **Memory Platforms:** Key word practice. Spot the hazard/risk game. 'Dear worker' mock advice letters, to practice communication and concepts.	**This is taught before** work experience because students need to be aware of their rights and their responsibilities at work. It is also before we revisit CVs and application forms so that students can better appreciate applications from the manager's point of view. **This links to careers by** having a clear focus on what it means to work, and the impact on family sistems of loss of work and redundancy. It helps students consider their responsibilities in a wider family context. **Why are we teaching these topics?** Students with SEN/D are over represented in unemployment statistics. Focusing on building skills for work and cooperation in wider society are crucial for their success. Many of our students in this option come from families where low paid work or unemployment are familiar. Therefore support for their aspirations and development to be successful at work are key.	decisions can affect the job market and the changing world of work) Assessment to revise use of PEE through response to Brassed Off film study booklet, as a mechanism to support responses in examinations.

21. Curriculum Map for Y10 GCSE Geography

Number of hours per fortnight	4
Exam board	WJEC Eduqas
How course is assessed	4 Core Topics, 2 Option Topics and 2 pieces of fieldwork 3 Exams: Component 1, Component 2 and Fieldwork Paper Mid topic assessments using GCSE past paper questions and End of Unit Exam. All exams at the end of Y 11. Mock exams through Y10 and Y11.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Across this term we cover one core unit: Development and Resource Issues **Knowledge taught:** Global inequalities, regional development, globalization, MNC's, tourism, aid, fair trade. **Skills:** - Map skills – location, distribution, comparison - Justification - Explanation - Maths **Memory Platforms:** - Comparison - Description and explanation of development	This topic starts Y10 off well. It follows the Rural – Urban unit well as an understanding of cities is required. It also draws upon a wide range of KS3 learning including development, tourism and water. Over abstraction of water is focussed in India which should be familiar territory from Y7.	All assessments, where possible, use past paper questions and can depend on student understanding. Example include: Tourism has benefitted LICs. Do you agree? Justify your decision. The advantages of the LHWP are greater than the disadvantages for Lesotho.' To what extent do you agree with this statement? Use evidence from the resources. At the end of this Unit the students will complete an exam paper for this section
Spring Term	**Learning overview:** Across this term we cover two Option Units (these are shorter than the core units so two can be completed in one term). **Knowledge taught:** Tectonic Landscapes and Hazards and Social Development **Skills:** - Annotation (particularly tectonics)	The Social Development unit follows on well from the Core Development and Resource Issues unit and draws upon a range of knowledge gained in this unit. The Social Development unit is very topical and the Tectonic Unit is particularly engaging which keeps students enthusiasm during the second term. Some of the Tectonic Unit was covered at a basic level in Year 8	All assessments, where possible, use past paper questions and can depend on student understanding. Examples include: ''Christchurch, New Zealand, is less vulnerable to earthquakes than other communities in tectonic zones.' To what extent do you agree with this statement?

	- Map skills – describing the location of places - Interpreting a wide range of maps including Worldmapper - Analysis and explanation of data - Math skills – averages and frequency **Memory Platforms:** Tectonic features review Plate boundaries – explanation Analysis of graphs and maps Review of Year 9 topics	so students will start the unit with some understanding.	Use evidence from the Resource Box to support your answer.It is impossible to stop River Flooding. Do you agree? To what extent have initiatives to tackle issues associated with international refugee movements been successful? Both of the Option Units will have an end of Unit Assessment using past papers
Summer Term	**Learning overview:** Across this term we conduct fieldwork (second piece linked to methodology or conceptual framework) and plan time for end of year revision **Knowledge taught:** Fieldwork skills. The knowledge required to create a hypothesis and understand the Geography behind the Fieldwork enquiry. This is linked to one of the GCSE Units. There is a large focus on graphical and numerical skills in this unit/ paper. **Skills:** - Data Presentation - Data Analysis - Map skills – interpreting and creating - Graph skills – interpreting and creating - Math skills – percentages, averages, comparisons, bi polar calculations **Memory Platforms:** - Primary vs secondary data - Qualitative vs quantitative data - Evaluation of data presentation methods - Math's questions: average, percentage, differences, frequency, interpreting graphs and data - Reaching conclusions	This term is designed to equip students for the Fieldwork paper. Students plan, carry out and use the data they collected to reach conclusions to hypotheses that they created. It is teacher guided but students are encouraged to have ownership over their fieldwork. This is important as they are likely to answer questions about the their specific fieldwork. It is taught in the final term as the weather is often better for fieldwork and experience has shown us that students enjoy more independent work at this time of the year. Also if lessons are missed due to work experience or other activities then the fieldwork can be planned around this.	All assessments, where possible, use past paper questions and can depend on student understanding. Assessment questions will be based on the Fieldwork focus and students experience. For example: Using experience from your fieldwork, evaluate the importance of secondary data Evaluate the strengths and weaknesses of one method you used to present your data on geographical flows. There will be an end of year assessment. This will include a Fieldwork section and questions from the other units studied in the course so far.

