







## Autumn 1

## Creative Writing: the psychology of fear

Students learn how to create fear and suspense through a study of fictional characters using extracts from 'Jaws', 'White Fang' and 'The Sound of Thunder'. They learn to appreciate the subtleties of language and the creation of fear in the absence of sound and images.

### Students:

- Analyse and evaluate the writer's use of language and structure to build tension and suspense.
- Create their own characters and narratives to insight fear and suspense.
- Explore different character perspectives and evaluate the best way to achieve their intention.
- Utilise writing techniques and structures to craft their own short story.

This study supports students' ability to magpie ideas and craft into their own, unique piece of writing. They have some awareness how to utilise reading skills to support their own creativity and understand the links between reading and writing.

## Autumn 2

## Frightening fiction: an analysis

Students become engrossed into a fictional world of fear and foreboding. They read excerpts from fictional novels such as Charlotte Bronte's 'Jane Eyre' and Daphne Du Maurier's 'Rebecca' and short stories such as H.G.Well's 'The Red Room'.

### Students:

- · Practise retrieving key information texts.
- Summarise and ask questions about what they have read.
- Discuss and deliberate writers' intentions and evaluate how well they achieve this.
- Analyse the structures and language used by writers.
- Experience a range of literature and styles of writing.
- Learn how to craft an analytical response.

The study allows students to delve further into the way writer's present ideas about the supernatural, fear and threat as well as studying how settings support the creation of suspense and tension. They develop key reading skills as the foundation of their exam preparation using their voice to formulate opinions and challenge those of others.

## Macbeth: 'A tale of sound and fury'

By studying the Scottish play, students delve into the complexities of human nature. The tragedy of Macbeth narrates the fall of a strong, noble soldier, seduced by power and enticed by the supernatural. Through a character study of Macbeth, students reflect on the morality of the Jacobean period; the nature of evil, the burden of guilt, the role of fate. What lessons does it still hold for us all?

### Students:

- explore characters and relationships, charting their development through the structure of the play
- understand the methods used by the writer to present his ideas
- formulate arguments and viewpoints which are rooted within the text
- analyse language and evaluate interpretations

Students are taught to articulate their ideas and responses fluently, with confidence and precision. They are supported with retaining key knowledge essential to their success in the examination.

## Mastering Maths: Work your Quads!

Students extend their study of Macbeth by exploring themes, making connections across other literary works and modern society. They scrutinise ambition, fate, witchcraft, the role of a monarch, gender roles, and query belief in the power of the supernatural.

## Students:

- trace themes through the play and understand how they develop
- · challenge the Shakespeare's ideas in the context of Jacobean England
- evaluate interpretations of the play through different lenses
- formulate their own critical arguments in response to essay questions
- write formal essays

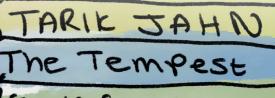
Students are supported throughout with revision strategies and essay writing skills, providing a foundation for literary study throughout year 10 and into Yr11. They learn how to craft a response and develop a critical analysis.

## English iterature

English







Presents from my bunk

## Autumn 1







# Maths

## To the Nth Degree

The thematic approach from earlier years continues throughout GCSE, but with a greater focus on examination materials which often blend several skills. The first half term looks back to year 8 & 9 work but redefines it in the context of the GCSE course.

### Students learn to:

- Find factors and multiples and understand how they can be used to find key values such as Lowest Common Multiple
- Now fluently apply the four operations to numbers in index notation
- Represent very large or small numbers in standard form and undertake calculations with them
- Discover rules for sequences, including formulae for the nth term

Higher students deepen their understanding by learning to manipulate fractional and negative indices, surds and to find the nth term of a quadratic sequence.

## Work those Quads

Having reviewed the building blocks of number skills within the GCSE context, students' work bridges into algebra via the last unit of sequences from the previous half term. The introduction starts by looking back to year 8 & 9 work and once again redefines it in the context of the GCSE course, before moving on.

## Students learn to:

- Expand and factorise quadratic expressions
- Draw quadratic graphs
- Use prior year 9 knowledge to solve linear simultaneous equations

Higher students deepen their Year 9 understanding by solving quadratic equations via formula, solving quadratic simultaneous equations, and learning to manipulate algebraic fractions.









## **Exploring Science: Going Viral**The B3 Unit – Infection and Res

The B3 Unit – Infection and Response takes on a greater importance than ever as we learn more about how infections can be transmitted and how our bodies respond to these simple microscopic organisms.

Autumn 1

### Students should be able to:

- Describe pathogens as microorganisms that cause infectious diseases
- Explain how we can avoid diseases and how the body uses barriers against pathogens. Explain how the immune system destroys pathogens that enter the body.
- Explain how vaccinations work, and how drugs have been developed including antibiotics to combat bacterial disease. Unfortunately, many bacteria have now become resistant, so the race is on to develop new antibiotics.

Students will then transition back to Chemistry.

In the topic C4 Unit – Chemical Changes students start to look at common patterns in the interactions between different chemicals.

### Students learn to:

- Predict what new products will be formed when different substances react together
- Recall the order of the reactivity of metals, and explain the different methods of extracting metals based on their reactivity, including reduction with carbon and electrolysis
- Describe the pH scale and understand what happens during a neutralisation reaction, when an acid reacts with an alkali

By the end of this unit students should be able to describe how pathogens can enter our bodies and how we are adapted to prevent this. They should be able to describe how Human interventions, such as vaccines and antibiotics can be used to improve public health. They will also have a strong foundation of knowledge about the different types of chemical reaction, to prepare students for next term.

## Autumn 2

## **Physical Chemistry**

C5 Unit – Energy Changes is an introduction to physical chemistry looking at how energy is transferred when chemicals are made or changed during chemical reactions, and how this relates to the bonds between atoms.

### Students learn to:

- Explain that when bonds are broken or formed during chemical reactions, energy is transferred. Reactions in which energy is released to the surroundings (heating) are exothermic reactions, while those that take in thermal energy (cooling) are endothermic.
- Draw and interpret reaction profile graphs to represent energy changes in endo and exothermic reactions.

C3 Unit – Quantitative Chemistry shows students how chemists can use calculations to predict the amounts of a chemical that is made during a reaction, using a range of different methods.

### Students learn to:

- Understand that atoms cannot be created or destroyed, so the mass of reactants always equals the mass of products in a reaction
- Perform calculations using the 'mole' to determine the mass of a reactant or product or the concentration

By the end of this half term students should be able to name the salts produced by the different acids and explain the energy changes taking place during a reaction in terms of making and breaking chemical bonds. They will also have had the opportunity to apply their maths skills in a scientific context.











## Autumn 1

**Exploring Biology: Going Viral** 

The **B3 Unit – Infection and Response** takes on a greater importance than ever as we learn more about how infections can be transmitted and how our bodies respond to these simple microscopic organisms.

Students should be able to:

- Describe pathogens as microorganisms that cause infectious diseases
- Name examples of diseases, including how they are transmitted, their symptoms and how they can be treated.
- Explain how we can avoid diseases and how the body uses barriers against pathogens. Explain how the immune system destroys pathogens that enter the body.

By the end of this unit students should be able to describe how pathogens can enter our bodies and how we are adapted to prevent this. Students should be able to explain the mechanisms our white blood cells use to destroy pathogens if infection occurs.

## Autumn 2

**B3** - Students continue to build on their understanding of the immune system, and appreciate how medical advances can combat disease.

- Explain how vaccinations work, and how drugs have been developed including antibiotics to combat bacterial disease.
- Unfortunately, many bacteria have now become resistant, so the race is on to develop new antibiotics.
- Describe the process of drug development, including clinical trials.
- Explain how Biologists can make monoclonal antibodies, which can be used to diagnose and target disease.

Students should be able to describe how Human interventions, such as vaccines, antibiotics and monoclonal antibodies can be used to improve public health, through testing for disease, treating disease and minimising spread.

## **Exploring Chemistry: Mixing it up**

In the topic C4 Unit – Chemical Changes students start to look at common patterns in the interactions between different chemicals.

### Students learn to:

- Predict what new products will be formed when different substances react together
- Recall the order of the reactivity of metals, and explain the different methods of extracting metals based on their reactivity, including reduction with carbon and electrolysis
- Describe the pH scale and understand what happens during a neutralisation reaction, when an acid reacts with an alkali
- Perform titrations to calculate chemical quantities

By the end of this unit students should have a strong foundation of knowledge about different types of chemical reaction and their application in industry.

### **Exploring Chemistry: Physical Chemistry**

C5 Unit – Energy Changes is an introduction to physical chemistry looking at how energy is transferred when chemicals are made or changed during chemical reactions, and how this relates to the bonds between atoms.

## Students learn to:

- Explain that when bonds are broken or formed during chemical reactions, energy is transferred. Reactions in which energy is released to the surroundings (heating) are exothermic reactions, while those that take in thermal energy (cooling) are endo thermic.
- Draw and interpret reaction profile graphs to represent energy changes in endo and exothermic reactions.
- Describe how a battery works, including the difference between alkaline and rechargeable batteries.
- Explain and evaluate the use of hydrogen fuel cells

By the end of this term, students will be able to appreciate the science behind technology associated with heating and cooling, and the portable power stored in batteries.



Biology





## **Exploring Physics: Bright Sparks**

Students will continue their Physics education with P2 Unit – Electricity having considered the human impact on our environment in P1, this topic looks at one of the causes; our demand for energy.

Autumn 1

### Students should be able to:

- describe the conditions needed for electrical charge or current to flow
- interpret circuit diagrams and calculate current, voltage and resistance in both series and parallel circuits, and investigate how resistance is affected by different factors

By the end of this term, students will understand the fundamental ideas of circuits and electricity, and their uses in the real world.

## Autumn 2

Students will continue the P2 Unit - Electricity, now taking a closer look at energy in the home.

## They will learn to:

- Explain the role of the different wires in a plug
- Describe how power is transferred through the National Grid
- Explain the phenomena of static electricity, as the transfer of electrons
- Draw and describe electric fields

Understanding how electricity works will help students to appreciate the need for sustainable solutions to meet our technological needs, and energy demands for the future.





