

YEAR 10 CoDA Curriculum



Improving the life chances of all students

ART & DESIGN GCSE Curriculum Year 10-11 (AQA)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	<p>Skills building project- based around using new media- developing recording skills, techniques and processes</p> <p>A01- develop ideas A02- Refine A03- Record A04- Present</p> <p>Photography: Formal elements project- tone, line, angle, texture, composition</p>	<p style="text-align: center;">→</p> <p>Photography: Techniques and processes- cyanotypes, double exposure, stop motion, shutter speed</p>	<p>A01- develop ideas A02- Refine A03- Record A04- Present</p> <p>Classroom teacher is given freedom of choice of project following the assessment objectives</p>	<p style="text-align: center;">→</p>	<p>A01- develop ideas A02- Refine A03- Record A04- Present</p> <p>Classroom teacher is given freedom of choice of project following the assessment objectives</p>	

BUSINESS STUDIES GCSE Curriculum Year 10-11 (Pearson)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	<p>Enterprise & Entrepreneurship</p> <ul style="list-style-type: none"> • The dynamic nature of business • Risk and reward • The role of business enterprise <p><i>(Mini-investigation into local business for one area – added value or entrepreneurs)</i></p> <ul style="list-style-type: none"> • Customer needs • Market research • Market segmentation 	<p>Enterprise & Entrepreneurship</p> <ul style="list-style-type: none"> • The competitive environment <p><i>(Mini investigation into local business for market research or market mapping)</i></p> <ul style="list-style-type: none"> • Business aims and objectives • Business revenues, costs and profits • Cash and cash flow • Sources of business finance <p><i>(Mini investigation into local business – cash flow)</i></p>	<p>Making the business effective</p> <ul style="list-style-type: none"> • The options for start-up and small businesses • Business location • The marketing mix • Business plans <p><i>(Mini investigation into local business on business location or an element of the marketing mix)</i></p>	<p>Making the business effective</p> <ul style="list-style-type: none"> • Business stakeholders • Technology and business • Legislation and business <p><i>(Mini investigation into a local business on stakeholders or the economy)</i></p>	<p>Making the business effective</p> <ul style="list-style-type: none"> • The economy and business • External influences <p>Growing the business</p> <ul style="list-style-type: none"> • Business growth • Changes in business aims and objectives 	<p>Growing the business</p> <ul style="list-style-type: none"> • Business and globalisation(cont) • Ethics, the environment and business • Ethics, the environment and business

CONSTRUCTION Vocational Award Curriculum Year 10-11 (WJEC)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10		<p>Safety and security in construction</p> <p>Introduction to the construction industry</p> <p>Know health and safety legal requirements for working in the construction industry</p> <p>Responsibilities and safety legislation – 5 lessons</p> <p>Signs in the construction industry – 3 lessons (peer assessment)</p> <p>How to respond to fires – 2 lessons</p> <p>The role of a HSE – 2 lessons</p> <p>The basics of Health and Safety – 3 lessons</p> <p><i>Assessment 1</i></p>	<p>Safety and security in construction</p> <p>Understand risks to health and safety in different situations</p> <p>Are hazards? Identifying hazards? <i>Self-Assessment</i></p> <p>What effect can hazards can have? – 2 lessons</p> <p>What are risks? Identifying and describing risks to health and safety? <i>Peer Assessment</i></p> <p>Unit 2 Developing construction projects</p> <p>Introduction to practical construction skills: LO1 Be able to interpret technical information</p> <p>AC1.1 Interpret sources of information AC1.2 Different sources of information in the construction industry</p>	<p>Safety and security in construction</p> <p>Understand how to minimise risks to health and safety</p> <p>What are control measures? – 2 lessons Situations where risk needs to be minimised. – 3 lessons</p> <p>Unit 2 Developing construction projects</p> <p>Introduction to practical construction skills: LO2 Know preparation requirements for construction tasks</p> <p>AC2.1 Resources AC2.2 Calculate AC2.3 Success criteria AC2.4 Prepare</p> <p>External Visit: Local construction site</p>	<p>Safety and security in construction</p> <p>Know how risks to security are minimised in construction</p> <p>Why do we have security in construction? – 2 lessons Identifying appropriate security measures – 2 lessons</p> <p>Revision - 5 lessons Revision carousel Revision quizzes Revision Games Low stake quizzes</p> <p>Unit 2 Developing construction projects</p> <p>Applying practical construction skills: LO2 Know preparation requirements for construction tasks</p> <p>AC2.1 Resources AC2.2 Calculate AC2.3 Success criteria AC2.4 Prepare</p> <p>External Visit: Local builders merchants Grand Designs - NEC</p>	<p>External Exam: Safety and security in construction</p> <p>Unit 2 Developing construction projects</p> <p>LO1 Be able to interpret technical information</p> <p>AC1.1 Interpret sources of information AC1.2 Different sources of information in the construction industry</p> <p>External Visit: External visitor – Construction industry expert</p>