22. Curriculum Map for Year 10 History

Number of hours per fortnight	4
Exam board	Edexcel
How the course is assessed	100% exam (Three papers)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Paper 1, Crime and Punishment through time, 1000 to present; understanding and identifying change, continuity and turning points across the period; Crime punishment and law enforcement in medieval England (1000 – 1500); Crime punishment and law enforcement in early modern England (1500 – 1700); **Knowledge taught:** Introduction to Crime and Punishment (topic overview) **Skills:** Analysis of sources and interpretations; inference; summarising historical information; how to retain & retrieve information; how to answer 'Explain why . . .?' and 'How far do you agree . . .' questions.	**This links to KS3 by progression of skills of interpretation and inference.** **This links to previously taught topics in Y7 on Anglo-Saxon England and 1066.** **This is taught now because it is an essential component of the GCSE course.** **This links to careers by teaching students about history and how it impacts on our modern world** **This is then developed in Y11 by progression in the use of source skills.** **This links to careers by teaching students analytical skills.** **This is then developed in Y11 by progression in the use of source skills.**	Sample questions. Mock exam (July) Independent research.
Spring Term	**Learning overview:** Paper 2, The American West, 1836 – 1895 **Knowledge taught:** overview of the topic, taking in major events and how these intersect with different groups (Native Americans; settlers; ranchers; miners; government); the geography of America in the early 19th century; The Plains Indians: US government policy towards the Plains Indians (1836 to 62); westward migration – the Mormon Migration and the Donner Party, case studies. **Skills:** Analysis of sources and interpretations; inference; summarising historical information; how to retain & retrieve information; how to answer a 'narrative analysis' question.	**This links to KS3 by progression of skills of consequence, importance and writing a narrative analysis. How to answer 'consequence' questions; how to write a 'narrative analysis' answer; how to write an 'explain the importance of . . .' answer.** **This links to previously taught topics in Y8 on the American West. This is**	Sample questions Mock exam (July) Independent research

Summer Term	**Learning overview:** Paper 2, The American West, 1836 – 1895 (continued) **Knowledge taught:** Recap of previous learning from Spring term; tensions between settlers and Plains Indians; lawlessness; The American Civil War; The Homestead and Pacific Railroad Acts; ranching and the cattle industry; the cowboy; rivalry between ranchers and homesteaders; US government policy on conflict with the Plains Indians; changes in farming and the cattle industry; The Exoduster Movement and the Oklahoma land rush; Billy the Kid; Range wars; conflict with the Plains Indians; Extermination of the Buffalo; life on the reservations Revision skills and revision for mock exam in July. **Skills:** Analysis of sources and interpretations; inference; summarising historical information; how to retain & retrieve information; how to answer a 'consequence' question; how to answer an 'importance' question	**taught now because it is an essential component of the GCSE course.** **This links to careers by teaching students about history and how it impacts on our modern world.** **This is then developed in Y11 by progression in the use of source skills.**	

23. Curriculum Map for GCSE French - Year 10

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	100% Exam at the end of Y11. 4 equally weighted papers - 25% Listening, 25% Speaking, 25% Reading, 25% Writing

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Content is taught thematically according to AQA 3 year Scheme of Work. **Half term 1:** Theme 3 - Current and future study and employment, (Life at school/college.) **Half term 2:** Theme 2 - Local, national, international and global areas of interest, (Travel and Tourism.) **Knowledge taught: Grammar:** 1) **Verbs -** the conditional tense, revision of modal verbs, venir de + infinitive, using three tenses together. 2) **Adjectives + adverbs:** comparative adverbs. 3) Use of **depuis**. 4) Further use of **prepositions.** 5) Use of **de** after quantities. **Key vocabulary** related to topics **Skills:** exam skills for reading and writing. **Memory Platforms:** Weekly vocabulary tests and all in-class activity scores are recorded. Revision activities based upon learning from previous lessons.	**This links to previously taught** NCELP scheme of work for year 7 and 8 with specific focus on vocabulary, grammar (previously taught: regular verbs in present tense + key irregulars: avoir, être etc., adjective agreement/position rules) and phonics, and to **previously taught** content in Year 9, building upon use of tenses and re-introducing thematic content. **This is taught now because** it revises use of tenses established in year 9 and builds by adding conditional tense. **This grammar is taught before** more complex verb forms such as the subjunctive and the pluperfect tense because pupils need to know how to form the conditional, but only how to recognise the other verb forms. **This thematic content is taught now** as a reintroduction to Theme 2 and 3. **This links to careers by** allowing pupils to reflect on their plans immediately after secondary school as they research college options and make decisions about their future. **This is then developed in Y11 by** revision of all key tenses as well as consistent practice of exam style questions based around thematic content. **Why are we teaching these topics?** The grammatical content is essential to the continued development of French language skills. The thematic topics are accessible and universal to pupils and build upon vocabulary seen in previous years of study.	Weekly vocabulary learning homework assessed through in class tests. Scores recorded. Test retaken if score does not reach pass mark. Half-termly assessment based on one of four skills: Half term 1: Reading Half term 2: Writing
Spring Term	**Learning overview:** **Half term 3:** Theme 3 -Current and future study and employment, (Education post 16.) **Half term 4:** Theme 2 - Local, national, international and global areas of interest, (Social issues - Healthy/unhealthy living.) **Knowledge taught: Grammar:** 1) **Verbs:** imperfect tense of key irregular verbs, recognising the pluperfect tense, modal verbs in the conditional tense (could/should), two verb structures, use of tenses with *Si* and	**This links to KS3 by** expanding on school and food and drink vocabulary previously seen in years 7 and 8. **This links to previously taught** imperfect tense as this is foundation of pluperfect, modal verbs and conditional tense from the previous term, use of negative structures, and thematic content from y9 and y10. **This is taught now because** it links grammatically to previously learned tenses and extends the amount of tenses pupils can now recognise. Thematic content relates to prior study. **This is taught before** the subjunctive mood **because** this is conceptually more confusing, and before we begin revising previous learned tenses **because** it completes the initial cycle of learning tenses in French. **This thematic content is taught at this point** to build upon work from autumn term of this year, and to allow pupils to consider further what might be next for them after	Weekly vocabulary learning homework and in class tests, scores recorded. Test retaken if score does not reach pass mark. Half-termly assessment based on one of four skills: Half term 3: Listening