## Autumn1

## Autumn 2







# Geography

## People of the UK: Made in Manchester

Students explore the UK's unique position within the world by looking at the complex interconnections of global trade. This is followed by exploring how the influence of the UK's current political and economic power has affected different parts of the UK differently, producing clearly distinguished patterns of development within the UK (North-South and rural-urban divides).

The changes in the UK's economic profile is explored in depth by looking at the case study of Salford Quays in Greater Manchester. These case studies help students understand topical issues such as Brexit, the growing income and health disparity between London/South East and the rest of the country.

### People of the UK: Made in Great Britain

Students continue with their exploration of the Human Geography of the UK but shift their focus to looking at its people. They explore the population structure of the UK, how this has changed overtime and how this has led to an increasingly ageing population. The effects of this are weighed and possible responses evaluated.

The main flows of immigration in the twenty-first century and the impact of these changes economically and socially are evaluated. The topic provides students with an excellent grounding to explore the social problems that currently exist, tapping into some of the hotly contested debates that will become more pertinent over the decades to come. Should young people accept increasing taxes or slashed services as we struggle to support an increasing number of old people?





## The Origins and Outbreak of the Second World War

Students move on to look at the events that led to the Second World War, only twenty years after the First World War ended. Tension begins to develop with Hitler's apparent aims to abolish the Treaty of Versailles. The Allies are not quick to react to, and in some cases support Hitler's growing power during the Dollfuss Affair; rearmament and the Anglo-German Naval agreement. As tension escalated in the 1930s, students investigate leading dictators of the time and their role in intensifying the risk of war. The remilitarisation of the Rhineland sparked potential alliances with Mussolini as Hitler's rules strengthened. In opposition to this, students focus on the British policy of appeasement, and the role Britain played in heightening the world's journey to war. In 1938, the Munich Agreement secured the likelihood of war as a direct result of this policy and quickly led to the occupation of Czechoslovakia and Poland. Hitler's and Stalin's alliance in 1939 was also a significant contributing factor that terrified the West. Enemies just years before, now formed a formidable partnership. Students end their study of the inter-war years as the Second World War begins.

## Boom, Boom, Boom!

Students continue their exploration of how historical events have shaped the modern world with a lens focusing on American history. Students study the USA from 1920-1973, focusing on how America was (and is) a place for opportunity, where many aspired to and some were able to live the 'American Dream'. Wretched inequality plagued a country where so many grappled with the nightmare of poverty, discrimination and prejudice. Students look at how the economic boom depended on advertising and the growing consumer society, offering many parallels to the present day. Topics also include Ford and the motor car industry and how Republic government policies established economic growth for some.

This in-depth study of America continues with an understanding of how this time period impacted people politically, socially, culturally and economically. This includes the position of women in society, and the characterisation of flappers; and the growth of the entertainment industry including radio, cinema and jazz. Whilst this unit may seem all fun games, America was very much a divided society with organised crime; prohibition, racial tension; the KKK; the fear of Communism and the Red Scare all taking centre stage during the 1920s.

# Humanities







## Autumn 1

## Islamic Sources of Wisdom and Authority

Students explore the Qur'an and how it is used in the daily life of a Muslim. Students also explore sources of authority focusing on the Prophet Muhammad, including: the significant events in his life; his role as the seal of the Prophets; Prophet Muhammed as a role model to Muslims today and the divergent views on the role of the family of the Prophet and the origin of the split between Sunni and Shi'a Islam.

Students then continue their exploration by looking at the development and structure of the Hadith as a record of the Sunnah of the Prophet Muhammad. Shari'ah Law including the use of qiyas (analogy) and ijma (consensus) are looked at as well as the divergent understanding of the role of gadis (judges) and the ulema (scholars). Students also look at the origins, nature and role of the imam in both Sunni and Shi'a Islam.

## Autumn 2

## Islamic Forms of Expression and Ways of Life

Students explore how Muslim identity is expressed through the Ummah, including: ceremonies to welcome a child, modesty, halal and haram, riba (usury), mosques and calligraphy. Students also look at how there are divergent forms of expression by learning about Shi'a obligatory acts as well as Sufi practices and the role of a Sheikh in Sufism. The students then explore the role of one Muslim charity in the UK – including what the charity does and why according to Muslim beliefs.





## **Order in the Court!**

### "When a law is unjust, it is only right to disobey." Thomas Jefferson

Students begin by learning about the criminal justice system and analyse quotes and opinions like those by Jefferson. Quickly, students begin to understand how this system is intertwined with our everyday lives and shapes our behaviour. This learning, helps our students to become confident citizens, who respect the work that those in the criminal justice system do. The importance of our young people trusting the authorities which enforce the law process cannot be understated. Students engage in different aspects of the law and justice system (the nature of law enforcement; the work of law officers; the Crown Prosecution Service and the HM Prison and Probation Service) to learn about the different approaches to settling disputes, addressing inequality, changing behaviour and tackling crime in society.

### Law and Justice

"I consider trial by jury as the only anchor ever yet imagined by man, by which a government can be held to the principles of its constitution." James Madison

This half term, students move on to examine the important role that citizens play within the legal system. They explore how citizens are at the core of the system that was established to protect us. Students investigate the complex ways disputes can be settled outside of the courts (including the concept of impartiality) and explore some of the wide-ranging and sought-after careers from within the legal profession.

## In this unit, students learn about:

- The role of citizens in the legal system
- The process of jury service and the role that citizens play within this
- Voluntary position such as Lay Magistrates
- Exploring the operations of a Magistrates Court
- The methods for solving disputes such as the use of independent mediators
- Undercover policing













## Autumn 1

"Don't just buy a new video game, make one. Don't just download the latest app, help design it. Don't just play on your phone, program it." Barack Obama

### **Computer Systems**

Students learn that computer systems are a combination of both hardware and software working together. Hardware is the physical components of a computer and software is the programs that run on a computer. Students learn at the simplest level, computers are little more than a collection of transistors and circuits. They connect together to form logic gates, which in turn are used to form logic circuits. Their ability to interpret simple logic circuit diagrams and Boolean expressions supports their computational thinking.

## Topics covered include:

- Hardware and software
- Software classification
- Truth tables
- · Boolean logic



## The Customer is always right: Do you know your customers?

Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. Students understand the main activities to support a start-up business and the key factors to consider when starting up a business. Students also investigate how to forecast sales in response to a business challenge scenario.

## **Topics include:**

- Functional Activities
- Financial Viability
- Revisit Marketing mix

Students understand the main aspects of a start-up business and the key factors to consider when starting up a business. Students understand how and why customer segmentation is used and how to target a customer market. These elements provide students with underpinning knowledge and understanding for completion of Units R065 and R066 (coursework units) within this qualification, as well as developing transferable knowledge and understanding to allow for progression onto related study.

## **Topics include:**

- Customer Segmentation/Market Segmentation
- Market Research
- Customer Feedback Techniques
- Financial Viability
- Product Life Cycle
- Product Differentiation

## Autumn 2

## **Crack the Code: Computer Systems**

Once students have a foundation of hardware, software and logic, they are able to move on classifying programming languages. They develop an understanding of assembly language and as such improve their awareness and understanding of coding.

### Topics covered here include:

- Classification of programming languages and translators
- Systems architecture

System architecture includes understanding the CPU, the Fetch-Execute cycle; types of memory and storage. Students learn how computers are designed, built and function. Students are therefore able to make more informed decisions when designing and developing programmes once they understand how a computer operates.



## Bossing it: Can you dominate the market?

Here we want students to get to grips with key aspects of running a small business and the challenges they may need to wrestle with. Many of our students aspire to run their own business so this half term students improve their awareness of businesses and products from an employer, employee and customer perspective.

## **Topics include:**

- Product Life Cycle
- Extension Strategies
- Product Differentiation

Here we want students to get to grips with key aspects of running a small business and the challenges they may need to wrestle with. Many of our students aspire to run their own business so this half term students improve their awareness of businesses and products from an employer, employee and customer perspective. Students develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.

## **Topics include:**

- Functional Activities
- External Factors
- Pricing Factors/strategies
- Advertising methods/Sales promotion techniques
- Customer Service
- Business Planning







## Autumn 1

## Portrait of an Artist

"In life, finding a voice is speaking and living the truth. Each of you is an original. Each of you has a distinctive voice. When you find it, your story will be told. You will be heard." John Grisham

Students start to develop their artistic voice, using the research they have undertaken so far and their preferred artistic style. They research a chosen second artist that specialises in portraiture. After creating an initial observational piece, they learn how to bring styles from both artists together to create a stylised portrait of Grayson Perry.

- · Research Page and Mood board
- Observational Study
- Portrait of Grayson Perry

All work completed for Art and Design, both in school and at home, counts towards the final GCSE grade, so it is important the students keep up to date with their portfolio work and continue to refine it.

## Autumn 2

## Portrait of an Artist

"Imagination is the eye of the soul." Joseph Joubert

Students choose a theme that represents something important to them, their interests or their personality as they deepen their discovery of their artistic voice. They build upon their experimental skills from year 9 and start to develop a range of possible outcomes that bring together their artist influences, own thoughts and ideas. They plan and create a final response completely personal to them and their artistic style to conclude their 'Portrait of an Artist' project. This could be a digital, two or three-dimensional outcome.

- Theme board
- Development pieces
- Final Outcome

All work completed for Art and Design, both in school and at home, counts towards the final GCSE grade, so it is important the students keep up to date with their portfolio work and continue to refine it.

# Photography

## Destroy & Disguise "Creativity is mistakes." Grayson Perry

Students develop their ink experiments into a series of abstract patterns. These are printed and showcased in a practical 'pie-chart' collage alongside their best photograph. They deepen their experimental skills as they develop this digitally on Photoshop where they learn how to add their own theme/narrative to their work through bringing written visual language and digital art together. Students end the half term deepening their discovery of their artistic voice with a second series of personal development pieces that will bring their favoured techniques, colour palettes and influences together.

## They complete the following:

 A digital coursework portfolio on PowerPoint showcasing their research, ideas and development work and intentions. It is important this is kept up-to-date and is continually refined.