CREATIVE MEDIA PRODUCTION BTEC Tech Award Curriculum Year 10-11 (Pearson)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	<p>Introduction</p> <ul style="list-style-type: none"> • mind-map • mood-board • visualisation diagram • camera shots • storyboard • script • who does what? • Gantt chart • file format • client brief • assets • evidencing work • target audience • using Photoshop • legislation • s/w/i 	<p>R082: Creating digital graphics</p> <p>LO 1: Understand the purpose & properties of D graphics</p> <ul style="list-style-type: none"> • why DG are used • how DG are used • types of DG • file formats • the properties of DG & their suitability for use • how different purposes & audiences influence the design & layout of DG 	<p>R082: Creating digital graphics</p> <p>LO 2: Be able to plan the creation of a D graphic</p> <ul style="list-style-type: none"> • interpret client requirements • understand target audience requirements • produce a work plan • produce a visualisation diagram • identify assets needed • identify resources needed • how legislation applies to images used 	<p>R082: Creating digital graphics</p> <p>LO 3: Be able to create a D graphic</p> <ul style="list-style-type: none"> • source assets identified • create assets identified • ensure technical compatibility • create a DG • save a DG in a format • export the DG • version control <p>LO 4: Be able to review a D graphic</p> <ul style="list-style-type: none"> • review a DG against a specific brief • identify areas in a DG for improvement 	<p>R090: Digital photography</p> <p>LO 1: Understand the features & settings of D photographic equipment</p> <ul style="list-style-type: none"> • the capabilities & limitations of different D cameras • the capabilities & limitations of other devices for taking D photographs • the features & settings of D photographic equipment • the suitability of D cameras • rules of photography & composition <p>LO 2: Be able to plan a photo shoot</p> <ul style="list-style-type: none"> • interpret client requirements • understand the target audience requirements • produce a work plan • identify the equipment & resources needed • how legislation applies 	<p>R090: Digital photography</p> <p>LO 3: Be able to take & display D photographs</p> <ul style="list-style-type: none"> • organise the photographic subject & scene • use appropriate features & settings of a D camera • take D photographs using rules of photography & composition • store D photographs • create a D photographic portfolio • display D photographs using a suitable medium <p>LO 4: Be able to review D photographs</p> <ul style="list-style-type: none"> • review the portfolio of photographs • justify the selection of photographs • identify areas for improvement

DANCE Year 10-11

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	<p style="text-align: center;"><u>Unit 1</u> Introduce the course</p> <p style="text-align: center;">Learning Aim: A Introduce Unit 1 1st Choreographer - Bob Fosse 'All That Jazz' Theory and practical lessons</p>	<p style="text-align: center;"><u>Unit 1</u> Learning Aim: A 2nd Choreographer – Rosie Kay '5 Soldiers' Theory and practical lessons</p>	<p style="text-align: center;"><u>Unit 1</u> Learning Aim: A 3rd Choreographer – Christopher Bruce 'Ghost Dance' Theory and practical lessons</p>	<p style="text-align: center;"><u>Unit 1</u> Learning Aim: A Roles and responsibilities of choreographer, dancer, costume designer, set designer, lighting technician</p>	<p style="text-align: center;"><u>Unit 1</u> Learning Aim: B</p> <ul style="list-style-type: none"> • Processes used in development, rehearsal and performance • Techniques and approaches in performance • Comparisons of all choreographers 	<p style="text-align: center;"><u>Unit 1</u> Writing up Learning Aim A assignment and Learning Aim B assignment</p>

DESIGN & TECHNOLOGY [Timber-based products] GCSE Curriculum Year 10-11 (AQA)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	<p>Unit 3 Materials Define, categorise and describe the primary sources of materials for producing:</p> <ul style="list-style-type: none"> • Papers & Boards • Timbers • Metals and alloys • Polymers • Textiles <p>Practical - Box Project. Marking out, cutting and making a simple box using different types of joints.</p>	<p>Unit 4 Common Specialist Tech Principles including:</p> <ul style="list-style-type: none"> • Forces & Stresses • Improving functionality • Ecological & social footprint • The 6 R's • Scales of production <p>Unit 6 Designing Principles:</p> <ul style="list-style-type: none"> • Investigation of primary & secondary data • The work of others • Design strategies • Communication of design ideas <p>Practical - Re-use can project. Making a unique Tea light</p>	<p>Unit 7 Making Principles including:</p> <ul style="list-style-type: none"> • Selection of materials and components • Tolerances • Material management • Tools, equipment, techniques and finishes • Surface treatments and finishes <p>None Exam Assessment (NEA) mock practice to familiarise pupils with NEA process</p> <p>Practical - Mini Table project to consider mass/batch production of similar items.</p>	<p>Unit 5B Timber:</p> <ul style="list-style-type: none"> • Sources and origins • Working with timbers • Commercial manufacturing <p>None Exam Assessment (NEA) mock practice to familiarise pupils with NEA process</p> <p>Practical - Mini Table project to consider mass batch production of similar items.</p>	<p>Unit 1 New Technologies:</p> <ul style="list-style-type: none"> • Industry and enterprise • Sustainability and the environment • People, culture and society • Production techniques and systems • Informing design decisions <p>Practical – Fed by mock NEA. Consider iterative design solutions through the use of modelling</p>	<p>Unit 2 Energy, Materials, Systems and Devices:</p> <ul style="list-style-type: none"> • Energy generation • Energy storage • Modern materials • Smart materials • Composite materials and technical textiles • Systems approach to designing • Electronic systems processing • Mechanical devices <p>NEA – Discussions and preparation for NEA in year 11 once contextual challenges have been released</p>