	Quand phrases. 2) Further use of **negative constructions.** 3) Use of **qui** and **que** (including revision of comparatives)**.** 4) Expressions of **quantity.** **Key vocabulary** related to topics **Skills:** exam skills for listening and speaking **Memory Platforms:** As above	secondary school, as well as helping them reflect on what it means to lead a healthy lifestyle. **This links to careers by** exposing pupils to the options available to them post 16. **This is then developed in Y11 by** continued and frequent revision of, and building upon, usage of key grammatical structures. Expansion of thematic content across all three themes. Application of learned exam skills for all 4 assessed skills. **Why are we teaching these topics?** We focus on education and lifestyle so pupils not only expand their French vocabulary and grammatical understanding, but also have the opportunity to think about future plans, and it helps to guide them towards practises for a healthy and active lifestyle.	Half term 4: Speaking
Summer Term	**Learning overview:** **Half term 5:** Theme 1 - Identity and Culture, (Me my family and friends: Marriage and partnership.) **Half term 6:** Theme 1 - Identity and Culture, (Social media and mobile technology) **Knowledge taught: Grammar:** 1) **Verbs:** revision of future tenses, revision of present tense, subjunctive and key phrases that use it, en + present participle. 2) Irregular and interrogative **adjectives** 3) Order of **object pronoun** 4) Use of **dont, avec, sans, grâce à**. **Skills:** revision and application of exam skills **Memory Platforms:** As above	**This links to previously taught** grammar and verb concepts through revision of all tenses and thematic content from year 9 and 10. **This is taught now because** pupils have now learned all essential tenses and verb forms and will need revision from the beginning to ensure these are embedded, and can be recognised and applied. Thematic content recaps year 9 content and allows pupils to build upon this. **This is taught before** more global and conceptual thematic content that is introduced in year 11 **because** it allows for new learning and revision to happen in a more accessible framework for pupils at this point. **This links to careers by** introducing revision and learning techniques that pupils will need to employ as they approach exams at school, and may need if they continue with language learning in the future. **This is then developed in Y11 by** increased revision of previously learned grammar and thematic content and regular low stakes testing in preparation for exams. **Why are we teaching these topics?** Thematically, these topics are important for pupils as they grow and develop and think about what healthy relationships look like. Equally, the social media topic allows them to reflect on healthy and unhealthy practices online and with technology.	Weekly vocabulary learning homework and in class tests, scores recorded. Test retaken if score does not reach pass mark. Mock examinations in each of the four disciplines **Listening, Speaking, Reading** and **Writing.**

24. Curriculum Map for YEAR 10 Music BTEC

Number of hours per fortnight	4
Exam board	Pearson Edexcel
How course is assessed	25% Unit 1 Externally marked Written Exam 25% Unit 2 Managing a Music Product – Practical and written evidence assessment 25% Unit 5 Introduction to Performance Unit - Practical and written evidence assessment 25% Introduction to Music Sequencing – Practical and presentation of evidence assessment

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Unit 2 Managing a Music Product **Learning Aim A: Plan, develop and deliver a music product** **Knowledge and Skills:** Students plan the creation of a CD and work collaboratively with a team of peers to prepare for the production of the product. During their work students consider and employ appropriate team working and personal management skills. In a series of planning meetings they discuss and plan aspects of producing the CD such as: • Identifying their target audience • Selecting and agreeing material for the CD according to their target audience • Availability and ability of performers • Time constraints and deadlines • Attending and contributing to planned rehearsal sessions • Contributing in planning meetings • Carrying out research • Monitoring the progress of the work Students can choose to compose some or all of the music and/or use music software to produce recordings. **Memory Platforms:** Keyword Vocabulary taken from specification. A Question relating to what was learned last lesson. Criteria for effective collaborative working	**This links to KS3 by:** The principles of Listening, Composing and Performing continue to underpin this KS4 course. The Units in Y10 are very much related to building on earlier KS3 and Y9 Units. **This is taught now because: Unit 2** Students are drawing on instrumental and ensemble skills learnt Y9. Students are required to learn a substantial amount of material to a high standard and to a strict deadline. This develops the personal management and technical skills they need for Unit 5 LAB – My Audition **This links to careers by: Unit 2** Marketing and promotion roles, Venue management, artist management, music/entertainment journalism **Unit 5** Gives students an insight into what is involved in being a performer or any career involving presentation They learn repertoire quickly and accurately and understand the importance adhering to strict deadlines. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** The structure of the course allows students to develop and progress over time. Learning is deep and broad and this course covers a wide range of transferrable skills. Working to given deadlines, students can develop their practical, written, presentation and performance skills to as high a standard as possible ensuring they present their best work at the end of each unit.	Units 2, 5 and 7 are internally teacher assessed and moderated. Unit 1 Externally assessed 1-hour exam. Students are regularly assessed through teacher observation and formative assessment is recorded on all Units throughout the course. Timely feedback, peer and teacher is given so that students have the opportunity to improve their work. A grade using the exam board assessment criteria at the completion of each part (Learning aim A for example)of a Unit and this is used in the calculation of the overall grade for that Unit. Following moderation these grades are then submitted to the exam board who will award an overall grade to the student.