## **Destroy & Disguise**

"How the elements of your artistic voice play together is what gives your voice a personality." Lisa Congdon

Students choose from a variety of practitioners who inform their personal final response. They will choose a theme with a personal greater depth that represents something important to them, their interests or their personality. They refine their experimental and development skills to create a series of final development pieces that bring together their previous ideas, chosen artist influence and chosen theme. They then use their development work to plan and create a final response completely personal to them and their artistic style to conclude their 'Destroy and Disguise' project.

## They complete the following:

 A digital coursework portfolio on PowerPoint showcasing their research, ideas and development work and intentions. It is important this is kept up-to-date and is continually refined.







## Autumn 1

Component 2: Training, Nutrition and Psychology for Sport and Activity "You are your best thing."

Throughout the BTEC Sport course, instruction in the classroom is only part of the learning process. We seek to reinforce the links between the theory and practical application by using teaching methods and materials that allow students to apply their learning to actual events and activities within the sector.

This term students visit Burnley College where we use their facilities to support our work on fitness training programmes. Students undertake a fitness test to assess their baseline fitness level and what measures need to be improved. From this, they write and implement their own fitness programme.

As growing young adults and sports performers, it provides an important opportunity for students to reflect on their own fitness and identify ways to improve their performance, health and well-being.

## Autumn 2

Component 2: Training, Nutrition and Psychology for Sport and Activity "Quality is never an accident. It is always the result of intelligent effort."

All sports performers want to be the best they can be. To reach optimal levels requires years of dedication to training. This half term students continue to explore these values and follow their own fitness training programme. This involves:

- Being able to interpret fitness data in relation to sport and activity
- Understanding he FITT principles
- Understanding the musculoskeletal and cardiorespiratory systems and the effects on the body during fitness training
- Setting own goals and objectives
- Reviewing the programme

This unit is particularly relevant to students who would like to progress into qualifications in sports coaching, elite sport or personal training.



### Health and Well Being

"If you find it in your heart to care for somebody else, you will have succeeded."

As in Year 9, this year's course provides an opportunity for practical application alongside conceptual study. We contextualise learning in real-life and/or employment scenarios. This ensures that students continue to develop the kind of attributes valued in this sector: communicating skilfully, working collaboratively, demonstrating empathy.

At the start of Year 10, students explore how different factors affect an individual's development. This links to, and extends, knowledge and understanding of life events covered in previous study, but here the focus is on health and well-being. We explore the factors through discussion-based tasks and case studies. For example:

- How does growing up in the capital affect health compared with life in rural Yorkshire?
- Is willingness to seek help or access services influenced by culture? Gender? Education?

## **Key learning:**

- Definition of health and well-being: a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness
- Physical and lifestyle factors
- · Social, emotional and cultural factors
- Economic factors
- Environmental factors
- The impact of life events



This half term, students learn about indicators that can be used to measure physiological health:

- pulse (resting and recovery rate after exercise)
- blood pressure

"You are your best thing."

- peak flow
- body mass index (BMI)

We look at how to use published guidance to interpret data, the potential significance of abnormal readings and the risks to physical health.

We take this opportunity, a key time in our students' development into young adults, look at the risks associated with smoking, alcohol and inactive lifestyles. Throughout the course, students reflect on our school values, focusing here on kindness and self-worth and understanding that whilst we must seek to look after the health and well-being of others, we must also care for ourselves.











## Autumn 1

"Language is the road map of a culture. It tells you where its people come from and where they are going."

We begin the year talking about holidays. Students learn to recount past holidays but also think about where they may travel to in the future. The emphasis on Spanish speaking destinations provides an opportunity for students to broaden their horizons, step beyond familiar cultural boundaries and develop new ways of seeing the world.

### In this unit, we cover:

- Different types of holiday in Spain and Latin America
- My usual holiday destination and activities
- · Advanced weather phrases understanding a Spanish weather forecast
- Using present tense verbs and opinions
- Key focus on 3rd person verb endings and opinions

GCSE Speaking exam - The requirements of the general conversation - talking under pressure and developing fluency

## Autumn 2

In the second half term, students refine their knowledge of past tenses, practising how to switch between the preterite and imperfect to describe holiday experiences. Students also have the opportunity to talk about real-life scenarios that they may encounter when travelling, such as problems with accommodation and transport. Our aim is that throughout their GCSE course, students learn to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.

## In half term two, we focus on:

- Describing a previous holiday
- Problems on holiday
- Past tenses preterite and imperfect
- GCSE writing questions 1 & 2
- GCSE Reading examination technique

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"Language is the road map of a culture. It tells you where its people come from and where they are going."

We begin the year talking about holidays. Students learn to recount past holidays but also think about where they may travel to in the future. The emphasis on German speaking destinations provides an opportunity for students to broaden their horizons, step beyond familiar cultural boundaries and develop new ways of seeing the world.

### In this unit, we cover:

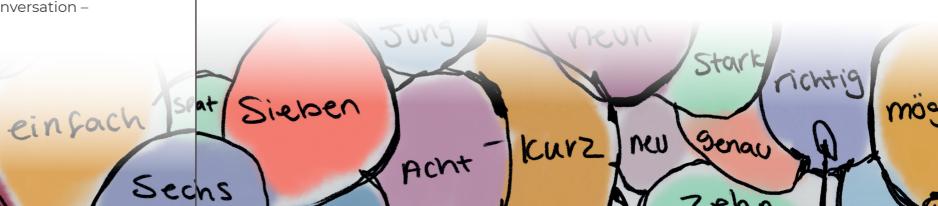
- Different types of holiday in Germany, Austria and Switzerland
- My usual holiday destination and activities
- Advanced weather phrases understanding a German weather forecast
- Using present tense verbs and opinions
- Key focus on 3rd person verb endings and opinions

GCSE Speaking exam - The requirements of the general conversation – talking under pressure and developing fluency

In the second half term, students refine their knowledge of past tenses, practising how to switch between the preterite and imperfect to describe holiday experiences. Students also have the opportunity to talk about real-life scenarios that they may encounter when travelling, such as problems with accommodation and transport. Our aim is that throughout their GCSE course, students learn to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.

### In half term two, we focus on:

- Describing a previous holiday
- Problems on holiday
- Past tenses preterite and imperfect
- GCSE writing questions 1 & 2
- GCSE Reading examination technique



## German

Spanish







## Autumn 1

## 'Big in Memphis'

"Design is intelligence made visible." Alina Wheeler, author

This is an opportunity for students to deepen their learning and understanding of the subject by drawing upon their knowledge from Year 9 to implement into their own creations.

Students begin to experiment and implement towards their own responses to the themed project, they learn how to develop hand drawn ideas in 3D and how to present professionally. The refinement of ideas here will clearly reflect the journey that was started in Year 9.

## They complete the following:

- · Memphis clock design ideas created.
- Portfolio presentation development.

A digital coursework portfolio on PowerPoint showcasing their research, ideas and development work and intentions. It is important this is kept up-to-date and is continually refined.

## Autumn 2

## 'Big in Memphis'

"You can't use up creativity. The more you use, the more you have." Maya Angelou, author, poet, civil rights activist

Students begin their next unit and produce themed ideas further; they learn how to extent their understanding of products and their manufacture which will inform them of personalised choices. This will be a chance for students to develop ideas in greater depth with further personalised choices.

## They complete the following:

- Memphis clock ideas developed further towards outcome.
- Begin research and development of pattern T-shirt.
- Portfolio presentation development.

A digital coursework portfolio on PowerPoint showcasing their research, ideas and development work and intentions. It is important this is kept up-to-date and is continually

**Character Building** 

"The public is more familiar with bad design than good design. It is, in effect, conditioned to prefer bad design, because that is what it lives with. The new becomes threatening, the old reassuring." Paul Rand, graphic designer

During this unit of work students investigate the work of artist Fabric Lenny and Mr. The Beef. Students begin to develop their own character illustrations through exploration of collage and fine liners. Here is where students will advance upon their knowledge of creating illustrations from Year 9, skills learnt will be recalled and refined for this section of the project.

All work forms part of their Graphic design portfolio and they will complete:

- Fabric Lenny Artist research
- Character illustration research
- Character development in collage and fine liner

A digital coursework portfolio on PowerPoint showcasing their research, ideas and development work and intentions. It is important this is kept up-to-date and is continually refined.

## **Character Building**

"The more I deal with the work as something that is my own, as something that is personal, the more successful it is." Marian Bantjes, designer and author

Students develop their own character illustrations through exploration of a range of techniques and media including they will in depth create through - collage, fine liners, coloured pen and pencil. Students then gain valuable skills using adobe software developing their character illustrations on Photoshop They complete the following:

- Character development in coloured pen and pencil
- Character development using photoshop
- Portfolio presentation development

A digital coursework portfolio on PowerPoint showcasing their research, ideas and development work and intentions. It is important this is kept up-to-date and is continually refined.









## Spring 1

## Gender: an archaic debate or a modern dilemma?

Students will compare ideas about gender stereotypes and roles now and in the 19th century. They will challenge, probe and dispute ideas from others as they study non-fiction writing focusing on gender roles and attitudes in society now and then including feminism and patriarchy.

### Students:

- Analyse how writers convey their ideas through their language choices.
- Debate, discuss and evaluate gender debates old and new.
- Use ideas from each other and writers to formulate their own ideas/opinions.
- Plan and craft their own argument non-fiction piece sharing their perspective on gender roles.

This study will form the foundations of a non-fiction reading and writing study using models and guided language analysis. Students will experience the power of knowledge as they share and formulate opinions whilst gaining ideas from different texts.

## Spring 2

## Society: language matters

Students will continue their study of non-fiction writing focusing on topics such as: employee rights and exploitation, public health and living conditions. They will embark on a study of how language can guide, manipulate and incite emotional responses as well as exploring and comparing key issues in society.

### Students:

- Analyse language used by writers to convey perspectives then and now.
- Evaluate and build on arguments made by writers and peers to establish their own opinions.
- Build on their skills to craft their own arguments and use language cleverly to convey perspectives.

Students will establish a firm understanding of non-fiction reading and writing in preparation for exam practice and give them the tools to challenge what they read and the incentives behind it. They will know how to transfer their initial ideas into a cleverly crafted piece of writing.