DRAMA Year 10-11

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10 Wk1	<u>Component 1 research practitioner 1</u> <u>Richard Bean, One Man, Two Governors (Comedia Del Arte)</u>		<u>Component 1 research practitioner 2</u> <u>Lin-Manuel Miranda, Hamilton (Musical)</u>		<u>Component 1 research practitioner 3</u> <u>Splendid productions Macbeth (Epic Theatre)</u>	
	<p>Intent: - Practical exploration of practitioner’s performance work and explore the interrelationships between constituent features of existing performance material. Group and independent research of practitioner and logging workshops in a working diary to provide information to create own presentation.</p> <p>Assessment: - Through presentation through independent research of 3 practitioners and their work. (Internally assessed)</p>		<p>Intent: - Practical exploration of practitioner’s performance work and explore the interrelationships between constituent features of existing performance material. Group and independent research of practitioner and logging workshops in a working diary to provide information to create own presentation.</p> <p>Assessment: - Through presentation through independent research of 3 practitioners and their work. (Internally assessed)</p>		<p>Intent: - Practical exploration of practitioner’s performance work and explore the interrelationships between constituent features of existing performance material. Group and independent research of practitioner and logging workshops in a working diary to provide information to create own presentation.</p> <p>Assessment: - Through presentation through independent research of 3 practitioners and their work. (Internally assessed)</p>	
Y10 Wk2	<u>Component 2 Developing performance skills</u>				<u>Component 3 – Responding to a brief</u>	
	<p>Intent: - Practical exploration of performance of set text, developing understanding of style, characterisation, vocal, physical, and interpretative skills for performance and recording whole process in a working notebook.</p> <p>Assessment: - Through practical performance of set text and presentation of physical and interpretative skills of a character. Students are also assessed throughout the whole process including discussions, rehearsals for their input into their group performance and workshops.</p> <p>(Internally assessed)</p>				<p>Intent: - Practical exploration of devising group piece in response to an externally set stimulus. Exploring purpose and incorporating appropriate drama conventions. A working notebook must be kept to document process in preparation for assessment.</p> <p>Assessment: - Through practical presentation of devised piece. Clearly communicating aim of piece in response to the stimulus, and 3 milestone written controlled assessments. All externally assessed.</p> <p>(Externally assessed)</p>	

ENGLISH LANGUAGE & LITERATURE Curriculum Year 10 (AQA)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> English Language paper 1 English Literature paper 2 – 5 poems from the anthology <p>In the first half term of their GCSE, students will build on the poetry analysis skills that they were developing at the end of year 9, using the poems as the inspiration for creative writing practice.</p> <p><u>Assessment:</u> English Language paper 1 - creative writing – 24+16 marks. AO5 + AO6.</p>	<ul style="list-style-type: none"> A Christmas Carol <p>Students will continue to develop their analysis of Literature skill by applying them to a Victorian novel. They will learn how to focus on an extract and how to link it to themes and contextual factors relevant to the book and the society.</p> <p><u>Assessment:</u> English Literature Paper 1 Section B 30 marks AO1, AO2 + AO3.</p>	<ul style="list-style-type: none"> English Language paper 1 <p>Students will complete the reading section of paper 1 in this half term, with a specific focus on gaining an understanding of how writers use structure to interest a reader and what is meant by evaluation in English.</p> <p><u>Assessment:</u> English Language paper 1 – reading section – 40 marks. AO1, AO2, AO3 + AO4</p>	<ul style="list-style-type: none"> English Literature paper 2 – remaining poems from the anthology and unseen poetry. <p>Students will cover the remaining poems from their AQA anthology and develop an understanding of how to approach an answer about a poem they have never seen before, including a strong focus on the comparative element of this paper.</p> <p><u>Assessment:</u> English Literature paper 2 – Section C (unseen poetry) – 32 marks. AO + AO2</p>	<ul style="list-style-type: none"> Revision of English Literature paper 2 for PPE – Section A. <p>Students will revise Inspector Calls from the end of year 9 in order to prepare for the PPE at the start of the Summer 2 half term. Students will also revise the poems covered at the end of the year 9 as well as key examination skills.</p> <p><u>Assessment:</u> Book marking of practice questions on English Literature paper 2 Sections A + B.</p>	<p>PPE + second chance at Spoken Language Assessment</p> <p>Students will have a full PPE experience in the Sports Hall, after which they will have the opportunity to improve on the Spoken Language Assessment that was completed in year 9.</p> <p><u>Assessment:</u> English– Full paper in sports hall - 80 marks. AO1, AO2, AO3, AO4, AO5 + AO6.</p>