Spring Term	**Learning overview: Unit 2** Managing a Music Product **Learning Aim B: Promote a music product** **Learning Aim C: Review the management of a music product** **Knowledge and Skills:** **LAB: Promote a music product:** Promotion is a part of the marketing mix. Music is promoted using a variety of tools that constantly change into newer and fresher ideas. Students are tasked to consider what promotion is for and how do we know when it is successful. Why do some strategies succeed and others fail. Students should produce a 'promotional pack' for their CD. Materials may include: a website to promote the artist/band/CD, album art, merchandise, tour/concert poster, flyer, press release, radio advert/interview. **LAC: Review the management of a music product: Students** should complete a written review of work undertaken by themselves and their group members in terms of for example, the strengths and weaknesses of the process, their own and others contribution to the planning and delivery of the product, the quality and artistic merits of the finished product, the effectiveness of the promotion materials. Students should make suggestions for improvement in terms of future projects. **Memory Platforms:** Keyword Vocabulary taken from specification. A Question relating to what was learned last lesson. Criteria for effective collaborative working.		
Summer Term	**Learning overview: Unit 5** Introduction to Performance **Learning Aim B: 'My Audition' Use your music performance skills within rehearsal and performance** **Knowledge and Skills:** Students demonstrate their skills in the rehearsal and performance of at least two contrasting pieces. **Rehearsal skill techniques** such as warm ups and technical excersizes, learning repertoire, rehearsing with other musicians, giving/receiving feedback, should be observed and recorded. Students are required to **demonstrate professional and personal management skills** which may include independent practice, sticking to rehearsal times, willingness to try new things and take on feedback from teachers and peers, showing sensitivity towards others. The 'audition' performance must show progress against areas highlighted for improvement on skills audit such as rhythm and timing, expression and dynamics, Confidence, intonation, musical interaction. **Memory Platform:** Highlights from skills audit, Vocabulary around effective rehearsal skills.		

25. Curriculum Map for YEAR 10 AQA GCSE PE

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	60% Examination (2 75 Minute Exams) 30% Practical Assessment (3 Practical Sports) 10% Controlled Assessment (On one of your chosen practical sorts)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Lever Systems, Planes and Axis. **(Paper 1)** **Knowledge taught:** **Recap skeletal system functions** **Movement analysis-** ● Types of levers ● Types of planes ● Movement at joints ● Movements at levers ● Movements through planes ● Movements through axis **Skills:** Students will be expected to use their learnt theoretical knowledge to achieve the following assessment objectives in relation to the factors that underpin performance in physical activity and sport: **A01- Demonstration of knowledge and understanding of the question content** **AO2 - Apply knowledge to provide suitable response to the question content** **AO3 - Analysis and evaluation of the question topic** **Memory Platforms:** AO1 and AO2 from previous lessons using vocabulary lists and GCSE POD.	**This links to Year 9 by:** This knowledge builds on the Year 9 work of the skeletal system. Students will use this knowledge to build on and learn new knowledge. Students will be adding vocabulary from practical lessons. This links to Year 10 Topics taught across the curriculum in Science. **This is taught now because:** These theory components require baseline knowledge as there are key vocabulary and skulls which need to be developed and extended through increasingly challenging situations and exam practice. Students will develop their theoretical knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity applied anatomy and physiology, and physical training. **This links to careers by:** By giving students knowledge which are useful for the sport science, nursing and the health systems. **This is then developed in Y11 by**: Using the same knowledge in more depth and detail through challenging exam situations and topics. This knowledge is the foundation and is assessed through the entire course. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** By focusing on the foundations and key groundings of GCSE PE in the second year we can then develop and progress over time. This topic is very popular in the sport science world and the layout links closely to the mastery model of learning and research suggests this is beneficial to learning. The cultural topics which we cover give students an understanding of cultures other than our own.	**Checkpoint Assessments:** Students will be assessed every fortnight on A01 and A02. These are through checkpoint assessments. These are on all topics throughout the course. **End of Unit Assessments:** Students will be assessed at the end of every unit through a summative GCSE PE test. This will cover all topics taught. **Practical Assessments:** Pupils are assessed on their performance of skills and techniques in isolation/unopposed situations as well the application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation in line with the exam board criteria