## usnature

English

## A Christmas Carol: 'Bah, Humbug!'

Students immerse themselves in Victorian England through the study of this 19th century novella. They develop their knowledge from Victorian study in year 9 to learn about the importance of charity, the ignorance of greed, the joy of family, and the Christian principles of redemption and forgiveness.

### Students:

- Study the contrasting characters and their complexities in the novella
- Track the changing character of Scrooge and Dickens's authorial intentions
- Understand the Christian values and beliefs underpinning the tale, specifically: faith, compassion, love, hope and humility.
- Explore the structure of the novella and the use of the supernatural as a popular genre of the time.

Students question how such Literature sits in the 21st century and its relevance today.

## Poetry: 'Paper that lets the light shine through'

Poetry can illuminate, console and inspire. This term students embark on a poetic paper journey of identity, nature, change and family - all underpinned by ideas of power and conflict.

## The poems studied include:

- The Emigree
- Poppies
- Tissue
- Checking out me history
- The Prelude
- My Last Duchess
- Storm on the Island

Students bring their own ideas, experiences and values to the collection; they develop their technical knowledge of poetry building on the work completed in year 9. Students explore and talk about the different poets, poems and forms, developing insights and links leading ultimately to a comparative analytical essay.











## Fat Chance

While the first half term focussed purely on the concept of numbers, this half term returns to fractions, decimals & percentages. Students spend a good proportion of their time applying those skills to probability problems because chances are expressed as parts of a whole. The unit builds on year 9 by looking at probability in the context of GCSE problems.

Spring 1

### Students learn to

- Undertake a range of calculations with percentages but take them further to understand repeated change such as compound interest and exponential growth and decay
- Review the language of probability
- Understand the difference between dependent and independent events and solve problems involving them
- Represent data and events through Venn and tree diagrams and use them to find the probability of an event happening (or not)

Higher students stretch their understanding by using tree diagrams to solve conditional probability problems and by extending Venn diagrams to three regions.

## Spring 2

## **Going Off Grid**

This unit looks back to both Year 8 & 9 work on shapes. It focusses on transforming shapes and measuring all their dimensions. The difference is students are now expected to demonstrate a much higher level of fluency, combining several skills within one question or task.

### Students learn to

- Undertake any transformation, both on, or off the coordinate grid
- Find areas and perimeters of more complex (compound) shapes as well as circles and parts thereof
- Sketch and represent 3D solids from any orientation
- Calculate volumes and surface areas of simple and more complex (composite) solids

Higher students deepen their understanding by working through more complex problems that require multiple steps, changing between units of volume and capacity. Their work on the coordinate grid goes further by combining transformations and recognising the equation of a circle. They also consider the limits of accuracy of their answers.









## Spring 1

## **Exploring Science: Chain Reaction**

**B4 Unit – Bioenergetics** links Chemistry to Biology by putting the chemical reactions into context – how do plants and animals change chemicals to sustain living processes through processes such as respiration and photosynthesis.

### Students learn to:

- Explain how plants harness the Sun's energy in photosynthesis in order to make food
- practically investigate how the rate of photosynthesis is affected by different factors
- Explain how animals and plants use glucose in respiration, to release energy

**C9 Unit – Chemistry of the Atmosphere** Our next topic gives students a chance to step back and reflect on the bigger picture – how do some of the key chemical changes made by human impact on our atmosphere.

### Students should be able to:

- Recall how the composition of gases in the atmosphere has changed over time, including present day
- Make links between changes in the atmosphere and changes in the global climate; being able to describe the greenhouse effect
- Explain how changes in population and our way of living has increased levels of air pollution, and identify ways to reduce the impact of human activity

By the end of this half term students should be able to make links between Chemistry, Physics and Biology, to appreciate how global warming is a complex issue, and describe the biological processes that contribute to the release of greenhouse gases, as well as Human behaviour through deforestation and our constant need for electrical power.

## Spring 2

### **Electric Dreams**

**P2 Unit – Electricity** having considered the human impact on our environment this topic looks at one of the causes. Understanding how electricity works helps to appreciate the need for sustainable solutions to meet our technological needs and energy demands for the future.

### Students should be able to:

- · describe the conditions needed for electrical charge or current to flow
- interpret circuit diagrams and calculate current, voltage and resistance in both series and parallel circuits, and investigate how resistance is affected by different factors
- explain the role of the different wires in a plug and how power is transferred through the National Grid

Our previous topics lead us to **P7 Unit – Magnetism** where students learn about the magnetic poles of the Earth, magnetic fields and motors.

### Students should be able to:

- Name magnetic material and recall that opposite poles attract
- Draw magnetic field lines around a single bar magnet, attracting magnets, repelling magnets, and a current carrying wire
- Explain the motor effect using Fleming's left-hand rule to determine the direction of force when two magnetic fields interact

Students should now have built on their previous understanding of the environmental impact of Humans, and considered how we can meet the increasing demands for electrical energy. Students should appreciate the importance of electromagnets and electrical motors – key components used in technology around the world.







## Exploring Biology: Fundamental Processes P. Unit Pigeneration This unit puts the chemical reaction

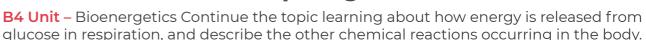
B4 Unit – Bioenergetics This unit puts the chemical reactions learnt in Chemistry i nto context – how are plants adapted to absorb energy through light, to make their own food through the process of photosynthesis?

### Students learn to:

- Explain how plants harness the Sun's energy in photosynthesis in order to make food
- Practically investigate how the rate of photosynthesis is affected by different factors

By the end of this term, students will recognise that all life on Earth ultimately depends on the energy from the Sun, for a supply of food through photosynthesis.

## Spring 2



### Students learn to:

- Explain how animals and plants use glucose in respiration, to release energy both with and without oxygen
- Compare and contrast respiration with and without oxygen
- Appreciate the fine balance of the chemical reactions naturally occurring in the human body

By the end of this term, students should appreciate that our bodies are incredibly clever, with thousands of chemical reactions occurring at any one time. This is called our metabolism.



C3 Unit – Quantitative Chemistry shows students how chemists can use calculations to predict the amounts of a chemical that is made during a reaction, using a range of different methods.

### Students learn to:

- Understand that atoms cannot be created or destroyed, so the mass of reactants always equals the mass of products in a reaction
- Perform calculations using the 'mole' to determine the mass of a reactant or product or the concentration
- To calculate the mass or volume of a gas
- Calculate atom economy and percentage yield, applying this to important reactions for making useful products in industry

By the end of this half term students have had the opportunity to apply their maths skills in a scientific context. Students will appreciate some of the problems faced by industry to increase the potential yield to maximise profits.

### **Exploring Chemistry: Time for change**

**C9 Unit – Chemistry of the Atmosphere** Our next topic gives students a chance to step back and reflect on the bigger picture – how do some of the key chemical changes made by human impact on our atmosphere.

### Students should be able to:

- Recall how the composition of gases in the atmosphere has changed over time, including present day
- Make links between changes in the atmosphere and changes in the global climate; being able to describe the greenhouse effect
- Explain how changes in population and our way of living has increased levels of air pollution, and identify ways to reduce the impact of human activity

By the end of this half term students should be able to make links between Chemistry, Physics and Biology, to appreciate how global warming is a complex issue, and describe the processes that contribute to the release of greenhouse gases, as well as Human behaviour through deforestation and our constant need for electrical power.















## Spring 1

## **Exploring Physics: Invisible forces**

P7 Unit - Magnetism Students build a foundation of knowledge about the basics of magnetic materials and their behaviour in magnetic fields.

### Students should be able to:

- Name magnetic material and recall that opposite poles attract
- Draw magnetic field lines around a single bar magnet, attracting magnets, repelling magnets, and a current carrying wire
- Explain the motor effect using Fleming's left-hand rule to determine the direction of force when two magnetic fields interact

Students should appreciate the importance of electromagnets and electrical motors - key components used in technology around the world.

## Spring 2

P7 Unit - Magnetism Students continue with this topic. their application in the real world, including motors, loudspeakers, generators, microphones and transformers.

## Students should be able to:

- Explain how alternating currents in a loudspeaker can produce a sound wave
- Describe how electricity can be generated through applying a force in a magnetic
- Explain the internal workings of a microphone
- Relate the transformer equation to explain power transmission in the national grid

By the end of this term, students will understand the physics behind many useful inventions. They will also make links back to the P2 unit on electricity, to consolidate their previous learning.





## Spring 1

## Spring 2

## 





# Geography

## People of the UK: Made in Yorkshire

Human Geography continues this half-term with a focus on Urban Geography. Students explore the causes and trends of counter-urbanisation, suburbanisation and re-urbanisation. The consequences of these changes on the physical, cultural and social landscape are evaluated.

The learning of the past three-half terms on Human Geography is then applied to the case study of Leeds – this provides the students with an opportunity to apply their learning to a real-life place to see Geography in action.

## UK Environmental Challenges: Water, Water Everywhere

This half-term students move onto Environmental Geography. The challenges that the UK faces through people's interaction with the physical environment is explored by answering the following questions:

What affects the UK's climate?

Why is the UK's weather so changeable?

What extreme weather conditions does the UK face and why?

The extreme weather conditions of storms are explored further by looking at the case study of the Calder Valley and how flooding there caused by Storms Desmond and Eva, the effects the flooding had on people and the environment and also the management of the event at different scales.