FOOD PREPARATION & NUTRITION GCSE Curriculum Year 10 (AQA)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	<p>Eatwell Guide & nutrients</p> <p>Sources and functions of macro and micro nutrients, fibre and water.</p> <p>Recommended daily amounts of macro and micro nutrients, fibre and water. Deficiency or excess of each of these.</p> <p>Current guidelines for a healthy diet including the Eatwell plate.</p>	<p>PAL & BMR, Ages & Stages, Special Dietary Requirements</p> <p>Factors which affect the Basal Metabolic Rate (BMR).</p> <p>Nutritional analysis using computer software.</p> <p>Nutritional needs of:</p> <ul style="list-style-type: none"> • children, teenagers, adults & the elderly. • people with specific dietary requirements - lactose intolerance, vegetarians, vegans, coeliac, low sugar, high fibre. 	<p>Dietary illnesses and cooking methods</p> <p>Factors contributing to:</p> <ul style="list-style-type: none"> • Obesity • Coronary Heart Disease (CHD)& high blood pressure • bone problems (Rickets & Osteoporosis) • tooth decay • Anaemia • Type 2 diabetes <p>Methods of heat transfer, reasons why food is cooked, cooking methods.</p>	<p>Scientific Keywords</p> <p>Raising Agents</p> <p>The scientific principles of:</p> <ul style="list-style-type: none"> • enzymic browning • denaturing Proteins • coagulation • gluten formation e.g making pasta or bread • foam formation e.g making meringues • gelatinisation e.g making a roux-based sauce • dextrinization • caramelisation • shortening e.g pastry making • aeration eg swiss roll • plasticity of fats • emulsification <p>Raising agents, examples of uses for products made with:</p> <ul style="list-style-type: none"> • chemical raising agents • mechanical action raising agents • using steam as a raising agents • biological raising agents 	<p>Bacteria & Food Safety</p> <p>Food Choice</p> <p>Personal hygiene principles food safety principles when buying, storing, preparing and cooking food.</p> <p>Enzymic action, mould growth & yeast action. Micro-organisms in food production.</p> <p>Symptoms and sources of bacterial contamination and food poisoning.</p> <p>Key temperatures relating to:</p> <ul style="list-style-type: none"> • freezing • chilling • 'danger zone' range • Safely cooking meat • Safely heating <p>Interpreting information visible on food packaging.</p> <p>Costing and modifying recipes.</p> <p>Sensory analysis, sensory testing methods.</p> <p>Factors influencing food choice – lifestyle, consumer choice, religions, ethical and moral beliefs, food intolerances, marketing.</p> <p>Definition of a cuisine - different characteristics, distinctive features and cooking methods.</p>	<p>Food Provenance</p> <p>Food and farming: Differences between organic and conventional farming, free range production, advantages/disadvantages of intensive farming, sustainable fishing, local and seasonal goods, Genetically Modified (GM) foods.</p> <p>Environment: Reducing food waste, effects of food packaging on the environment, reducing personal carbon footprint, calculating food miles</p> <p>Sustainability: Climate change, global warming, sustainability of food sources, drought & flooding and how it may affect food commodities</p> <p>Technological developments: Cholesterol lowering spreads, fortified foods, the use of additives (colourings, emulsifiers, stabilisers, flavourings and preservatives)</p> <p>Food Production: Primary processing related to rearing, fishing, growing, harvesting and cleaning of commodities, the process of milling wheat into flour, heat treatments of milk, secondary processing e.g flour into bread, milk into cheese, fruit into jams, vitamin loss through heat and drying.</p>
	<p>Practical tasks</p> <p>A range of selected practical tasks, usually weekly, to enable students to practise and demonstrate the range of skills and techniques required by the GCSE. These include (but not limited to): knife skills, presentation techniques, weighing and measuring, testing for readiness, use of equipment (eg blender, pasta machine, food processor), use of different cooking methods, rolling out, shaping, coating, sauce making, dough making (eg bread, pasta, pastry), use of various raising agents, setting mixtures.</p> <p>Students will initially be given ingredients lists to supply their own ingredients. As the year progresses, students are expected to be increasingly independent and source (with guidance) their own recipes to fit the topics being studied.</p>					

GEOGRAPHY GCSE Curriculum Year 10 (AQA)