Spring Term	**Learning overview:** Sport Psychology **(Paper 2)** **Knowledge taught:** ● Skills ● Goals ● Information processing ● Arousal ● Stress management ● Feedback ● Guidance ● Aggression ● Motivation **Skills:** Students will be expected to use their learnt theoretical knowledge to achieve the following assessment objectives in relation to the factors that underpin performance in physical activity and sport: **A01- Demonstration of knowledge and understanding of the question content** **AO2 - Apply knowledge to provide suitable response to the question content** **AO3 - Analysis and evaluation of the question topic** **Memory Platforms:** AO1 and AO2 from previous lessons using vocabulary lists and GCSE POD.	**This links to Year 9 by:** This knowledge builds on the Year 9 work. Students will use this knowledge to build on and learn new knowledge. Students will be adding vocabulary from practical lessons. This links to Year 10 Topics taught across the curriculum in Science. **This is taught now because:** These theory components are the foundation of the course. They are related to through all exam questions and topics. It is a good interlinking start to the course. **This links to careers by:** By giving students knowledge which are useful for the sport science, nursing and the health systems. **This is then developed in Y11 by**: Using the same knowledge in more depth and detail through challenging exam situations and topics. This knowledge is the foundation and is assessed through the entire course. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** By focusing on the foundations and key groundings of GCSE PE in the second year we can then develop and progress over time. This topic is very popular in the sport science world and the layout links closely to the mastery model of learning and research suggests this is beneficial to learning. The cultural topics which we cover give students an understanding of cultures other than our own.	**Checkpoint Assessments:** Students will be assessed every fortnight on A01 and A02. These are through checkpoint assessments. These are on all topics throughout the course. **End of Unit Assessments:** Students will be assessed at the end of every unit through a summative GCSE PE test. This will cover all topics taught. **Practical Assessments:** Pupils are assessed on their performance of skills and techniques in isolation/unopposed situations as well the application of skills, techniques and decision making under pressure during a conditioned practice and conditioned/formal/competitive situation in line with the exam board criteria
Summer Term	**Learning overview:** NEA Coursework Preparation and Application of Data **(NEA 10% Assessment)** **Knowledge taught:** ● Skill analysis ● Health analysis ● Personal exercise planning ● Evaluation and Analysis **Skills:** Students will be expected to use the knowledge in the first two years of the course to start evaluating and analysing their own performance for the NEA task. **A01- Demonstration of knowledge and understanding of the question content** **AO2 - Apply knowledge to provide suitable response to the question content** **AO3 - Analysis and evaluation of the question topic** **Memory Platforms:** AO1 and AO2 from previous lessons using vocabulary lists and GCSE POD.	**This links to Year 9 by:** This coursework task builds on all the knowledge taught through the two years. At this point students are ready to use their knowledge to apply it through the coursework task. **This is taught now because:** Students will use their knowledge and understanding to plan, carry out, monitor and evaluate personal exercise and training programmes. Students will also develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport. **This is then developed in Y11 by**:All of the knowledge through the NEA are assessed within the exam papers so this is important information to recall through retrieval practice. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** This part of the course is focusing on the ability to evaluate and analysis your own performance which are skills needed across a range of exam boards and exams.	

26. Performing Arts Curriculum Map to follow

Number of hours per fortnight	
Exam board	
How course is assessed	

Note:			
	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
	Details to follow…..		

27. Curriculum Map for Year 10 GCSE Religion and Ethics

Number of hours per fortnight	4
How the course is assessed	End of unit test

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term 1	**Learning overview:** A study of philosophical, Christian and Buddhist beliefs about Good and Evil **Knowledge taught:** types of evil and suffering; the problem of evil and the existence of God; original sin and salvation; the role of Christ in salvation; the Four Noble Truths; Buddhist ethics; the six perfections. **Skills:** Scriptural and textual studies; ethical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.	Recaps and deepens the study of Buddhist and Christian beliefs and teachings in Year 9.	Essays Practice tests Test
	Learning overview: A thematic study of Relationships and Families **Knowledge taught:** different attitudes to human sexuality; attitudes to sexual relationships outside of and before marriage; attitudes to contraception and family planning; religious teachings about marriage, divorce and re-marriage; the nature of families and different types of families; the purpose of families in society; gender equality in the family and in religious organisations. **Skills:** Scriptural and textual studies; ethical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.	Students apply Christian and Buddhist ethical teachings learnt in the previous topics to moral issues.	Essays Practice tests Test

Spring Term 2	**Learning overview:** A study Buddhist and Christian practices **Knowledge taught:** places of worship; how Buddhists worship; samatha and vipassana meditation; Theravada and Mahayana Buddhism; visualization of buddhas and bodhisattvas; Wesak and Parinirvana Day; Christian worship; prayer; sacraments; pilgrimage; retreats; festivals. **Skills:** Scriptural and textual studies; ethical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; understanding diversity of beliefs and practices within religions; preparation for adult life in a pluralistic and global community.	Recaps learning from Year 7 and 8 about religious practices including prayer, festivals, fasting, and pilgrimage. Recaps and deepens learning about meditation in the life of the Buddha. Study of festivals and sacraments links to learning about events in the life of the Buddha and Jesus.	Essays Practice tests Test
Summer Term 3	**Learning overview:** A study of religious and non-religious teachings about the origins of the universe and life **Knowledge taught:** scientific theories about the origins of the universe and human life; different Christian beliefs about Creation and the origins and value of human life; the Buddhist concept of dependent arising. **Skills:** Scriptural and textual studies; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.	Links to learning in Year 7 about religious and scientific ideas about the origins of the universe. Develops further understanding of Christian and Buddhist beliefs and teachings.	Essays Practice tests Test

28. Curriculum Map for YEAR 10 SPORT STUDIES

Number of hours per fortnight	4
Exam board	OCR (Cambridge National Certificate)
How course is assessed	25% Examination (60 Minute Exam) 75% coursework (3 units)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview: Developing sports skills (Unit R052)** **Knowledge taught:** LO4: Be able to apply practice methods to support improvement in a sporting activity - types of skills - types of practice - methods to improve performance - how to measure improvement in skills, techniques and strategies developed LO3: Be able to officiate in a sporting activity - how to apply rules and regulations relevant to the activity - the importance of consistency - the importance of accuracy - the use of signals - how to communicate decisions - the importance of positioning **Skills:** - how to identify areas of improvement in own performance in a sporting activity - how to measure improvement in skills, techniques and strategies developed -analysis of own performance -creation of an action plan to improve performance **Memory Platforms:** As per RO52 LO3 &LO4 knowledge; key terms	**This links to Year 9 by:** The unit builds upon the core themes of the National Curriculum for Physical Education in Key Stages 3 and 4 and offers learners the opportunity to refine and showcase skills developed as part of that programme of study. It also consolidates LO1, LO2 and Lo3 from unit RO52 started in Year 9 **This is taught now because:** This unit requires the baseline knowledge from previous units in order to be able to review and analyse performance. Students will have had practical experience of officiating in KS3..It also links to R053 Leadership and gives greater understanding of the roles coaches and leaders may play in improving performance. **This links to careers by:** By giving students opportunity to take on different roles and have a greater understanding of officials, sports analyst or coach. Ensures students know how to self evaluate and then improve performance. Increases job opportunities eg young referee etc **This is then developed in Y11 by**: This analysis is useful when considering skills and knowledge for roles in R055. Links to R051 - roles of a National Governing body to improve performance. R053 - leadership roles/styles **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** This practical unit gives students an opportunity to reflect upon and improve performance dnd measure progress made	**Checkpoint Assessments:** As knowledge is taught, checkpoint assessments will take place **End of Unit Assessments:** Coursework Task 3 in R052 assignment **to be submitted by deadline** **Practical Assessments:** Coursework Task 1 and 2 in RO52 assignment - Using skills, techniques and tactics in selected sporting activities and Officiating in a selected sporting activity