## Rising from the Ashes

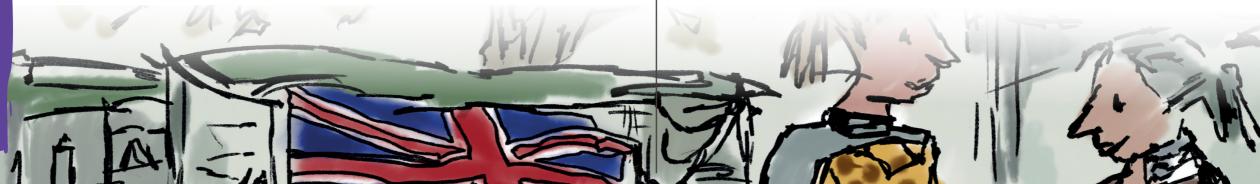
Students continue their exploration of the lived experiences of Americans by looking at two pivotal events: the Great Depression and the New Deal. Students learn about American society during the Depression where poverty swept over thousands. Unemployment was rife and many Americans lived in tents in parks and created shanty town type suburbs, named Hoovervilles after President Hoover failed to relieve them of their problems. Students then explore the 1932 Presidential election with the rise of Roosevelt and how his New Deal tried to relieve America of some of the economic and social problems experienced during the Great Depression. Whilst the Supreme Court deemed the New Deal unconstitutional, many Americans felt it was a breath of fresh air offering economic opportunity and hope. This unit ends with a study of how the Second World War boosted America's economy and society, even more so than the New Deal in may ways. Students specifically focus on the lived experiences of women and African-Americans.

## 'Let's rock. Everybody, let's rock' Elvis Presley

Post-war America created a more confident society with mass-consumption, Rock and Roll, television and the American Dream appearing to point towards a brighter future leaving the American Depression a distant memory.

However, below the surface racial tension was at a boiling point. Students therefore explore the inequalities in post-war America as well as the Civil Rights campaigns and Acts, focusing on the works of key individuals and groups including Martin Luther King, Malcolm X and the Little Rock Nine. Post-war America also held many promises with social policy drawn up by Presidents Kennedy and Johnson relating to poverty, education and health. Students explore these social policies as well as the development of feminist movements in the 1960s and early 1970s. With considerable efforts to tackle inequality for black Americans and women, students can make many parallels with contemporary issues.











## Spring 1 **Christian Beliefs and Teachings**

## 'Nothing in life is to be feared, it is only to be understood.'

Students begin their exploration of their second religion – Christianity. This is important given that Christianity is the state religion of England. By exploring the main beliefs and teachings of Christianity, students begin to see where the other Abrahamic religion they have studied (Islam) has similarities and also differences. Students are able to explore, question and understand contrasting views nationally and globally.

Students begin by looking at the nature of The Trinity, the nature and oneness of God, as well as the importance of Jesus, including his last days and the nature of his salvation. Students also explore the creation of university and humanity, the biblical account and how for Christians this can be viewed metaphorically or literally.

## Spring 2

## **Christian Beliefs and Teachings**

## 'Now it is time to understand more so that we may fear less.' - Marie Curie

Students explore the divergent Christian teachings about life after death including resurrection, judgement, heaven and hell and purgatory. The problem of evil/suffering and a loving and righteous God are debated and the problem this raises for Christians about the nature of God. This is followed by investigating the divergent solutions to this such as free will, prayer, charity. Students are able to compare this with their knowledge of Islam.



### Law and justice

"If there is one thing I have learned in life, it's the power of using your voice." Michelle Obama

In the spring term, students have the opportunity to use their voice and speak up about what they have learned through practical activities such as: investigating different legal cases; participation in 'mock' trials and sentencing decision-making activities; debating whether it is ever right to break the law or whether the justice system treats everyone fairly.

We grapple with big questions around justice such as addressing inequality, changing behaviour and tackling crime in society. Students debate the most effective types of punishment and develop their numeracy skills by analysing crime rates and the trends relating to crime in the UK in recent years.

### In this unit, we learn about:

The reasons for punishment

Alternative reasons for punishment such as rehabilitation Young people & crime

How can we reduce crime?





Power and influence "You must never be fearful about what you are doing when it is right." Rosa Parks

This half term, students revisit key ideas about democracy and rights and responsibilities as they explore ideas about power. They deepen their understanding of the key citizenship concepts explored previously by discussing big questions such as: To what extent can citizens use political power and protest within a democratic state to protect their freedoms and rights? Students are then given the opportunity to compare this with non-democratic states, focusing on the barriers to participation.

Once again, there is an opportunity to connect our learning to our wider school values and for students to consider their role in society and the importance of standing up for what is right.

### In this unit. we learn about:

The ways citizens can participate Voter participation in politics Participation outside of the UK The work of different groups in a democratic society











## Spring 1

### **Fundamental of Computer Networks**

Students learn that networking computers brings many benefits to users and is inherently designed to share data. Without networking, many computing applications would not be possible. Students can consider the effects of computer networks in modern life, from the apps on their smartphones and the internet to those used by international corporations around the world.

## Topics covered include:

- Types of computer networks
- Wired and wireless networks
- Common network topologies

## Spring 2

### **Fundamental of Computer Networks**

After students have gained an understanding of computer networking, they learn about security threats to networks, and how best to overcome these. Once again students are challenged to think creativity to solve the problems that arise in a rapidly growing industry built on sharing data.

### Students will learn:

- Network security
- TCP/IP model

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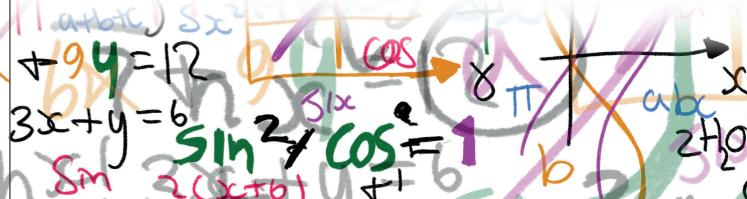
## The Customer is Always Right!

Students continue to explore the main activities to support a start-up business and what the key factors are to consider when starting up a business with a focus on people and the customers they are trying to attract and retain. Students focus on the techniques to use when developing products and how to investigate what makes a product viable. Students must understand the value of kindness and self-worth when ensuring customers are happy and businesses are still profitable.

## **Topics include:**

- Sales promotional Techniques
- Advertising methods
- Customer Service

Students begin their final Unit – R066: Market and pitch a business proposal. This unit provides learners with the skills and knowledge to create a brand identity and promotional plan for their product proposal, developed in Unit R065. Students focus on building a brand identity, promoting a product and planning their pitch. Students are able to focus on improving their communication skills through structuring their writing plan for their proposal and pitch. Students have to consider their body language and tone in practising for the delivery of their proposal.



## Fail to prepare, prepare to fail! 'Quality is never an accident.' – John Ruskin

Here we want students to get to grips with key aspects of running a small business and Students begin to explore the complex nature of economical, technological and legal factors that affect the development of a product or business. Students have to grapple current legislation and explore economic issues including recessions and booms, with a focus on the impact on small businesses and business owners. Businesses' experiences during the Pandemic allow students to see modern day examples of

### **Topics include:**

- Customer Feedback Techniques
- External Factors

Students are able to pitch their product proposal to an external audience after completing a practice pitch, and complete a review of both their pitching skills and product proposal, using their learning from this qualification, self-assessment and feedback generated. Students gain the crucial skills of professionally pitching to an unknown audience. This helps to prepare them both for employment situations such as interviews and for starting up a business in the future, while also developing the transferable skill of presenting information to others in a clear and persuasive manner.

# Business







## Spring 1

### **Exam Unit**

Students start their Unit 2 Exam Unit. They are given an exam paper issued by AQA with a series of starting points and suggested practitioners to choose from to begin their research. Their teacher supports their decision by introducing them to a diverse range of photographers, artists and designers to allow students to make the best decision for their exam unit that caters to their artistic style and interests. Students choose a theme and two artists to research. They then begin to showcase their learnt skills in unit 1 to produce a digital or practical piece in both their chosen practitioner's style.

### They complete the following:

• A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.

### **Exam Unit**

Students start their Unit 2 Exam Unit. They are given an exam paper issued by AQA with a series of starting points and suggested practitioners to choose from and they begin their research. Their teacher supports their decision by introducing them to a diverse range of photographers, artists and designers to allow students to make the best decision for their exam unit that caters to their artistic style and interests. Students choose a theme and two artists to research. They then begin to showcase their learnt skills in unit 1 to produce a digital or practical piece in both their chosen practitioner's style.

## They complete the following:

• A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.

## Spring 2

### **Exam Unit**

Students start their Unit 2 Exam Unit. They are given an exam paper issued by AQA with a series of starting points and suggested practitioners to choose from to begin their research. Their teacher supports their decision by introducing them to a diverse range of photographers, artists and designers to allow students to make the best decision for their exam unit that caters to their artistic style and interests. Students choose a theme and two artists to research. They then begin to showcase their learnt skills in unit 1 to produce a digital or practical piece in both their chosen practitioner's style.

### They complete the following:

• A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.



### Exam Unit

Students begin their independent photo-shoots inspired by their chosen practitioners or exam theme. They are expected to complete at least 2 photo-shoots for their exam unit. We support photo-shoots in school, but students are also expected to take photos independently at home using a mobile. Students edit their best photographs using Photoshop and then develop them digitally or practically with ideas from their two chosen practitioners. Students are encouraged to experiment with a variety of development techniques and reflect on the purpose of their development work and how this relates to their chosen exam theme.

### They complete the following:

• A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.













## Spring 1

Component 2: Training, Nutrition and Psychology for Sport and Activity" "Nothing in life is to be feared, it is only to be understood. Now is the time to understand more so that we may fear less."

Why do some sports people produce their best performances under the greatest pressure whilst others fall apart? In this unit we discuss questions such as this and consider how performance in sport is the outcome of a combination of various physiological, sociological and psychological factors. We explore the concepts that influence the mind in sporting situations and assess the effects that they can have on sports performance.

This unit supports our wider curriculum aim of creating reflective, self-motivated young people. Students consider their own sports performance, why they have achieved the results they have and what they could do in the future to improve their preparation and performance. This unit also develops students' skills in connecting with others through teaching and coaching. An understanding of the effects of psychology on sports performance is important for many roles in sport, including sports performers who want to understand their own performance as well as sports coaches who aim to improve the performance of others.

## Key learning includes:

- The impact of motivation on participation in sport and activity
- The impact self-confidence can have on participation in sport and activity
- The impact of anxiety in sport and activity

## Spring 2

## Component 3: Applying the Principles of Sport and Activity

What makes the winners of the top leagues so successful? Why did the winner of the London Marathon select the tactics to run the race in that specific way? Many people would suggest that it is down to the individual performer. However, in this unit we seek to look beyond the performer and consider the roles of those involved in the leadership of sport - managers and coaches.