	Urban Issues & Challenges	Natural Hazards	Changing Economic World	The Living World	Resource Management	Processes, Landscapes and Landforms	Geographical skills Recap, Revisit, Revise
Y10	<p>Urban Issues and Challenges in the UK (Derby)</p> <p>Case studies: Derby/London/Bristol</p> <ul style="list-style-type: none"> Describe the location and importance of Derby in the UK and the wider world. Assess the impacts of national and international migration on the growth and character of the city of Derby. Explain how urban change in Derby has created social, economic and environmental opportunities and challenges. To what extent has the regeneration of Derby city centre been a success for the local area? Evaluate the effectiveness of urban transport strategies to reduce traffic problems in Derby. Evaluate the effectiveness of strategies to make urban living more sustainable in Derby 	<p>Natural Hazards in the UK</p> <ul style="list-style-type: none"> Use evidence to test the hypothesis: "Weather in the UK is becoming more extreme". Explain the causes and effects of a recent extreme weather event in the UK. Assess the extent to which human factors are more significant than physical factors in causing extreme weather in the UK. Assess the extent to which climate change is responsible for extreme weather in the UK. Using flooding in the Somerset Levels in 2013-14 as an example of an extreme weather event, assess the extent to which socio-economic effects were more significant than environmental effects. Explain how management strategies can reduce the effects of extreme weather in the UK. 	<p>Economic Change in the UK</p> <ul style="list-style-type: none"> Explain the causes of economic change in the UK. Explain how the UK is moving towards a post-industrial economy. Assess the social and economic impacts of population growth in a rural area that you have studied. Assess the social and economic impacts of population decline in a rural area you have studied. Assess the importance of transport improvements to the UK economy. Assess the effectiveness of strategies used to try and resolve the north-south divide. Explain how the UK benefits from being linked to the wider world, including the EU and Commonwealth. <p>Economic Change in LICs/NEEs</p> <p>Using an example of a LIC/NEE:</p> <ul style="list-style-type: none"> Outline the country's cultural and environmental features Outline political and social changes in the country Explain how a country's industrial structure changes as it develops Outline how the country's political and trading relationship with the wider world has changed. Explain the country's importance nationally and internationally Explain how manufacturing industry can encourage economic development Explain the link between Transnational Corporations (TNCs) and industrial development Assess the extent to which the advantages of TNCs are more significant than disadvantages for host countries Evaluate the role of aid in development Assess the extent to which economic development has improved quality of life Evaluate the environmental impacts of economic development 	<p>UK Physical Landscapes – Rivers (FW)</p> <ul style="list-style-type: none"> Describe the long and cross profiles of a river valley. Explain how river landforms might be created by the processes of erosion, transportation and deposition in the upper, middle and lower courses of a river system. Use an example of a UK river to explain how a landscape feature is formed in the upper course. To what extent does the velocity of a river increase downstream despite its gradient becoming more shallow. FW. Use a UK example to explain why flood management strategies are needed. Explain both the human and physical causes of river flooding. Explain how the shapes of hydrographs might be affected by physical and human factors. Assess the effectiveness of hard and soft engineering strategies in managing river flooding. <p>UK Physical Landscapes – Coasts</p> <ul style="list-style-type: none"> Describe how the coast is shaped by a range of physical processes Explain how distinctive coastal landforms are created as a result of rock type, structure and physical processes Explain how different management strategies can be used to protect coastlines from the effects of physical processes 	<p>Living World - Ecosystems</p> <ul style="list-style-type: none"> Describe and explain the features of a small-scale ecosystem in the UK. Use an example of a small scale UK ecosystem to illustrate the interrelationships within a natural system. Describe the roles of producers, consumers, decomposers, the food chain, the food web and nutrient cycling in an ecosystem. Use a UK example to explain the impacts of changes to one component within a small-scale ecosystem. Explain how ecosystem balance can be restored through management. 	<p>UK/Global Resource Challenges – Water</p> <ul style="list-style-type: none"> Explain the significance of water to economic and social well-being. Suggest why water consumption in the UK continues to increase. Explain the causes of water pollution. Explain how pollution may increase water stress. Explain why water stress in some parts of the UK is increasing. Suggest how water quality in the UK might be managed. Suggest how water supplies in the UK might be managed. Explain the need for water transfer schemes in the UK. Explain why water transfer schemes can cause conflict. Explain the challenges the UK faces in terms of meeting our water demands. 	<p>Paper 3 preparation: a) Issues (DMEs) b) Fieldwork</p> <p>Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</p> <p>Develop well-evidenced arguments drawing on their geographical knowledge and understanding</p> <p>Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings</p> <p>Using fieldwork skills in contrasting locations to collect, analyse and draw</p>