Spring Term	**Learning overview:** Sports leadership (Unit R053**)** **Knowledge taught:** LO1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership -different leadership roles and opportunities in sport -role-related responsibilities -personal qualities which relate to leadership roles -leadership styles LO2: Be able to plan sports activity sessions -key considerations when planning sports activity sessions -safety considerations when planning sports activity sessions **Skills:** Application of knowledge in order to provide realistic examples of leadership demonstrate practically knowledge of effective sports leadership. Ability to plan an effective sports session with consideration for a variety of factors **Memory Platforms:** As per RO53 LO1 &LO2 knowledge; key terms	**This links to Year 9 by:** The unit builds upon the core themes of the National Curriculum for Physical Education in Key Stages 3 and 4 and offers learners the opportunity to understand the theory behind leadership and prepare and plan sessions accordingly. **This is taught now because:** Students are more willing and confident to take on a leadership role with younger students and understand the deeper considerations when leading **This links to careers by:** Giving students leadership opportunities and allowing them to reflect on different styles of leadership which they will come across not only in the sporting world but elsewhere also. It also enables them to deliver and get feedback from others. **This is then developed in Y11 by**: Students will be able to use knowledge gained about leadership roles in R051 contemporary issues in sport. They may wish to take on leadership roles within the school such as prefect, house captains, sports captains. Officiating supports R052 unit. . **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding:** Learners will develop some of the knowledge, understanding and practical skills required to be an effective sport leader and plan, deliver and review safe and effective sporting activity sessions themselves. They will be encouraged to consider and evaluate their delivery and, by doing so, develop their ability to communicate with an audience verbally and through practical demonstration, and adapt to developing situations and the different needs and abilities of those they are leading.	**Checkpoint Assessments:** Lesson work will be checked before completion of the assignments Assessed mini session plans and risk assessments Trial session marked and feedback given prior to Task3 completion **End of Unit Assessments:** **Spring** :Completion of R053 Assignment Task 1 & 2 by deadlines **Summer**: Completion of R053 Assignment Task 3 & 4 by deadlines
Summer Term	**Learning overview: Sports leadership (Unit R053)** **Knowledge and Skills:** LO3: Be able to deliver sports activity session -safe practice -delivery style -communication skills -motivation techniques -activity-specific knowledge -adaptability LO4: Be able to evaluate own performance in delivering a sports activity session -key aspects to consider in evaluating planning and delivery of a sports activity session **Memory Platforms:** As per RO53 LO3 &LO4 knowledge; key terms		**Practical Assessments:** Students start to plan and deliver with peers mini leadership sessions with small groups in class. Self and peer evaluation is part of the assessment. During the summer term they will take full responsibility for planning and delivering a session to a group of year 7s

29. Curriculum Map for Year 10 Physics

Number of hours per fortnight	4
Exam board	AQA
How course is assessed	3 x 105 min exam in y11

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Students will study the Atomic Structure topics from paper 1 **Knowledge taught:** ● Atoms and isotopes ● Atoms and nuclear radiation ● Hazards and uses of radioactive emissions and of background radiation ● Nuclear fission and fusion **Skills:** Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides a more developed knowledge of the skills and topics to be developed further in y11.** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are fundamental to scientific understanding and preparation for the final exams. Physics is one of the most marketable qualifications and one of the widest reaching in scope. These topics allow students to explore the workings of their universe. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Physics allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	Regular in class formative assessment by use of green feedback sheets. 105 min paper 1 mock exam.

Spring Term	**Learning overview:** Students will study the Forces topics from paper 2 **Knowledge taught:** ● Forces and their interactions ● Work done and energy transfer ● Forces and elasticity ● Moments, levers and gears ● Pressure and pressure differences in fluids ● Forces and motion ● Momentum **Skills:** Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills. **Memory Platforms:** Lessons begin with tasks that link to previous lessons in order to test retention.	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides a more developed knowledge of the skills and topics to be developed further in y11.** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?** These topics are fundamental to scientific understanding and preparation for the final exams. Physics is one of the most marketable qualifications and one of the widest reaching in scope. These topics allow students to explore the workings of their universe. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Physics allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	Regular in class formative assessment by use of green feedback sheets. 60 min end of term test on Forces
Summer Term	**Learning overview:** Students will study the Waves topics from paper 2 **Knowledge taught:** ● Waves in air, fluids and solids ● Electromagnetic waves ● Black body radiation **Skills:** Data handling, numeracy, using equations, literacy, expanding scientific vocabulary, practical science performance skills.	**This links to KS3 by continuing topics and skills developed in y7 and 8.** **This is taught now because it provides a more developed knowledge of the skills and topics to be developed further in y11.** **This links to careers by introducing the knowledge and a range of literacy, numeracy and analytical skills that will prepare students for STEM A levels and careers.** **Why are we teaching these topics?**	Regular in class formative assessment by use of green feedback sheets. 60 min end of term test in Forces and waves 105 min mock exam on paper 1 topics