We begin our focus on **sports leadership** by thinking about:

- The attributes of a successful leader
- The benefits of participation in sport and activity sessions (short-term and long-term adaptations on the body systems)

In considering the qualities of a successful sports leader, we take the opportunity once again to think about our school values, particularly around voice, connecting with others, effort and courage.



## Person centred health and well-being improvement plan

In the spring term, students explore the features of health and well-being improvement plans. This links to, and consolidates, knowledge and understanding from Year 9 regarding support services and the need for a person-centred approach.

Students learn how to advocate for others; considering an individual's needs, wishes and circumstances. As before, students get into role, working together to devise a health care plan that provides:

- recommended actions
- · long and short-term targets
- sources of support

In understanding and adopting different health and social care roles throughout the course, students gain valuable insight into potential careers and further study in the field of Health and Social Care:

- BTEC Level 3 in H&S Care or Early Years education
- A levels often in psychology and sociology
- Apprenticeships

## Person centred health and well-being improvement plan

In the second half of this unit, students learn about the obstacles that individuals may face when implementing health and well-being improvement plans and how they may be

- emotional/psychological lack of motivation, low self-esteem, acceptance of current
- time constraints work and family commitments
- availability of resources financial, physical, e.g. equipment
- · unachievable targets unachievable for the individual or unrealistic timescale
- · lack of support, e.g. from family and friends
- other factors specific to individual ability/disability, addiction
- barriers to accessing identified services

In discussing these issues, students are not only building important subject-specific knowledge, but also developing the voice and listening skills needed to become confident communicators who can advocate for themselves and others. Whilst these are vital skills in this sector, we know that they will serve students well in all of their next steps.





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## Spring 1

## Spring 2





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## "Quality is never an accident. It is always the result of intelligent effort."

This half term is about students applying what they have learned and honing their examination technique. We begin this year by 'spiralling back' to the following topics: family, school and holidays. We look at this content through past GCSE examination papers, developing students' confidence through regular practise and repetition.

### Learning focuses on:

- Writing exam maximising performance in Q1
- Speaking exam picture-based question
- Summary of tenses learnt so far applying them in a range of situations
- · Being able to present a well-formed argument in each topic
- Using modal verbs
- Listening Exam accessing the paper and analysing technique

We have designed the GCSE course to allow students to continually call upon previously learned content whilst at the same time, introducing more **complex vocabulary and structures.** This half term, we re-visit the 'town' topic from Year 8, this time with greater emphasis on the following:

- The advantages and disadvantages of my town
- How has my town changed using the perfect tense to bridge from past to present
- Describing my town's history
- My ideal town
- Using the conditional tense
- GCSE Reading Exam accessing longer, more detailed texts
- GCSE Writing Exam accessing the text and understanding the requirements

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Sechs

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• Listening Exam – accessing the paper and analysing technique

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- GCSE Writing Exam accessing the text and understanding the requirements

Kurz







## Exam Unit

"Design adds value faster than it adds costs." Joel Spolsky, web programmer, writer, and creator of Trello

Spring 1

Students start their Unit 2 Exam Unit. They are given an exam paper issued by AQA from the 1st January with a series of starting points and suggested practitioners to choose from to begin their research. Their teacher will support their decision by introducing them to a diverse range of artists and designers to allow students to make the best decision for their exam unit that caters to their style and interests. Students choose a theme and two Designer/Artists to research. They then begin to showcase their learnt skills in unit 1 to produce a digital or practical piece in both their chosen practitioner's style.

## They complete the following:

• A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.

### For year 10 Entry:

Students further explore their understanding of product design and learn how to construct their own response in the form of prototype models and digitally using industrial standard software. They complete the following:

- · Construct card and found material models of final idea
- Explore the use of digital design to construct their idea
- Construct Satellite pattern project outcome
- Portfolio presentation development

A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.

'Get your Skates on'

"Design is a formal response to a strategic question." Mariona Lopez, business owner

Students will further explore their understanding of Graphic Design, utilising their character illustrations to develop promotional materials for their own skateboard brand. They deepen their understanding of the project and will study and complete the following:

- Skateboard Designs
- Logo design
- Promotional Flyer & Poster design

A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.

## Spring 2

### **Exam Unit**

"Every great design begins with an even better story." Lorinda Mamo, designer

Students begin their independent design ideas inspired by their chosen practitioners or exam theme. They are expected to complete a series of idea developments for the exam unit. Students are encouraged to experiment with a variety of techniques and reflect and refine on the purpose of their development work and how this relates to their chosen exam theme.

## They complete the following:

• A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.

### For year 10 Entry:

Students learn how to present ideas effectively through digital media, they develop their refined response with renders in settings. They will complete the following:

- Develop ideas to final stage
- Present renders of digital outcomes
- Portfolio presentation development

A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.

'Get your Skates on'

"Design can be art. Design can be aesthetics. Design is so simple, that's why it is so complicated." Paul Rand, graphic designer

Students will go on to personally develop a range of products for their skateboard brand. The strength of their project creations will be refined through further development.

These could include:

- T- shirt Design
- Shoe Design
- Stickers
- Skate park 3D design

A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.

## Design









## Summer 1

Introduction to the Reading exam

Students are introduced to the AQA English Language Paper I exam format studying a short story to support the learning of exam questions. They argue and debate with each other the intentions of the writer by formulating their own ideas.

The focus of this unit builds on discussions of Gender in Spring term to look at the question of sexual preference. Focus text will be 'Starbucks Boy' by David Levithan, but we will draw on a wider pool of resources to explore the dynamic and everchanging landscape of sexuality and relationships.

### Students:

- Retrieve and infer ideas from the text.
- Analyse the language and structure used by the writer.
- Evaluate how well the writer achieves intentions.

Students will draw on their experience from lower school and autumn term to help develop these skills and exam knowledge culminating in a section A reading mock exam

## Summer 2

## Introduction to the Writing exam

Students continue developing their understanding and knowledge of the Paper 1 exam format by studying descriptive writing skills. They delve into the exciting method of crafting language techniques and vocabulary to create mood and atmosphere building on work completed in the Autumn term.

### Students:

- Plan and learn how to use stimuli as inspiration.
- Experiment with descriptive styles, structures and techniques.
- Evaluate their own crafting and that of others as they learn success criteria.
- Investigate and annotate models before applying and practising in their own learning.

This study will culminate in completing a section B writing mock exam ready for students to build on these skills and become more familiar with formats in their final year of study.

## 'An Inspector Calls: 'Blood, fire and anguish'

Students bring characters to life in the classroom in this study of J.B. Priestley's An Inspector Calls. They complete a shared reading of the play learning the power of voice, subtleties of story progression through dialogue, and the power of stage directions in revealing unspoken ideas.

### Students:

- learn about early 20th century context to support their understanding of the themes and writer's intentions.
- understand the form of the play and how its shaped for a live audience.
- learn about the value of staging as a tool to convey ideas.

Students develop an awareness of using voice for dramatic effect and build on their ability to fluently articulate ideas in the form of debate as they challenge different opinions about the play's events and characters.

## An Inspector Calls: 'We are responsible for each other'

Students delve deeper into Priestley's work to explore and challenge ideas of social responsibility, the changing attitudes of youth and the stubbornness of age, the differences in gender roles and power of the wealthy.

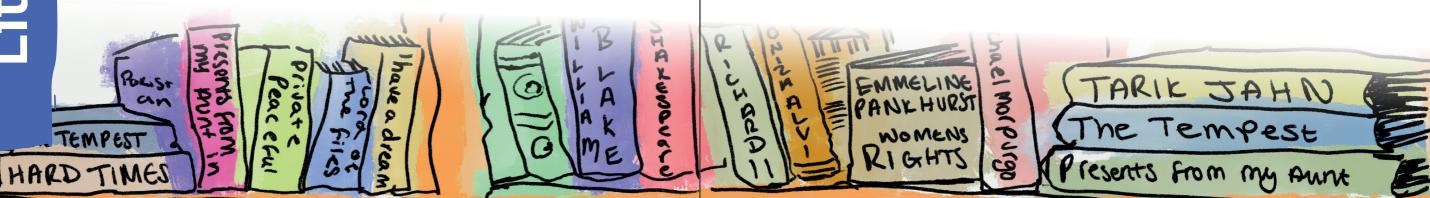
## Students:

- challenge and question characters' behaviours and dialogue as constructs for Priestley's message.
- analyse and evaluate dramatic techniques.
- analyse and evaluate Language and structure.
- make connections to 21st century society and their studies in English Language.

Students learn how to apply their learning to formal essay writing and maturely explore and challenge the Priestley's socialist intentions and how they are achieved.



Englis









## Summer 1

## **Trig Point**

This half term truly puts proportion into context. It builds strong connections between ratio and proportion and previous work on Pythagoras theorem and trigonometry from Year 9. Problems become more complex now, requiring multiple steps and skills to solve.

### Students learn to

- Put their understanding of ratio and proportion into the context of GCSE problems
- Solve proportion problems involving compound measures such as mass/ density/volume and understand their connection to gradients
- Truly see similarity as a ratio and use to find missing sides in pairs of shapes, but also as a link to Trigonometry
- Fluently use Pythagoras' Theorem as part of wider questions
- Use trigonometry to find missing sides in triangles as well as knowing exact values of the cos and sin of key angles (0, 30, 45 etc...)

Higher students stretch their understanding by applying trigonometry to non-right-angled triangles, Pythagoras to 3D problems and forming and solving more abstract proportionality equations involving indices.

## Summer 2

### No Mean Feat

This half term revisits the substantial amount of work done on data in Year 8. Students are now expected to comment in greater depth on their findings. They are expected to use their skills to compare two sets of data and draw conclusions.

### Students learn to

- Calculate and use averages and measures of spread (ranges) to compare sets of data
- · Collect data in different manners, understanding
- Present data in a range of graphical forms from the humble frequency chart up to pie charts and scatter diagrams

Higher Students stretch their understanding further by drawing and interpreting cumulative frequency graphs, box plots and histograms.