HISTORY GCSE Curriculum Year 10 (EDEXCEL)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y0	<p><u>Paper 1 – Medicine Through Time 1250-1500</u></p> <p><u>Key Topic 1 – Medicine in Medieval England 1250-1500</u></p> <ul style="list-style-type: none"> - The ideas of Galen and Hippocrates - Why was there continuity in ideas during the Medieval Period? - Treatments of illness and disease. - Preventions of illness and disease. - Care during the medieval period - The Black Death <p><u>Key topic 2 – The Medical Renaissance 1500-1700</u></p> <ul style="list-style-type: none"> - Causes of disease - How influential was Thomas Sydenham? - Treatment and Prevention of illness and disease - How influential was Vesalius? - Did hospitals improve during this period? - How influential was William Harvey? - The Great Plague 	<p><u>Key topic 3 – Medicine in the 18th and 19th century</u></p> <ul style="list-style-type: none"> - Causes of disease – Pasteur & Koch - Change & Continuity in treatments, prevention and care. - Simpson and Lister – improvements in surgery. - Edward Jenner and vaccinations. - Public health and the impact of John Snow. <p><u>Key topic 4 – Modern Medicine</u></p> <ul style="list-style-type: none"> - Genetics and the cause of disease - The origins of antibiotics - The impact of the NHS - Approaches to treatment and prevention - The development of penicillin. - The fight against lung cancer. 	<p><u>Medicine in the Trenches</u></p> <ul style="list-style-type: none"> - Terrain and battlegrounds of the Western Front - Illnesses and Injury in the trenches - The medical evacuation route - Developments in new techniques for treating injured soldiers 	<p><u>Paper 2 - Early Elizabethan England 1558-1588</u></p> <p><u>Key Topic 1 – Queen, Government & Religion</u></p> <ul style="list-style-type: none"> - Elizabeth’s early problems - Elizabethan society and government. - Challenges at home and abroad - Religious difficulties and the Religious Settlement - Challenges to the Religious Settlement - Why was Mary Queen of Scots a problem for Elizabeth? 	<p><u>Key topic 2 – Plots and Revolts at Home and Abroad</u></p> <ul style="list-style-type: none"> - The Revolt of the Northern Earls - The 3 Catholic plots and Mary Queen of Scot’s execution. - The Anglo-Spanish rivalry - The Dutch Revolt - The Spanish Armada 	<p><u>Key Topic 3 – Elizabethan Society and the Age of Exploration</u></p> <ul style="list-style-type: none"> - Education in Elizabethan England - Leisure in Elizabethan England - How were the poor dealt with? - Exploration and voyages of discovery. - Raleigh and the colonisation of Virginia.

HEALTH AND SOCIAL CARE Curriculum Year 10-11 (OCR National Certificate)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	<p>Health and Social care – Human Lifespan Development</p> <p>Introduction to the course. Introduction to PIES Introduction to the Life stages Infancy – PIES Early Childhood – PIES Adolescence – PIES Early Adulthood – PIES Middle Adulthood – PIES Later Adulthood – PIES</p> <p>CS: Assessment – Eddie Fix it Time</p>	<p>Health and Social care – Component 1 Human Lifespan Development</p> <p>Coursework Task Set Coursework Learning Aim A</p> <p>Selection of s suitable individual (DME) Research of selected individual Questionnaire</p> <p>How has my celebrity developed – PIES 3 life stages.</p> <p>Factors affecting development Environmental factors Cultural factors Physical Factors</p> <p>Field trip: Local Care Home – Christmas Visit – Mince Pies – Links to life stages and life events – students to actively converse with residents within a health and social care context.</p> <p>CS: Assessment Task Fix it Time.</p> <p>SF: Command verbs – Identify and Explain – Fix it Task to be referred back to.</p>	<p>Health and Social care – Component 1 Human Lifespan Development</p> <p>Coursework Task Students to complete coursework task Coursework Learning Aim A</p> <p>Life Events Expected Life Events Unexpected Life Events How support can help people adapt to life after a life event</p> <p>CS: Assessment Task Multiple choice. Fix it Time.</p> <p>Coursework Learning Aim B</p> <p>CS: Coursework task students must compare two individuals</p>	<p>Health and Social care – Component 1 Human Lifespan Development</p> <p>How support can help people adapt to life after a life event</p> <p>Coursework Learning Aim B</p> <p>SF: Command verbs – Describe, Explain and Compare CS: Coursework task students must compare two individuals</p>	<p>Health and Social care – Component 2 Health and Social Care Services and Values</p> <p>Understanding the different types of health and social care services and barriers to accessing them.</p> <p>Exploring the different types of services – Primary, Secondary and Tertiary</p> <p>Exploring the different types of services and who they are suitable for.</p> <p>Barriers to accessing services and how these can be overcome.</p>	<p>Health and Social care – Component 2 Health and Social Care Services and Values</p> <p>What are the Care Values?</p> <p>How do the Care Values underpin practice?</p> <p>Task – Demonstrating the Care Values in practice</p>

HOSPITALITY & CATERING Vocational Award Curriculum Year 10 (WJEC)