	Memory Platforms: Lessons begin with tasks that link to previous lessons in order to test retention.	These topics are fundamental to scientific understanding and preparation for the final exams. Physics is one of the most marketable qualifications and one of the widest reaching in scope. These topics allow students to explore the workings of their universe. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Physics allows students to develop literacy, numeracy and analytical skills that can be applied to all other subjects. It also allows them to develop a wide knowledge base that can be linked to content learned across the curriculum.	

29. Curriculum Map for Biology

Number of hours per fortnight	5
Exam board	AQA
How course is assessed	100% exam – 3 exams

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Year 10 is to cover the whole of Biology paper 1. Autumn term covers cell structure and transport, cell division and organization and the digestive system **Knowledge taught:** Cell structure and transport - Animal and plant cells; eukaryotic and prokaryotic cells; specialised plant and animal cells; types of microscopes and calculating magnification; diffusion, active transport and osmosis. Cell division – cell division; growth and differentiation; stem cells; stem cell dilemmas. Organization and the digestive system – tissues and organs; human digestive system; chemistry of food; enzymes and factor affecting them; how digestion works and how it's efficient. **Skills:** Comparison of different types of cells; evaluation of specialised cell structures; math's skill with calculating magnification; analysis and evaluation of practical results; assessing the problems and advantages of using stem cells; recall and retrieval of information, such as the structure of the digestive system; explaining how the structure of enzymes are related to their function; Describing and explaining the effects of various conditions on the rate of enzymes; how to answer exam questions. **Memory Platforms:** exam questions, mini-white board questions, peer and self-assessment.	It is important to start with the topic of cells as it forms the basis for a large amount of biology. Cells is also a topic taught at the start of year 7 so links back to that which includes parts about specialised plant and animal cells and microscopes so having this topic first helps them recall this knowledge and improves upon it. As they also did this topic last year doing it again now will help cement this fundamental knowledge. The work the students do on specialised cell will help when it comes to growth and differentiation of cells. This work on specialised cells also helps with the organization of the digestive system which is also work they did in year 8. Efficiency in the digestive system, especially the alveoli is linked to exchange surfaces from the first topic. How our bodies digest the food that is broken is closely linked to the movement of substances from the first topic and are required to fully answer exam questions about the topic.	End of topic assessments for cell structure and transport; cell division and organization and the digestive system. There is also a mid-topic assessment for cell structure and transport.

Spring Term	**Learning overview:** Continuation of paper 1 with the topics: organizing animals and plants; communicable diseases and preventing and treating diseases. **Knowledge taught:** Organizing animals and plants – blood and blood vessels; the heart and helping the heart; breathing and gas exchange; tissues and organs in plants; plant transport systems; transpiration. Communicable diseases – health and disease; pathogens and disease; growing bacteria and preventing bacterial growth; viral diseases; bacterial diseases; fungi and protist diseases; human defenses; plant defenses and diseases. Preventing and treating diseases – vaccination; antibodies and painkillers; discovering and developing drugs; monoclonal antibodies. **Skills:** Comparison of blood vessels; practical skills in the dissection of the heart; evaluation of ways to help a damaged heart; analyzing different effects on the rate of transpiration; practical skills in growing bacteria and determining the most effective way to stop growth; math's skills with orders of magnitude; comparing different diseases and the effects they have on the body and plants and their method of infection; explaining how antibiotic work; describing the process of drug development; analyzing the advantages and disadvantages of monoclonal antibodies; recall and retrieval of information and how best to answer GCSE exam questions. **Memory Platforms:** exam questions, mini-white board questions, peer and self-assessment.	The work on the blood and blood vessels follow well from the topic on the digestive system as it details how the produces formed during digestion and carried about the body. These topics also contain a few practicals (heart dissection and growing bacteria) which are useful for GCSE, progression onto A-level and beyond. Breathing and gas exchange links with the work on exchange surfaces from the first topic. The work on plant tissues links partially work done by students in KS2. Students learn about different pathogens which is built upon the knowledge of the different types of cells from the first topic and cell division. The learning of different pathogens, how the body responds to disease and how it is treated is especially relevant in the context of COVID-19. It adds relevance and helps the students understand the impact of disease on society. The topics around blood, the heart, breathing and plant tissues they have also done in year 9 so this serves as a good recap of those topics.	End of topic assessments for organizing animals and plants; communicate diseases and preventing and treating diseases along with a possible mid-topic assessment for organizing animals and plants