By the end of Year 10, students have covered the bulk of the GCSE course. They spend the autumn term of Year 11 tackling the remaining, more challenging content, but the rest of that year is given over to revision and examination preparation.







Exploring Science: Burn baby, Burn

We start the summer term with C7 Unit - Organic Chemistry which spirals back to our lessons earlier in the year on the atmosphere and the human demand for energy. During this topic we look at the chemicals derived from crude oil and how they can be separated for use by the fuel and manufacturing industries. C10 then focusses on the manufacturing industry and our collective responsibility to analyse the impact that we, as consumers, have on the environment.

Summer 1

### Students should be able to:

- Name hydrocarbons based on their number of carbons and whether they contain a double or single bond
- Explain how crude oil can be separated into useful products such as petrol and diesel through fractional distillation, and describe the uses of these
- Describe how cracking can be used to break longer hydrocarbon chains down into shorter more useful molecules

## C10 Unit – Using Resources

Students should be able to:

- Distinguish between finite and renewable resources, and understand the need to provide new products in a sustainable way
- Explain how sewage is treated, and how we obtain water that is safe to drink

By the end of this half term students should be able to describe how we obtain useful fractions from crude oil and then link this to the products that are made from hydrocarbons. They should be able to explain how Humans need to use resources responsibly to ensure they are available for future generations.

## Summer 2

We end the year with **B7 Unit – Ecology** which allows us to step outside and learn about the cycles and delicate balance of the natural world.

### Students should be able to:

- Describe how carbon and water are recycled by the living world
- Explain that all species live in ecosystems composed of communities of animals and plants dependent on each other, and that are adapted to particular conditions, both abiotic and biotic.
- Recognise that ecosystems support human life, but human activity threatens biodiversity and we need to interact with the environment in a sustainable way to provide for our future

By the end of this half term students should be able to describe how organisms within an ecosystem are interdependent on one another, and how we can minimise the negative impact of Human activity which threatens to reduce biodiversity in the natural world.





## Summer 1

## Summer 2







Exploring Biology - The living world

This term we study B7 Unit - Ecology which allows us to step outside and learn about the cycles and delicate balance of the natural world.

## Students should be able to:

- Describe how carbon and water are recycled by the living world
- Explain that all species live in ecosystems composed of communities of animals and plants dependent on each other, and that are adapted to particular conditions, both abiotic and biotic.
- Appreciate the relationships between organisms in a food chain, including the transfer of biomass and energy between trophic levels
- Investigate the factors that affect the rate of decay of biological molecules, and measure this practically

By the end of this half term students should be able to describe how organisms within an ecosystem are interdependent on one another, and how materials which are vital for life are finite and therefore must be recycled.

We end the year by finishing the **B7 Unit** – **Ecology.** Now that students have learnt about the interactions of living and non-living things within an ecosystem, students will now take a look at the impact of human interaction.

### Students should be able to:

- Recognise that ecosystems support human life, but human activity threatens biodiversity and we need to interact with the environment in a sustainable way to provide for our future
- Understand why it is important to source our food responsibly to ensure food security for future populations. Explain that this is possible through the use of biotechnology in the production of mycoprotein (Quorn) and genetically modified crops

By the end of this half term, students should have an awareness of how the negative impact of Human activity threatens to reduce biodiversity in the natural world. They should recognise the many ways that scientists are trying to minimise and reverse this damage, in order to live sustainably.

# Chemistr

Biology

## **Exploring Chemistry: Burning issues** C7 Unit - Organic Chemistry

This unit spirals back to our lessons earlier in the year on the atmosphere and the human demand for energy. During this topic we look at the chemicals derived from crude oil and how they can be separated for use by the fuel and manufacturing industries. We also make links to the bonding topic from Year 9, to take a deeper look at how plastics are formed.

- Name hydrocarbons based on their number of carbons and whether they contain a double or single bond
- Explain how crude oil can be separated into useful products such as petrol and diesel through fractional distillation, and describe the uses of these fractions
- Describe how cracking can be used to break longer hydrocarbon chains down into shorter more useful molecules
- Explain how plastics are made and why they can have such a variety of properties, making them useful for modern day society
- Describe the structures of other chemical molecules, including alcohols, carboxylic acids and esters, as well as naturally occurring polymers such as DNA and proteins.

Students should now recognise how heavily our way of living currently depends on crude oil – a resource which is running out!

## **Exploring Chemistry: Responsible living**

C10 Unit - Using Resources This term, students will learn the difference between finite and renewable resources, and will evaluate the use of different materials considering all different aspects including cost, environmental impact and sustainability.

### Students should be able to:

- Evaluate the use of materials for different purposes, through interpreting information about their properties, to include ceramics, composites, polymers and
- Explain how metals can be treated to prevent corrosion
- Distinguish between finite and renewable resources, and understand the need to provide new products in a sustainable way
- Explain how sewage is treated, and how we obtain water that is safe to drink
- Explain how fertilisers can be made using ammonia, which can be made through the Haber process. This can improve the crop yield

By the end of this term, students should be able to explain how Humans need to use resources responsibly to ensure they are available for future generations, which strongly links with the message from their Biology lessons. Students will understand the role that chemical industries play in living sustainably.







## coming a Dhygiaigh The Newtonian war

## Becoming a Physicist: The Newtonian world

**P5 Unit – Forces** is complex topic which challenges students to think differently about day-to-day interactions between objects and how they happen, learning about the theories of Isaac Newton.

Summer 1

### Students should be able to:

- Identify forces acting in different situations, and calculate resultant forces
- Describe the effect of forces on motion, using Newton's Laws
- Investigate extension of springs when a force is applied
- Calculate moments, to explain whether objects are balanced, including how levers and gears make it easier to do work
- Calculate pressure in liquids, and explain why objects sink or float.
- Explain why gas pressure in the atmosphere changes with height

Students should now be able to use Newton's laws to quantify forces acting in different scenarios, and to make predictions. For example, is a spring strong enough to hold the weight? Do you need a longer lever to loosen a wheel nut?

## Summer 2

P5 Unit - Forces Now that students have a firm understanding of forces, we now go on to study motion and look at how data can be used to help us understand motion and journeys.

- Interpret distance-time graphs and speed-time graphs representing journeys, and perform calculations such as speed and acceleration.
- · Calculate momentum of moving objects.
- Describe factors that affect stopping distances linked to thinking distance and braking distance, considering road safety.

Students will have the opportunity to develop their maths skills and their graph skills in a relevant context. They will also understand the physics behind road safety, for example, why it is so important to wear seatbelts, in terms of minimising force in a collision so reducing the risk of injury.





## Summer 1

## Summer 2







# **Geograph**)

## **UK Environmental Challenges: Planet Earth**

The theme of Environmental Geography continues, however, this half term the emphasis is more on how people exploit the physical environment, rather than how the physical environment affects people. Students explore how we use UK environments and ecosystems for food, energy and water; and thereby, how these environments and ecosystems have been modified. Students then look at the different factors (economic, environmental and political) affecting the UK's energy use and security, the decision making involved and how resources can be managed and used sustainably.

### **Human Fieldwork: Dirty Leeds**

Students put their learning into practice by going on a fieldtrip to Leeds City Centre, which is a case study studied earlier in the year. Students review their learning of the concept of sustainability and explore the different steps taken to make transport provision in Leeds sustainable. In the visit, students utilise a range of different quantitative and qualitative collection methods to collect data that they will use in their report. Back in school students present the data using different presentation methods, analyse data and draw their own conclusions on how sustainable transport provision in Leeds actually is.





### Who runs the world? Girls!

Students begin their depth study of the last 35 years of Elizabeth I's reign. With a turbulent childhood behind her, Elizabeth must navigate foreign affairs; domestic problems; religious upheaval and depleted finances. This unit allows to student to tour Elizabeth's government focusing on her own character and that of those closest to her. Students learn about questionable close alliances and how ministers sought favour with the Queen in exchange for political gain and monopolies. Women in power were faced with a plethora of problems, however Elizabeth ruled strongly and responsibly. Students explore her stormy relations with Parliament which included MPs being imprisoned in the Tower of London for questioning her for not providing a successor to the throne. Parliament were keen to question the problem of marriage and the succession, however Elizabeth remained purely focused on her country right to the end. Students learn about failed rebellions set to destabilise the Queen's throne, and how her unshaken leadership carried on until her death in 1601.

## All that Glitters is not ...?

Students continue their depth study of Elizabeth I's by considering the economic and social standpoints. London was a microcosm of culture from the Continent showcasing the latest fashion, architectural trends and improved living standards. Growing interest in music, literature and art was also evident in the development of the theatre. Elizabeth's reign also showcased the work of English sailors Hawkins and Drake, and circumnavigation from 1577-1580. Students also learn about the role of Raleigh and the development of trade under Elizabeth. Of course, not everyone was experiencing a 'Golden Age' and there was an increase in poverty at the time. However, Elizabeth introduced 'Poor Laws' to alleviate hardship and tackle the issue.

## What a sight!: Site Study

The historic environment is worth 10% of the overall GCSE course. Students examine a specific site in depth (this site varies from year to year) to enrich students' understanding of Elizabethan England. Students explore the particular site in its historical context, including the relationship between the site and associated historical events and developments.













## Summer 1

## **Christian Practices**

Students continue to explore Christianity by studying Christian practices such as worship – both liturgical and non-liturgical forms of worship are explored in this unit. The role of sacraments in Christian life and their practice in different denominations are also explored including the meaning and celebration of baptism and the Eucharist as well as the nature and purpose of different types of prayers. The nature of pilgrimage, the history and purpose including the significance of different places of pilgrimage (such as Jerusalem) are explored. Students are able to compare these contrasting practices of worship with those in Islam.

## Summer 2

### **Christian Practices**

When learning about Christian practices, students are able to understand common cultural as well as religious celebrations within the UK. Christian religious celebrations such as Advent and Christmas, and Holy Week and Easter are studied, including their nature and history. Pupils look at what the future of the Christian Church looks like including missionary and evangelical work. The role and importance of the local church in the local community is explored including how and why it helps the individual believer and the local area. Similarly, the role and importance of the Church in the worldwide community is also explored including how and why it works for reconciliation and the problems faced by the persecuted Church. The divergent Christian responses to teachings about charity including the work of Christian Aid are examined. Students are able to contrast these practices with those within the first religion studied in the course, as well as their own personal views and the actions of the community.