Y10	<p>Unit 1 The Hospitality and Catering Industry</p> <p><i>LO4 Know how food can cause ill health</i></p> <p>AC4.1 describe food related causes of ill health</p> <p>AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO)</p> <p>Assessment – Casa Roma</p> <p>AC4.3 describe food safety legislation</p> <p>AC4.4 describe common types of food poisoning</p> <p>AC4.5 describe the symptoms of food induced ill health</p> <p>Unit 2 Hospitality and Catering in Action – Practical development</p> <p><i>LO1 understand the importance of nutrition when planning menus</i></p> <p>AC1.1 describe functions of nutrients in the human body</p> <p>AC3.3 use techniques in cooking of commodities</p> <p>AC3.4 complete dishes using presentation techniques</p> <p>Presentation techniques</p> <p>AC3.5 use food safety practices</p> <p>Practical tasks:</p> <p>Knife skills</p> <p>Coleslaw</p>	<p>Unit 1 The Hospitality and Catering Industry</p> <p><i>LO1 Understand the environment in which hospitality and catering providers operate</i></p> <p>AC1.1 describe the structure of the hospitality and catering industry</p> <p>Hospitality and catering industry</p> <ul style="list-style-type: none"> • Types of provider • Commercial establishments • Non-commercial catering establishments • Types of service • Services provided • Suppliers • Where hospitality is provided at non-catering venues • Standards and ratings • Job roles within the industry (management, kitchen brigade, front of house, housekeeping, administration) <p>Quiz assessment</p> <p>Unit 2 Hospitality and Catering in Action – Practical development</p> <p>AC3.3 use techniques in cooking of commodities</p> <p>AC3.4 complete dishes using presentation techniques</p> <p>Presentation techniques</p> <p>AC3.5 use food safety practices</p> <p>Practical tasks:</p> <p>Knife skills</p> <p>Baking</p> <p>Swan apples – Assessment – Self Evaluation</p> <p>Pastry</p> <p>Yule logs – Staff judging</p> <p>Wk commencing 9th Dec</p>	<p>Unit 1 The Hospitality and Catering Industry</p> <p>Level 2 Food Safety Certificate – IT required. EXAM.</p> <p>AC1.2 analyse job requirements within the hospitality and catering industry</p> <p>AC1.3 describe working conditions of different job roles across the hospitality and catering industry</p> <p>Working conditions</p> <ul style="list-style-type: none"> • Different types of employment contracts • Working hours, rates of pay, holiday entitlement and remuneration (tips, bonus payments, rewards) <p>AC1.4 explain factors affecting the success of hospitality and catering providers</p> <p>Assessment</p> <p><i>LO2 Understand how hospitality and catering provision operates</i></p> <p>AC2.1 describe the operation of the kitchen</p> <ul style="list-style-type: none"> • Layout • Work Flow • Operational activities • Equipment and materials • Stock control • Documentation and administration • Staff allocations • Dress code • Safety and security <p>AC2.2 describe the operation of front of house</p> <p>AC2.3 explain how hospitality and catering provision meet customer requirements</p> <p>MOCK EXAM 1</p> <p>Unit 2 Hospitality and Catering in Action – Practical development</p> <p>AC1.4 explain how cooking methods impact on nutritional value</p> <p>Practical tasks:</p> <ul style="list-style-type: none"> • Boiling potatoes • Blanching • Poaching eggs • Braising steak • Steaming vegetables 	<p>Unit 1 The Hospitality and Catering Industry</p> <p><i>LO3 Understand how hospitality and catering provision meets health and safety requirements</i></p> <p>AC3.1 describe personal safety responsibilities in the workplace</p> <p>Responsibilities</p> <ul style="list-style-type: none"> • Of employees • Of employers <p>In relation to</p> <ul style="list-style-type: none"> • Health and Safety at Work Act • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) • Control of Substances Hazardous to Health Regulations (COSHH) • Manual Handling Operations Regulations • Personal Protective Equipment at Work Regulations (PPER) <p>Assessment – TEST</p> <p>AC3.2 identify risks to personal safety in hospitality and catering</p> <p>Risks</p> <ul style="list-style-type: none"> • To health • To security • Level of risk (low, medium, high) in relation to employers, employees, suppliers and customers <p>Peer Assessment – Case study</p> <p>AC3.3 recommend personal safety control measures for hospitality and catering provision</p> <p>Assessment</p> <p>Unit 2 Hospitality and Catering in Action – Practical development</p> <p>AC3.5 use food safety practices</p> <p>Practical tasks:</p> <p>AC1.4 explain how cooking methods impact on nutritional value</p> <p>Practical tasks:</p> <ul style="list-style-type: none"> • Roasting - Mediterranean vegetables • Grilling (griddling) – steak/chicken breast • Frying - stir fry 	<p>Unit 1 The Hospitality and Catering Industry</p> <p>RECAP:</p> <p><i>LO4 Know how food can cause ill health</i></p> <p>AC4.1 describe food related causes of ill health</p> <p>AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO)</p> <p>AC4.3 describe food safety legislation</p> <p>AC4.4 describe common types of food poisoning</p> <p>AC4.5 describe the symptoms of food induced ill health</p> <p>Assessment</p> <p><i>LO5 Be able to propose a hospitality and catering provision to meet specific requirements</i></p> <p>AC5.1 review options for hospitality and catering provision</p> <p>Review</p> <ul style="list-style-type: none"> • Summarise different options • Advantages/disadvantages of different options • Use of supporting information which justify how this meets specified needs <p>AC5.2 recommend options for hospitality provision</p> <p>Assessment</p> <p>Unit 2 Hospitality and Catering in Action – Practical development</p> <p>AC3.5 use food safety practices</p> <p>Practical tasks:</p> <p>AC1.4 explain how cooking methods impact on nutritional value</p> <p>Practical tasks:</p> <ul style="list-style-type: none"> • Chilling • Cooling • Hot holding <p>External trip – Cosmo/Slice of India to observe hot holding/chilling etc.</p>	<p>Unit 1 The Hospitality and Catering Industry</p> <p>External Exam: Unit 1 The Hospitality and Catering Industry</p> <p>Unit 2 Hospitality and Catering in Action – Practical development</p> <p>AC3.2 assure quality of commodities to be used in food preparation</p> <p>Quality</p> <ul style="list-style-type: none"> • Smell/Aroma • Touch • Sight • Storage • Packaging <p>AC3.3 use techniques in cooking of commodities</p> <p>Techniques</p> <ul style="list-style-type: none"> • Boiling • Blanching • Poaching • Braising • Steaming • Baking • Roasting • Grilling (griddling) • Frying • Chilling • Cooling • Hot holding <p>AC3.4 complete dishes using presentation techniques</p> <p>Presentation techniques</p> <ul style="list-style-type: none"> • Portion control • Position on serving dish • Garnish • Creativity <p>AC3.5 use food safety practices</p> <p>Community involvement - Homeless shelter – Providing meals for the homeless. Can we cook for the local homeless shelter and work with ASDA?</p> <p>External Visit – Birmingham NEC - BBC – Good Food Show</p>
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MODERN FOREIGN LANGUAGES [French or German] GCSE Curriculum Year 10-11 (AQA)