Summer Term	**Learning overview:** Final section of biology paper 1 which covers: non-communicable diseases; photosynthesis and respiration **Knowledge taught:** Non-communicable diseases – cancer; smoking and risk of disease; diet, exercise and disease; alcohol and other carcinogens. Photosynthesis – photosynthesis; rate of photosynthesis; how plants use glucose; making the most of photosynthesis Respiration – aerobic respiration; anaerobic respiration; body's response to exercise and metabolism and the liver. **Skills taught:** Evaluating the risk facts for non-communicable diseases. Describe the differences between types of tumors. Explaining the effects that smoking, obesity and alcohol have on the body. Practical skills on how plants produce oxygen and the effects of light intensity on the rate of photosynthesis. Analyzing data based on practical results. Describing and explaining the effects of various conditions on the rate of photosynthesis and how these can be used to our advantage. Examining the differences between aerobic and anaerobic respiration. Summarizing the role the liver plays in metabolism. **Memory Platforms:** exam questions, mini-white board questions, peer and self-assessment.	The study of cancer links back to mitosis and the cell cycle from topic 2 earlier in the year and is relevant to lots of students based on their potential personal experience. The chapters about the effects of smoking, diet and exercise and alcohol could also be relevant to the students and will help inform them of the risks for later life. Smoking is linked back to the work the students did on the breathing system and how blood is carried around the body. The work they do in diet and exercise is linked to the work the student do on type 2 diabetes in year 11. Studying about alcohol links with the work they did on digestion in topic 3 and the role of the liver in metabolism in topic 9. The students will have also done some work on the effects of smoking, diet and alcohol in year 8. The work the student will do on photosynthesis will be a recap of the work they completed in year 9 on the topics which will help the students cement the basic of plant biology and link back to the topics of plant cells from topic 1. Both aerobic and anaerobic respiration have been covered during year 9 so this will be recapped when going over it again going into more depth and linking the role of mitochondria back to the first topic. The topic of respiration is very relevant to the students as it can directly be linked to the students themselves.	End of topic assessments for non-communicable diseases, photosynthesis and respiration. The students will also have mock exam which will cover most of paper 1

29. Year 10 Curriculum Map for Chemistry

Number of hours per fortnight	5hrs
Exam board	AQA
How course is assessed	100% exam, Two papers (paper1 and paper2)

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Electrolysis, Energy changes Reversible reactions and dynamic equilibrium **Knowledge taught:** The process of electrolysis. Electrolysis of molten ionic compounds. Using electrolysis to extract metals. Electrolysis of aqueous solutions. Representation of reactions at electrodes as half equations. Energy transfer during exothermic and endothermic reactions. Reaction profiles. The energy change of reactions. Cells and batteries. Fuel cells. Reversible reactions. Energy changes and reversible reactions. Equilibrium and the effect of changing conditions on equilibrium (concentrations, temperature and pressure) **Skills:** Throughout the course students learn the key skills linked to The Development of Scientific Thinking, Experimental Skills and Strategies, Analysis and Evaluation, Scientific Vocabulary, Quantities, Units, Symbols and Nomenclature **Memory Platforms:** Students will be assessed on their ability to: Recall the knowledge covered Explain chemical phenomena Interpret graphical and experimental data.	Students further understanding of rates of reaction to reversible reactions. They should appreciate the effect of different variables in order to identify how to maximise the yield of desired product. Students then apply their understanding of reversible reactions to explain the compromise made in the conditions in the Haber process.	Assessment in Yr.10 Science consists of an assessment during each term consisting of exam questions drawn from any area of the curriculum studied so far, with a full mock exam before the end of term 4. In addition students will be assessed on the quality of their written and spoken work during lessons and homework, and end-of-topic tests.

Spring Term	**Learning overview:** Quantitative chemistry. Organic chemistry (carbon compounds as fuel and feedstock, reactions of alkenes and alcohols) **Knowledge taught:** Reacting masses Concentration of solution Using concentrations of solutions in mol/dm3 Use of amount of substances in relation to volumes of gases. Percentage yield. Atom economy. Crude oil, Hydrocarbons and alkanes. Fractional distillation and petrochemicals. Properties of hydrocarbons, cracking and alkenes. Structure and formulae of alkenes, reactions of alkenes, alcohols, carboxylic acid, esters. **Skills:** Description. Explanation. Evaluation Comparison. Planning and carrying out investigations **Memory platform:** Students will be assessed on their ability to: Recall the knowledge covered. Explain chemical phenomena. Interpret graphical and experimental data	Students are introduced to the important area of organic chemistry which is so important that it forms a separate branch of chemistry. Students will learn the role organic compounds have as fuels and as the basis of many chemical compounds and materials. Although knowledge of organic chemistry is new, links are draw to work done previously in structure and bonding and material chemistry. Plan and describe valid experiments. Evaluate experimental procedures and results.	Written test on alkanes and alkenes. Written test on chemical calculations. End of topic tests Teacher continuous assessment
Summer Term	**Learning overview:** Synthetic and naturally occurring polymers Purity, formulation and chromatography. Identification of common gases. Identification of ions by chemical and spectroscopic means. **Knowledge Taught:** Addition polymerization, condensation polymerization, Amino acids, DNA and other naturally occurring polymers. Pure substances, formulation and chromatography contents. Test for hydrogen, oxygen, carbon dioxide and chlorine. Test for positive ions using flame test, Sodium hydroxide solution. Test for negative carbonate ions, sulfate ions, halides, instrumental methods, flame emission spectroscopy.	KS3: Mixtures and solubility, Formulations make up many of the products used on daily basis. Understanding of these will be developed alongside and understanding of a range of analytical methods. Forensic scientists and drug control scientists rely on such methods in their work. This work brings together understanding from numerous previous topics including chromatography introduced in Y7 and Y10. There are also links here to work covered in biology when looking at natural polymers.	Assessment point information Based on: Written test on polymers, formulation and test for gases. Required Practical – Chromatography. Teacher continuous assessment.

	Skills: Description. Explanation. Evaluation Comparison. Planning and carrying out investigations **Memory platform:** Students will be assessed on their ability to: Recall the knowledge covered. Explain chemical phenomena. Interpret graphical and experimental data.		End of year test.