### Power and Influence

"Beyond difference and geographical boundaries there lies a common interest."

Jean Monnet

In the summer term students learn about the UK's relationship with Europe and the rest of the world and investigate the UK's membership of political and economic unions. Importantly, students have the opportunity to develop and present their own coherent arguments on a question which has exasperated British politics for nearly half a century – the question of Europe. Brexit is of course a hot topic of debate and students are to engage in the world post referendum and analyse the original arguments of debate alongside the current context.

## Our learning focuses on:

The UK's role and relations with the rest of Europe
The History of the European Union
How our laws could be shaped by EU law
Economic treaties and relationships



### **Power and Influence**

"Nothing in life is to be feared, it is only to be understood. Now is the time to understand more so that we may fear less." Marie Curie

In our final half term in Year 10, we explore big questions around **world issues** and **problems facing society** - from the environment to humanitarian and global conflict. There is a focus here **on the power and influence of the intergovernmental organisations** of which the UK is a member. We use our understanding of rights and responsibilities to critically assess the UK's actions in situations of conflict and question: 'How much power and influence does the UK have in the wider world?'

Students are encouraged to speak up on controversial issues, putting into practice the oracy skills that they have developed over their time at the Academy. We think critically about the UK's involvement in historical conflicts, evaluate different viewpoints, develop reasoned, coherent arguments and make substantiated judgements.

### Our learning focuses on:

The role of the United Nations and its agencies
Our status as members of NATO
The UKs work with Commonwealth nations
The World Trade Organisation
Rights and responsibilities in challenging global situations





## **Cyber Security**

Students are able to bring their theory and knowledge to life here when reflecting on the problems that arise in their own use with computers. Through studying social engineering techniques, malicious code, pharming and weak passwords: students can grapple with the solutions on offer in computer science. Penetration testing also enables students to simulate external hacking and cyber warfare attacks; this in turn improves students' awareness and interest in solving problems.

Summer 1

## **Topics include:**

- Purposes of cyber security
- Cyber security threats

## Summer 2

## **Cyber Security**

Phishing, scams, shouldering and blagging plague people's lives. This unit offers students a greater understanding in how these cyber attacks are conducted, as well as an opportunity to think through the computational thinking behind these scenarios. Through their developed understanding of detecting and preventing cyber threats, students are able to offer solutions to problems that arise in their own designs, but also everyday issues.

## Topics include:

- Social engineering
- Malicious code
- Detecting and preventing cyber threats



Students consolidate their learning from over the year to prepare themselves for their exam in May.

Following their exam students continue designing a business proposal. Students had completed their customer profiles and conducting and evaluating market research at the end of Year 9. They are reminded of their business challenge. Students use their research outcomes to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to seek and act upon feedback to inform final design decisions. From this they create a researched and costed business proposal using their market research conducting previously. Students focus on finalising business proposals, taking feedback and working creatively to improve these.



## Into the Dragons' Den: Design a business proposal

Students continue with their coursework unit. This unit continues to develop students' self-assessment, collaborative working, creativity, numeracy, research and evaluative skills. During this half term students calculate the costs relating to the business challenge and look to apply appropriate pricing strategies to ensure their business is viable. Students then evaluate the likely success of the business and identify the challenges when launching their new product (a hat in this case).

# Business

omputing









## Summer 1

## **Exam Unit**

Students start their Unit 2 Exam Unit. They are given an exam paper issued by AQA with a series of starting points and suggested practitioners to choose from to begin their research. Their teacher will support their decision by introducing them to a diverse range of photographers, artists and designers to allow students to make the best decision for their exam unit that caters to their artistic style and interests. Students choose a theme and two artists to research. They then begin to showcase their learnt skills in unit 1 to produce a digital or practical piece in both their chosen practitioner's style.

### They complete the following:

· A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.

Students conclude their development work and select their best areas of development to inform their final response. They plan a final response that brings their ideas, research, photo-shoots and development work together. Their final response is completed independently in a 10-hour exam which will be split over a few sessions. Their final response is completely personal to them and concludes their chosen theme/starting point.

## They complete the following:

- · A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.
- An independent final response

### **Exam Unit**

The Art and Design course has ended. Marks have been submitted to the exam board for all coursework completed in their Surreal Animals, Grayson Perry and chosen exam unit.

Summer 2

Students continuing the course into year 11 complete their coursework unit in line with the Autumn Term summary.



The Photography course has ended. Marks have been submitted to the exam board for all coursework completed in their Urban Jungle, Destroy and Disguise and chosen exam unit.

Students continuing the course into year 11 complete their Destroy and Disguise coursework unit in line with the Autumn 1 summary.









## Summer 1

## Component 3: Applying the Principles of Sport and Activity

Learning Aim B: Planning Sessions for Target Groups

In the summer term, students prepare and deliver a series of 6 coaching sessions in our Primary School. This is the perfect opportunity to put their classroom-based learning into practice.

### Students consider:

- Participants e.g. age, ability, gender, numbers, medical and specific needs
- Aims and objectives target setting and expected outcomes
- Resources equipment, time and environment
- Session plan
- Health and safety guidelines and risk management strategies
- Risk assessment environmental and injury prevention

## Summer 2

## Component 3: Applying the Principles of Sport and Activity

Learning Aim C: Delivering and Reviewing Sessions for Target Groups

Following the delivery of the Primary sessions, students reflect and evaluate their own effectiveness as a sports leader as follows:

- Feedback from participants, supervisor, observers and self-analysis
- Methods, e.g. questionnaires, comment cards, observation records, direct verbal feedback
- Strengths and areas for improvement e.g. demonstration of attributes

It is also an opportunity for students to plan their next steps at Post-16: A levels, BTEC Sport level 3, sport management or sport specific coaching courses.



## Demonstrate care values and review own practice

In this unit, students look specifically at care values common across the sector. This builds on students' previous study, not just in this course but in our wider school values and curriculum offer: respect; dignity; skilful communication and inclusivity.

We are fortunate to be able to observe Early Years practitioners in our Primary School and health care professionals in our neighbouring Elderly Care Home, Summerfield House. Throughout the course, students have learned about the qualities needed to work successfully in this field and practised them through in-class role-play. Now is the time experience them first hand, interacting with a variety of care-givers and supporting their daily work.

Following these experiences, students consider teacher and service-user feedback, identifying their own strengths and areas for improvement against the care values. It is also a key opportunity for students to think about their next steps for study and employment in the field of Health and Social Care.

### Our learning focuses on:

- empowering and promoting independence
- respecting beliefs and identity
- maintaining confidentiality
- preserving the dignity of individuals
- · communicating with empathy and warmth
- safeguarding and duty of care
- promoting anti-discriminatory practice



C Sport









## Summer 1

## In My Home Town

This half term we revisit both the 'town' and 'free time' topics. Students build on solid foundations from KS3, learning how to:

- Express and justify more complex opinions
- Switch between tenses
- Use previously learned language more creatively and spontaneously
- Apply their knowledge to examination questions

In terms of content, students learn to talk about their own lives as well as understanding more about life in Spain and Latin America:

- How I keep fit
- My favourite hobbies
- Popular past times and cultural events in Spain and Latin America

## Summer 2

In the final half term of the year we look at 'technology'. Students often have strong opinions here so it provides a great opportunity to:

- Initiate and develop conversations and discussion
- Respond to unexpected questions and points of view

When focusing on the speaking examination, we ask students to consider 'how can I demonstrate a range of tenses, grammatical skills and vocabulary in just three minutes?' We work on developing students' confidence, fluency and spontaneity, adapting what they know to fit the situation. We also spend time at the end of the year, applying what has been learned to listening and reading examination questions.

### Students learn about:

Blow a fuse!

- Technology use
- The advantages and disadvantages of technology
- The impact of technology on our lives
- How technology might influence the future

## gordo

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- Switch between tenses
- Use previously learned language more creatively and spontaneously
- Apply their knowledge to examination questions

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In terms of content, students learn to talk about their own lives as well as understanding more about life in Germany, Austria and Switzerland:

• How I keep fit

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- My favourite hobbies
- Popular past times and cultural events in Germany, Austria and Switzerland

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### Blow a fuse!

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## Students learn about:

- Technology use
- The advantages and disadvantages of technology
- The impact of technology on our lives
- How technology might influence the future



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## Summer 1

## Summer 2







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Graphics

"Design is not just what it looks like and feels like. Design is how it works." Steve Jobs, co-founder of Apple, Inc.

Students conclude their development work and select their best idea to inform their final response. They plan a final response that brings their ideas, research, designs and development work together. Their final response is completed independently in a 10-hour exam which is split over a few sessions. Their final response is completely personal to them and conclude stheir chosen theme/starting point.

### They complete the following:

- A digital coursework portfolio on PowerPoint showcasing their research, ideas, development work and intentions.
- An independent final response

## For later Entry:

During this final stage students learn and develop professional presentation techniques for their response. They complete the following:

- Present response in settings with the use of Photoshop
- Evolve animation skills of their final response
- Complete final satellite print for production
- · Portfolio presentation ready for moderation.

"A designer knows he has achieved perfection not when there is nothing left to add, but when there is nothing left to take away."

Antoine de Saint-Exupéry, French writer and poet

The 3D Design course has ended. Marks have been submitted to the exam board for all coursework completed in their Memphis Design project, Satellite and chosen exam unit.

Students continuing the course into year 11 complete their Memphis Design project next year.



"It's through mistakes that you actually can grow. You have to get bad in order to get good." Paula Scher, graphic designer and painter

During this final stage students develop and link both their units of work, this is so outcomes can be fully refined and liked together in the best possible way. They complete the following:

- Link units of work through further development of ideas
- Improve the quality of work produced
- Portfolio presentation ready for moderation.

## "Design is intelligence made visible." Alina Wheeler, author

The Graphics course has ended. Marks have been submitted to the exam board for all coursework completed in their Main project, Satellite and chosen exam unit.

Students continuing the course into year 11 complete their projects next year.