Autumn		Spring		Summer		
Y10	House & home Opinions My ideal house My ideal town My town Last weekend	Describing a photo Health	School Daily routine	The world of work Work experience Future plans	Media Leisure & sports Opinions	Next weekend Personal descriptions Family & friends Future relationships Opinions on marriage
	(Present, past perfect, past imperfect, conditional & modal verb-to be able to)	(Past, present & future tenses, all modal verbs)	(Present tense & reflexive verbs, past tense)	(Past, present & future tenses)	(Present & past tenses)	(Past, present & future tenses)

MUSIC GCSE Curriculum Year 10-11 (OCR)

Y10	<p>Performance: My Instrument Performance Skills Intro.</p> <p>Composition: Intro to composition for own instrument.</p> <p>Theory: Composition Basics.</p>	<p>Performance: My Instrument Performance Skills Intro.</p> <p>Composition: Mock composition for own instrument.</p> <p>Theory: Conventions of Pop.</p>	<p>Performance: My Music Performance Rehearsal and Development.</p> <p>Composition: My Music Composition rehearsal and Development.</p> <p>Theory: Notation</p>	<p>Performance: My Music Performance Rehearsal and Development.</p> <p>Composition: My Music Composition rehearsal and Development.</p> <p>Theory: Notation</p>	<p>Performance: My Music Performance Rehearsal and Completion</p> <p>Composition: My Music Composition rehearsal and Development.</p> <p>Theory: Film Music</p>	<p>Performance: Ensemble Performance Rehearsal and Development.</p> <p>Composition: My Music Composition rehearsal and Completion</p> <p>Theory: Film Music</p>
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SCIENCE Curriculum Year 10 (AQA)

	Autumn	Spring	Summer
Y10	Biology 1: Cells Biology 2: Human organ systems Physics 1: Particles Physics 2: Energy	Biology 3: Disease Biology 4: Plants Chemistry 1: Atoms & Periodic Table Chemistry 2: Ionic bonding Chemistry 3: Covalent bonding	Biology 3: Disease Biology 4: Plants Chemistry 1: Atoms & Periodic Table Chemistry 2: Ionic bonding Chemistry 3: Covalent bonding

See Science Fact Sheets for more information about topic.

Most students in Year 10 and 11 study the following specification(s):

AQA Level 1/Level 2 GCSE (9-1) in Combined Science: Trilogy (worth 2 GCSEs)

Some students study three separate Science subjects:

AQA Level 1/Level 2 GCSE (9-1) in Biology

AQA Level 1/Level 2 GCSE (9-1) in Chemistry

AQA Level 1/Level 2 GCSE (9-1) in Physics

RSE/PSHE CoDA Curriculum Year 10

	Autumn		Spring		Summer	
Y10	Health and Wellbeing – grief, suicide, social anxiety, self-esteem, social media and screen time	Living in the Wider World 1 – sustainability, homelessness, hate crime, tattoos and piercings	Careers and Finance – careers, employability, work experience	Living in the Wider World 2 – criminal justice system, county lines, terrorism, fake news	Relationships and Safety – conflict, harassment, forced marriage, revenge porn	Relationships and Safety – LGBTQI+, community cohesion, sexism, parenting